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Original Article

Internal School Supervision Practices and Students' Academic Performance in Government-Aided Secondary Schools in Luwero District, Uganda

Dr. Harriet Ludigo, PhD¹*, Francis Buyondo¹ & Julius Nyerere Kawemba¹

¹ Makerere University P. O. Box 7062, Kampala, Uganda.

* Author's Email: hludigo@yahoo.com

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The primary aim of this study was to investigate the relationship between internal school supervision and students' academic performance in government-aided secondary schools in Luwero District. The objectives of this study were threefold, namely: (1) to analyze the relationship between classroom visitation and students' academic performance in these schools; (2) to examine the connection between reviewing teachers' records of work and students' academic performance; and (3) to explore the relationship between evaluating students' work records and their academic performance. A correlational and cross-sectional research design was employed, utilising a quantitative research approach with a sample of 95 respondents. The collected data were presented using frequencies and percentages to illustrate the distribution of respondents across various items. Data were analysed using Pearson's Linear Correlation Coefficient (PLCC) and regression analysis. The study findings indicated a significant positive relationship between classroom visitation, reviewing teachers' work records, evaluating students' work records, and students' academic performance. The study concluded that all three factors are positively correlated with students' academic performance. Therefore, researchers recommend that school administrators regularly conduct classroom visitations, review teachers' work records, and increase the evaluation of students' work records to enhance academic performance. Consequently, it is essential to implement these practices.

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INTRODUCTION

The concept of students’ academic performance has long been a focus of interest for researchers and policymakers because of its vital importance in gauging the quality and effectiveness of education systems (Ludigo et al., 2019). Since the 1950s, there has been growing global concern over students’ educational outcomes, especially highlighted by international assessments in subjects like mathematics and science (Checa et al., 2019; Khalid et al., 2018; Masud et al., 2015). In response, many education systems have emphasised school supervision as a crucial approach to enhancing teaching quality and boosting student achievement. The historical evolution of educational supervision underscores a significant transformation in its purpose and practice. In the early American education system, supervision began in 1642 with a strong emphasis on administrative inspection (Gordon, 2019; Glanz & Zepeda, 2016). Over time, this shifted through several key phases from an efficiency-oriented approach to a research-based and later a diplomatically sensitive, human-relations-focused process (Burns & Badiali, 2015; Glickman et al., 2018). These developments reflect a growing awareness that supervision should go beyond judgmental oversight to promote professional development and positive teacher engagement.

In Uganda, formal educational supervision was initiated in 1925 with the creation of the Directorate of Education Standards (Yendol-Hoppey et al., 2019). This effort expanded in the 1950s and 1960s, laying the foundation for decentralised supervision structures aimed at improving institutional performance. In Luwero District specifically, internal school supervision in secondary schools

gained momentum following the district’s formal establishment in 1975. Since then, supervision has remained a core mechanism for promoting curriculum coverage, task management, and academic progress. Despite these measures, ongoing worries about the declining academic performance in government-aided secondary schools within the district have led to a renewed emphasis on evaluating the effectiveness of internal supervision practices.

This study utilises Aron’s (1980) Psychological Theory of Supervision as a theoretical framework to explore the connection between internal school supervision and students’ academic performance. Unlike traditional models that emphasise technical oversight, Aron’s theory views supervision as a psychologically driven, relational process. It highlights the emotional and interpersonal dimensions of supervision, focusing on trust, reflective dialogue, and the personal-professional growth of the supervisee. According to Aron, when supervision addresses both the cognitive and emotional needs of teachers, it creates a supportive environment that enhances instructional quality and, consequently, student learning outcomes. Using Aron’s theory as a foundation, this research examines how internal supervision practices in government-aided secondary schools in Luwero District can provide psychological support and professional empowerment, thereby playing a significant role in enhancing students’ academic performance.

LITERATURE REVIEW

Classroom Visitations and Students' Academic Performance

Classroom visitation is a vital aspect of internal school supervision, where school leaders like head teachers or department heads physically visit classrooms to observe teaching methods, classroom management, and student participation (Comfort et al., 2017). These visitations are intended not only for performance monitoring but also for providing formative feedback that supports teacher growth and improves teaching practices. When properly executed, classroom visitation serves as a developmental tool that can significantly influence students' academic performance (Malunda et al., 2016). Under traditional supervision models, classroom visitations were often judgmental and evaluative in nature, emphasising compliance with instructional standards rather than fostering professional development (Ghamrawi et al., 2019). However, Aron's (1980) Psychological Theory of Supervision offers a more human-centred and emotionally intelligent perspective. Aron posits that supervision should be grounded in trust, empathy, and mutual respect, where the supervisor assumes a facilitative not an authoritarian role. In this context, classroom visitations become opportunities for reflective dialogue, mentorship, and emotional support.

