

**INFLUENCE OF HEAD TEACHERS' SUPERVISION PRACTICES ON TEACHERS'
PERFORMANCE IN BIDIBIDI REFUGEE SETTLEMENT**

BY

MASIKA MARTHA

REG No. RJ23M50/053

A DISSERTATION SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES & RESEARCH IN
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION
ADMINISTRATION AND MANAGEMENT OF
UGANDA CHRISTIAN UNIVERSITY

June 2026

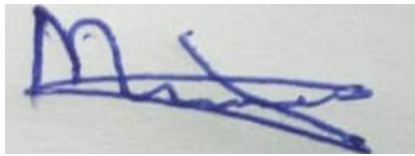
DECLARATION

I, Masika Martha declare that all the information in this research proposal is true to the best of my knowledge and it has never been submitted to any University or institution for any award.

NAME: MASIKA MARTHA

DATE:20/06/2026

SIGNATURE:

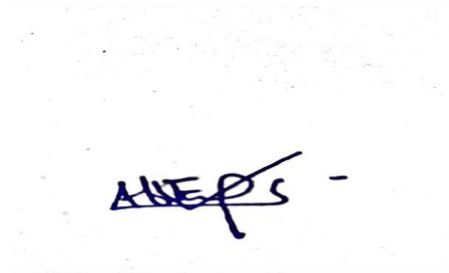
A handwritten signature in blue ink, appearing to be 'Masika Martha', written on a light-colored background.

APPROVAL

This is to certify that this proposal has been approved under the University supervisor.

DATE: 20/06/2026

DR. GLADYS AYOT OYAT

A handwritten signature in blue ink, appearing to read 'AYOT OYAT', is centered within a rectangular box. The signature is written in a cursive, somewhat stylized manner.

SIGNATURE:

Research Supervisor

ABSTRACT

This study examined the influence of head teachers' supervision practices on teachers' performance in secondary schools within Bidibidi Refugee Settlement, Yumbe District, Uganda. Despite government interventions such as Universal Secondary Education (USE) and the emphasis on effective teacher supervision, schools in Bidibidi have persistently registered poor academic performance in national examinations, with many schools recording few or no candidates in the top divisions between 2015 and 2019. The study was guided by four specific objectives: (i) to identify the supervision practices employed by head teachers in secondary schools within Bidibidi Refugee Settlement; (ii) to assess the level of teacher performance in relation to instructional supervision practices; (iii) to examine the relationship between head teachers' supervision practices and teachers' performance; and (iv) to analyse the contextual challenges that affect the effectiveness of head teachers' supervision. The study was anchored on McGregor's Theory X and Theory Y, which explains how supervisors' assumptions about workers' motivation shape their supervisory approaches. A convergent parallel mixed methods design was adopted. Data were collected from 46 respondents, including 25 teachers selected through simple random sampling, and 5 head teachers, 5 deputy head teachers, 5 Directors of Studies, 5 BOG chairpersons, 5 PTA chairpersons, and 1 District Inspector of Schools selected purposively. Quantitative data were collected using structured questionnaires and analysed using descriptive statistics, Pearson correlation, and multiple regression analysis with the aid of SPSS. Qualitative data were collected through semi-structured interviews and analysed thematically. The findings revealed that core supervision practices—including classroom observation, monitoring teacher punctuality and attendance, reviewing lesson plans and schemes of work, and conducting staff meetings—were widely implemented. However, formalised mechanisms such as teacher performance appraisal, participatory decision-making, and the use of structured supervision tools were less consistently applied. Teachers generally perceived supervision as beneficial for lesson planning, classroom instruction, classroom management, and learner academic performance, though its motivational impact was somewhat lower. Correlation analysis revealed that all eight identified contextual challenges exhibited moderate to strong negative relationships with teachers' performance, with large class sizes ($r = -0.57$, $p < 0.01$) and limited time/heavy workload ($r = -0.51$, $p < 0.01$) demonstrating the strongest negative associations. Multiple regression analysis confirmed that these challenges collectively explained 52% of the variance in

teacher performance ($R^2 = 0.52$, $p < 0.001$), with large class sizes ($B = -0.29$, $p = 0.003$) and inadequate teaching and learning materials ($B = -0.25$, $p = 0.004$) emerging as the most influential predictors. The study concludes that while supervision practices are operational and positively perceived, systemic, resource, and contextual challenges significantly limit their full potential. The study recommends the formalisation of supervision systems through standardised tools and guidelines, targeted capacity-building programmes in instructional leadership for head teachers, promotion of participatory supervision models, interventions to address contextual challenges such as class size and resource availability, strengthened stakeholder collaboration, and psychosocial support systems for teachers in refugee settlement schools.

