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The Role of Instructional Supervision in the Quality of Pre-service Teacher Training at the School of Education-Kyambogo University

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Abstract: *This study was intended to explore the role of internal quality assurance practices in the quality of pre-service teacher training at the School of Education, Kyambogo University. It was guided by the Ralph W. Tyler's Curriculum Development Model. The objective of the study was to examine the role of instructional supervision in the quality of pre-service teacher training at the School of Education, Kyambogo University. The study adopted a single case study design to allow in-depth study. Qualitative research approach was engaged. Interview guides were administered to the respondents and all the interview guides were received back, registering a response rate of 100%. Semi structured in-depth interviews were used and respondents included 3 quality assurance officials, 1 professor, 2 associate professors, 25 lecturers, 10 heads of department and 15 pre-service teacher trainees. The thematic analysis was the main technique used to analyze the data generated to produce results. The findings showed that participants examine the role of instructional supervision in improving the quality of pre-service teacher training as a mechanism that offers the management of teaching load for quality assurance. For instance, , participants' examination of the role of instructional supervision was that it enables faculty and departmental administration in the allocation of the teaching load as well as helping in the alignment of the curriculum for teacher trainees for the purposes of improving their quality. Central themes reveal that instructional supervision manages teaching loads, aligns curriculum delivery, monitors teaching activities, moderates examination content, and ensures review and dissemination of results.*

Keywords: The Internal Quality Assurance Practices; Teacher Training; The Instructional Supervision

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1. Introduction

During an ancient period in Greece, the role of the teacher was first introduced, and teaching was considered in art form. Attending school and getting education was something that only the wealthiest could afford for their kids. The role of the teacher or an educator was considered the most important one in the learning process as they gave invaluable knowledge and wisdom to the children. However, the educators weren't the first pedagogies, the rich individuals of the area used slaves to take their children to school. They were considered as the experienced and wise who imparted knowledge to the children they were taking to school (AnandShirke, 2021). Still prior to the coming of the Europeans, the indigenous communities in Africa and Uganda in particular practiced informal and to some extent non-formal education. Every adult was a teacher of some sort who had to educate or train those younger than him or her, (Statistical Abstracts, 2011; TISSA Report, 2014). A number of studies such as Lopez-Martin et al, 2023; Sanfo & Malgoubri, 2023; Mengistu, Ashagrie & Yalemwork, 2024, have shown overtime, that teacher quality has an influence on student performance (Swando, 2016). Teachers play a pivotal role in any education system. They directly interface with the students during curriculum implementation and yet

society will judge the performance of the entire education system from the performance of the graduates of the system (Kagoda & Itaaga, 2013).

Consequently, as Odubuker (2004), put it that, concern about the teaching profession is worldwide because many countries have come to realize that teachers are at the heart of the educational process and that without (competent) teachers, all things including curriculum innovations are doomed impossible. Recent trends in higher education have increased the attention given to the quality of teaching offered to the students and because of the current changing and challenging world, teachers should be provided with a range of skills, knowledge, attitudes and relevant educational experiences that enable them to cope up with the modern world, (Fabrice & Soleine, 2008). Education in this case brings about a change in the individual which promotes greater productivity and work efficiency, it is the landmark of every society, aims at producing healthy, happy, well-behaved, well respected hard working people who can earn a living, contribute in community affairs as well as individuals who are dutiful and will raise families of their own, it is life itself and it remains a major component in the development of human resources and it accounts for much improvements in population quality (Osuji & Oluoch (2015). Wondwosen (2019), goes ahead to put it clear that the establishment of an internal quality assurance system in higher education institutions is often regarded as the most critical element in creating a sustainable framework for maintaining quality. The need for internal quality enhancement demands the establishment of a continuous and sustainable quality improvement scheme at the institutional level and at the academic disciplines. On top of encouraging institutional changes, the creation of an institutional wide quality management system could be regarded as a precursor to what are nationally constructed as external quality assurance mechanisms like accreditation and quality audits. Internal quality assurance seeks to ensure that assessment activities have been conducted in a consistent, safe and fair manner. A system must be in place to monitor all aspects of teaching, learning and assessment from whom a learner commences to when they finish. It can also take place prior to the learner commencing i.e. monitoring the application and interview process, to after they have finished and following up on progression routes. Internal quality assurance should not just take place at the end of a program or when a learner completes-this is bad practice. An internal quality assurers' role is also to support staff and arrange for further training and development if necessary (Gravells & Simpson, 2014).