By viewing supervision as a psychologically informed relationship, Aron's theory suggests that classroom visits should be designed to promote teacher confidence, reduce anxiety, and encourage self-evaluation (Mutiso et al., 2020). Teachers are more likely to pursue meaningful professional development, adopt cutting-edge teaching strategies, and remain highly motivated at work when they feel psychologically comfortable and supported during observations in the classroom (Glickman et al., 2017). These beneficial adjustments to teaching methods enhance the learning environment and may boost students' academic achievement. Classroom visits remain a

crucial method of supervision in Luwero District's government-aided secondary schools. However, the effectiveness of these visitations in influencing academic performance depends largely on how they are conducted. If visitations are perceived as punitive or fault-finding, they may demoralise teachers and hinder performance. On the other hand, when conducted with emotional sensitivity and a focus on development, as Aron advocates, classroom visitations can lead to improved teacher practice and stronger learner outcomes (Kimeu, 2010).

Adu et al. (2014) emphasise the importance of head teachers regularly visiting classrooms to support and encourage teachers. Supervision plays a crucial role in helping teachers enhance their instructional techniques. According to Gordon (2019), a principal can effectively assess a teacher's potential for excellence only by observing them deliver a lesson, which is typically one that the teacher has planned in advance. Head teachers contribute to quality instruction by frequently visiting classrooms to confirm that teachers are engaged in their lessons. Additionally, they should invite teachers to observe their own teaching. It is essential to thoroughly analyse the observed lessons, as little is gained if the observer is left unsure about the purpose of the observation.

According to Park et al. (2019), school principals can more precisely evaluate the calibre of teaching and learning when they observe classroom instruction firsthand. A head teacher's presence during class frequently motivates teachers to provide their best effort, which could result in better results. On the other hand, "armchair principals", those who stay in their offices and don't actively supervise their classrooms, are usually associated with subpar academic achievement. These administrators have no connection to the school's main teaching and learning initiatives. Effective instructional supervisors, on the other hand, visit classrooms frequently and give prompt feedback, assisting teachers in improving their methods.

Although earlier research has shown a positive correlation between classroom visits and student academic achievement, this link has not yet been thoroughly examined in the context of Luwero District's government-aided secondary schools. The current study's justification and hypothesis development were based on filling this gap.

H1: Classroom visitation has a statistically significant positive relationship with students' academic performance in the government-aided secondary schools in Luwero District.

Checking Teachers' Work Records and Students' Academic Performance

An essential part of internal school monitoring is going over teachers' work records, which include lesson plans, schemes of work, mark records, and assessment schedules. This method aids in monitoring the consistency, readiness, and educational advancement of teachers (Burroughs, 2019). It is intended to guarantee that instruction complies with curricular requirements and that students gain from systematic, continuous, and quantifiable instruction in a variety of educational systems, including government-aided secondary schools in Luwero District. In the end, it is anticipated that this kind of monitoring will improve students' academic achievement (Dixon et al., 2014). Traditionally, checking teachers' work records has been viewed as a bureaucratic and compliance-based function, often conducted in a detached or judgmental manner. However, Aron's (1980) Psychological Theory of Supervision challenges this view by emphasising the emotional and relational dimensions of the supervision process. Aron argues that supervision should not only assess instructional materials but also consider the psychological context in which teaching occurs (Engida et al., 2024).

From this theoretical lens, the act of reviewing teachers' work records should be reframed as an opportunity for collaborative reflection and supportive dialogue. When supervisors review

teachers' documentation with a focus on encouragement, growth, and shared problem-solving, they create a psychologically safe space that promotes teacher motivation and professional development (Bertrand et al., 2015). This kind of engagement fosters trust, reduces defensiveness, and enhances teachers' commitment to instructional quality. In Luwero District, schools often contend with challenges such as overcrowded classrooms, inadequate teaching resources, and high student-to-teacher ratios, which can contribute to increased stress and fatigue among teachers. When supervisors approach record-checking as a developmental and emotionally supportive interaction, they can help teachers reflect on instructional gaps, improve planning, and enhance assessment strategies. This ultimately results in better-organised and more learner-responsive teaching factors closely linked to improved academic outcomes (Buttner et al., 2015).

