



Examining the influence of head teachers' instructional supervision on teachers' pedagogical practices in government-aided primary schools in Lukaya Town Council, Kalungu District, Uganda

John Robert Inyalio¹
 Creatoris Nayebare²
 Raymond Kibirige³
 Bernard Lutalo⁴

¹inyalio@gmail.com
²rnayebare@umu.ac.ug
³rkibirige@umu.ac.ug
⁴blutalo@umu.ac.ug

¹<https://orcid.org/0009-0004-0784-7287>

²<https://orcid.org/0009-0000-8693-9032>

³<https://orcid.org/0009-0007-6347-5782>

⁴<https://orcid.org/0000-0002-8136-9007>

^{1,2,3,4}Uganda Martyrs University, Uganda

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ABSTRACT

Pedagogical practices encompass the instructional methods, strategies, and approaches that educators use to facilitate learning and promote academic success. They form the basis of quality instruction in the teaching and learning process. Thus, the study examined the influence of head teachers' instructional supervision on teachers' pedagogical practices in government-aided primary schools in Lukaya Town Council, Kalungu District, Uganda. Guided by McGregor's Theory X and Theory Y, the study adopted a qualitative research approach with a multiple case study design to explore how supervision shapes pedagogical practices. The target population comprised the district education officer, inspector of schools, head teachers, teachers, and pupils from the seven government-aided primary schools in the four wards of Lukaya Town Council. Out of the targeted population of 140, only 103 were selected using purposive and simple random sampling techniques to participate in the study. These were the District Education Officer (DEO), the District Inspector of Schools (DIS), 7 headteachers, 35 teachers, and 59 learners. Observation, interviews, and focus group discussions were used as data collection instruments. Qualitative data were analyzed through coding, categorization, and were analyzed thematically. The study found that head teachers demonstrate a generally high level of engagement in instructional supervision. Further, the research indicated that teachers exhibit a commendable level of commitment to pedagogical practices. It also emphasized that there is a significant and direct relationship between the head teachers' instructional supervision and teachers' pedagogical practices in government-aided primary schools in Lukaya Town Council. The study recommended that head teachers in government-aided primary schools in Lukaya Town Council should institutionalize a robust instructional supervision framework on the preparation and supervision of pedagogical practices. It recommended that head teachers should equip teachers with the required skills to apply quality pedagogical practices in ongoing lessons. It also recommended that the Ministry of Education and other stakeholders should strengthen leadership development programs focused on instructional supervision and pedagogical practices.

Keywords: Central Uganda, Headteachers, Instructional Supervision, Kalungu District, Pedagogical Practices, Primary Schools, Teachers

I. INTRODUCTION

Globally, the quality of education has long been intricately linked to the pedagogical practices employed by teachers in the classroom (Ubogu, 2020). Pedagogical practices encompass the instructional methods, strategies and approaches that educators use to facilitate learning and promote academic success. These practices include lesson planning, schemes of work, learner engagement and the use of teaching aids (Bush & Glover, 2014). In developed nations such as United Kingdom and Finland there has been a concerted focus on improving pedagogical approaches as

a means of enhancing educational outcomes and equity, European Union Agency for fundamental Rights, FRA (2019). Since the late 20th century, educational systems worldwide have undergone significant transformation, driven by globalization, the advancement of technology, and the growing demand for high-quality education that prepares learners for the 21st century. Central to this transformation has been a shift from traditional, teacher-centered instructional approaches towards learner-centered and competence-based pedagogies. These modern pedagogical models emphasize active learning, critical thinking, collaboration, and the development of skills and competencies over rote memorization (Davletova, *et al.* 2025). This shift has placed increasing pressure on teachers to become more innovative, reflective, and adaptive in their pedagogical practices.

Across the African continent, teachers' pedagogical practices have continued to attract scholarly and policy-level attention due to their critical role in shaping learner outcomes. However, in Sub-Saharan Africa, teachers often face formidable challenges in applying effective pedagogical methods in their classrooms. Among these challenges are overcrowded classrooms, insufficient instructional materials and low teacher morale, (Kibirige, *et al.* 2025a). These issues are compounded by inadequate infrastructure and poor working conditions, which further compromise teachers' ability to implement effective, learner-centered pedagogical approaches, (Kibirige & Lutalo. 2025b). In response, many African governments have prioritized reforms in teacher education and curriculum delivery in order to enhance classroom instruction. Countries such as Kenya, Ghana, Rwanda and South Africa have initiated policies aimed at improving the quality of teaching through in-service training, the integration of technology in teaching and curriculum restructuring to encourage participatory learning. These efforts are often supported by international development partners which have invested in teacher capacity-building programs and school-based training. For instance, Kenya's Strengthening Primary Education (SPRED) program and Ghana's Untrained Teacher Diploma in Basic Education (UTDBE) were implemented to address gaps in classroom teaching by equipping teachers with practical pedagogical skills (Gruijters *et al.* 2024).