This study was guided by the Ralph W. Tyler's Curriculum Development Model known as "Ralph W. Tyler Behavioral Model", published by the father of behavioral objectives and often called the grandfather of curriculum design, Ralph W. Tyler in 1949; who was heavily influenced by Edward Thorndike, John Dewey, and the progressive education movement of the 1920's, and targeted the students' emotions, feelings and beliefs as well as the intellect. It has been referred to as a classical model because it is believed that other models drew inspiration from it. The Tyler curriculum model is a curriculum design approach focusing on four core principles/steps, which include determining objectives for the school or class.

The point is that the teacher needs to determine a logical order of experiences for the students, and evaluate effectiveness/objectives; therefore the teacher assesses the students' ability to write an essay. The teacher could have the students write an essay without assistance. If they can do this, it is evidence that the students have achieved the objective of the lesson. This model largely speaks to the assessment and pedagogy objective in this study (Athanatius, 2022). Tyler's model of curriculum describes how to formulate educational objectives, organize, analyse and adjust them so that the students are able to meet these objectives. The key concepts in this study are Quality Assurance Practices and Teacher Training. Quality, according to Harvey and Green (1993), is the "Fitness for purpose". Internal quality assurance is defined by Katie (2021), as the process of monitoring the teaching, learning, and assessment activities that a learner at a training provider will undertake, while Machumu and Kisanga (2014) defined it as the internal processes carried out by the internal arrangement of the institution in the teaching and learning to achieve the broad goals of education. Teacher training is the process of preparing or being prepared for a teaching job that brings a person to a desired standard or efficiency through instruction and practice (Education Act, 2008; National Teacher policy, 2018).

Quality in this study was taken to mean the set Standards by School of Education to be achieved by pre-service teacher trainees in order to be considered as having excelled. Internal quality assurance mechanisms in this study meant Instructional supervision, Assessment modes and Teaching Pedagogical approaches. Teacher training was taken to mean the process of education and skill development that teacher trainees undergo as part of their formal teacher education process to acquire subject content, pedagogy and school practice competences.

At Kyambogo University, the Faculty of Education offers three-year Programmes currently leading to bachelor's degrees i.e. Bachelor of Education (Primary), Bachelor of Education (Secondary), Bachelor of Arts with Education, and Bachelor of Science with Education. In their first year, Students study courses in Educational Administration and Management, Curriculum Studies, Special Needs Education, Early Childhood Education and Guidance and Counseling. With an emphasis on educational research to address challenges in the Ugandan education system and collaboration with local and international educational institutions for research and development projects in addition to extensive teaching practice and internships in schools to provide hands-on

experience workshops, Seminars, and professional development programmes for pre-service teachers plus initiatives aimed at improving education standards in local communities and Programmes designed to support underprivileged and special needs students, (Arinaitwe et al, 2019).

