

Funding and Support Supervision under Universal Primary Education

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Abstract

Support supervision promotes continuous improvement in the quality of teaching and learning by providing necessary leadership and support for quality improvement processes. Several policies and guidelines on funding and support supervision to schools have been made to create efficiency and effectiveness in education. The study investigated the relationship between funding and support supervision in Universal Primary Education (UPE) schools in Uganda. The study orientation was quantitative using a cross-sectional survey design. Stratified random sampling was used to select UPE schools for the study and simple random sampling for selecting the teachers while purposive sampling was used to select head teachers, school management committees (SMCs), parent teachers association (PTAs), local council III (LCIIIs) and district officials. A total of 265 respondents participated in the study. The results indicated that the status of funding is low, the level of support supervision is also low. However, and funding status has a significant positive relationship with the level of support supervision ($r = 0.373$; $p < 0.01$). The study concluded that the low level of support supervision and the poor performance in UPE schools is attributed to the low status of funding under UPE schools in Nwoya district, Uganda.

Keywords: support supervision, UPE schools, funding gaps in education, Uganda

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1. Introduction

Education is one of the most powerful instruments known for reducing poverty and inequality and for laying the basis for sustainable economic growth and development (Birdsall, Nancy, and Luise, 1998). It is fundamental for the construction of democratic societies as well as dynamic and globally competitive economies. If qualitative education is a thing, seriously desired in schools so that standard of education in the schools can be highly improved, school supervision must therefore be accorded high priority. Universal Primary Education (UPE) policy in the form of fee abolition has become popular in many countries in Sub-Saharan Africa (SSA) since the mid-1990s, in an attempt to achieve education for all. UPE which is one of the Uganda government's main policy tools for achieving poverty reduction and human development were introduced in January 1997.

One of the biggest challenges UPE schools are facing is inadequate funding of most of their programmes. John Paul II Justice & Peace Centre (2014) investigated the state of UPE Schools in North and North-Eastern Uganda. The study found out that most of the schools reported having encountered challenges with UPE funds. All these challenges were reported to affect the procurement of scholastic materials and the effective management and running of administrative and co-curricular activities of the schools.

In every country that is implementing Universal Primary Education, there are guidelines that the schools use to spend the money. This is the strategic use of the fund. It has to be guided by the set rules that must be followed strictly (MoES, 2008). Effective UPE funding mechanism that involves sharing of views of the beneficiaries at the school levels, catering for the lower-level stakeholders for their involvement into the provision of their services as required by the policy on UPE support supervision requires school visits. Frequency and content of school visits refers to the number of times supervisors visit the schools to provide support supervision to teachers and how much is provided to the teachers in terms of support provided to enhance their levels of instructional delivery in classes making supervision supportive and sustainable (Marquez & Kean, 2002).

To ensure quality education is maintained in various parts of the world, certain bodies are set up by governments and stakeholders to monitor the activities that go on in schools (Moallem, 1997). To monitor quality, national authorities rely strongly on the schools' supervision system. Despite this, De Grauwe (2007) observes that the school systems have not always been able to play that role. They are affected by a lack of resources, an inefficient structure and an ambiguity about its main functions. According to the UPE Capitation Grant Guidelines in Uganda, auditors from the district/municipal levels should visit each school once every quarter, within a year, (MoES, 2008). UPE guidelines outline the roles and responsibilities of stakeholders in the implementation of UPE. UPE is managed in a decentralized system with various stakeholders to plan, implement, monitor and evaluate UPE policy as provided for under the Uganda Local Government Act 2007 and Article 176 of the Constitution of the Republic of Uganda 2005.

Support Supervision is among the most important issues in the education sector. It is looked at as one of the ways in which academic excellence in schools can be enhanced. It can also motivate pupils to work hard, reflects teachers' competence and brings about teachers as agents of social change. This necessitates having appropriate funding mechanisms that would mobilize and efficiently manage resources to facilitate support supervision activities aimed at assisting teachers and head teachers to develop performance objectives linked to school priorities (LABE, 2017). Thus, the study investigated the relationship between funding and support supervision with a view to improve teaching and learning and subsequently performance in UPE schools as postulated in Figure 1.