Similarly, South Africa's outcomes-based education policy emphasized the need for active and inclusive learning to replace traditional rote methods. Despite such interventions, the transformation of pedagogical practices in African classrooms remains slow and uneven. Research indicates that in many public primary schools, teaching continues to be predominantly teacher-centered, with limited learner participation and minimal use of diverse instructional strategies (Gruijters *et al.* 2024). Lessons are often dominated by direct instruction and assessment practices are mostly summative rather than formative. Teachers tend to rely heavily on textbooks and chalkboard methods, leaving little room for improvisation, creativity or learner engagement. Moreover, systemic issues such as underfunding of the education sector, weak teacher supervision systems, political interference and inadequate teacher motivation continue to impede pedagogical innovation and quality instruction in primary schools.

In Uganda, teachers' pedagogical practices have been a central focus of education reforms and policy debates. The implementation of Universal Primary Education (UPE) in 1997 greatly increased school enrollment, but it also brought challenges related to teacher effectiveness and instructional quality. Reports from the Ministry of Education and Sports have consistently shown gaps in pedagogical quality, especially in government-aided primary schools. Teachers often rely on traditional chalk-and-talk methods, with limited use of learner-centered techniques. While lesson planning and scheme preparation are mandatory, many teachers struggle to meet these expectations consistently, citing workload, limited support, and low motivation. Moreover, pedagogical practices are poorly practiced, and this affects the overall quality of learning (MoES, 2017). The Teacher Incentive framework and thematic curriculum were introduced in part to improve pedagogical practices, but their effectiveness remains varied across regions.

In Lukaya Town Council, Kalungu District, government-aided primary schools serve a large proportion of learners from low-income and rural backgrounds. While the schools are staffed by trained teachers, preliminary observations suggest that pedagogical practices remain weak and inconsistent. Challenges include inadequate preparation of schemes of work, lesson plans and limited use of instructional aids. Teacher absenteeism, low morale, and insufficient professional development opportunities further weaken instructional practices. Additionally, learner engagement and classroom assessment methods are often superficial, failing to address the diverse needs of learners. Although the district has made some efforts through Continuous Professional Development (CPD) sessions for the head teachers' instructional supervision and school-based support, the overall effectiveness of pedagogical practices remains in question (Kalungu District Education Report, 2019).

This research is unique and looks forward to advance the body of knowledge in different ways for example, it bridges a gap in literature by examining the relationship between head teachers' instructional supervision and teachers' pedagogical practices in government aided primary schools in Lukaya town council, Kalungu district. This study gives a pragmatic analysis of the relationship between head teachers' instructional supervision and the teachers' pedagogical practices. It also creates vital information towards achieving the Ugandan vision of 2040 goals for quality education. This study was set purposely to assess the relationship between head teachers' instructional supervision and teachers' pedagogical practices in government aided primary schools.

1.1 Statement of the Problem

Effective pedagogical practices are fundamental in improving learning outcomes in primary education. However, in many government-aided primary schools in Uganda particularly in Lukaya Town Council, Kalungu district these practices remain weak, as evidenced by poor lesson planning, scheme of work and teaching aid preparations, (MoES, 2017). The declining performance in the pedagogical practices underscores the challenges faced in primary education. Despite clear national policies emphasizing, use of learner-centered techniques, making lesson planning and scheme preparation mandatory, Reports from the Ministry of Education and Sports have consistently shown gaps in pedagogical quality, especially in government-aided primary schools. Teachers often rely on traditional chalk-and-talk methods, with limited use of learner-centered techniques. Many teachers struggle to meet these expectations consistently, citing workload, limited support, and low motivation. (MoES, 2017).

