

The Impact of Supervision on the Quality-Of-Service Delivery at Kirima Community Secondary School in Kanungu District, South Western Uganda

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Abstract: *The study was about the impact of supervision on the quality-of-service delivery and it was guided by the following objectives; to establish the role supervision, to find out whether delegation of duties and responsibilities enhance service delivery and to establish the relationship between supervision and service delivery in secondary school. The researcher used both qualitative and quantitative research approaches with a cross section survey design. This design was chosen because it was descriptive in nature and it would enable the collection of data in its origin settings. The study population included 100 individuals both school administrators and students, comprised of a head teacher, secretaries, librarian, prefects, class councilors, teachers and non-teaching staff. The sample size of 70 was used by the researcher as everyone in the school could not participate in the study to provide the required data about the study problem at hand. Both convenience, purposive and simple random sampling techniques were used to determine the sample size. This sample size was selected to represent the entire population and the researcher was assured that each item was given equal chances of being selected. The researcher used checklist, interview guide and the questionnaire. Data obtained from the field was analyzed using statistical methods such as tables and charts. This was further edited and coded. Findings showed that 48% agreed that supervision is done by the head teacher, 34% revealed that it is conducted by the teachers on duty, 10% revealed that it is conducted by prefects, 6% said supervision is conducted by the class councilors and 2% agreed that it is done by students themselves. Therefore, it can be concluded that largely supervision is conducted by the head teacher. According to the results, it revealed that 63 respondents agreed that effective delegation of duties and responsibilities is useful and 8 respondents disagree. Thus, service delivery is enhanced delegation as evidenced by 97%.60 respondents agreed that intensive supervision enhances service delivery and 5 disagreed making it 8% and therefore well carried down can effectively enhance services rendered. The findings of the study concluded that supervision is done by other stake holders alongside school administrators. It further found out that they are other factors affecting service delivery in Kirima community secondary school. It also found out that supervision is not only important in-service delivery but also in promoting discipline, time management and efficient use of resources among others. The researcher recommends that since supervision plays an important role in ensuring service delivery the management should encourage teachers and students to always participant and supervisory skills as early as possible. Delegation of duties and responsibilities should be mostly from superiors to subordinates with knowledge about subject matter and with relevant skills.*

Keywords: Impact, Supervision, Quality, Service Delivery

SECTION ONE

INTRODUCTION

Background of the Study.

Supervision is believed to play an important role in managing both organizations and institutions in the delivery of quality services and producing better products

According to Leslie.W.Rue and L.Byars (1986), supervision refers to the first level of management which is concerned with encouraging members of a work unit to contribute positively towards accomplishing the organizational goals. This means that supervision does not only tackle operational work but also sees the overall accomplishment of other tasks through the efforts of others with in a group.

However, the job of supervision tends to be quite complex with in some organizations thus to achieve a positive contribution, the supervisors must learn to make good decisions, communicate well with people, in the organizations make proper work assignments, delegate some tasks, plan to train people and appraise their performance and deal with various specialists in other departments to ensure that there is continuous linkage within an organization in order to enhance better service delivery to both internal and external environments.

Despite the work of supervision being varied complex and extremely difficult to master, it remains vital and most important for the success of every organization and institutions because supervisors are taken to be management persons most of the employees see and deal with everyday thereby categorizing the work of supervision as planning staffing organizing motivating directing and controlling. Thus it is through these that the quality of service delivery can either improve or deteriorate.

In relation to the tasks available to be supervised, supervisors at Kirima community secondary school need and must have basic skills which will help them during their performance. These skills include technical human relations administrative and professional skills which are linked together to effectively manage and monitor certain operations at Kirima community secondary school in Kanungu district. Therefore these skills must be possessed by supervisors that is head teacher and other senior administrators to accurately and correctly develop a link among the management and other supporting staff at Kirima community secondary school.

Maicibi.N. Alhas (2005), said that the concept of inspection has today almost been replaced by supervision because the activities and assignments being carried out by inspectors are more in category of supervision. However supervisors have a broader meaning than inspectors in the education system. He therefore defined supervision as a process of making adequate provision for all conditions which are essential for effective learning through effective teaching. Supervision is more concerned with the work of a teacher on a continuous basis by school heads. Thus supervision in general means to coordinate stimulates and direct the growth of teachers and students at large.