Conceptual framework

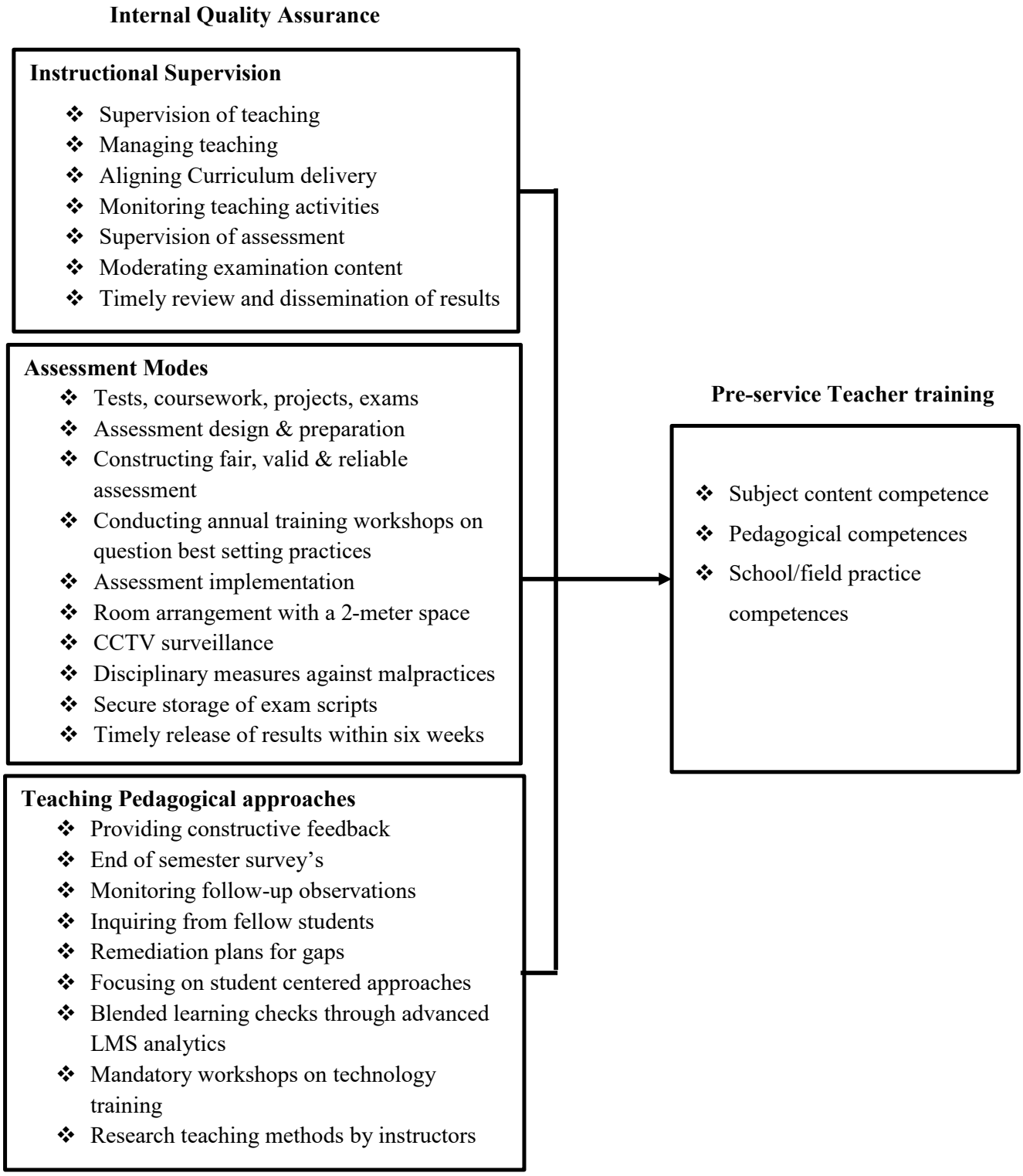

Figure 1: Conceptual framework showing the role of internal quality assurance practices in pre-

The Conceptual framework, Figure 1 shows specifically that internal quality assurance practices in this study is conceptualized as Instructional supervision considering Supervision of teaching and Supervision of assessment; Teacher educator's assessment modes, considering Tests, Coursework, Projects and Exams; Teaching Staff Pedagogical approaches considering, Teacher centered approaches, and Learner centered approaches These are anticipated to have a certain role on the quality of Pre-service teacher training that if instructional supervision, Student assessment modes and Teaching Staff Pedagogical approaches are fairly dealt with ,they are likely to improve the quality of Pre-Service teacher training in terms of Subject Content Competence, Pedagogical Competences and School/field Practice Competences.

1.1 Statement of the problem

Higher Institutions of learning are the bedrock of quality in any country's workforce (Ekpo, 2014; Ekene, 2015). Institutions such as Kyambogo University, School of Education are the center stage of training teachers at various levels to meet the manpower needs of the teaching force in Ugandan Schools. Well trained teachers are most likely to be effective at their work places, in terms of teaching and assessing learners, in addition to running other day to day tasks in a school setting. This is done through ensuring proper pedagogical approaches such as focusing on student-centred approaches and providing constructive feedback (Oryema & Picho, 2015; PACT & EPRC Policy Brief-Uganda, 2024).The government of Uganda has come up with a National teacher's policy to regulate the training of teachers, similarly Kyambogo University has adopted a number of measures aimed at ensuring quality pre-service teacher training including mandating a balanced assessment approach of 60% exams and 40% course work, conducting annual training workshops on question-setting best practices, rigorous protocols for examination security including room arrangements with 2-meter spacing and student verification, (Ngumanawe & Kalikola, 2024).