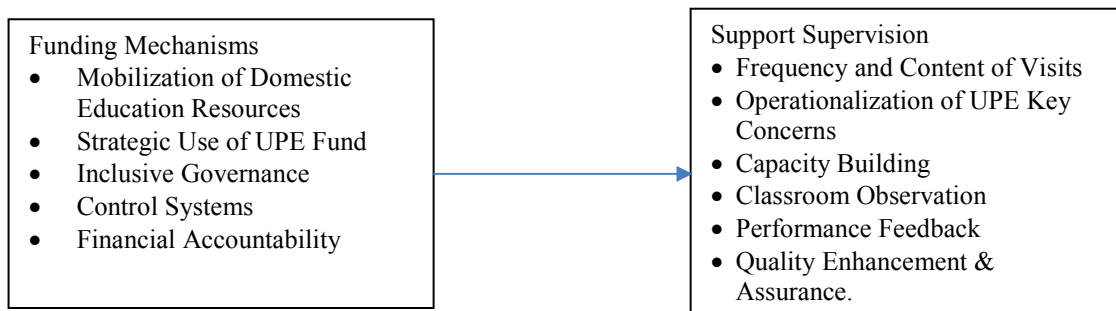


Figure 1. Funding and Support Supervision in UPE Schools

Core variable constructs for support supervision were envisioned in terms of frequency and content of visits; operationalization of UPE key concerns; capacity building of teachers; classroom observation; performance feedback; quality enhancement and assurance. While funding mechanisms to strengthen support supervision were scoped in terms of mobilization of domestic education resources; strategic use of UPE fund; inclusive governance; control systems and financial accountability.

2. Methods

The study employed a cross-sectional survey design using a quantitative approach to investigate the status of funding on the functionality of support supervision in UPE schools. The study targeted the respondents spread across the five sub counties of Alero, Anaka, Purongo, Koch Goma and Anaka Town Council in Nwoya district. The targeted population of 380 individuals included RDC, LCV, CAO, LCIII, DEO and DIS at district level. Whereas at sub county level, the study targeted three CCTs, 30 SMCs chairpersons, 30 PTAs chairpersons, 30 head teachers, 5 L.C.III Chairpersons and 277 teachers.

The respondents were chosen because they are all key players in school support supervision. RDC is the chief monitor of all the government programs in the district, LC. V chairperson is the president of the district. CAO is the implementer of all the district plans through the head of departments and a budget controller in the district. DEO is the head of education department; the vote controller of the education department. DIS is the one in charge of education quality in the district. CCTs are the mentors of the school managers, head teachers and teachers in their coordinating centers while the SMC and PTA chairpersons are the budget controllers in their respective schools. The head teachers are the immediate supervisors of the curriculum and the teachers and the curriculum interpreters at school level. Therefore, UPE funding should favor them if they are to provide effective and efficient support supervision to schools under their administration.

The sampling techniques used included the stratified random sampling for selecting primary schools, purposive sampling for selecting head teachers, SMC chairpersons, PTA chairpersons and district officials (RDC, CAO, DEO, DIS, LCIII Chairpersons, CCTs) and simple random sampling for selecting teachers in primary schools in Nwoya district. The sample size consisted of 265 out of 380 respondents drawn from the five sub counties as shown in Table 1.

Table 1: Sampling Frame

Respondents	Target population	Samples	Percentage	Sampling Method
Head teachers	30	30	11.32	Purposive Sampling
SMC Chairpersons	30	30	11.32	Purposive Sampling
LCIII Chairpersons	5	5	1.90	Purposive Sampling
PTA chairpersons	30	30	11.32	Purposive Sampling
Teachers	277	162	61.13	Simple Random Sampling
CCTS	3	3	1.13	Purposive Sampling
RDC	1	1	0.37	Purposive Sampling
LC. V	1	1	0.37	Purposive Sampling
CAO	1	1	0.37	Purposive Sampling
DEO	1	1	0.37	Purposive Sampling
DIS	1	1	0.37	Purposive Sampling
Total	380	265	99.95	

Descriptive and inferential statistics were used for analysis of data obtained from the background information, status of funding in UPE schools and the level of support supervision in UPE schools. An interpretation Table 2 was developed and used to guide analysis of findings and conclusions on the status of funding and level of support supervision under Universal Primary Education in Nwoya District.