The phenomenon of pedagogical practices being poorly practiced and that it affects the overall quality of learning questions the instructional supervisory role of school heads. A persistent gap exists between head teacher instructional supervision and teachers' pedagogical practice. Teachers often neglect lesson planning, preparation of schemes of work and teaching aids, (Kalungu District Education Report, 2019). This alarming trend has been attributed to the lack of effective instructional supervision, as many head teachers prioritize personal businesses over their core instructional leadership duties. This encouraged the researcher to save the situation because its perseverance negatively affects the government targets and expectations of other stake holders. If this study was not carried out, teachers would continue to ineffectively use the pedagogical practices hence consistence of poor-quality learning outcomes in primary schools. Therefore, it was against this background that, the study was conducted to assess the relationship between head teachers' instructional supervision and teachers' pedagogical practices in government aided primary schools.

1.2 Research objectives

- i. To examine the extent to which teachers prepare instructional documents in government aided primary schools in Lukaya town council Kalungu district
- ii. To assess the headteachers' instructional supervision of teachers' pedagogical practices in government aided primary schools in Lukaya town council, Kalungu district.
- iii. To assess how headteachers' instructional supervision influences teachers' pedagogical practices in government aided primary schools in Lukaya town council, Kalungu

II. LITERATURE REVIEW

2.1 Theoretical Review

This study was grounded in Douglas McGregor's Theory X and Theory Y, which offer contrasting perspectives on employee management behavior (McGregor, 1960). Theory X assumes that workers inherently dislike work and require close supervision, control, and sometimes coercion to perform effectively. In the context of government-aided primary schools in Lukaya town council, this implies that some teachers may only fulfill their instructional responsibilities such as preparing schemes of work, teaching aids and lesson planning when head teachers apply strict supervision. This approach supports the notion of school heads tight instructional supervision of teachers' pedagogical practices in primary schools to achieve educational objectives.

Conversely, Theory Y suggests that work is a natural activity and individuals can be capable of self-direction when given the right environment. In primary schools, this means some teachers may effectively prepare instructional documents and conduct lessons with minimal supervision if they are supported and trusted by their head teachers. This therefore, recommend a balanced approach where head teachers assess individual teachers' attitudes and then apply either Theory X or Y accordingly, depending on the context, it improves the teachers' pedagogical practices hence yielding quality learning.

The relevance of McGregor's theory to this study lies in its explanatory power regarding differences in teacher behavior and the corresponding supervisory approaches adopted by head teachers. For example, Wakutile (2019) found that while a few teachers work independently, most required tight supervision aligning with Theory X. Similarly, Zepeda (2017) observed that head teachers' strict oversight improved teachers' pedagogical practices, but also warned that self-driven teachers must be handled with care to maintain high output supporting Theory Y. Therefore, the theory's dual perspective enables head teachers to carryout effective instructional supervision on teachers' pedagogical practices which elevates the quality of teaching in primary schools.

2.2 Empirical Review

Empirical literature widely recognizes instructional supervision as a key factor influencing teachers' pedagogical practices and the quality of education outcomes. Studies have consistently examined this relationship from

different dimensions, including instructional document preparation, supervisory practices by head teachers, and their combined effect on pedagogical performance.

2.2.1 Extent to which teachers prepare instructional documents

Malunda *et al.* (2016) found that instructional supervision in many schools remains inadequate, leaving teachers to independently manage instructional planning, which often results in ineffective pedagogical practices. Similarly, Kibirige *et al.* (2025c) established a strong link between instructional supervision and the effectiveness of instructional documents, emphasizing that supervision significantly influences how teachers prepare lesson plans, schemes of work, and other teaching materials. In addition, Nnebedum and Akinfolarin (2017) further noted that instructional supervision enhances teachers' instructional skills and improves their ability to prepare and implement instructional documents effectively. Lorensius *et al.* (2022) also emphasized that supervision strengthens teachers' commitment to preparing instructional materials, which is essential for effective curriculum delivery. These findings highlight that the preparation of instructional documents is strongly influenced by the quality and consistency of instructional supervision. Therefore, headteachers should carry out regular instructional supervision to enable teachers prepare lesson plans, schemes of work in order to improve on pedagogical practices in schools

2.2.2 Extent to which head teachers conduct instructional supervision

Basilio and Bueno (2021) identified gaps in instructional supervision, noting that effective supervision requires a collaborative, consistent, and trust-based approach supported by adequate resources and training. Maisyarah *et al.* (2021) emphasized that instructional supervision is essential for guiding teachers and improving instructional delivery, which directly impacts learner performance. In the same line, Gordon (2023) argued that effective instructional supervision must combine pedagogical support with enforcement of professional responsibilities, including monitoring lesson planning and classroom practices. Zepeda (2017) cautioned that when supervision lacks administrative oversight, monitoring systems become weak, negatively affecting school effectiveness. Nyakigha (2020) added that consistent classroom observation and follow-up are essential for maintaining instructional quality and accountability. These studies collectively show that head teachers' instructional supervision plays a critical role in guiding teachers, monitoring instruction, and ensuring adherence to professional standards. Therefore, headteachers should conduct instructional supervision to help teachers uplift the pedagogical practices in schools.