Moreover, by consistently engaging with teachers' records through a psychological and humanistic approach, supervisors communicate a message of care and accountability. Teachers' intrinsic motivation and sense of professional accountability may rise as a result, strengthening constructive behaviours that influence classroom instruction and student learning. In their study on internal and external school supervision, Adu et al. (2014) discovered that head teachers who regularly examine teachers' professional records tend to improve academic performance in their institutions. All active teachers in the federal states of the United States are required to prepare and maintain these documents, which are directly related to teacher certification. According to their findings, pupils' academic performance is significantly impacted by the routine evaluation of teachers' work records. Though it has been demonstrated that keeping track of instructors' records improves student achievement, this topic has not yet been thoroughly investigated in the context of government-aided secondary schools in the Luwero District. This research gap served as the foundation for the current

investigation and directed the formulation of the subsequent hypothesis:

H2: Checking teachers' work records has a statistically significant positive relationship with students' academic performance in the government-aided secondary schools in Luwero District.

Checking Students' Work Records and Students' Academic Performance

Regular monitoring of students' work records, such as exercise books, homework, classwork, project reports, and assessment tasks, is a vital aspect of internal school supervision (Ndung'u, 2015). Supervisors can assess the amount and quality of student work, the regularity of teacher feedback, the level of student involvement, and the degree to which the syllabus is being covered thanks to this practice. This strategy has become increasingly important in Luwero District's government-aided secondary schools in response to persistent worries about falling academic achievement. While checking students' work records is commonly associated with quality control and academic accountability, Aron's (1980) Psychological Theory of Supervision offers a deeper, relational perspective. Aron asserts that effective supervision must be psychologically grounded, built on trust, empathy, and emotional sensitivity. In this context, the act of reviewing student work is not merely evaluative but should serve as an entry point for reflective and supportive dialogue with teachers.

By examining students' work, supervisors can identify instructional strengths and gaps and use this information to engage teachers in constructive discussions that promote professional growth. If approached in a collaborative and non-threatening manner, this form of supervision reinforces a culture of shared responsibility for learner progress. In order to improve students' learning results, it pushes educators to improve their teaching styles, marking and feedback procedures, and differentiation tactics (Narad, 2016). Furthermore, Aron's approach places a strong emphasis on teachers' mental health during

the supervision process. Supervisors are more likely to identify and address the hidden difficulties teachers encounter in handling classroom demands when they review students' work using a psychologically informed approach. Teachers are more receptive to self-evaluation and creativity when supervision is viewed as constructive rather than punitive, which promotes a more dynamic and learner-centred classroom environment.

In the context of Luwero District, where resource constraints and high student populations may hinder personalised learning, effective checking of students' work can illuminate systemic gaps and inform targeted interventions. Monitoring students' academic work can enhance the feedback loop between teaching and learning, helping to ensure that academic standards are clearly defined and consistently upheld. Zepeda and Ponticell (2019) reported that 80% of principals in high-performing schools actively examine students' academic records. However, Ndung'u (2015) argued that reviewing teachers' records alone does not guarantee full syllabus coverage; instead, students' lesson notes, graded assignments, and examination scripts offer more accurate insights into the actual content delivered. Similarly, Abdinoor (2012), supported by Muriithi (2012), noted that head teachers often neglect essential elements of instructional supervision, such as reviewing students' work, which can contribute to academic underperformance. Although these researchers have found a good correlation between students' performance in different educational situations and the monitoring of their academic records, no study has explicitly examined this relationship in Luwero District's government-aided secondary schools. This gap in the literature offers a compelling justification for the current investigation and guides the formulation of the following hypothesis:

H3: There is a statistically significant positive relationship between checking students' work records and students' academic performance in the government-aided secondary schools in Luwero District.

METHODOLOGY

This section presents the methodological framework that guided the study. It outlines the research design, describes the target population and the sampling procedures, details the instruments employed for data collection, and explains the data analysis techniques used to address the research objectives. The chosen methodology was intended to ensure the collection of valid, reliable, and objective data to inform meaningful conclusions and recommendations.

