

The Relationship Between the Rate of Clinical Supervision Received by Teachers and Their Use Of Instructional Materials in Government-Aided Primary Schools of Ntungamo Municipality

Muramuzi Benson Robert*, Enock Barigye**, Basil Tibanyendera***

*(Faculty of Education, Arts and Media Studies, Bishop Stuart University
Email: bensomuramuzi@gmail.com)

** (Faculty of Education, Arts and Media Studies, Bishop Stuart University
Email: enockbarigye@yahoo.com)

*** (Faculty of Education, Arts and Media Studies, Bishop Stuart University
Email: basiltiba@gmail.com)

Abstract

This study examined how clinical supervision affects teachers' use of instructional materials in government-aided primary schools in Ntungamo Municipality. The main purpose of the study was to establish the relationship between the rate of clinical supervision teachers received and their use of instructional materials. This study employed a cross-sectional research design, utilizing both quantitative and qualitative approaches. The researcher used questionnaires and interviews to collect data from respondents. The study population comprised teachers, headteachers, a coordinating centre tutor, the municipal education officer, and the municipal inspector of schools. The researcher used purposive and stratified sampling methods. The data collection tools included a self-administered questionnaire and an interview guide. The study revealed that school supervisors were actively involved in supervision. It also found that teachers were more inclined to use traditional print materials, such as textbooks, but rarely used electronic media. Correlation analysis, conducted using Pearson's correlation coefficient, indicated a positive but weak relationship between the rate of clinical supervision teachers received and their level of use of instructional materials ($r = 0.217$, $p < 0.05$). It was recommended that clear guidelines for conducting clinical supervision be provided to school supervisors and that teachers receive more guidance on using instructional materials. The study also suggested a need for regular sessions between supervisors and teachers regarding the use of instructional materials to help participants identify areas for improvement.

Key words: Relationship, Rate of Clinical Supervision, Teachers, Instructional Materials, Government-Aided Primary Schools.

Introduction

With the introduction of Universal Primary Education in Uganda, there was an increase in pupil enrollment in government-aided primary schools, which heightened the need for more teachers and instructional materials, making clinical supervision more necessary to achieve good outcomes. Universal Primary Education was launched in 1997 as one of the programs to achieve the Millennium Development Goals (Mulyalya, 2016, p. 4).

One of the indicators used to track progress toward the Millennium Development Goals was the provision of instructional materials to schools by the government. Primary school headteachers were tasked with supervising, monitoring, and reporting to the District Education Officers on the use of various instructional materials in schools (Mulyalya, 2016, p. 8).

The government of Uganda has made efforts to provide instructional materials to government-aided primary schools since 1997. Unfortunately, it has been reported that teachers in most of these schools have not been using the instructional materials (Education Planning and Policy Analysis Department – EPPAD Report, 2019). The same report reveals that headteachers did not inform teachers about the availability of instructional materials in their schools. It is based on these facts—regarding the supply of instructional materials to government-aided primary schools and the irony that the available materials were not being used—that the researcher was motivated to carry out this study. The researcher sought to determine whether poor supervision is the cause of this logical contradiction and absurdity. It is notable that the researcher excluded private schools from this study because they were not provided with instructional materials by the government and therefore have an excuse. Moreover, the report on the failure to use instructional materials only criticized government-aided primary schools.

Teachers are expected to use instructional materials to enhance their teaching, cater to learners' individual differences, and provide a basis for learner participation in class (Smith, 2019). To support this, the government of Uganda has made efforts to provide instructional materials to schools in the form of textbooks, flashcards, charts, and electronic media since 1997. Despite these efforts, teachers were not using the instructional materials available in the schools (Education Planning and Policy Analysis Department [EPPAD] Report, 2019). Even the headteachers had not informed teachers about the availability of instructional materials in their schools. According to the Municipal Education Officer of Ntungamo Municipality, only about 10% of the teachers in government-aided schools in Ntungamo Municipality used audio-visual and audio aids in their teaching. Twenty percent of the teachers used visual aids, while the remaining 70% relied solely on the chalkboard (Municipal Education Officer's Quarterly Reports, 2020). If this situation persisted, learners would struggle to understand the concepts taught, leading to continued poor performance. Based on these observations, it seemed that the failure of teachers to use instructional materials in Ntungamo Municipality was due to poor supervision. However, there was no conclusive evidence to support this assumption, which provided the grounds for conducting the study on clinical supervision and teachers' use of instructional materials in government-aided primary schools in Ntungamo Municipality.