Despite the efforts undertaken to produce high-quality pre-service teachers through proper instructional supervision practices, Kyambogo University has continued to produce teachers without enough employability skills (Ngumanawe & Kalikola, 2024). This is reflected in studies conducted by Munishi, (2016) and Apolot, et al, (2018), which revealed that 63% of Ugandan graduates, teachers inclusive, lacked relevant employability competences required at workplaces. If the situation is not addressed, we are likely to have half-baked teachers who are unable to effectively implement the Competence Based Curriculum, which may affect the attainment of SDG 4 "Ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all". Though studies have been conducted on the employability skills of pre-service teachers, none of them has focused on the quality of teachers produced by the School of Education, Kyambogo University.

The study sought to achieve the following Research Question:

> How does instructional supervision affect the quality of pre-service teacher training at the School of Education, Kyambogo University?

2. Literature Review

According to Oyewole and Babatunde (2014), Instructional Supervision is a type of school-based (in-school) supervision carried out by the school staff (principals, department heads, senior teachers, and assigned supervisors) aimed at providing guidance, support and continuous assessment to teachers for their professional development and improvement and its importance is to ensure issuing of instructions, facilitating control, optimum utilization of resources, discipline, feedback, improving communication, motivation and maintaining group unity. Instructional supervision is the work of ensuring the implementation of the educational mission of a school by overseeing, equipping, and empowering teachers to provide meaningful learning experiences for students (Glickman, 1985).

Egunyomi (1998), observed that instructional supervision is the interaction between supervisor and the tutor to effectuate the quality of instruction. Instructional supervision implies the analysis of the behavior, and teachers' antecedent factors of the two groups in the interaction process and proposition, which seek to explain the interaction process itself. This interaction process involves the supervisor who happens to be a professional supervisor and a professional teacher who is a subordinate. The behavior of the supervisor in his relationship with the teacher is assumed to be one of the significant factors on the teacher efficiency and performance. Glickman (1990) opined that instructional supervision is a process of improving instruction for the benefit of students. He noted that instructional supervision helps the students to learn as effectively and efficiently as possible.

Apolot, Otaala, Kamanyire & Komakech, (2018), states that the quality of education is a major concern of all educational goals. Supervision of classroom instruction and continuous support to teachers are some of the most effective ways to improve and sustain the quality of instruction, (Naz, Awan & Nasreen, 2009). Teacher education is a critical factor in the achievement of education for all (MoES, 2011). Akitunde (2024), noted that supervision is an act of overseeing activity, people or watches over a particular task being carried out correctly by other people. With reference to school system supervision /inspection is defined as all efforts of designated school officials towards providing leadership to teachers, other educational workers and students in the

improvement of instruction.

According to Agricola, Prins, Vander Schaafand Tart Wijk (2020), during supervision meetings about the undergraduate thesis supervisors make in-the-moment decisions while interacting with their students. We regarded research supervision as a teaching process for the supervisor and a learning process for the student. We tried to grasp supervisors' in-the - moment decisions and students' perceptions of supervisors' actions. Supervisor decisions and student perceptions were measured with Video-stimulated recall interviews and coded using a content analysis approach. The results showed that the in-the-moment decisions our supervisors made had a strong focus on student learning. The purpose of the study was to identify and explain teacher trainees' perceptions, experiences, expectations and their assessment of the teacher education programme. The research was basically qualitative in nature although a quantitative method in form of questionnaire with open ended questions was used. However the purpose for this study is to explore the influence of internal quality assurance practices in the quality of pre-service teacher training at School of Education- Kyambogo University, whose study philosophy is anticipated to be a Constructivist world view, often combined with interpretivism and whose methodology is a qualitative approach, particularly a case study design.

Mofareh (2020), puts it clear that instructional supervision embraces all activities directed specifically toward the establishment, maintenance, and improvement of the teaching-learning process in schools. Furthermore, it includes improving teaching and learning strategies and providing an atmosphere conducive to teaching and learning. The need for instructional supervision in schools has been voiced by several writers. For example, Schain (1988), observed that, while colleges can do basic training in the arts and skills of teaching, the actual training of teachers must take place in schools where they teach. That's the real world and that's where teachers will spend most of their working lives. Accordingly, the question becomes," Who will train our teachers in their schools?" The answer is quite clear the school supervisors. The document collected and reviewed the literature on the behaviors, feelings or beliefs that impact people when encountering cultures that are different than their own which is not the case with the current study.