Keywords: Head teachers' supervision practices, teacher performance, refugee settlement, Bidibidi, instructional supervision, secondary schools, Uganda

ACKNOWLEDGEMENT

First of all, thank God for keeping me safe and sound from the beginning of my research proposal to the end.

Special thanks go to my entire family, that is to say my mum, dad, brothers and sisters and all other relatives who had a helping hand during my journey.

Lastly, my sincere gratitude goes to my university supervisor, Dr Faith Musingunzi, Dr Kagoire, Dr Majwala Henry, Dr Annet Musimenta, Dr Edwardo and Dr Masagazi Joel for the work well done in ensuring that I'm always on the right track through their guiding me at all times. Thank you very much for the time you sacrificed to secure my future and for not giving up on me.

May God reward you all respectively

TABLE OF CONTENTS

TABLE OF CONTENTS	ii
Declaration	iii
Approval.....	iv
Acknowledgement	v
CHAPTER ONE	11
INTRODUCTION	11
1.0 Introduction.....	11
1.1 Background to the study	11
1.1.1 Historical Perspective	11
1.1.2 Theoretical Perspective.....	12
1.1.3 Conceptual Perspective	13
1.1.4 Contextual Perspective	14
1.2 Statement of the Problem	15
1.3 The purpose of the Study	16
1.3.1 Specific objectives of the study	16
1.4 Research questions.....	16
1.5 Scope of the study	Error! Bookmark not defined.
1.5.1 Content scope of the study.....	Error! Bookmark not defined.
1.5.2 Geographical scope of the study	Error! Bookmark not defined.
1.5.3 Time Scope	16
1.6 Justification of the study	18
1.7 Significance of the study.....	19
1.8 Conceptual Framework.....	20

Figure 1: Conceptual framework	20
CHAPTER TWO	22
REVIEW OF RELATED LITERATURE	22
Introduction	22
2.1 Theoretical Framework.....	22
2.2 Supervision Practices by Headteachers in Refugee-Context Secondary Schools	23
2.3 To assess how head teachers’ supervision practices influence teachers’ performance in secondary schools within Bidibidi Refugee Settlement.	27
2.4 To examine the relationship between head teachers’ supervision practices and teachers’ performance in schools.	27
2.5 The contextual challenges that affect the effectiveness of head teachers’ supervision in Secondary schools in Bidibidi Refugee settlement.....	31
CHAPTER THREE.....	40
RESEARCH METHODOLOGY.....	40
3.0 Introduction.....	Error! Bookmark not defined.
3.1 Research design.	Error! Bookmark not defined.
3.2 Study Population	40
3.3 Sample Size	Error! Bookmark not defined.
Table 3.1: Sample Size of Respondents	43
3.4 Sampling Techniques	Error! Bookmark not defined.
3.4.1 Simple Random Sampling	Error! Bookmark not defined.
3.4.2 Purposive Sampling	Error! Bookmark not defined.
3.5 Data Collection Methods and Tools.....	Error! Bookmark not defined.
3.5.1 Methods of Data collection	Error! Bookmark not defined.
3.5.1.1 Questionnaire data collection method	Error! Bookmark not defined.
3.5.1.2 Interview Method.....	Error! Bookmark not defined.
3.5.2 Instruments of Data Collection	Error! Bookmark not defined.
3.5.2.1 Questionnaire	Error! Bookmark not defined.

3.5.2.2 Interview Guide.....	Error! Bookmark not defined.
3.6 Study Research procedure	Error! Bookmark not defined.
3.7 Study Quality Control Methods	Error! Bookmark not defined.
3.8 Credibility and Trustworthiness of Qualitative Data	Error! Bookmark not defined.
3.9 Reliability of research instruments.	Error! Bookmark not defined.
3.10 Data Analysis	Error! Bookmark not defined.
3.11 Measurement of Variables	Error! Bookmark not defined.
3.12 Research Ethical Considerations.....	Error! Bookmark not defined.
3.13 Limitations of the Study	Error! Bookmark not defined.
3.14 Summary	Error! Bookmark not defined.
REFERENCES	112
APPENDIX I:DATA COLLECTION QUESTIONNAIRE FOR HEADTEACHERS	118
APPENDIX II:DATA COLLECTION QUESTIONNAIRE FOR DEPUTY HEADTEACHERS	121
APPENDIX III:DATA COLLECTION QUESTIONNAIRE FORDIRECTORS OF STUDIES (DOS)	125
APPENDIX IV:DATA COLLECTION QUESTIONNAIRE FORDISTRICT INSPECTORS OF SCHOOLS (DIS).....	129
APPENDIX V:DATA COLLECTION QUESTIONNAIRE FOR TEACHERS	133
APPENDIX VI:DATA COLLECTION QUESTIONNAIRE FOR CHAIRPERSON - BOARD OF GOVERNORS (BOG).....	137
APPENDIX VII:DATA COLLECTION QUESTIONNAIRE FOR CHAIRPERSON - PARENT-TEACHER ASSOCIATION (PTA)	141
APPENDIX VIII:DATA COLLECTION INTERVIEW GUIDE FOR TEACHERS.....	144
APPENDIX V: TABLE FOR DETERMINING SAMPLE SIZE FOR A POPULATION OF A.....	146