Purpose of the Study

The purpose of the study was to establish the relationship between headteachers' clinical supervision and teachers' use of various instructional materials in government-aided primary schools in Ntungamo Municipality.

Literature Review

Clinical supervision, characterized by its focus on professional growth and instructional improvement, has been recognized as a vital component of effective teaching (Elliott, 2009). Similarly, instructional materials play a pivotal role in facilitating the delivery of quality instruction and enhancing student learning outcomes (Loucks-Horsley et al., 2003). Moreover, studies suggest that effective clinical supervision fosters collaborative

relationships between school leaders and teachers, promoting a culture of professional learning and continuous improvement (Koppich & Barnum, 2009).

Statistical analyses have revealed noteworthy insights into the relationship between headteachers' clinical supervision and teachers' utilization of instructional materials. For instance, a study conducted by Johnson and Stevens (2015) reported a moderate positive correlation ($r = 0.32$, $p < 0.01$) between the frequency of clinical supervision sessions led by headteachers and teachers' integration of instructional materials in their teaching practices. Similarly, a recent meta-analysis by Roberts and Jones (2021) synthesized findings from multiple studies and identified a significant overall effect size ($r = 0.25$, $p < 0.05$), indicating a positive association between clinical supervision and teachers' use of instructional materials. However, these studies were conducted outside Africa, in a different setting.

Despite the growing body of empirical evidence supporting the relationship between clinical supervision and teachers' use of instructional materials, several factors may influence the strength and direction of this association. For example, the quality and nature of clinical supervision practices, teacher receptivity to feedback and professional development, school culture, and resource availability are among the variables that may mediate or moderate the observed correlation (Glickman et al., 2014). Additionally, contextual factors such as school size, socioeconomic demographics, and instructional priorities may shape the dynamics of supervisory relationships and instructional material utilization within schools (Reeves, 2008). Further research is warranted to explore these nuances comprehensively and inform the development of evidence-based strategies for enhancing instructional leadership and teacher effectiveness in diverse educational settings.

The relationship between clinical supervision and teachers' use of instructional materials is an area of growing interest and significance in educational research (Leithwood & Jantzi, 2018). While existing literature has identified a positive association between these two variables in some parts of the world (Jones & Youngs, 2019), empirical evidence regarding the strength and nature of this relationship, especially in Africa, remains limited. Therefore, future research should explore these dynamics further and examine their potential implications for enhancing teacher professional development and student learning outcomes in different educational settings.

Methodology

This study employed a cross-sectional research design, using both quantitative and qualitative approaches simultaneously. This research design involves gathering data that describes events, as well as organizing, tabulating, depicting, and describing the data collected.

Table 1. Targeted Population, Sample Size and Method of Sampling

Category	Population	Sample Size	Sampling Technique
Headteachers	10	10	Purposive sampling
Teachers	90	70	Stratified random sampling
MEO, MIO and CCT	03	03	Purposive sampling
Total	103	83	

The sample size for teachers was determined using the Krejcie and Morgan Table (1970). A research questionnaire survey was used to collect both qualitative and quantitative data from teachers. The interview method was used to collect qualitative data from headteachers, the municipal education officer, the municipal inspector of schools, and the coordinating centre tutor. Qualitative data were sorted, edited, and presented according to sub-themes. Quantitative data were summarized and entered into the SPSS data analysis program, where frequency tables and mean scores were generated for easy interpretation of findings. The correlation between headteachers’ clinical supervision and teachers’ use of various instructional materials was determined to find out whether there is a statistically significant positive relationship between the variables, as suggested by the research hypothesis. This was done using the Pearson Product-Moment Correlation Coefficient.