Table 2: Interpretation and Comparison of Percentage Range

Mean Ranges for funding status and support supervision	Description of levels	Interpretation
3.6-5	High level/status	High funding status /high level of support supervision
1-3.5	Low level/status	Low funding status /low level of support supervision

3. Results

3.1 The Funding Status in the UPE Schools

Independent opinions of respondents were sought to determine the status of funding in selected UPE schools in Nwoya district under the following major constructs; - mobilization of domestic education resources; strategic use of UPE fund; inclusive governance; control systems and financial accountability. In response to this question, descriptive statistics were used as indicated in Table 3. Mean value and Standard deviation were used to describe categorical responses.

Table 3: Mean value and Standard Deviation Determining the Status of UPE Funding

Variable	SD		D		NS		S		SA		Mean	Std	Var.
	F	%	F	%	f	%	F	%	F	%			
1.	21.30	8.00	43.20	16.30	24.70	9.30	122.30	46.20	53.50	20.20	3.54	1.11	1.25
2.	74.80	28.20	87.20	32.90	26.80	10.10	51.00	19.30	25.00	9.50	2.49	1.26	1.61
3.	45.10	17.00	73.30	28.30	17.00	6.40	106.00	40.00	23.00	8.60	3.03	1.74	3.96
4.	16.00	6.00	17.50	6.60	26.80	10.10	155.70	58.70	49.00	18.50	3.77	1.00	1.03
5.	43.00	16.20	53.40	20.20	35.20	13.30	109.40	41.30	23.60	8.90	3.09	1.45	2.30
Average	40.04	15.08	54.92	20.86	26.10	9.84	108.88	41.10	34.82	13.14	3.18	1.31	2.03

Key; - 1. Mobilization of Domestic Resources; 2. Strategic use of UPE Funds; 3. Inclusive governance; 4. UPE Fund control system; 5. Financial accountability

From the table above, it can be seen that the overall mean for the status of funding in UPE schools is 3.184. The status of funding in UPE schools in Nwoya district is therefore low according to the set standard of the data interpretation. It can additionally be observed from Table 3 that the status of UPE fund control system is the highest and best among all the constructs of funding under UPE schools with a mean value of 3.773 followed by mobilization of domestic resources (mean = 3.542) and the least value is that of strategic use of UPE funds with a mean of 2.486. All the different categories of respondents had a common agreement or similar positions as per the different constructs and items on the status of UPE funding under UPE schools in Primary schools in Nwoya district with the overall average variance of 2.029 and standard deviation of 1.312.

Findings also indicated a number of strong agreements with other specific items under the different major constructs of funding status as conceptualized in Figure1. The cases for instance include the high comparative

level of agreement with the statement that parents should pay extra fund in schools under the construct of domestic resource mobilization with a mean of 4.16. The question on UPE funds being properly utilized was highest under strategic use of UPE funds with a mean of 3.15. The question on existence of a good relationship between schools and the community under inclusive governance was the highest with a mean of 3.3. Under the construct UPE fund control, the statement that schools prepare financial statements was the highest with a mean of 3.91. Amongst the items in the construct on financial accountability, the item on proper accountability of UPE funds was the highest with a mean value of 3.17.

Similarly, the findings showed high/strong comparative levels of disagreement with specific items under different major constructs of funding status. The item that stated that UPE schools have many sources of funding apart from the grant had the highest disagreement under the construct of domestic resource mobilization with a mean of 2.64. Under strategic use of UPE funds, the item that the timing of UPE disbursement does not affect management and administration had the highest disagreement with a mean of just 1.93. Under inclusive governance, the fact that the community visit children at school as required by UPE policy had the highest disagreement with a mean of 2.91. The statement that all expenditures are approved by the school authority before payments had the highest disagreement with a mean value of 3.7 under the construct UPE fund control. Finally, under financial accountability, the statement that UPE defaulters are reprimanded and punished had the highest disagreement with a mean of 3.1.

Conclusively, on average, the status of funding in UPE schools in Nwoya district is low. This implies that most of the school activities and requirements in these schools cannot be fulfilled or acquired according to the school needs and challenges including the provision of effective support supervision with the aim of improving teaching and learning for a better performance.

3.2 The Level of Support Supervision in UPE Schools

This question sought the independent opinions of respondents to assess the level of support supervision in UPE schools. In response to this question, the descriptive statistics and percentages were used. The analysis of variance (ANOVA) was adopted to determine the level of support supervision in UPE schools in Nwoya district (tested at 95% level of confidence) and this was found to below.