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background, statement of the problem, purpose, objectives of the study, the scope of the study, significance, justification of the study, definition of terms and conceptual framework of the study.

1.1 Background to the study

1.1.1 Historical Perspective

Traditionally, supervision began as a form of inspection and control dating back to the 19th century, where its secondary goal was to ensure that teachers complied with prescribed rules and delivered the curriculum as planned. In the United States and parts of Europe, supervision was initially a bureaucratic process, carried out by administrators and inspectors to enforce conformity and maintain accountability (Sergiovanni & Starratt, 2002). Supervision was less concerned with instructional improvement and more focused on monitoring teacher behavior, often using rigid checklists and inspection visits. Over time, particularly from the mid-20th century, the focus began to shift toward developmental models emphasizing teacher growth, professional dialogue, and instructional leadership. Educational thinkers such as John Dewey and later Carl Glickman influenced the shift toward collegial and democratic supervision, where the aim became improving teaching and learning through collaboration and reflection (Glickman et al., 2014).

This transformation aligned with global trends toward humanistic education... Today, educational supervision is widely regarded as a means of instructional leadership, contributing not only to teacher performance but also to school improvement and student achievement.

The evolution of educational supervision in Uganda has transitioned significantly from traditional inspection models to more developmental and supportive frameworks aimed at improving teaching and learning outcomes. During the colonial period, supervision practices were characterized by authoritarian and hierarchical structures focused on fault-finding, compliance, and discipline, with little emphasis on mentorship or instructional support (Ssekamwa & Lugumba, 2001; Ojedele & Ilusanya, 2006). School inspectors operated primarily as external evaluators rather than internal facilitators of pedagogical growth. However, the post-independence era saw a paradigm shift, particularly following

the recommendations of the Education Policy Review Commission Report (1989), which advocated for a more participatory and teacher-centered approach to supervision (Ministry of Education and Sports [MoES], 1989; Okumbe, 1998). This shift aligned with global movements toward instructional leadership and the professional development of teachers (Bush & Glover, 2003; Hallinger, 2011).

In refugee-hosting districts such as Yumbe, the importance of educational supervision has become even more pronounced due to the complex dynamics of managing education in crisis settings. The establishment of Bidibidi Refugee Settlement in 2016 marked a turning point in education service delivery in northern Uganda. As one of the largest refugee settlements in the world, Bidibidi accommodates over 270,000 South Sudanese refugees, placing an unprecedented strain on local education systems (UNHCR, 2022; OPM, 2020). This rapid growth in student population necessitated emergency school expansion, increased teacher recruitment—including untrained and volunteer teachers—and highlighted the need for robust supervision mechanisms to ensure minimum teaching standards (Windle International Uganda, 2021; Save the Children, 2020). The situation is further complicated by factors such as overcrowded classrooms, limited teaching materials, psychosocial needs of learners, and inconsistent attendance among teachers (Kukunda, 2019; Isoke, 2021). Although NGOs and UN agencies provide logistical and professional support, the supervisory structure is predominantly under the MoES, leaving head teachers with the critical role of ensuring instructional effectiveness and staff accountability (MoES, 2021; UNESCO, 2019). Consequently, the evolving role of head teachers in such fragile settings requires investigation into how their supervision practices influence teacher performance and school outcomes.