Supervision by lecturers is an essential and crucial component of teaching practice (Lindstrome, Lofstrome & Londen, 2022; Wainman, 2011; Hunn, 2009), Supervising lecturers provide pre-service teacher education students with guidance and constructive feedback to increase knowledge and confidence in teaching (Baeten & Simons, 2016; Al-Mekhlafi & Naji, 2013). Qualities like friendliness, willingness to work together, impartiality, room for interaction, and support for pre-service teacher education students attaining teaching self-efficacy are essential for supervising lecturers. Opinions of pre-service teacher education students' experiences may be negatively impacted by a lack of intimate mentorship relationships, institutional (faculty) support, and dedication to student professional development (Nikoceviq-Kurti & Saqipi, 2022).

2.1 Theoretical Review

This study will be informed by the Ralph W. Tyler's Curriculum Development Model known as Ralph W. Tyler Behavioral Model which is probably the most frequently quoted theoretical formulation and influential as proposed in the field of Curriculum planning and development, published by Ralph W. Tyler in 1949. It has been referred to as a classical model because it is believed that other models drew inspiration from it. Tyler outlined four major questions which must be answered when developing a curriculum and plan for instructions. These questions are; i. What educational purposes should the school seek to attain? ii. What education/learning experiences can be provided that are likely to help attain these purposes? iii. How can these educational experiences be effectively organized? iv. How can we determine whether these purposes are being attained? Tyler encourages the instructional designers to determine basic educational issues such as purpose of education, the content needed for achieving the set or determined purposes, activities and actions that would lead to their exploration and achievement, the best way to arrange and organize them to best accomplish objectives as well as to determine whether desired outcomes have been achieved or not. This model is deductive in that it proceeds from the general (e.g. examining the needs of Society) to the Specific (e.g. Specifying instructional objectives); Linear in that it involves a certain order or Sequence of steps from beginning to end. The model need not be immutable Sequences of Steps. However, Curriculum makers can exercise judgment as to entry points and interrelationships of Components of the model; Prescriptive in that it suggests what ought to be done and what is done by many Curriculum developers.

3. Methodology

3.1 Research Design

This study was conducted qualitatively using a case study design and specifically a single case study design. It was chosen because cases are bounded by time and activity.

3.2 Study Participants

The study participants included quality assurance officials, School of Education administrators, academic teaching staff and pre-service teacher trainees of Kyambogo University because this university was enacted by an act of parliament and has been known to be teaching teachers overtime with the required integrity - 3 quality assurance officials, 1 professor, 2 associate professors, 25 lecturers

and 10 heads of department, and 15 pre-service teacher trainees, accessed from the Quality Assurance Department, School of Education and those other schools and faculties where the pre-service teachers attend their methods from (Kyambogo University Academic Registrar, 2024). Pre-service teacher trainees (year 1, 2 and 3), were involved in the study because they are the ones who go through the teacher training process and later graduate as teachers upon completion of their course, and they were thought to have rich information for the study.

The school administrators were involved in the course because they are the ones who carry out instructional supervision at the school during teacher training. The academic staff were engaged because they are primarily responsible for teaching and assessment of teacher trainees during teacher training, and the quality assurance officials were engaged because they are responsible for overseeing the implementation of internal quality assurance practices within the school of education.

3.3 Sample Size

This being a purely qualitative study, the sample size was reached at the point of data saturation for teacher trainees, while for smaller groups like academic teaching staff and administrators, all those who consented participated. The study sample size comprised school administrators, academic teaching staff and pre-service teacher trainees from the School of Education.

3.4 Sampling Techniques

Pre-service teacher trainees were sampled using convenience sampling based on their years of study (year 1, 2 or 3) because it was easier to sample those teacher trainees who were available at the time of data collection and whose data supplemented data given by major participants. While the rest of the study participants, that is, school administrators and academic teaching staff, were purposefully selected because they have considerable information, expertise, and knowledge and provide internal quality assurance at the school or university level.

3.5 Data Collection Instruments

The study involved use of the following tools.

3.5.1 Structured Interview guide

Structured interview, characterized by use of a set of predetermined questions and highly standardized techniques of recording information. Whereby a set of questions were set in advance, well printed, closed ended in nature without predetermined responses. But focused on all possible questions in the field that helped generate as much effective responses as possible to enable the researcher gather enough data for the study combined with an effective system of voice recorder.