Table 4: Mean Value and Standard Deviation for Determining the Level of Support Supervision

Variable	SD		D		NS		A		SA		Mean	Std.	Var.
	F	%	F	%	F	%	F	%	F	%			
1.	47.3	17.9	79.5	30.0	39.3	14.8	79.3	29.9	17.8	6.7	2.963	2.303	6.629
2.	73	27.7	101	38.3	31	11.7	49	18.6	10	3.8	2.33	1.173	1.376
3.	29	10.9	74	27.9	11	4.2	127	47.9	23.9	8.9	3.155	1.224	1.5
4.	7	2.6	44	16.6	25.5	9.6	132	49.8	56	21.1	3.78	1.878	4.185
5.	24	9.1	53.3	20.1	23	9	128	48.2	37	14	3.49	2.058	5.269
6.	31.3	11.8	73.7	27.8	27.3	10.3	107.3	40.5	25.3	9.6	3.083	1.144	1.316
Average	35.3	13.3	70.9	26.8	26.2	9.93	103.8	39.15	28.33	10.68	3.134	1.63	3.379

Key; - 1. Frequency of content visits; 2. Operation of UPE Key concerns; 3. Capacity build up; 4. Classroom observation; 5. Performance feedback; 6. Quality Enhancement/ Assurance

The overall mean on the level of support supervision is 3.134. Based on Table 4, the level of support supervision in UPE schools in Nwoya district is low. It can additionally be observed from table 4 above that the level of classroom observation is the highest/best among all the constructs of support supervision under UPE schools with a mean value of 3.78 followed by performance feedback with a mean of 3.49 and the least value is that of operation of UPE key concerns with a mean of 2.33.

All the different categories of respondents had a fairly varying/different positions as per the different constructs and items on the level of support supervision under UPE schools in Primary schools in Nwoya district with the overall average variance of 3.379 and standard deviation of 1.63.

Findings also indicated a number of strong agreements with other specific items under the different constructs of level of support supervision. The statement that there are clear schedules for support supervision by different stakeholders had a comparatively high level of agreement of mean of 3.5 under the construct frequency of content visit. For the construct on capacity building, the highest agreement was on the item that the capacity of head teachers and teachers are strengthened during support supervision with a mean of 3.34. Classroom observation construct had the item that classroom observation is more successful in our school with the highest agreement with a mean of 3.88.

Under performance feedback the statement that support supervision feedback is helpful to teachers had the highest agreement with a mean of 3.99. Finally, the statement that support supervision ensures quality assurance and quality support had the highest agreement with a mean of 3.7 under quality assurance/enhancement construct.

Similarly, findings also showed high/strong comparative levels of disagreement with specific items under

different constructs of support supervision being the explained variables. The item under frequency and content of visit construct which stated that there is adequate transport means to conduct support supervision by stakeholders had the highest disagreement with a mean of 2.29. For the construct of key UPE operation concerns, there was a high disagreement with the item that there is budget allocation for support visit by stakeholders (Mean = 2.33). The item that refresher courses for teachers are adequately done under capacity building construct had the highest disagreement with a mean of 2.97.

The fact that supervision reports are shared in staff meetings under classroom observation construct had the highest disagreement of mean of 3.68. On performance feedback, the statement that support supervision facilitates professional development of teachers had the highest disagreement of mean of 3.9. Finally, under the construct of quality assurance and quality enhancement, the statement that the quality of education has improved under UPE had the highest disagreement of means 2.56.

On average, the level of support supervision in UPE schools in Nwoya district is still low. This can be seen by the high percentages of demands for the services that should have been provided but are inadequately done. However, the head teachers and their head of subjects argued that the importance of providing continuous professional support to the teachers is well recognized. However, few systems have succeeded in putting into place a strategy reaching out to all the teachers on a regular basis and providing help to them in a need-based manner.

3.3 The Relationship between Funding and Support Supervision in UPE Schools

The question sought to examine the relationship between funding and support supervision in UPE schools in Nwoya District. Pearson Correlation Coefficient was used to establish the relationships between funding and support supervision in UPE schools in Nwoya District. Table 5 below provides a matrix of the Pearson correlation of the variables. In this table, the significance value of the correlation of funding and support supervision is displayed.