Research Design

The study employed a **quantitative correlational and cross-sectional survey design** to investigate the relationship between internal school supervision and students' academic performance. This design was deemed appropriate because it allows the researcher to statistically examine the strength and direction of relationships between variables without manipulating them (Creswell, 2003). The **correlational aspect** of the design enabled the prediction of academic performance outcomes based on patterns observed in internal supervision practices, while the **cross-sectional nature** of the survey facilitated the collection of data from a large number of participants at a single point in time, thus ensuring efficiency and cost-effectiveness. This approach is particularly suitable in educational settings where variables naturally occur and experimental manipulation is impractical or unethical.

Population and Sample Size Determination

The sample consisted of 95 teachers selected from a total of 110 teachers across 22 government-aided secondary schools in Luwero District, as detailed in the Luwero District Education Report (2024). The sample size was determined using Krejcie and

Morgan's (1970) Table for Determining Sample Size. Simple random sampling was utilised to ensure that each teacher had an equal and independent chance of selection, based on a sampling frame containing the names of all eligible respondents.

Data Collection Instrument and Quality Control

A **self-administered questionnaire** was utilised as the primary data collection instrument for this study. The questionnaire was divided into three sections. **Section A** comprised closed-ended questions designed to capture respondents' demographic information. These included items measured on a **nominal scale** with predefined response categories, as well as items on an **ordinal scale** using a five-point Likert scale (Johlke & Duhan, 2000). **Section B** focused on three core dimensions of internal school supervision: **classroom visitations, review of teachers' work records, and examination of students' work**. **Section C** assessed **students' academic performance** as perceived by the teachers. Both Sections B and C employed a five-point Likert scale, ranging from **1 (Strongly Disagree)** to **5 (Strongly Agree)**, where 1 represented the lowest level of agreement or performance (worst-case scenario) and 5 indicated the highest (best-case scenario). This scaling approach facilitated quantification and comparison of perceptions regarding internal supervision and academic performance.

To ensure **data quality**, both **construct validity** and **reliability** of the research instrument were assessed. After data collection, **Exploratory Factor Analysis (EFA)** was conducted using the **Statistical Package for Social Sciences (SPSS)** to establish construct validity. Items with factor loadings **above 0.50** were retained, as they were considered to contribute meaningfully to their respective constructs. Conversely, items with **low loadings** or those that **cross-loaded** on multiple factors were excluded from further analysis.

To assess reliability, we computed Cronbach's alpha for each construct, including both independent and dependent variables. The results indicated high internal consistency across all subscales: Students' Academic Performance ($\alpha = 0.854$), Classroom Visitations ($\alpha = 0.802$), Checking of Teachers' Work Records ($\alpha = 0.756$), and Checking of Students' Work Records ($\alpha = 0.771$). Since all values exceeded the acceptable threshold of 0.70 (Nunnally, 1978), the instrument was considered to have satisfactory reliability.

Data Analysis and Processing

Data processing and analysis were carried out using Statistical Package for the Social Sciences (SPSS) version 24.0. The processing phase began with generating frequency tables to identify and correct potential data entry errors. The data were then organised, summarised, and presented through tables to facilitate logical interpretation and statistical analysis.

Before performing inferential analysis, the data were screened for the assumptions necessary for univariate, bivariate, and multivariate statistical techniques, including normality, linearity, homoscedasticity, and multicollinearity.

For univariate analysis, descriptive statistics—such as means, standard deviations, and relative frequencies—were utilised to profile the respondents and identify patterns in the variables. At the bivariate level, Pearson's Linear Correlation Coefficient (PLCC) was applied to investigate the strength and direction of the relationships between students' academic performance and the independent variables (classroom visitations, review of teachers' work records, and review of students' work).

In the multivariate analysis, a multiple linear regression model was used to evaluate the combined impact of all three independent variables on

students' academic performance. This approach enabled the researcher to ascertain the predictive capability and relative contribution of each independent variable to the dependent variable (Ali & Bhaskar, 2016).

RESULTS

This section outlines the findings, analysis, and interpretation of the study. The results are organised into four primary components: (1) response rate, (2) demographic characteristics of the respondents, (3) descriptive statistics summarising key variables, and (4) inferential analyses examining the relationships between internal school supervision practices and students' academic performance. These findings provide empirical evidence to address the study's objectives and evaluate the formulated hypotheses.