2.2.3 Relationship between instructional supervision and pedagogical practices

Mbonyumugenzi and Mukamazimpaka (2022) established a strong positive relationship between instructional supervision and teachers' job performance, noting that regular supervision improves pedagogical practices such as lesson planning, use of teaching aids, and curriculum implementation. Similarly, Shaked (2024) found that irregular or absent supervision leads to a decline in pedagogical quality and negatively affects learner performance. In the Ugandan context, Twaha *et al.* (2025) observed that challenges such as large class sizes, limited resources and inadequate teacher training make instructional supervision essential for improving pedagogical practices. Schools with weak supervision often experience poor instructional delivery, low teacher accountability, and reduced learner achievement. Overall, the literature indicates that effective instructional supervision by head teachers significantly enhances teachers' pedagogical practices, while weak supervision results in poor instructional quality and lower academic performance. Therefore, school heads must conduct instructional supervision to enable teachers achieve quality pedagogical practices like lesson planning and scheming in schools.

III. METHODOLOGY

3.1 Research design

This study adopted a qualitative descriptive multiple case study design to explore the impact of head teachers' instructional supervision on teachers' pedagogical practices in selected government-aided primary schools in Lukaya Town Council, Kalungu district. The design enabled the collection of in-depth insights into participants' experiences and facilitated a contextual understanding of how instructional supervision influences pedagogical practices in real school settings. A qualitative approach was employed to generate rich, non-numerical data for deeper analysis of the phenomenon. The study was conducted in seven (7) government-aided primary schools across the four wards of Lukaya Town Council, allowing the researcher to obtain detailed and context-specific information. This selection provided a comprehensive basis for examining the relationship between head teachers' instructional supervision and teachers' pedagogical practices within the study area (Creswell, 2014).

3.2 Study Area

The study was carried out in Lukaya Town council in Kalungu district, central Uganda. Lukaya town council is made up of four wards including, Kaliro, Central, Bajja and Magezi Kizungu wards. Kalungu district was created by an act of parliament and it started operating in 2010. It is located in the Southern Central part of Uganda (Lutalo, 2023). Kalungu district is bordered by Gomba district to the North, Butambala district to the North East, Mpigi district to the East, Masaka district to the South and Bukomansimbi district to the West. It is approximately 106 kilometres from Kampala, the capital city of Uganda. Kalungu district education service commission empowers the 7-government aided primary schools found in Lukaya town council with financial support in order to improve the quality of education (Kalungu District Education Department, 2019). These schools are also aided by the government of Uganda with the aim of improving the quality of teaching and learning process of students (MoES, 2017). However, these schools' education quality is below the expectations of the stakeholders.

3.3 Target population

The study target population included all the 103 which were composed of 1 district education officer, 1 inspector of schools, 7 head teachers, 35 teachers and 59 learners in the seven schools. The district officers, inspector of schools and head teachers were purposively sampled. Teachers and learners were chosen using simple random sampling and snow balling coming up with 35 teachers and 59 learners. The district education officer and the inspector of the schools were chosen because they supervise schools. Head teachers were selected because they were in the fore front of providing instructional supervisory role to the teachers whereas the choice of the teachers was due to the fact that they were the ones who carry our classroom pedagogical practices which was a component of teachers' performance. These participants were also chosen because they gave consistent, trustworthy and reliable data necessary for the study.

3.4 Sampling and sample size

From Table 1, the researcher used a sample size of 103 respondents from government-aided primary schools in Lukaya Town Council, Kalungu District, Uganda, using the Krejcie and Morgan table (1970) for determining samples (Krejcie & Morgan, 1970). There were 1 district education officer, 1 inspector of schools, 7 head teachers, 35 teachers, and 59 pupils who participated in the study. This was because the respondents were selected based on purposive sampling and the judgment of the researcher. In this line, the district education officer and inspector of schools helped to supervise head teachers, teachers, and learners who participated in the study. All these participants were chosen based on their ability to provide reliable and authentic data needed for the study.