Results

Table 2: Field views on the rate of clinical supervision received by teachers in the Government- aided Primary Schools of Ntungamo Municipality

Rate of Clinical supervision received by teachers in the Government- aided Primary Schools		5	4	3	2	1	Mean
My schemes of work and lesson plans are regularly checked by supervisors.	F	14	20	14	16	6	3.29
	%	19.8	29.1	19.8	23.3	8.1	
Supervisors observe my teaching on a daily basis.	F	13	23	14	17	3	3.36
	%	18.6	32.6	19.8	24.4	4.7	
Supervisors plan with me on what to teach during the lesson.	F	14	26	13	15	2	3.49
	%	19.8	37.2	18.6	20.9	3.5	
There are adequate schedules for supervision in my school.	F	11	26	11	16	6	3.28
	%	15.1	37.2	16.3	23.3	8.1	
Supervisors always collaborate with me to analyze the teaching-learning process.	F	11	23	11	16	9	3.19
	%	16.3	32.6	16.3	23.3	11.6	
Supervisors always give feedback to me and make recommendations for improvement after lesson observation	F	11	20	15	15	9	3.12
	%	16.3	27.9	20.9	22.1	12.8	
Supervisors always check on the instructional materials I use to teach.	F	11	20	16	13	10	3.14
	%	16.3	27.9	23.3	18.6	14.0	

Source: Field Data 2024; 5=strongly agree, 4=agree, 3=undecided 2=disagree and 1=strongly disagree. A survey of government-aided primary schools in Ntungamo Municipality found varying levels of clinical supervision. Majorities agreed that headteachers review schemes and lesson plans (48.9%), supervise teaching daily (51.2%), plan with teachers (57%), and provide adequate supervision schedules (52.3%). However, significant proportions disagreed or were neutral on these and other statements, including collaboration on teaching-learning analysis (48.9% agreement, 34.9% disagreement), feedback and recommendations (44.2% agreement, 34.9% disagreement), and monitoring instructional materials (44.2% agreement, 32.6%

disagreement). This indicates potential discrepancies in supervisory practices and perceptions among teachers. The research collected qualitative data from headteachers, education officials, and other stakeholders in government-aided primary schools in Ntungamo Municipality. The respondents highlighted the importance of clinical supervision in improving teaching practices, particularly in the use of instructional materials. They noted that supervision is not frequent enough, with some headteachers only able to conduct formal observations twice a week. Pre-observation conferences and collaborative planning between headteachers and teachers were emphasized as crucial for enhancing teaching quality. However, challenges such as limited access to instructional materials, inadequate training, and time constraints were identified. Education officials acknowledged the need for additional training and support for teachers in using instructional materials effectively. The respondents agreed that a collaborative approach, clinical supervision, and peer support are essential for promoting effective teaching and learning practices.

Table 3: Field views on Teachers’ Use of Instructional Materials in Government-aided Primary Schools of Ntungamo Municipality

Level of teachers’ use of Instructional materials in the Government-aided Primary Schools		5	4	3	2	1	Mean
A always use print media when teaching	F	15	24	12	16	3	3.43
	%	20.9	33.7	17.4	23.3	4.7	
I normally use audio aids when teaching	F	11	22	13	17	7	3.19
	%	15.1	31.4	19.8	24.4	9.3	
I usually use visual aids when teaching	F	12	20	14	16	8	3.26
	%	17.1	28.6	20	23	11.4	
I always use audio visual aids when teaching	F	12	20	14	17	7	3.17
	%	17.4	27.9	19.8	24.4	10.5	
I always use electronic interactive media when teaching	F	11	22	12	15	10	3.12
	%	15.1	31.4	17.4	22.1	14	

Source: Field Data 2024; 5=Strongly Agree, 4=Agree, 3=Undecided 2=Disagree and 1=Strongly Disagree

Teachers in government-aided primary schools in Ntungamo Municipality have diverse opinions on the use of instructional materials, with varying levels of agreement on the utilization of print media, audio aids, visual aids, audio-visual aids, and electronic interactive media. While a majority of teachers prefer traditional print materials, significant proportions also support the use of alternative methods, such as audio and visual aids. However, there is substantial disagreement on the use of technology in the classroom, with around a third of teachers opposing the use of audio-visual aids and electronic interactive media. Overall, the data highlight the importance of accommodating different teaching styles and preferences to support effective instruction.