3.5.2 Structured observation guide

Information by way of observation by noting down the required information into my diary. Being a common method for data collection in qualitative studies, it was used because it could enable me collect a variety of fast hand information from the field with minimal distortions.

3.5.3 Document review guide

Different documents with information relating to the data required in the study, such as course structure for bachelors of education for Kyambogo University and instruction supervision tools, among others.

3.5.4 Data Quality Control

Quality of data collection instruments was ensured by applying the four elements in order to achieve data trust worthiness. Efforts were made to ensure that tools collect data that meets the main aspects of qualitative research therefore addressing the issues of Credibility, Conformability, Dependability and Transferability in qualitative research. With Credibility, it was achieved through early familiarity, by participating as well as spending enough time in the field, at the same time of collecting data, as well as taking back transcripts to the participants to verify whether what I transcribed represents their views. Dependability which looks at a similar study yielding similar results if it was repeated in the same context, with the same participants and methodology, was reached by adopting a detailed reporting of processes within the study. Transferability of instruments was ensured by providing a thick description of every choice and step in developing the study. Finally, Conformability which relates to being objective in the study was ensured through reporting of participants' experiences and ideas, rather than my characteristics and preferences.

3.6 Procedure

The study was undertaken after seeking introductory letters from School of education, Makerere University. This was preceded on by the self-introductory letter requesting study participants to give data and assuring them that the findings were officially treated without external access. After interviews would be made and finally analysis of data collected was done consequently submission of the dissertation follows.

3.7 Data Management and Analysis

Qualitative data from the field was handled following the four stages of data analysis i.e. prepared, transcribed coded and analyzed following themes and sub-themes of the study conceptual framework. Afterwards critical judgment and thematic analysis methods was done to arrive at findings from each of the study objectives.

3.8 Ethical Considerations

The study was carried out in an ethical manner. Introductory letters were sought from School of Education, Makerere University. Further a personal introductory letter was written. Study participants from Kyambogo University, were not forced to give data and their responses were kept confidential and falsification and fabrication of data was highly avoided. Findings were presented as acquired from the field where cases of plagiarism were detected and findings presented in their original form.

4. Results and Discussion

4.1 Findings

The study findings revealed one main theme namely Management of teaching load for Quality Assurance with the sub-themes of Allocation of the teaching load and Curriculum alignment as detailed in the next sections.

4.1.1 Management of Teaching load for Quality Assurance

This was the main-theme. Findings showed that participants examine the role of instructional supervision in the quality of pre-service teacher training as a mechanism that offers the management of teaching load for quality assurance. For instance, across departments in School of Education at Kyambogo University, participants' examination of the role of instructional supervision was that it enables faculty and departmental administrators in the allocation of the teaching load as well as helping in the alignment of the curriculum for teacher trainees for the purposes of improving their quality. In this sub-section, two major distinguished sub-themes were identified, namely: Allocation of teaching load and curriculum alignment. These are further discussed below.

Allocation of the teaching load. This was the first sub-theme. The study participants examine the role of instructional supervision in the quality of pre-service teacher training as a mechanism through which teacher trainees' administrators could be helped to allocate teaching loads in the respective disciplines taught, to which one has to go through so as to be empowered to teach. This was the position held by the majority of the participants that instructional supervision operates as an instrument of improving the quality of pre-service teacher training through aiding in the management of teaching load and quality for pre-service students to be able to make better educational outcomes. Indeed, the majority of the participants expressed that they view the instructional supervision as a gateway rendering the possibility of managing staff on the basis of the allocated load, its course requirements, and faculty expertise necessary for subsequent quality performance of pre-service students at Kyambogo University. It is in this spirit that KARL4 in the field of arts at the School of Education, Kyambogo, shared that;

> *The only way to ensure that teacher trainee content is delivered well is to put in place mechanisms of how courses are allocated to the individual respective lecturers, as this will enable the course content to be imparted to trainees in a manner seen as very important (Interview with KARL4).*

Another Participant, KSL6 at the Education Department and Extension, is quoted to have said that course allocation is so important, especially if you are to move systematically, and as a result, the participant thought positively about the instructional supervision. This is evident in the extract below:

> *Course allocations in any respected teaching institution help in planning for the department semester-wise, considering course requirements and faculty expertise, as well as helping teachers in having time ahead of preparations (Interview with KSL6).*