Table 1
Sample Size

Categories of participants	Population	Sample size
DEO	1	1
IOS	1	1
Head teacher	7	7
Teachers	51	35
Learners	80	59
Total	140	103

Source: Researcher, 2026

3.5 Data Collection

The study employed observations, interviews and focus group discussion techniques to collect data. Interviews were employed on a district education officer, 1 inspector of schools and 7 head teachers. Focused group discussions were conducted on 35 teachers and 59 pupils. The study also carried out observation analysis on teachers and pupils were observed in the on-going lessons.

3.6 Data Analysis

Data analysis involved organizing, summarizing and interpreting the collected information to derive meaningful insights and conclusions. In this study, qualitative data analysis method was employed to ensure a comprehensive understanding of the research problem. The qualitative data collected through structured checklists were first checked for completeness, coded, categorized and themes were developed to formulate content patterns and then thematically analyzed. This allowed the researcher to describe the characteristics of respondents, the level of instructional supervision, and the extent of teachers' pedagogical practices.

3.7 Ethical Considerations

Ethical guidelines were strictly followed to ensure the integrity of the study and protection of respondents' rights. The researcher obtained an introductory letter from Uganda Martyrs University, which was presented to the District Education Officer (DEO) to secure permission, and subsequent authorization was granted to the selected schools. Informed consent was obtained from all participants after clearly explaining the purpose and procedures of the study and participation was voluntary with the option to withdraw at any time. Anonymity and confidentiality were maintained by not recording respondents' names and ensuring that all data collected was used solely for academic purposes and securely stored. Permission was also sought before recording interviews, and a non-coercive environment was maintained to encourage honest responses. Additionally, the researcher ensured that all data collected was original and upheld academic integrity by avoiding plagiarism.

IV. FINDINGS & DISCUSSION

4.1 Preparation of Instructional Documents by Teachers

The first objective examined the extent to which teachers prepare instructional documents in government-aided primary schools in Lukaya Town Council, Kalungu District. Teachers were expected to prepare instructional documents of schemes of work, lesson plans, record of work, attendance registers, lesson notes and class time tables. Findings from head teachers' interviews (1/04/2025) indicate that teachers demonstrate a generally high level of commitment to instructional planning. For instance, one head teacher noted that,

"Teachers prepare lesson plans for every lesson. This shows a positive commitment towards ensuring that instructional planning is consistently done, which is critical for effective teaching and learning" (Head teacher 1, Interview, 1/04/2025).

This suggests that lesson planning is a well-established pedagogical practice across the schools.

Similarly, preparation of schemes of work was reported to be consistent, with another head teacher explaining that,

"Teachers regularly prepare the schemes of work before the official opening of each term, though there is room to further formalize these documents to ensure full curriculum alignment" (Head teacher 6, Interview, 2/04/2025).

The district education officer and inspector of schools further confirmed the above although with noted inconsistencies.

"All teachers are aware of the requirement to prepare lesson plans and schemes of work. However, the actual implementation varies across schools some teachers are very consistent, while others just draft these documents for formality without using them effectively." (DEO, Interview, 3/04/2025)

The DIS supported this view, adding that,

"In many schools, especially those with committed head teachers, instructional documents are well-prepared and used. But there are still some cases where teachers recycle old schemes or simply copy from colleagues without proper customization."

Further, findings also revealed inconsistencies in the preparation and use of teaching aids. A head teacher observed that, *"When it comes to the preparation of teaching aids, the majority of teachers regularly prepare them per lesson; and some ignore this in their pedagogical practices"* (Head teacher 4, Interview, 5/04/2025).

These findings were corroborated by teachers during focus group discussions who stated that,

"Teachers carry out pedagogical practices; however, only a few committed teachers prepare their documents on time, while the majority wait until they are told." (Teacher, Focus group discussion, 6/04/2025)

Classroom observations further confirmed that although instructional documents are generally prepared, consistency varies among teachers. The corroborated responses indicate a generally high level of commitment to core instructional responsibilities among teachers, with the majority consistently preparing essential documents such as schemes of work, lesson plans, and records of work covered. These responses indicate that while a general culture of instructional planning exists, there are disparities in quality and consistency across schools.