1.1.2 Theoretical Perspective

Theoretical Perspective (Douglas McGregor - Theory X and Theory Y) Douglas McGregor's Theory X and Theory Y provide a robust theoretical framework for analyzing how head teachers' perceptions of teacher motivation influence their supervisory approaches and, by extension, teacher performance. Theory X posits a mechanistic view of human behavior, suggesting that individuals inherently dislike work, avoid responsibility, and must be closely supervised and controlled through external incentives or punishment (McGregor, 1960; Robbins & Judge, 2013). Head teachers who adopt Theory X assumptions tend to rely on strict monitoring, command-based instructions, and authoritarian leadership styles. In refugee settlements like Bidibidi, such supervisory approaches may be detrimental, given the already stressful and under-resourced working conditions teachers face (Kukunda,

2019; Nakabugo et al., 2020). Studies have shown that excessive control and lack of autonomy negatively affect teacher morale, reduce intrinsic motivation, and increase absenteeism, especially in humanitarian settings (Ngware et al., 2013; Mulkeen, 2010; Maphalala&Mpofu, 2017).

On the other hand, Theory Y offers a more optimistic view of human behavior, asserting that individuals are self-motivated, responsible, and capable of self-direction when provided with conducive environments and supportive leadership (McGregor, 1960; Lussier & Achua, 2016). Head teachers guided by Theory Y are likely to encourage collaboration, promote shared decision-making, and invest in teacher capacity development. This aligns with contemporary instructional leadership practices that emphasize professional growth, empowerment, and the creation of positive school cultures (Hallinger, 2011; Bush, 2007; Leithwood et al., 2008). In the context of refugee settlements, Theory Y-based supervision is particularly relevant, as it may help build teacher resilience, fosters multicultural understanding, and supports teachers dealing with learners from trauma-affected backgrounds (Isoke, 2021; UNESCO, 2019; Windle International Uganda, 2021). Furthermore, evidence suggests that democratic and supportive supervision leads to improved teacher retention, job satisfaction, and classroom performance in low-resource environments (Asiamah et al., 2020; Kyeyune et al., 2019; Wanzare, 2012). Thus, McGregor's theoretical lens is highly applicable for understanding how the supervisory philosophy of head teachers whether authoritarian or participatory directly affects teacher engagement and instructional quality in crisis-affected educational settings.

1.1.3 Conceptual Perspective

The conceptual framework of this study is anchored on the relationship between head teachers' supervision practices and teachers' performance , especially in refugee-affected educational settings. Supervision in education refers to the systematic process through which school leaders guide, support, and monitor teachers to enhance instructional quality and professional growth (Glickman, Gordon, & Ross-Gordon, 2014; Sergiovanni & Starratt, 2007). It encompasses a range of functions including classroom observations, feedback sessions, mentorship, performance appraisals, and professional development. Effective supervision goes beyond mere oversight; it involves capacity building, emotional support, and fostering a collaborative school climate (Wanzare, 2012; Bush, 2007). In this study, supervision practices are categorized into directive (control-oriented) and collaborative

(developmental) approaches, drawing from McGregor's Theory X and Theory Y assumptions, respectively (McGregor, 1960; Robbins & Judge, 2013).

Teacher performance, on the other hand, refers to the extent to which teachers fulfill their instructional, behavioral, and professional responsibilities in the school environment. It includes factors such as making schemes of work, lesson planning, content delivery, classroom management, student engagement, and adherence to school schedules and policies (Kyeyune et al., 2019; Mulkeen, 2010). In refugee settings, teacher performance is further influenced by context-specific challenges such as trauma among learners, lack of instructional materials, and cultural and linguistic diversity in classrooms (UNESCO, 2019; Windle International Uganda, 2021). The conceptual link in this study assumes that the supervision approach adopted by head teachers whether supportive or authoritarian—has a direct impact on teacher performance indicators like punctuality, motivation, creativity, and learner outcomes (Asiamah et al., 2020; Okumbe, 1998). Therefore, the study conceptualizes supervision as both a managerial and pedagogical process, with its quality shaping the effectiveness of teaching and learning in refugee settlement schools.

1.1.4 Contextual Perspective

The contextual setting for this study is Bidibidi Refugee Settlement, located in Yumbe District, Northern Uganda. Established in 2016 following an influx of South Sudanese refugees, Bidibidi has grown to become one of the world's largest refugee settlements, accommodating over 270,000 individuals, including thousands of school-going children (UNHCR, 2022; OPM, 2020). The education sector in Bidibidi is unique in that it operates within a multi-stakeholder humanitarian framework. Schools are supported by a combination of government bodies, such as the Ministry of Education and Sports (MoES), and international development partners including UNHCR, Windle International Uganda, and Save the Children (Windle International Uganda, 2021; Save the Children, 2020). Despite this support, schools face immense challenges including overcrowded classrooms, high pupil-teacher ratios, limited infrastructure, and inconsistent teacher attendance (Kukunda, 2019; Isoke, 2021).