Relatedly, senior lecturers KARL2, KARL4, KARL7, KARL10, who work in the Department of Foundations, School of Education, Kyambogo University, added that course content like teaching methods, curriculum studies, and foundation units offered to student teachers has a positive relevance. For instance, participant KARL4 serving at the department of curriculum design at Kyambogo University stated that:

> *When being assigned teaching responsibilities, my Head of department takes a deliberate and strategic approach-matching each of us unique specializations with the courses we are most qualified to handle. Beyond subject expertise, the head of department also considers the accumulated experience of his staff in delivering specific content (Interview with KARL4).*

Further assertions alluding to the allocation of the teaching load in the Departments training teachers at Kyambogo University were derived from university administrators. In this respect, Participants KAS3 and KAS6, where KAS means Kyambogo Academic Staff respectively, had this to say that;

> *Well, for us at the department, allocation of teaching load is principally guided by the University policy. It should be a minimum of 15 hours for lecturers, 9 hours for Heads of department, and 6 hours for Deans in a week, following the course programmes. If, on assessment, the load is not enough, then lecturers are assigned an extra load from sister departments (Interview with KAS3).*

On the same issue, KAS6's perception towards the allocation of the teaching load was that:

> *Our department follows a well-structured, semester-wise planning system to maintain fairness and efficiency in workload distribution.*

We carefully assess the demands of each course, factoring in complexity, credit hours, and required instructional methods, and then align them with faculty members who have the strongest expertise in those areas (Interview with KAS6).

In the same way, one of the Deans in the Schools at Kyambogo University training student teachers, evaluated the element of allocation of the teaching load in terms of executing their leadership responsibility.

At the leadership level, we provide clear guidelines to Heads of department to ensure that workload distribution is not just about filling teaching slots, but about sustaining a balanced academic environment…… we encourage Heads of department to regularly review workload allocations, adjusting where necessary (Interview with KDS2), where KDS means Kyambogo Dean Staff.

The response from the above participants indicates growing interest in how the allocation of the teaching load were done in the departments training teachers for purposes of enhancing the quality of teacher trainees. To this effect, therefore, effective management of teaching load ensures that pre-service teachers develop the necessary skills, maintain high educational standards, and adapt to modern pedagogical demands without burnout.

Curriculum alignment. This was the second sub-theme. The findings revealed that the role of instructional supervision is centrally linked to curriculum alignment, where course outlines are followed up and approved. In this respect, KARL2, a senior lecturer in the department of philosophy, School of Education, Kyambogo University, shared that:

My Head of department reviews my course plans and visits my classes to ensure alignment. In fact, normally, departmental meetings are conducted to check on the progress of coverage. At some point, even the Quality Assurance office engages students directly through administering questionnaires for them to respond (Interview with KARL2).

On the same issue, participant KSL2 reported that:

My Head of department conducts regular check-ins with lecturers to monitor teaching progress, and this largely provides opportunities for immediate feedback, supervisory visits help them correct issues early, but are purposely aiming at ensuring the alignment of the curriculum (Interview with KSL2).

Furthermore, participants' examination of the role of instructional supervision was derived from the university administration of Kyambogo University. In this respect, Participant KAS3 from the School of Vocational studies corroborated this in addition to shedding light on how the role of instructional supervision infuses/align curriculum in the teacher preparation. The participant held that:

"……For purposes of streamlining the curriculum content at the University, we are required as Heads of department to confirm that course delivery adheres to the approved course outlines, fostering consistency and comprehensiveness……"(KAS3).

Similarly, KAS5 and KAS7, all from the Directorate of Quality Assurance, Kyambogo University, voiced that

For the purposes of promoting quality as well as quality provision in the pre-service teacher training, during the semester, the Directorate of Quality Assurance frequently checks whether lecturers follow the approved course outlines (Interview with KAS5).

We conduct regular check-ins with lecturers to monitor teaching progress, and this largely provides opportunities for immediate feedback; supervisory visits help them correct issues early (Interview with KAS7).