Overall, the findings reveal that teachers are highly committed to preparing core instructional documents, which is essential for quality teaching and learning. The consistent preparation of schemes of work, lesson plans, assessment sheets, and classroom routines reflects professional dedication and a structured approach to pedagogy. However, the widespread neglect of daily lesson attendance form completion indicates a weakness in administrative compliance and documentation, which could hinder effective instructional supervision by school leaders.

In conclusion, while the instructional preparedness of teachers is commendable and sets a strong foundation for curriculum implementation, there is a need for strengthening administrative monitoring systems to ensure that teaching activities are not only planned but also executed and documented in real time. Addressing this gap will enhance instructional accountability and improve the overall quality of education delivery. According to Shaked (2024), effective

instructional supervision must encompass both the improvement of teaching and the enforcement of professional responsibilities, including adherence to institutional procedures. Zepeda (2017) further notes that when instructional supervision focuses solely on pedagogy without integrating administrative oversight, essential mechanisms for monitoring and evaluation become weakened, thereby compromising overall school performance. Additionally, Mbonyumugenzi and Mukamazimpaka (2022) argues that comprehensive instructional leadership marked by regular follow-up on lesson planning, classroom observation, and documentation ensures consistency, accountability, and alignment with curriculum standards. This reinforces the need for head teachers to emphasize both instructional and administrative compliance to fully support quality education delivery. Moreover, Bush and Glover (2014) highlight that procedural fidelity, such as maintaining teaching records, is crucial for effective instructional leadership, as it provides tangible evidence for decision-making, teacher evaluation, and targeted professional development. These studies collectively validate the assertion that strengthening instructional supervision to include both pedagogical and administrative dimensions is key to sustaining high-quality teaching and learning outcomes.

4.2 Head teachers' Instructional Supervision Practices

The second objective examined the extent to which head teachers conduct instructional supervision. Findings from interviews (10/04/2025) reveal that head teachers are actively engaged in supervisory practices. For example, one head teacher explained that,

"Frequently we visit classrooms to observe teachers' teaching practices and regularly provide feedback... this creates a supportive supervisory environment that encourages continuous improvement" (Head teacher 2, Interview, 10/04/2025).

In addition, head teachers emphasized the importance of collaborative engagement, with one noting that,

"We organize regular meetings with teachers to discuss instructional practices and actively offer support in addressing instructional challenges... ensuring supervision is structured and consistent" (Head teacher 3, Interview, 11/04/2025).

Monitoring of instructional documents was also identified as a common practice. As one respondent stated,

"Checking instructional documents such as lesson plans and schemes of work is part of our supervision, and we encourage teachers to reflect on their teaching practices" (Head teacher 5, Interview, 11/04/2025).

Teachers in FGDs (13/04/2025) confirmed these findings, stating that,

"Head teachers are actively engaged in instructional supervision through classroom observations, feedback, and reviewing instructional documents."

Students also provided supporting evidence, noting that,

"Our head teacher comes to our class sometimes... he stands at the back and watches, then talks to the teacher outside... sometimes he asks if we understand" (Students' FGD, 14/04/2025).

According to the Ministry of Education and Sports guidelines, every teacher is mandated to prepare schemes of work and lesson plans, and these must be approved by the head teacher before the term begins. The guidelines are clear, but enforcement is inconsistent. Some schools are diligent in following up on documentation, but others lack the leadership drive needed for compliance." (DIS, 14/04/2025)

Monitoring of instructional preparation was reported to be done through both inspections and supervision. The DEO noted,

"We conduct routine school inspections and demand evidence of planning documents, while the DIS added that, "During monitoring visits, we check teachers' files, observe lessons, and engage with head teachers. We also issue directives for corrective action when needed."

This demonstrates the district's efforts to ensure compliance, although follow-up mechanisms appear to vary in rigor. Both officers acknowledged several challenges affecting instructional preparation. The DEO highlighted systemic issues, such as

"Heavy workloads, large class sizes, and limited access to updated instructional materials,"

while the DIS attributed part of the problem to teacher attitude, stating that,

"Some teachers don't see planning as a critical component of teaching. We need stronger head teacher supervision and more frequent professional development to change this mind-set."