The correlation matrix indicates that funding status has a significant positive relationship with the level of support supervision ($r = 0.373$; $p < 0.01$). Additionally, we observe that the constructs of funding status had varied relationships with the level of support supervision. The best relationship among the status of funding constructs with the level of support supervision is strategic use of UPE funds ($r = 0.351$; $p < 0.01$). All the other constructs of funding status that were examined also had significant positive relationships with the level of support supervision (mobilization of domestic resources, $r = 0.144$; $p < 0.01$, inclusive governance ($r = 0.329$; $p < 0.01$) UPE fund control system ($r = 0.276$; $p < 0.01$) and financial accountability ($r = 0.147$; $p < 0.01$).

It is observed that the strength of a relationship is indicated by the size of the correlation coefficient. David (2009) asserts that, the larger the value of the correlation, the stronger the relationship between the variables. From the table above, it can be observed that there is a positive significant relationship between funding status and the level of support supervision with a Pearson correlation coefficient of $r = 0.349$ ($p < 0.01$). There is a positive significant relationship between both aspect of funding and support supervision at 1% level of significance (Sig. (2-tailed) < 0.01).

Table 5: Correlations of Relationship between Funding and Support Supervision in UPE schools

Funding and Support Supervision Constructs		Funding and Support Supervision Constructs						
		1.	2.	3.	4.	5.	6.	7.
1.Funding Status	Pearson Correlation Sig. (2-tailed) N	1						
2.Mobilization of Domestic Resources	Pearson Correlation Sig. (2-tailed) N		1 265					
3. Strategic Use f UPE Fund	Pearson Correlation Sig. (2-tailed) N		.223** .000 265	1 265				
4. Inclusive Governance	Pearson Correlation Sig. (2-tailed) N		.087 .000 265	.171 .005 265	1 265			
5. Control System	Pearson Correlation Sig. (2-tailed) N		.549** .000 265	.442** .000 265	.088 .152 265	1 265		
6.Financial Accountability	Pearson Correlation Sig. (2-tailed) N		.508** .000 265	.423** .000 265	.141* .021 265	.649** .000 265	1 265	
7.Support Supervision Status	Pearson Correlation Sig. (2-tailed) N	.373** .000 265	.145* .018 265	.351** .000 265	.329** .000 265	.276** .000 265	.147* .017 265	1 265

** . Correlation is significant at the 0.01 level (2-tailed).

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

4. Discussion of Findings,

4.1 The Status of UPE Funding

The finding indicated that the status of UPE funding is low. This finding is in congruence with Mikiko & Keiichi, 2008; Sifuna, 2007; Chimombo, (2005); and Byamugisha & Nishimura (2009) who made a comparative analysis of Universal Primary Education Policy in Ghana, Kenya, Malawi, and Uganda. In their findings the status of UPE was low evidenced by the facts that; the capitation grant is disbursed from the central government to schools directly in Kenya, and via districts in Uganda and Ghana but the amount is not guided by a baseline survey but more affected by whatever is available within the national account.

The aggregated amount at the school level is lower than how much schools used to collect from parents and communities prior to the implementation of UPE policy. In addition to the insufficient amount of the capitation grant, delay of funds is commonly experienced at school level in all the countries for a range of a month to sometimes a whole term and the amount can be fluctuated. This apparently affects daily school activities and planning at the school level.

Furthermore, the finding agrees with that of John Paul II Justice & Peace Centre (2014) that investigated the state of Universal Primary Education Schools in North and North-Eastern Uganda. The study found out low status of UPE funding and that most (97.8%) of the schools reported having encountered challenges with UPE funds. The major challenges were: the money was severely deficient; frequent delays in disbursement; and the amounts were irregular and inconsistent. All these challenges were reported to affect the procurement of scholastic materials and the effective management and running of administrative and co-curricular activities of the schools

In the same vein still Mikiko & Keiichi (2008), studied UPE funding status and the results indicated that the status of UPE funding was low. Mismanagement of school funds at school level is also reported as a challenge. Since the introduction of UPE, the budget for primary education had become heavily dependent on the central government. Although districts are allowed to put some additional resources, minimal or no resources are available at the district level.

Parents are also found to be covering private costs of schooling (e.g., uniform, development fees, examination fees, lunch, transportation, and tutoring) that is in fact higher than the capitation grant. The overall

insufficient budget allocated towards primary education at the district level seems to most negatively affect the monitoring of schools. Thus, regular monitoring of quality of education and the quality assurance system are yet to be put in place in many schools.