Most of the participants considered the role of instructional supervision and quality training of pre-service teachers in Kyambogo University as centrally linked to curriculum alignment, where course outlines are followed up and approved. To this effect, participants reported that supervision includes regular verification of the course outline. For instance, KSL7 from the science domain individually apprehended that:

There are two categories of lecturers, both part-time and full-time lecturers. For they register in a book for lectures attended. Similarly, a list of attendance for students is prepared by the co-coordinators and submitted after the lectures. This is done to ensure that there is the aspect of curriculum alignment, especially on the issue of timetable allocation (Interview with KSL7).

Most participants shared ideas that show intentional efforts directed toward supervising teaching activities, particularly during scheduled lecture times, involving mechanisms to assess the effectiveness of lecturers in engaging with students. One respondent was recorded saying. For instance, KAS8 lecturer at the department of foundations, School of Education, highlighted ongoing supervision as healthy and result-oriented for staff at the university.

Equally important, the participants emphasized the sensitivity of records for attendance as well as the records for the work covered, encompassing what would be referred to as supervision aimed at alignment of the curriculum. The above situation was also corroborated by teacher educators KSL3 at the rank of senior lecturer from

the department of teacher education, who shared their views that;

> *"Ongoing supervision caters for registering attendance in every single lecture to as well as online lectures, whereby students sign, and coordinators submit to the Head of Department thereafter"(KSL3).*

Another participant, a senior lecturer from the science field (KSL6) at the faculty of Science, also added to the above findings by giving the perspective regarding curriculum alignment that:

> *"All exam questions are reviewed and moderated before they are administered to students. We send examinations that are set to the heads of departments, who, in turn, call a moderation meeting. Herein, different courses are assigned to different heads of units"(KSL6).*

On the same issue, KAS5's perception of the curriculum was that:

> *Our department strictly follows university policies to prevent inconsistencies. Lecturers set the exams, hand it over to the examination coordinator, and then we select an external examiner to oversee the moderation, ensuring integrity, fairness, and transparency, and to confirm that everything aligns well with the curriculum (Interview with KAS5).*

Similarly, KAS2, a quality assurance officer from the Directorate of Quality Assurance, Kyambogo University, voiced that;

> *"……Blind moderation involves the practice of employing anonymous reviewers to evaluate submissions, which significantly reduces the potential for bias by ensuring that the identities of both the reviewers and the authors remain concealed throughout the assessment process and this has always helped in aligning the curriculum to the actual teaching and learning for purposes of improving the quality of pre-service teacher training ……" (KAS2).*

All the participants in this study agreed and stressed that there are assessment tools that ensure that exams are valid, reliable, and aligned well with the intended curriculum. Moderation of exams, therefore, acts as a quality gatekeeper, preventing substandard assessments and supporting fair evaluation processes. To this effect, participants indicated that moderation of exams is instrumental in upholding the view that instructional supervision may improve the quality of pre-service teacher training. The importance of this process lies in ensuring and maintaining academic standards and reducing errors or biases in exam questions.

5. Conclusion and Recommendations

5.1 Conclusion

From the above findings it was concluded that instructional supervision at Kyambogo University is a multifaceted strategy that underpins the institution's commitment to high standards in teacher education. By integrating work load management, curriculum verification, class room monitoring, and assessment moderation. Supervision creates a structured environment, conducive to producing competent, reflective and adaptable educators. These mechanisms collectively contribute to the continuous improvement of pre-service teacher training; ensuring graduates are well prepared to meet the dynamic needs of education sector. This comprehensive approach underscores the importance of robust supervision frameworks as a foundation for quality assurance in teacher education institutions.

As regards Tyler's Curriculum Development Model, the researchers concluded that instructional supervision should be deliberately aligned with the stated learning objectives and learning experiences so as to validly measure the intended outcomes.

5.2 Recommendations

1. Kyambogo University, School of Education should institutionalize systematic and continuous teaching monitoring by formalizing a structured, institution-wide teaching observation framework that includes peer review, administrative supervision, and self-reflection and utilize digital tools for documentation and feedback to ensure consistency, transparency, and follow-up actions.

2. There is also need for Kyambogo University, School of Education to incorporate more authentic assessment methods, such as performance-based assessments, clinical simulations, and portfolio assessments, to better evaluate pedagogical skills and real-world readiness of pre-service teachers. This aligns with global standards emphasizing practical competence.

3. There is still need for Kyambogo University, School of Education to implement ongoing training programs focused on contemporary pedagogical theories, digital tools, and blended learning strategies to equip teaching staff with the skills necessary to adopt innovative teaching practices.

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