The conclusion that headteachers significantly enhance teaching effectiveness through the provision of instructional resources and supervision is well supported by educational research. According to Malunda *et al.* (2016), school leadership particularly in resource provision and instructional support is second only to classroom teaching in its influence on learner learning outcomes. When head teachers ensure the consistent availability of teaching and learning materials, they not only facilitate effective lesson delivery but also empower teachers to plan confidently and implement learner-centered pedagogical strategies (Bush & Glover, 2014). Kibirige, *et al.* (2025a) underscores that adequate teaching resources are foundational to achieving quality education, especially in resource-constrained contexts, and that school leaders play a pivotal role in mobilizing and managing these resources. Furthermore, Nnebedum and Akinfolarin

(2017) highlight that sustained instructional support by school administrators contributes to teacher motivation, which in turn positively affects learner performance. This literature affirms the importance of continued investment in leadership development and resource allocation to sustain the quality of instruction and learning achievements in schools.

4.3 Relationship between Instructional Supervision and Pedagogical Practices

The third objective examined the relationship between head teachers' instructional supervision and teachers' pedagogical practices. Findings from interviews (17/04/2025) reveal a strong positive relationship between the two variables. For example, one head teacher stated that,

"Where supervision is strong, teachers' pedagogical practices are better—for example, teachers prepare lesson plans, schemes of work, use teaching aids, and engage learners more" (Head teacher 1, Interview, 17/04/2025).

Another respondent emphasized that,

"With regular supervision and lesson observation, within a term you can see changes—teachers become more serious in preparing lesson plans, schemes of work, and teaching aids" (Head teacher 4, Interview, 18/04/2025).

Conversely, weak supervision was associated with poor pedagogical practices. As one head teacher noted,

"In schools where supervision is lax, teachers do as they please... they don't even bother preparing lesson plans or teaching aids unless instructed" (Head teacher 7, Interview, 19/04/2025).

Teachers also acknowledged this relationship, stating during FGDs (20/04/2025) that,

"Head teachers' instructional supervision positively influences teachers' pedagogical practices."

Students reinforced this perspective, noting that,

"We enjoy lessons when teachers use teaching aids... whenever the head teacher visits, the teacher becomes more serious in teaching" (Students' FGD, 21/04/2025).

Observational findings further confirmed that schools with active instructional supervision demonstrate improved teaching practices and better learner engagement, while weak supervision correlates with reduced teacher commitment and poor instructional delivery. Overall, the findings establish that effective instructional supervision significantly enhances teachers' pedagogical practices, thereby improving the quality of teaching and learning outcomes.

In conclusion, the responses collectively reveal that instructional supervision is widely perceived by head teachers as a powerful tool for enhancing the professional competence and instructional effectiveness of teachers. Research consistently supports this view, highlighting that instructional supervision contributes significantly to improving lesson delivery, classroom management, assessment practices, and teacher motivation (Nnebedum & Akinfolarin (2017). According to Mbonyumugenzi and Mukamazimpaka (2022) effective instructional leadership, particularly through regular supervision and feedback, is strongly linked to improved learner achievement because it directly influences teachers' classroom practices and professional growth. Furthermore, instructional supervision fosters reflective teaching and the adoption of innovative instructional strategies, which are critical for adapting to diverse learner needs Shaked (2024). It also enhances teacher motivation by providing professional support and recognition, which in turn promotes sustained commitment to quality teaching Twaha *et al.* (2025). Given these benefits, strengthening supervisory practices is essential to sustaining and advancing quality teaching and learning outcomes in primary schools.

In view of the foregoing, the study findings clearly indicated that, teachers in government-aided primary schools in Lukaya town council exhibit a commendable level of commitment to the pedagogical practices such as preparation of instructional documents, particularly in core areas such as schemes of work, lesson plans, and teaching aids. This was confirmed by head teachers, teachers and students participated in the study who re-echoed that, teachers integrate pedagogical practices in their lessons. In addition, it was reemphasized in the research carried out by Nnebedum and Akinfolarin (2017) and Lorensius *et al.* (2022) that, teachers positively engage in pedagogical practices to improve on the quality of education outcomes. Therefore, teachers should effectively takeout pedagogical practices such as preparation of instructional documents, particularly in core areas such as schemes of work, lesson plans, and teaching aids to enable schools achieve quality education. The study revealed that, head teachers in government-aided primary schools in Lukaya Town Council demonstrate a generally high level of engagement in instructional supervision, such as, facilitation of lesson observations, supervision of learning aid usage, and diligent monitoring of teacher attendance which plays a pivotal role in enhancing teachers' pedagogical practices. This was confirmed by head teachers, teachers and students participated in the study that, headteachers carryout instructional supervision in schools. In addition, this was reechoed in the study carried out by Malund *et al.* (2016) and Basilio and Bueno, (2021) who emphasized that, head teachers should conduct instructional supervision in schools. Therefore, head teachers should effectively conduct instructional supervision in schools to enable teachers improve on their pedagogical practices hence contributing to a strong foundation for teaching and learning quality in schools. The study revealed that, there is a significant and direct



