

The stakeholders' perception on the impact of the outreach tutor on classroom instruction in primary schools in Mbale District

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ABSTRACT

The study was carried out to investigate perceptions into the impact of the outreach tutor on classroom instruction in primary school in Mbale District.

The objectives of the study were to identify the areas of support by the outreach tutor to the headteachers in the improvement of classroom instruction; to assess the outreach tutor's support to the teachers in the teaching learning process; to establish the contribution of the outreach tutor in the training of parents and community leaders, and to examine the extent to which the outreach tutors' support influences pupil academic performance in Primary Leaving Examinations in Mbale district.

A descriptive research design was used to sample subjects and collect data from headteachers, deputy headteachers, teachers and chairpersons of school management committees, which comprised of a representative total of 200 subjects. The research instruments used were interviews, questionnaires, focus group discussions and documentary reviews. Data was analyzed qualitatively and quantitatively.

Findings revealed that there was substantial support to the headteachers in the improvement of classroom instruction particularly training in personnel skills, monitoring and supervision of classroom instruction, ensuring effective delegation, and team work, effective frequent supervision of headteachers for better results and general management of primary schools. It was also revealed that the outreach tutor supports the teachers in the effective teaching methods, curriculum implementation, making of schemes and lesson plans. Further support to teachers includes the development of instructional materials, supervision in implementing continuous assessment of pupils in schools and in guidance and counseling. Other findings revealed that the outreach tutor contributes in the training of the parents and community leaders in improving classroom instruction through planning, implementing school activities, monitoring learner's performance and supervising school constructions and repairs. To adduce the relationships, quantitative data was used using

Spearman's rank order correlation coefficient, which showed a very strong correlation hence the outreach tutors support influences academic performance in Primary Leaving Examination in Mbale district.

In conclusion, the outreach tutor supports the head teachers in various areas in classroom instruction through mentoring, the classroom teachers are supported in the teaching learning process and the parents and community leaders are supported in the activities for improvement of their schools. All the activities done are geared towards improvement of classroom instruction. It was recommend that the Ministry of Education and Sports retains the outreach tutor or the CCT as according to the findings he/she influences the academic performance of the pupils in primary schools. The outreach tutor should continue to be delegated by the Assistant Commissioner for Education (DEO) as a technical advisor in the appointment of school management committee members, the outreach tutor should continue mentoring headteachers on management roles and some other school based activities and the outreach tutor should continue to support the teachers in the teaching/leaning process. However, he/she should be sufficiently facilitated to enable him/her perform even better.