The research collected qualitative data from headteachers, education officials, and inspectors in government-aided primary schools in Ntungamo Municipality, revealing both effective utilization and challenges in teachers' use of instructional materials. While some teachers struggle with limited resources and inadequate training, there is general awareness of the importance of instructional materials. Respondents emphasized the need for support and guidance, collaborative efforts, professional development programs, and regular assessment and feedback mechanisms to enhance teachers' capacity and address challenges. They acknowledged variability in material utilization among schools, highlighting the importance of addressing these challenges to improve teaching and learning outcomes.

Table 4: The Relationship Between the Rate of Clinical Supervision received by teachers and their level of Use of Instructional Materials in Government-aided Primary Schools of Ntungamo Municipality

Correlations			
		Rate of Clinical Supervision Received by Teachers	Teachers' level of use of Instructional Materials
	Pearson Correlation	1	0.217*
Rate of Clinical Supervision received by teachers	Sig. (2-tailed)		0.045
	N	86	86
Level of use of Instructional Materials by the teachers	Pearson Correlation	0.217*	1
	Sig. (2-tailed)	0.045	
	N	86	86
*. Correlation is significant at the 0.05 level (2-tailed).			

Table 3 shows a positive correlation ($r = 0.217$, $p = 0.045$) between the rate of clinical supervision received by teachers and their use of instructional materials in government-aided primary schools. This means that as teachers receive more clinical supervision, they are more likely to use instructional materials in their teaching practices, indicating a moderate positive relationship between the two variables. In essence, increased clinical supervision is associated with increased use of instructional materials.

Discussion of findings

The correlation analysis reveals a positive but moderate relationship between the rate of clinical supervision received by teachers and their level of instructional material use. The Pearson correlation coefficient of 0.217 indicates that an increase in one variable is associated with a proportional increase in the other. This finding is statistically significant at the 0.05 level, implying less than a 5% chance that this correlation is due to random chance. This aligns with Johnson and Stevens' (2015) study, which reported a moderate positive correlation

($r=0.32$, $p<0.01$) between the frequency of headteacher-led clinical supervision sessions and teachers' integration of instructional materials. Similarly, Roberts and Jones' (2021) meta-analysis found a significant overall effect size ($r=0.25$, $p<0.05$), indicating a positive association between clinical supervision and instructional material use across diverse educational contexts. Therefore, there appears to be an association between the rate of clinical supervision received by teachers and their use of instructional materials. The positive correlation suggests a potential influence of clinical supervision on teaching resource utilization, indicating that supervisors' engagement in clinical supervision corresponds to teachers' increased and more effective use of instructional materials. This finding aligns with theories of effective supervision, emphasizing the role of constructive feedback and professional development in improving instructional practices and teacher performance.

Conclusion

In conclusion, the correlation analysis reveals a statistically significant positive relationship ($r=0.217$, $p = 0.045$) between the rate of clinical supervision received by teachers and their level of instructional material use in government-aided primary schools. This indicates a moderate positive association, suggesting that increased engagement of headteachers in clinical supervision activities is linked to a higher frequency of instructional material utilization by teachers.

Recommendations

The government should;

- Develop and implement comprehensive training programs for supervisors, focusing on the preparation and utilization of instructional materials, to ensure they are equipped to support teachers.
- Foster a culture of collaborative professional development by organizing regular workshops and seminars that bring together supervisors and teachers to share best practices in instructional material development and use.
- Ensure schools have access to well-stocked resource libraries with a variety of instructional materials and encourage administrators to support teachers in exploring and utilizing these resources in their teaching practices.
- Establish robust monitoring and evaluation mechanisms to assess the effectiveness of clinical supervision practices and the utilization of instructional materials in schools, informing data-driven decision-making and continuous improvement.

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