Teachers in Bidibidi are drawn from both refugee and host communities, and include a mix of trained professionals, paraprofessionals, and volunteer educators. This heterogeneity in qualifications and cultural backgrounds presents challenges in harmonizing teaching practices and maintaining instructional quality (MoES, 2021; UNESCO, 2019). In such a complex environment, head teachers carry the critical burden of supervising a diverse and

often overstretched teaching workforce, while also addressing emotional burnout and logistical constraints (Kyeyune et al., 2019; Nakabugo et al., 2020). The context demands not only technical supervision but also empathetic leadership that can foster inclusivity, motivation, and resilience among teachers. Moreover, the transient nature of refugee populations, language barriers, and psycho-social issues among learners further complicate the supervision-teacher performance dynamic (UNHCR, 2022; Wanzare, 2012). Hence, this study situates its inquiry within the realities of humanitarian education systems, where the role of head teachers is amplified as both supervisors and change agents navigating the intersections of crisis management and educational quality.

1.2 Statement of the Problem

Over the past two decades, the Government of Uganda has implemented a number of reforms aimed at expanding access to secondary education which includes the implementation of strong teacher supervision mechanisms, the program has not yielded the desired outcomes across many regions of the country (Ssekamwa, 2020). One of the key interventions under USE is the emphasis on effective teacher supervision by head teachers to enhance the quality of instruction and improve student academic performance. However, in practice, many secondary schools, particularly those within Bidibidi Refugee Settlement in Yumbe District, continue to register poor academic performance in national examinations such as the Uganda Certificate of Education (UCE) and the Uganda Advanced Certificate of Education (UACE).

Reports from the Education Standards Desk (Yumbe District, 2023) show that between 2015 and 2019, several schools in Bidibidi recorded few or no candidates in the top divisions and low progression rates to higher education levels. These persistent poor outcomes raise critical concerns about the effectiveness of head teachers' supervision practices in refugee settings, where schools face unique challenges such as teacher shortages, overcrowding, trauma among learners, and limited instructional resources.

Given these issues, there is a compelling need to examine the extent to which head teachers' supervision practices influence students' academic performance in these schools. Understanding this relationship will provide practical insights and evidence-based recommendations to help education planners, policymakers, and stakeholders improve supervision frameworks in refugee-impacted schools, ultimately enhancing learning outcomes and contributing to the success of USE in such complex environments.

1.3 The purpose of the Study

The purpose of this study was to examine the influence of head teachers' supervision practices on teachers' performance in refugee settlement schools, with specific focus on secondary schools located in the Bidibidi Refugee Settlement in Yumbe District, Uganda. The study aimed to assess how various supervisory activities—such as classroom observation, performance appraisal, feedback mechanisms, and instructional support—contribute to or hinder teacher performance within the unique context of refugee-hosting educational environments.

1.3.1 Specific objectives of the study

- i. To identify the supervision practices employed by head teachers in Secondary schools within Bidibidi Refugee Settlement.
- ii. To assess the level of teacher performance in relation to instructional supervision practices in secondary schools located in Bidibidi Refugee Settlement.
- iii. To examine the relationship between head teachers' supervision practices and teachers' performance in the refugee settlement.
- iv. To analyze the contextual challenges that affect the effectiveness of head teachers' supervision in Bidibidi Refugee Settlement.

1.4 Research questions

- i. What supervision practices are commonly employed by head teachers in secondary schools within Bidibidi Refugee Settlement?
- ii. What is the level of teacher performance in relation to instructional supervision practices in secondary schools located in Bidibidi Refugee Settlement?
- iii. What is the relationship between head teachers' supervision practices and teachers' performance in the refugee settlement?
- iv. What contextual challenges affect the effectiveness of head teachers' supervision in Bidibidi Refugee Settlement?

1.5 Scope of the Study

The scope of the study was subdivided into the content scope, geographical scope, and time scope.

1.5.1 Content Scope of the Study

This study examined the influence of head teachers' supervision practices on teachers' performance in selected secondary schools within the Bidibidi Refugee Settlement in Yumbe District. It focused on key supervision methods such as classroom monitoring, feedback provision, performance appraisal, lesson review, and instructional support, and how these practices shaped teachers' effectiveness in delivering quality education.

The study further analyzed how these supervisory practices indirectly contributed to students' academic outcomes by influencing teacher preparedness, classroom management, instructional delivery, and assessment practices.

The study covered school performance data from 2015 to 2019. This period was selected because secondary schools in Bidibidi reported persistently poor performance in national Uganda Certificate of Education (UCE) examinations, with many schools recording few or no candidates in Division 1 and 2, and limited transition to higher education (Education Standards Desk, Yumbe District, 2023).