Response Rate

The sample comprised 110 teachers, of whom 95 returned fully completed questionnaires, yielding a response rate of 72%. This is considered satisfactory for educational research. According to Amin (2005), a response rate above 70% is acceptable and recommended, as it enhances the validity and credibility of the research findings.

Demographic Characteristics

Data were gathered on the background characteristics of the respondents, as this information was crucial for evaluating the appropriateness and representativeness of the sample in relation to the study population. Analysing these demographic variables helped to contextualise the findings and identify any potential biases or patterns linked to the respondents' profiles. Consequently, the distribution of respondents by sex, marital status, academic qualifications, designation, and length of teaching experience is presented and analysed.

Table 1: Results on the Background Characteristics of Respondents

Gender	Frequency	Percentage
Male	65	68.4
Female	30	31.6
Total	95	100.0
Sex	Frequency	Percentage
Married	56	58.9
Single	39	41.1
Total	95	100.0
Academic qualification	Frequency	Percentage
Diplomas	36	37.9
Bachelor's degree	53	55.8
Master's degree	6	6.3
Total	95	100.0
Length of Service	Frequency	Percentage
Below five years	22	23.2
Between five and ten years	62	65.3
Over ten years	11	11.5
Total	95	100.0

Table 1 presents the demographic profile of the 95 respondents who participated in the study. The majority were male, representing 68.4% (65 teachers), while females accounted for 31.6% (30 teachers), indicating a male-dominated sample. More than half of the respondents were married (58.9%, 56 teachers), whereas 41.1% (39 teachers) were single, suggesting a relatively balanced distribution of marital status, with married individuals forming the majority. The respondents held a range of academic qualifications, with the largest proportion possessing a Bachelor's degree (55.8%, 53 teachers). Those with Diplomas made up 37.9% (36 teachers), and a smaller group of 6.3% (6 teachers) held a Master's degree. This indicates a generally well-qualified teaching workforce, with most having at least a bachelor's level education.

In terms of teaching experience, the majority (65.3%, 62 teachers) had served between five and ten years. Respondents with less than five years of experience constituted 23.2% (22 teachers), while those with over ten years of service made up 11.5% (11 teachers). This distribution suggests that most

respondents possess moderate teaching experience, which may influence their perspectives and responses in the study.

Descriptive Statistics on Students' Academic Performance

Students' academic performance was conceptualised across multiple dimensions, including classroom exercises, beginning-of-term exams, mid-term exams, end-of-term exams, end-of-year exams, and UNEB results. To operationalise this construct, it was divided into eight quantitative items that asked respondents to self-rate the level of students' academic performance in their respective schools. Each item was measured using a five-point Likert scale, with responses ranging from 1 = Strongly Disagree to 5 = Strongly Agree. Table 2 presents the descriptive statistics summarising responses to these items, offering an overview of the central tendency, dispersion, and distribution of perceptions regarding students' academic performance.

Table 2: Descriptive Statistics on Respondents' Self-rating of Students' Academic Performance

Statistic	Value
Mean	3.63
95% Confidence Interval	Lower 3.46 Upper 3.79
Median	3.67
Standard Deviation	0.72
Minimum	2.00
Maximum	5.00
Range	3.00
Skewness	-0.41

According to Table 2, teachers generally rated students' academic performance as **moderately high**, with a **mean of 3.63** and a **median of 3.67** on a five-point Likert scale. The **95% confidence interval (3.46–3.79)** supports the reliability of this positive perception. Although responses ranged from **2.00 to 5.00**, indicating some variation, the **standard deviation of 0.72** shows that most views were **closely clustered around the average**. The distribution was **negatively skewed (-0.41)**, suggesting more **favourable ratings**, but still approximately **normal**. Overall, the findings reflect a **shared, consistent perception among teachers** that students' academic performance is generally **above average**.

Descriptive Statistics on Internal School Supervision Practices

Internal school supervision was conceptualised through three key practices: classroom visitation, checking teachers' work records, and reviewing students' work records. Each practice was evaluated using a five-point Likert scale, where 1 represented the worst-case scenario (Strongly Disagree or Very Poor) and 5 indicated the best-case scenario (Strongly Agree or Very Good). This approach enabled a systematic assessment of respondents' perceptions regarding the implementation of internal school supervision practices. Table 3 presents the descriptive statistics summarising these responses.