However aiming at improving all features of teaching and learning as inspection is concerned with observation of school by people thus these two elements efficiently effectively and well combined aim at making the school achieve the purpose for which it was met for.

Peter (2002), narrated that at the first level of supervision, one must realize that the responsibility involved is immense than that of controlling others. He therefore defined supervision as a link between management rank and file staff between those who decide what should be done and those who implement those decisions. This means that the work of supervisors is to see that the tasks are done and to maintain good working relationship between the two parties.

Furthermore Musaazi (1982), referred supervision as coordination of efforts of teachers to achieve educational goals. It is concerned with how students, teachers, rules, regulations and policies that govern the school system are linked together.

Therefore it is through introduction of better management techniques such as decision making, communication, coordination and delegation which link together school administrators with other management staff of the school which enhance effective service delivery and efficient use of available resource. However, it should be noted that teachers and headteachers constitute the engine of knowledge. Teachers must be treated and handled well and efficiently in order to produce the required educational material for students performance and standards as per defined by the ministry of education.

According to Balunywa (2005), supervision mainly involves operating at close range by overseeing, controlling and dealing with situations on the spot as they arise. He regarded it to be more concerned with day today running of activities entailing a lot of attention. In his view, he regarded supervisors to be responsible for the subordinates' activities and the work place for which he is given formal authority to control.

He further grouped supervisors as managers since they supervise or oversee the work of a group of people below him. This means that at whatever level if a person oversees work of others in a specific setting normally with in broader organization goals then that person is a supervisor. Therefore the quality of output or work done basically depends on the level of supervision.

Furthermore Aropa (2003), supervision refers to the process in which an individual directs and controls the work of others. By this definition, supervision is inherent in a group effort because it would be difficult to achieve organizational goals without effective monitoring, therefore every employee has a right to know whom he or she is responsible and for what, this means that a supervisor is a person to whom he is responsible for what that he performs.

However Terry regard a supervisor as a management member working at an organizational level where personnel oversight of tasks assigned to a small group is assumed in order to assure satisfactory performance. It is from this background that a researcher developed a need to find out the likely effect of supervision on the quality of service delivery.

Statement of the Problem.

All institutions large or small aim at high quality service delivery. This is partly due to headteachers and school inspectors rarely conduct supervision of staff and students of a prime factor. They disregard the impact it may have on the coordination of school activities and proper human relations for the achievement of the desired goals and objectives of the school. From this point of view therefore the study aims at finding out the extent to which supervision impacts on the quality-of-service delivery at Kirima community secondary school in Kanungu district.

Objectives of the Study.

- i. To find out the role of supervision on the quality of service delivery.
- ii. To explore whether delegation of duties and responsibilities improve the quality of service delivery.
- iii. To examine the relationship between supervision and quality of service delivery.

SECTION TWO

METHODOLOGY

Research Design.

The researcher used qualitative research methods with a cross section survey design. This design was chosen because it was descriptive in nature and it would enable the collection of data in its origin settings. The study heavily relied on descriptive analysis and qualitative methods to analyze statistical data in form of frequency tables and percentages. Qualitative techniques were also used to analyze descriptive data.

Study Population.

Kirima Community secondary school is found in Kirima Sub County, Kanungu district. The study population included 100 individuals both school administrators and students comprised of a head teacher, secretaries, librarian, prefects, class councilors, teachers and non teaching staff.

Sample size determination.

The sample size of 70 was used by the researcher as everyone in the school could not participate in the study to provide the required data about the study problem at hand. Both convenience, purposive and simple random sampling techniques were used to determine the sample size. This sample size was selected to represent the entire population and the researcher was assured that each item was given equal chances of being selected. It consists of four school administrators, fifteen teaching staff, six non teaching staff, twelve prefects, eight councilors, twenty students. The researcher used this sample size because it was enough in providing accurate data.

Sample selection techniques.

The study was carried out using purposive and simple random sampling techniques. These techniques helped in choosing the from different groups of members with in the school. The researcher used these methods to gather and collect detailed data which helped in analyzing data collected from the field and it prevents bias.

Data collection methods.