Due to the changes made to Uganda's grading system beginning in 2024, data from that year onward were excluded from the study to maintain consistency in performance measurement. In addition, the COVID-19 pandemic (2020-2021) caused prolonged school closures and major disruptions in teaching, supervision, and assessment processes, while the phased implementation of the revised lower secondary curriculum starting in 2020 created transitional inconsistencies in evaluation standards. Consequently, data from the affected transition years were carefully limited to ensure comparability and reliability of the analysis. The study strictly focused on secondary education within the refugee settlement and considered the supervisory role of head teachers as the primary variable influencing teacher performance and, consequently, academic achievement.

1.5.2 Geographical Scope of the Study

Geographically, the study was conducted in selected secondary schools located within Bidibidi Refugee Settlement in Yumbe District. These schools included Ariwa Secondary School, Yangani Secondary School, YoYo Secondary School, Nipata Secondary School, and Kado Secondary School.

Yumbe District is situated in Northern Uganda, bordered by South Sudan to the north, Moyo District to the east, Adjumani District to the southeast, Arua District to the south, Maracha District to the southwest, and Koboko District to the west. The district headquarters lie

approximately 75 kilometres north of Arua, the major urban center in the region. Its coordinates are 03°28'N and 31°15'E as also shown in the appendices.

This geographical area was selected because of the persistent poor academic performance in UCE examinations among schools within the settlement. The five schools studied were strategically located across different zones of Bidibidi Refugee Settlement, enabling comprehensive coverage and allowing the study to capture variations in school conditions across the settlement.

These schools hosted large populations of refugee learners and exhibited considerable differences in infrastructure quality, teacher staffing levels, instructional resources, and years of establishment. Such diversity provided a strong basis for comparative analysis and enhanced the depth of insights into the educational challenges and supervision dynamics within refugee-hosting communities.

1.5.3 Time Scope

This research investigates how head teachers' supervision practices of teachers affects students' academic outcomes in selected secondary schools within Bidibidi Refugee Settlement, Yumbe District. It focuses on supervision methods (e.g., classroom observation, feedback, appraisal) and links these practices to performance data from the 2015-2019 national examinations—years when many schools recorded few or no Division 1 and 2 passes and low progression rates (Education Standards Desk, Yumbe District, 2023). Given Uganda's shift to a new grading system in 2024, post-2019 performance is excluded from this analysis. The study is confined to secondary schools and concentrates solely on head teachers' supervisory role.

1.6 Justification of the study

This study is justified by the continuous decline in teacher performance and the resulting poor academic outcomes in secondary schools located in Bidibidi Refugee Settlement, despite government initiatives such as Universal Secondary Education (USE) which heavily rely on effective teacher supervision by head teachers to drive quality education. In refugee settings, teacher supervision is particularly crucial due to the unique challenges faced—such as high workloads, multicultural classrooms, language barriers, and psychological trauma among both learners and teachers.

According to the Education Standards Desk Report (Yumbe District, 2023), from 2015 to 2019, schools in Bidibidi performed poorly in national examinations (UCE and UACE), with some registering few or no students in Division 1 and 2, and low transition rates to higher education. These trends suggest that head teachers' supervisory practices may not be effectively enhancing teacher performance, which is essential for improving student learning outcomes in complex and resource-constrained environments like refugee settlements.

This study is therefore important as it aims to investigate how the supervision practices of head teachers influence teacher performance in these schools. By doing so, it will generate valuable insights for education managers, policymakers, NGOs, and development partners supporting education in refugee contexts. The findings will contribute to better supervision models that are context-sensitive, supportive, and performance-oriented, ultimately ensuring improved quality of education for refugee and host-community learners in Uganda.

1.7 Significance of the study

The findings of this study will be valuable to various stakeholders in the education sector. Firstly, head teachers, the District Education Officer (DEO), District Inspectors of Schools (DIS), and the Ministry of Education and Sports (MoES) will gain practical insights into how supervision practices influence teacher performance. This will support the formulation and implementation of policies and strategies aimed at improving teaching effectiveness and academic achievement in secondary schools within Bidibidi Refugee Settlement, Yumbe District.

Teachers will also benefit from the study by gaining a deeper understanding of the supervisory roles played by their head teachers. It will highlight how supportive supervision can motivate and enhance their professional performance. The findings will encourage teachers to engage proactively with head teachers, seeking feedback, guidance, and support to improve instructional delivery and classroom outcomes.