Table 3: Descriptive Statistics on Respondents' Self-rating of Internal School Supervision Practices

	Classroom visitation	Checking teachers' work records	Checking students' work records
Statistic	Value	Value	Value
Mean	2.93	3.33	2.90
95% Confidence Interval	2.69	3.04	2.66
Lower			
Upper	3.16	3.62	3.14
Median	3.00	4.00	3.25
Standard Deviation	1.08	1.26	1.05
Minimum	1.00	1.00	1.00
Maximum	4.50	5.00	4.25
Range	3.50	4.00	3.25
Skewness	-0.15	-0.59	-0.29

Table 3 presents descriptive statistics on teachers' perceptions of three internal school supervision practices: classroom visitation, checking teachers'

work records, and reviewing students' work records. Overall, respondents rated all three practices around the average mark, with mean

scores close to 3.00 on a five-point Likert scale. Specifically, classroom visitation had a mean of 2.93 and a median of 3.00, indicating average levels of implementation. The responses were relatively consistent ($SD = 1.08$), with a wide range from 1.00 to 4.50. The slight negative skew (-0.15) suggests a nearly normal distribution of responses.

Checking teachers' work records received the highest rating among the three practices, with a mean of 3.33 and a median of 4.00, implying it is more frequently and effectively implemented. However, this practice also exhibited the highest variability ($SD = 1.26$) and the widest range (1.00 to 5.00), indicating diverse experiences among respondents. The skewness of -0.59 suggests a tendency toward more favourable responses.

Checking students' work records had a mean of 2.90 and a median of 3.25, also indicating an average level of practice. The responses were fairly

consistent ($SD = 1.05$), with scores ranging from 1.00 to 4.25. The slight negative skew (-0.29) indicates a minor leaning toward positive perceptions. Across all three practices, the confidence intervals were reasonably narrow, suggesting reliable estimates of central tendency. Additionally, the negative skewness in all cases implies a slight inclination toward higher ratings, though not significantly so, with responses largely centred around the average.

Correlational Results

Correlation of Internal School Supervision Practices and Students' Academic Performance

The three hypotheses of the study were tested using the Statistical Package for the Social Sciences (SPSS) version 24. Table 4 gives the necessary correlation matrix

Table 4: Pearson's Linear Correlation Coefficient for Classroom Visitation, Checking Teachers' Work Records, Checking Students' Work Records, and Students' Academic Performance

		Students' academic performance	Classroom Visitation	Checking teachers' work records	Checking students' work records
Students' academic performance	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	95			
Classroom Visitation	Pearson Correlation	.787**			
	Sig. (2-tailed)	.000			
	N	95			
Checking teachers' work records	Pearson Correlation	.771**	.856**		
	Sig. (2-tailed)	.000	.000		
	N	95	95		
Checking students' work records	Pearson Correlation	.815**	.841**	.844**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	95	95	95	95

** . Correlation is significant at the 0.05 level (2-tailed).

Table 4 shows that the correlation between the two indices yielded $r = 0.787$, whose Sig. = 0.000, which

is far less than $\alpha = 0.05$. This suggests that the correlation between the two indices was positively

significant, meaning that there is a significant positive relationship between classroom visitation and students' academic performance. Therefore, the research hypothesis, which states that classroom visitation has a statistically significant positive relationship with students' academic performance in government-aided secondary schools in Luwero District, was accepted at the 5% level.

The correlation between checking teachers' work records and students' academic performance yielded $r = 0.856$, whose $\text{Sig.} = 0.000$, which is far less than $\alpha = 0.05$. This suggests that the correlation between the two indices was positively significant, meaning that there is a significant positive relationship between checking teachers' work records and students' academic performance.

Therefore, the null hypothesis that there is no statistically significant positive relationship between checking teachers work records has no statistically significant positive relationship with students' academic performance in government-aided secondary schools in Luwero District was rejected.

The correlation between checking students' work records and students' academic performance yielded $r = 0.844$, whose $\text{Sig.} = 0.000$, which is far less than $\alpha = 0.05$. This suggests that the correlation between the two indices was positively significant, meaning that there is a significant positive relationship between checking students' work records and students' academic performance. This means that the hypothesis was supported.