Furthermore, Mikiko & Keiichi (2008) found a low status of funding where their study revealed unique themes for instance in Malawi where there had been no capitation grant for more than ten years under the implementation of the UPE policy. Much of the budget on education has been taken as leave grants for teachers, teacher deaths, and transfer of teachers, leaving a negligible amount for teaching and learning materials. In addition, the case of Uganda also uniquely revealed notable variability of primary education financing at the household, school, and district levels under the UPE policy.

District resources are minimal and the central budget on education can be susceptible to diversion to other sectors according to the decisions made by the district council under the decentralized system. School finance and household expenditure on education vary based on the capacity of the SMC and parents to contribute to school. Under such circumstances, rural schools with weak resource base are prone to suffer from insufficient and unpredictable budgets to implement planned activities.

In conclusion, it should be noted that parents and other partners in the national development should be strong participants in the funding of the education system of a country like Uganda other than the government alone. Saavedrea, (2003) observed that a good education financing system generates an adequate level of funding to promote efficiency and equity aimed at optimizing the distribution of education and its benefits among citizens.

This argument is in agreement with Gartner (2009) who argued that Inclusive governance is critical to building a multi-stakeholder constituency that is committed to mobilizing of resources. In addition to the prior discussion, findings are also congruent with Gartner (2009), who advanced that a country's driven solution mechanism that a developing country like Uganda adopts to set the agenda for the best approach for themselves is through the development of comprehensive national education strategies for raising local education grants.

4.2 Support Supervision in UPE Schools

The level of support supervision in UPE schools in Nwoya district (tested at 95% level of confidence) was found to be low. Many scholars have empirical attestation to this fact and the following findings are worthy discussing in support of the current study finding that the level of support supervision in UPE schools in Nwoya district is low:

In support of this finding, Unachukwu & Odumodu, (2015) studied management support practices for teacher supervision in secondary schools in Anambra state, Nigeria. The purpose of the study was to ascertain the extent of principals' management support practices for teacher supportive supervision in secondary schools. It was found out that the level of principals' support practices for teacher supervision was low in secondary schools in Anambra State; that principals, to a very low extent, organize in-school seminars and workshops for their teachers to help them grow professionally and that they neither organize group supervision, peer supervision nor clinical supervision for their teachers.

Alluded to the above; Mwinyipembe and Orodho (2014) examined effectiveness of Quality Assurance and Standards Officers' (QASO's) School Supervisory roles in enhancing Students' academic performance in National Examinations in Nakuru District, Kenya. The major finding indicated that the level of supportive supervisory role of the QASOs was low and that while all the QASOs have the required academic and professional qualifications with long periods of experience in undertaking supervisory roles in curriculum implementation, they are faced with numerous and intertwined challenges hampering effective execution of their duties.

The critical challenges included inadequate logistical and financial facilitation as well as laxity by certain schools to implement the QASOs supervisory reports on strategies geared towards the enhancement of students' performance in national examinations, especially at Kenya Certificate of Education (KCSE).

Another study finding that is in congruence with the current study finding is that of Temmuz (2014) who investigated principals' problems with the supervision process in Turkey through the views of the principals working at primary and secondary schools. The study found a low level of supervision where School principals stated that supervision generally focused on the supervision of structural condition and documents and they added that there wasn't an in-depth supervision regarding supervision process. They should be carried out by using an approach which includes long term, detailed and problem-based activities.

Still in agreement with this finding, Okumu, Ngome and Kikechi (2016) studied quality assurance and standards officers' supervision quality and frequency and its influence on pupils' performance in Kenya Certificate of Primary Education in public primary schools in Bungoma North Sub-county. The study revealed a low level of supervision quality and frequency where some of the QASO's had limited knowledge about some of the subjects taught in primary schools. This implied that the frequency and quality of the supervision was being compromised in the country leading to poor performance in KCPE in schools. The study also established that

there is a statistically significant positive relationship between quality and frequency of supervision and performance in KCPE in public primary schools in Bungoma North Sub-county.

Mobegi, Ondigi and Obura (2010) researched on secondary school head teachers' quality assurance strategies and challenges in Gucha district in Kenya and their finding is also in support of the current study finding. The findings of the study showed low level of support supervision such that head teachers' curriculum supervisory methods were limited to checking of teachers' professional records and gave less emphasize to departmental supervision, self-appraisal and class-visits. Financial constraint was revealed as the major challenge which impacted negatively on physical facilities, teaching and learning materials, and teaching methods.