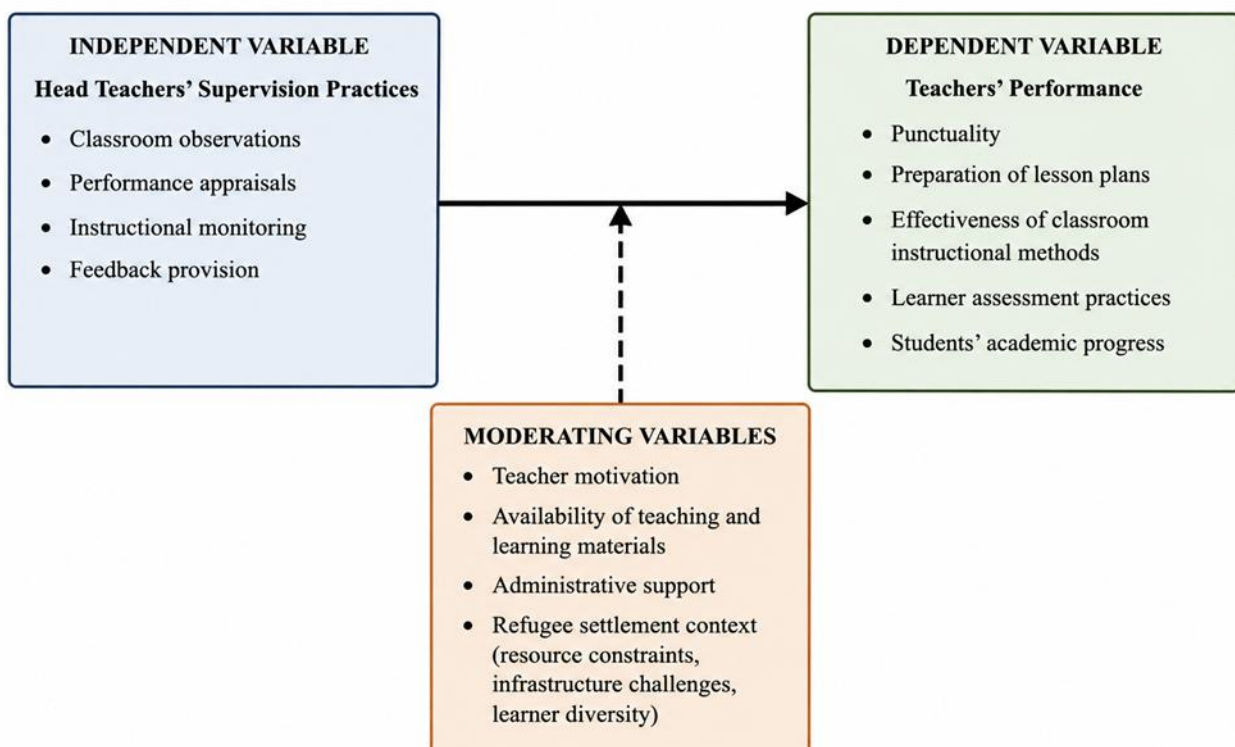
The study will empower teachers to recognize their expectations from supervisory relationships and contribute to a more collaborative and accountable school environment. This can ultimately lead to improved teaching practices and better learner outcomes.

The study will serve as a reference point for future researchers interested in exploring educational leadership, supervision, and teacher performance in refugee or crisis -affected contexts. It will add to the existing body of knowledge and stimulate further research that contributes to the advancement of education quality in similar environments.

1.8 Conceptual Framework

According to Orodho, (2012) a conceptual framework is a diagrammatic representation of the relationship between variables in a study. The various variables and their relationship with each other are presented in Figure 1.1.

Figure 1: The conceptual framework for this study illustrated the relationship between head teachers' supervision practices and teachers' performance in refugee settlement schools. Note: The framework depicts three components: Independent Variable – Head Teachers' Supervision Practices; Moderating Variables – Teacher motivation, availability of teaching/learning materials, administrative support, and contextual challenges of the refugee setting; Dependent Variable – Teachers' Performance.)



Source: Adopted from Onen and Oso (2008). Model of conceptual framework.

The conceptual framework for this study illustrated the relationship between head teachers' supervision practices and teachers' performance in refugee settlement schools, with a specific focus on Bidibidi Refugee Settlement, Yumbe District. In this framework, head teachers' supervision practices such as classroom observations, performance appraisals, instructional monitoring, and feedback were treated as the independent variables. These supervisory activities were intended to ensure that teachers adhered to

curriculum standards, maintained classroom discipline, adopted effective teaching strategies, and continuously improved their professional skills. Consistent and constructive supervision was expected to enhance teachers' effectiveness in lesson delivery, classroom management, and student engagement.