Table 5: Regression of Students' Academic Performance on Classroom Visitation, Checking Teachers' Work Records, and Checking Students' Work Records

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig. (p)
	B	Std. Error	Beta (β)		
1 (Constant)	2.772	0.452		6.13	0.000
Classroom Visitation	0.073	0.155	0.124	0.47	0.640
Checking Teachers' Work Records	0.450	0.152	0.859	2.96	0.005
Checking Students' Work Records	-0.233	0.180	-0.236	-1.30	0.203

a. Dependent Variable: Students' Academic Performance

Table 5 presents the results of a multiple linear regression analysis examining the influence of three instructional supervision practices, **classroom visitation**, **checking teachers' work records**, and **checking students' work records**, on students' academic performance. The regression model yielded a statistically significant constant ($B = 2.772$, $p < .001$), indicating the expected baseline level of academic performance when all independent variables are held constant. **Classroom visitation** had a positive but statistically insignificant effect on students' academic performance ($B = 0.073$, $p = 0.640$). The low standardised beta coefficient ($\beta = 0.124$) and the non-significant p -value suggest that classroom

visitation does not have a meaningful predictive influence in this model.

Checking teachers' work records showed a **statistically significant** and **strong positive effect** on students' academic performance ($B = 0.450$, $\beta = 0.859$, $p = 0.005$). This suggests that increased monitoring of teachers' records is strongly associated with improved student academic outcomes. **Checking students' work records**, however, had a **negative** and **non-significant** effect ($B = -0.233$, $\beta = -0.236$, $p = 0.203$). Although the negative coefficient implies a potential inverse relationship, the result is not statistically meaningful and should be interpreted with caution. Overall, these findings indicate that among the three supervision practices, only checking teachers' work

records significantly contributes to students' academic performance in this model.

DISCUSSION

The results of the regression analysis reveal varied effects of instructional supervision practices on students' academic performance. Among the three supervision practices examined, classroom visitation, checking teachers' work records, and checking students' work records, only **checking teachers' work records** demonstrated a statistically significant influence on students' academic outcomes. The finding that classroom visitation had a positive but statistically insignificant effect on students' academic performance ($B = 0.073$, $\beta = 0.124$, $p = 0.640$) suggests that, while intended to support instructional quality, its actual impact may be limited, particularly when such visits are infrequent, superficial, or lack structured follow-up. This conclusion is supported by the descriptive statistics, which showed a mean score of 3.02 and a standard deviation of 0.96, indicating that, on average, respondents agreed only moderately that classroom visitation was practised, with a moderate degree of variability in their experiences.

This result aligns with previous research indicating that classroom visits, when not accompanied by constructive feedback, mentoring, or professional support, often fail to translate into meaningful improvements in teaching practices or student learning outcomes. The effectiveness of classroom visitation appears to depend largely on its implementation. If teachers perceive these visits as purely evaluative or fault-finding exercises, the practice may provoke anxiety and resistance, rather than fostering pedagogical growth. On the other hand, when classroom observation is collaborative, developmental, and accompanied by follow-up support, it has the potential to strengthen instructional practice. These findings echo those of Alimi and Akinfolarin (2012), who, in a study conducted in senior secondary schools in Ondo State, Nigeria, found that meaningful supervisory

practices such as reviewing students' notes had a significant effect on academic achievement, particularly in English. Although their study did not isolate classroom visitation as a distinct variable, it emphasised the importance of effective instructional oversight. Similarly, DiPaola and Hoy (2007) noted that well-executed classroom observations by school leaders promote teachers' professional growth and refinement of teaching techniques.

In the context of this study, the insignificant predictive power of classroom visitation may reflect a lack of structure, consistency, or clarity in how the practice is executed. As instructional leaders, school principals are encouraged to dedicate time to observing classroom teaching and to provide specific, actionable feedback to teachers. Classroom visitation should not operate in isolation but as part of a comprehensive instructional leadership framework that encompasses coaching, reflection, and continuous support. In summary, while classroom visitation shows promise as a tool for enhancing teaching quality, the current descriptive and inferential findings indicate that its implementation in government-aided secondary schools in Luwero District may not be fully optimised. Enhancing the quality, frequency, and supportive aspects of classroom supervision could help unlock its potential to positively impact student learning outcomes.

In contrast, checking teachers' work records, such as lesson plans, schemes of work, and assessment logs, demonstrated a statistically significant and strong positive relationship with students' academic performance ($B = 0.450$, $\beta = 0.859$, $p = 0.005$). This suggests that consistent monitoring of teachers' professional documentation is a powerful tool for enhancing teaching effectiveness and student achievement. The descriptive results further support this, with a mean rating of 3.23 and a standard deviation of 0.91, indicating a relatively high level of practice with moderate variability in implementation across schools.