Therefore, the study concluded that head teachers employed inadequate methods for the supervision of teachers in the sampled schools, preferring to rely on written records to establish the quality of education and recommended that they should take up their roles as quality assurance officers and ensure that all modern methods were employed in secondary schools.

In support of this finding still, Kiamba (2011) investigated obstacles to effective instructional supervision in public primary schools in Mbooni division, Mbooni West district, Kenya and found a low level of instructional supervision in public primary schools. Head teachers being the immediate school supervisors carried out very limited assessment and supervision functions. In-service trainings were also found to be inadequate and not relevant on issues touching on supervisory skills. Head teachers were experienced but lacked professional training to enhance their managerial skills especially on instructional supervision, inadequacy of physical and human resources, impacted negatively on management of instructional matters and there was irregular inspection from District/ zonal inspectors.

Abebe (2014) studied the practices and challenges of school-based supervision in government secondary schools of Kamashi zone of Benishangul Gumuz regional state also found it to be low which is in support of this study finding. The result of the study indicated that teachers lack awareness and orientation on the activities and significance of school-based supervision, ineffectiveness of the practices of supervisory options matching with the individual teacher's developmental level, and inability of supervisors to apply the necessary procedures for classroom observation properly.

On the other hand, among the factors influencing the school-based supervision; lack of relevant training programs for supervisors, scarcity of experienced supervisors in school-based supervision activities, lack of supervision manuals in the schools and shortage of allocated budget for supervisory activities. Finally, to minimize the problems of school-based supervision in secondary schools, it is recommended that relevant in-service trainings for supervisors to upgrade their supervisory activities, necessary resources such as supervision manuals and an adequate budget for the success of supervision at the school level was suggested.

Adewale (2014) investigated the factors militating against effective supervision of teachers' instruction by Education Inspectors in Nigeria. The findings revealed low level of supervision of instruction. The education inspectors were pre-occupied with their status, consider themselves as most superior/masters/bosses, although many of the education inspectors were graduates, their background and professional experience are basically rooted in office and files thus no congruence between office tasks and teaching/learning environment and they are more aligned to office procedures than pedagogical requiring professional development of teachers. Inspection was not done more than three times in a term, and when it is done, the duration of time for staying in classroom observation was largely put at five to ten minutes.

Non –provision of evaluation feedback. The number of education inspectors was rather small for the large number of teachers, lack of portfolio documents for professional development, too much emphasis of inspection on school plants devoting more time to buildings, laboratories, school records thereby leaving inadequate time to observe teachers in the classroom teaching.

On the contrary Colvin, Flannery, Sugai, & Monegan. (2009) carried out a research on using observational data to provide performance feedback to teachers for supporting and improving instructional practices in High schools and their finding is in contrast of the current study finding. The findings have shown that performance feedback level was high and effective in the workplaces, institutions, and educational settings visited.

They provided preliminary promising information of the relevance and effectiveness of the combination of a classroom observation and a performance feedback process that focused on the relations among three key variables: classroom instructional settings, instructional practice, and classroom student behavior. The authors provided performance feedback to the teacher on the basis of these findings. Then, the teachers made changes in the identified setting categories and teacher actions, resulting in substantial gains in class engagement and a reduction in problem behaviors.

4.3 Relationship between Funding and Support Supervision in UPE Schools

The correlation matrix indicated that funding status has a significant positive relationship with the level of support supervision ($r = 0.373$; $p < 0.01$), this finding is in congruence with those of other scholars as discussed

below:

Wanjohi (2007), researched on public secondary school teachers' and principals' attitudes towards school inspection in selected public secondary schools in Kenya's Nyandarua district. A one-way ANOVA, Pearson Product Moment Correlation Coefficient and t-test were used to test the null hypotheses at $\alpha = 0.05$. The findings of the study showed that there was a significant relationship between type of inspection approach and attitudes of teachers and principals towards inspection.

Another study finding by Okumu, Ngome and Kikechi (2016) studied quality assurance and standards officers' supervision quality and frequency and its influence on pupils' performance in Kenya Certificate of Primary Education in public primary schools in Bungoma North Sub-county is in support of the current study finding. The study also established that there is a statistically significant positive relationship between quality and frequency of supervision and performance in KCPE in public primary schools in Bungoma North Sub-county.