relationship between the head teachers' instructional supervision and teachers' pedagogical practices in government-aided primary schools in Lukaya town council. This was confirmed by head teachers, teachers and students partook in the study who re-echoed that, schools where instructional supervision is consistent, supportive, and well-structured particularly in the areas of document monitoring, classroom observation, and teacher support, teachers demonstrate stronger pedagogical practices marked by effective preparation of lesson plans, schemes of work and teaching aids. Similarly, this was confirmed by Shaked (2024) and Mbonyumugenzi and Mukamazimpaka (2022) who narrated in their study that, head teachers' instructional supervision has a positive effect on teachers' pedagogical practices in classrooms. Therefore, head teachers should effectively carryout instructional supervisions to enable teachers prepares pedagogical practices like preparing lesson plans, schemes of work and teaching aids as a way of elevating teaching and learning quality.

V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

From the results of this research, the study concluded that, head teachers demonstrate a generally high level of engagement in instructional supervision. Further the research indicated that, teachers exhibit a commendable level of commitment to the pedagogical practices. It also emphasized that, there is a significant and direct relationship between the head teachers' instructional supervision and teachers' pedagogical practices in government-aided primary schools in Lukaya Town Council. The findings from this study clearly indicate that teachers in government-aided primary schools in Lukaya Town Council exhibit a commendable level of commitment to the preparation of instructional documents, particularly in core areas such as schemes of work, lesson plans, and learner assessment tools. This dedication reflects positively on the overall instructional preparedness and contributes significantly to structured and effective teaching and learning processes. However, the study also uncovers critical gaps in the regular completion of administrative documents, notably daily lesson attendance forms, which pose challenges to accountability and instructional supervision

The study reveals that head teachers in government-aided primary schools in Lukaya Town Council demonstrate a generally high level of engagement in instructional supervision, playing a pivotal role in enhancing teaching and learning quality. Their commitment is especially evident in the consistent provision of instructional materials, facilitation of lesson observations, supervision of learning aid usage, and diligent monitoring of teacher attendance. These practices reflect a strong foundation for instructional leadership and contribute to a structured, accountable school environment conducive to improved learner outcomes. However, despite these strengths, certain gaps persist—particularly in the areas of daily lesson plan approval, feedback on learning aids, and the use of attendance data for accountability and performance improvement. The limited attention to these detailed but essential aspects of supervision indicates a need for a more holistic approach that balances both macro- and micro-level instructional oversight. Encouraging innovation, providing constructive feedback, and establishing clear accountability mechanisms remain areas for further development.

The study concludes that there is a significant and direct relationship between the head teachers' instructional supervision and teachers' pedagogical practices in government-aided primary schools in Lukaya Town Council. The findings reveal that where instructional supervision is consistent, supportive, and well-structured particularly in the areas of instructional resource provision, document monitoring, classroom observation, and teacher support teachers demonstrate stronger pedagogical practices marked by effective lesson preparation, classroom delivery, and learner engagement. Conversely, the study uncovered widespread inconsistencies and weaknesses in supervisory practices. A majority of teachers were reported irregular or absent, access to teaching materials, limited feedback on instructional documents, infrequent classroom observations, and inadequate support in lesson preparation. These gaps are closely linked to poor instructional planning, low teacher motivation, and diminished pedagogical effectiveness. The absence of regular, developmental feedback and resource facilitation undermines the very foundation of instructional improvement and professional growth.

5.2 Recommendations

Based on the findings, it is recommended that head teachers in government-aided primary schools in Lukaya Town Council should institutionalize a robust instructional supervision framework on preparation and supervision of pedagogical practices. It also recommended that, teachers should be equipped with the required skills to apply quality pedagogical practices in the ongoing lessons. it is recommended that the Ministry of Education and other stakeholders should strengthen leadership development programs focused on instructional supervision and pedagogy practices.

Declaration of Interest

The authors declare that they do not have any known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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