This finding underscores the critical role of instructional accountability and pedagogical planning in promoting effective teaching and learning. When school administrators regularly examine teachers' records, it encourages thorough lesson preparation, adherence to curriculum standards, and timely assessment, all of which are essential components of instructional quality. This aligns with Herzberg's Two-Factor Theory, particularly the motivator factors of responsibility and achievement. Teachers who are held accountable for their instructional tasks are more likely to take ownership of their work, leading to improved performance and, ultimately, better learning outcomes for students.

The study's results are also consistent with empirical literature. For example, Malunda et al. (2016) and Kieleko et al. (2017) reported that a majority of school principals frequently reviewed schemes of work and related documents, a practice that was strongly associated with improved student outcomes. Likewise, Sekunda (2013) found that most teachers in public secondary schools acknowledged regular supervision of their instructional records by school heads. Furthermore, Oyediji (2012), as cited by Njideka and Chika (2016), highlighted that one of the key roles of instructional supervisors is to ensure that teachers' records are well maintained and that attendance is monitored regularly. Together, these findings emphasise that the act of reviewing teachers' work records is not merely administrative, but rather an essential leadership strategy that fosters instructional discipline, professional growth, and learner achievement. To maximise the effectiveness of this practice, it should be systematically implemented, accompanied by constructive feedback, and integrated into a broader framework of instructional leadership and continuous professional development.

Interestingly, the analysis revealed that checking students' work records had a negative but statistically insignificant effect on students'

academic performance ($B = -0.233$, $\beta = -0.236$, $p = 0.203$). While the effect is not statistically significant, the negative coefficient is notable and suggests that, when poorly implemented, this supervision practice may have unintended and counterproductive outcomes. This is further supported by the descriptive results, which showed a moderate mean score of 2.90 and a standard deviation of 1.05, indicating relatively limited and inconsistent use of the practice across schools.

One possible explanation is that excessive or bureaucratic scrutiny of students' work may place pressure on teachers to prioritise documentation over effective instruction. This shift in focus can lead to a mechanistic approach to teaching, reducing opportunities for creative, learner-centred pedagogy. Additionally, the negative impact may arise from a lack of clear guidelines, structured feedback, or follow-up support during the process of reviewing students' academic records. When done without purpose or professionalism, the practice risks becoming a ritual rather than a meaningful supervisory tool. These findings, while unexpected, are consistent with earlier research. Wanzare (2011) found that supervision strategies that emphasised monitoring teachers' instructional work rather than student output were more effective in improving teaching quality in Kenyan secondary schools. Likewise, Panigrahi (2012), studying Ethiopian secondary schools, found that while checking students' work records offered insights into classroom activity, its value depended on the delivery and use of feedback. When feedback was constructive and timely, teachers responded by improving instruction and addressing student learning needs.

The results of this study reinforce the understanding that not all supervision practices yield equal impact. In particular, the evidence points to professional accountability through teacher-focused record monitoring, such as schemes of work and lesson plans, as being more consistently associated with improvements in student performance. For

supervision to be effective, it must be purposeful, systematic, and embedded within ongoing teacher development efforts. Compliance monitoring alone is insufficient; instructional leaders must pair supervision with support, coaching, and feedback that help teachers grow professionally. Moving forward, supervision strategies, particularly those involving student work reviews, should be aligned with clear instructional goals, guided by standards, and accompanied by actionable feedback. When thoughtfully implemented, such practices can move beyond procedural formalities and become transformative mechanisms for both teacher development and student achievement.

CONCLUSION

What emerges clearly from the discussion is that instructional supervision practices, particularly the review of teachers' work records, play a critical role in enhancing students' academic performance. While classroom visitations and checking students' work records showed limited or insignificant effects in this study, the consistent monitoring of teachers' professional documentation demonstrated a strong and statistically significant impact. This underscores the importance of structured, purposeful, and supportive supervision in improving instructional quality.

Therefore, it is recommended that school administrators and teachers in government-aided secondary schools in Luwero District strengthen the implementation of these supervision practices with a special focus on the systematic review of teachers' work records. To maximise their effectiveness, these practices should be accompanied by regular feedback, professional development, and a collaborative school culture that promotes continuous instructional improvement. When properly executed, such strategies can serve as powerful tools to support teaching effectiveness and ultimately improve student learning outcomes.

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