Furthermore, Dangara (2015) studied the impact of instructional supervision on academic performance of secondary school students in Nasarawa State in Nigeria with reference to Senior Secondary Certificate Examination (SSCE). The study showed that regular instructional supervision using robust supervision strategies like checking of students' notebooks, classroom visitation/inspection by school administrators, checking teachers' lesson plan/notes and inspection of teachers record keeping have significant correlation with teachers' performance and academic achievement of students in Secondary Schools. This finding agrees with the current study finding.

Alluded to the above, Chisholm (2009) studied using client feedback in psychotherapy training and its influence on supervision and counselor self-efficacy. This study investigated whether the utility of this practice would extend to trainees if the data gained from clients was provided to their supervisor for use within supervision. Trainees were assigned to a continuous feedback condition or no-feedback condition for one academic year. Results indicated that trainees in both conditions demonstrated better client outcomes at the end of their practicum training than at the beginning, but those in the feedback condition improved more.

The relationship between counselor self-efficacy and outcome was stronger for trainees in the feedback condition than for those in the no-feedback condition, perhaps indicating that feedback may facilitate a more accurate assessment of one's skills. Implications of how counseling self-efficacy, the supervisory alliance, and satisfaction with supervision are related to effective supervision.

Ehren and Visscher (2008) investigated school inspection and school improvement in Dutch schools. The results showed a high relationship such that of the ten case studies all results showed that all schools started to improve after a school visit. The provision of feedback about weaknesses, the assessment of these weak points as unsatisfactory, and the agreements between an inspector and the school regarding improvement activities do appear to make a difference in promoting school improvement.

Mary, Kathy and James (2013) investigated on providing immediate feedback to co-teachers through Bug-in-Ear technology as an effective method of Peer coaching in inclusion classrooms. To determine attributes of effective performance feedback, a systematic search for empirical literature was completed. Analysis of the ten identified studies indicated that immediate feedback was positively correlated to teaching and proved promising and effective in changing specific teaching behaviors or attributes.

The finding also supports that of the World development report, World Bank (2003) and UNESCO (2008) who argue that the effectiveness of social services in developing human capital depends fundamentally on the method of delivery and the behavior of key actors e.g., support supervisors including policy makers, service providers, and potential beneficiaries. Outcomes are thus jointly determined by supply- and demand side factors and the interactions among them. Supply-side interventions seek to increase the level of funding and quality of services provided. Such interventions usually entail building and staffing facilities, providing inputs, implementing institutional reforms, and strengthening the incentives facing service providers.

5. Conclusion and Recommendations

5.1 Conclusion

The positive significant relationship between funding and support supervision found in this study is an indication that funding status has close linkage with support supervision. It is not surprising to note that the poor performances in UPE schools in Nwoya district may be attributable to the low funding status by the responsible ministries in the country. Furthermore, in the regression analysis, findings indicated that funding status positively/significantly contributes to predicting the level of support supervision in UPE schools in Nwoya district.

Arguably, all challenges advanced by the respondents hinged on financial support as the driving force. So long as UPE schools remain underfunded especially by the government, the reoccurrence of the challenges reported in this study will not be a surprise to any stakeholder. In addition, there is shortage of external supervisors or inspectors usually assigned by the Ministry of Education and Sports to assess the level of

compliance of school instructional activities due to the large number of UPE schools.

It is therefore sad to note that activities in the UPE schools in the district cannot be implemented due to inadequate and untimely funding, evidenced by irregular support supervision in UPE schools, ineffective delivery of lessons, low morale for teachers and weak school management and administration.

However, working conditions of support supervisors at different levels should also be given focus since they have a substantial role in the improvement of the quality of education of a country. Therefore, funding institutions and other organizations should institute mechanisms that aim at ensuring consistent and sufficient funding for proper operation of schools if we are to realize quality education.

5.2 Recommendations

Policy makers should ensure that the funding policy under UPE be revised to ensure that the funding is sufficient, consistent and properly managed following strict guidelines to ensure improvement in the quality education of the pupils under UPE schools.

Policy implementers should be given frequent workshops and seminars to boost their capacities and capabilities for effective implementation and execution of their various roles and responsibilities under UPE policy.

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