Questionnaire

A questionnaire containing both open and closed ended questions was designed. These were administered to the respondents and responses from them were captured by the researcher. Questions enclosed in an envelope were sent through the post office to the concerned respondents who were requested to fill the answers in the space provided and return the questionnaire. The researcher chose this method because it is convenient cheap for a large sample of respondents.

Interview guide.

The researcher asked questions to respondents through face to face conversation. An interview guide was designed to assist the researcher during interviewing the respondents and gather the required data in relation to problem under study. It was chosen because first hand information would be collected which is not biased.

Data collection instruments.

The researcher was equipped with checklist, interview guide, questionnaire, pens papers dairy books, phones and other relevant instruments. Such instruments guided the researcher in making sure that the targeted respondents are all reached during the study.

Data analysis.

Data obtained from the field was analyzed using statistical methods such as tables and charts. This further was edited and coded.

Data editing.

This was done on each tool used in the field and data collection at the end of days work by the researcher. This was necessary in order to ensure reliability consistence and validity of data to avoid gaps in fulfilling tools hence no call backs to trace the respondents.

Data coding.

Coding was done on the evening on return from the field. It involved asserting numbers called codes to classify the data collected from respondents. This helped the researcher to enter and clean data before presentation interpretation and analysis.

SECTION THREE

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS.

Empirical Results.

Role of Supervision on the quality-of-service delivery.

Respondents were asked a question whether there is supervision in the school and their responses were captured as follows.

Table 4.1 shows the responses on whether supervision is practiced in the school.

Comments	Frequency	Percentage (%)
Yes	60	92
No	5	8
Total	65	100

Source: Primary data.

From the table above, the researcher found out that supervision was being carried out as represented by 92% while five respondents disagreed representing 8%. This means that it done as required by responsible people.

Table 4.2 shows responses regarding on who conducts supervision in the school.

Comments	Frequency	Percentage (%)
Head teacher	31	48
Teachers on duty	22	34
Prefects	7	10
Class councilors	4	6
Students	1	2
Total	65	100

Source: Field data.

From the table 4.2, 48% agreed that supervision is done by the head teacher, 34% revealed that it is conducted by the teachers on duty, 10% revealed that it is conducted by prefects, 6% said supervision is conducted by the class councilors and 2% agreed that it is done by students themselves. Therefore, it can be concluded that largely supervision is conducted by the head teacher.

Delegation of Duties and Responsibilities.

Respondents were questioned whether delegation of duties and responsibilities is useful in the school and their arguments were noted as shown below.

Table 4.3 shows the responses on whether delegation is useful in the schools.

Comment	Frequency	Percentage (%)
Yes	63	97
No	2	3
Total	65	100

Source: Primary data.

According to the above table, it revealed that 63 respondents agreed that effective delegation of duties and responsibilities is useful and 8 respondents disagree. Thus service delivery is enhanced by delegation as evidenced by 97%.

Table 4.3 shows responses on whether delegation enhances service delivery.

Respondents were asked whether delegation enhances service delivery and their responses were recorded as reflected below.

4.3.1 Responses of respondents.

Comments	Frequency	Percentage (%)
Yes	60	92
No	5	8
Total	65	100

Source: Primary data.

From above table, it can be noted that 65 respondents agreed while 5 respondents disagreed. Thus largely effectively done, service delivery can improve.

Relationship between supervision and service delivery.

Respondents were asked questions regarding on whether intensive supervision enhances service delivery and their views were registered as follows.

Table 4.3.1 shows the responses on whether intensive supervision improves service delivery.

Comments	Frequency	Percentage (%)
Yes	60	92
No	5	8
Total	65	100

Source: Primary data.

According to the table above, 60 respondents agreed that intensive supervision enhances service delivery and 5 disagreed making it 8% and therefore well carried down can effectively enhance services rendered.

SECTION FOUR

CONCLUSION AND RECOMMENDATIONS.

Conclusion.

The findings of the study concluded that supervision is done by other stake holders alongside school administrators. It further found out that they are other factors affecting service delivery in Kirima community secondary school.

It also found out that supervision is not only important in-service delivery but also in promoting discipline, time management and efficient use of resources among others.

Recommendations.

The researcher recommends that since supervision plays an important role in ensuring service delivery the management should encourage teachers and students to always participate and supervisory skills as early as possible.

Delegation of duties and responsibilities should be mostly from superiors to subordinates with knowledge about subject matter and with relevant skills.

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