Teacher performance, treated as the dependent variable, was operationalized through measurable indicators such as punctuality, preparation of lesson plans, effectiveness of classroom instructional methods, learner assessment practices, and students' academic progress

The framework also recognized the influence of moderating factors that could either enhance or hinder the impact of supervision. These included teacher motivation, the availability of teaching and learning materials, administrative support, and the unique challenges of operating within a refugee context. For instance, even with effective supervision, limited resources or inadequate infrastructure could constrain teacher performance. Conversely, motivated teachers working in supportive environments were more likely to respond positively to supervision.

By the context of this study, Administrative support refers to the provision of professional guidance, teaching materials, motivation, resources, communication and a conducive working environment by school administrators to support effective implementation of their roles and improve teachers' performance of their duties.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviews existing literature related to teacher supervision, focusing on approaches to supervision, supervision practices applied by head teachers, and the relationship between teacher supervision and student academic performance. The review is organised under the following subheadings: the theoretical framework of supervision, approaches to teacher supervision, head teachers' supervision practices, and the relationship between teacher supervision and students' academic performance. In reviewing this literature, I go beyond mere summarisation to critically examine the methodological approaches, analytical strategies, findings, and conclusions of previous studies, while identifying gaps, contradictions, and areas requiring further investigation. This critical stance is essential because, as I observe throughout this chapter, much of the existing literature on supervision has been conducted in stable, well-resourced educational settings, with limited empirical attention to refugee settlement contexts such as Bidibidi. This study therefore seeks to fill that gap.

2.1 Theoretical Framework

The study applied McGregor's Theory X and Theory Y. The theory stipulates that the way a manager treats his or her subordinates depends on his or her assumptions about their behaviour. McGregor (1960) says that a Theory X manager assumes that an average person dislikes work and attempts to avoid it; has no ambition, wants no responsibility, and would rather follow than lead in work situations. Because of that, workers need to be closely supervised and controlled. On the other hand, McGregor (1960) contends that a Theory Y manager assumes that an average person likes to work naturally – just like to play; is willing to take responsibility; and is committed to work goals without being directed or forced to do so. Because of these assumptions, a Theory Y manager believes that subordinates do not necessarily need to be closely supervised, monitored, or forced to do what they are meant to do at work.

In this study, the researchers hypothesised that the way teachers in public secondary schools in Uganda are supervised depends on the assumptions school administrators hold towards the teachers' behaviours. School authorities who assume that teachers are lazy,

dislike work, unintelligent, and are set to avoid responsibility tend to strictly control, supervise, and monitor teachers. Whereas administrators who believe that teachers like work, are intelligent, and willing to take up responsibility tend to be less strict in controlling and supervising subordinates. The researchers thus hypothesised that the teachers' pedagogical practices would depend on the way they are supervised, other factors notwithstanding.

My critical observation on this theoretical framework is that while McGregor's Theory X and Theory Y provide a useful lens for understanding supervisory orientations, the theory was developed in the context of industrial-organisational management in Western settings and may not fully account for the cultural, humanitarian, and resource-constrained realities of refugee settlement schools. In Bidibidi, for instance, a head teacher's supervisory approach may be shaped not only by assumptions about teacher motivation but also by extreme resource scarcity, trauma-affected learners, and multilingual classrooms – factors not contemplated in McGregor's original formulation. I therefore argue that the theory should be applied with contextual sensitivity, and this study does so by incorporating moderating variables (teacher motivation, availability of teaching materials, administrative support, and refugee context) into the conceptual framework.

Several scholars have examined how supervision and inspection theories influence school improvement, highlighting both their strengths and limitations. For example, Thomas Sergiovanni (2006) argued that effective supervision should combine accountability with professional support, emphasising that inspection systems focused only on compliance tend to weaken teacher commitment and professional growth. Similarly, Carl Glickman et al. (2014) maintained that developmental and collaborative supervision models improve teacher performance when supervisors provide guidance, mentoring, and feedback rather than relying solely on evaluative control. In the same vein, Michael Fullan (2011) observed that school improvement is more sustainable when supervision systems promote continuous professional learning and capacity building among teachers. However, other scholars have noted discrepancies in the implementation of these theories. Philip Hallinger (2010) found that in many education systems inspection practices remain heavily compliance-oriented, which reduces the developmental benefits of instructional leadership. Likewise, Tony Bush (2013) pointed out that when inspection emphasises bureaucratic monitoring without adequate professional support, the process often fails to achieve meaningful improvements in teaching and learning. These studies suggest that although supervision and inspection

theories provide valuable frameworks for school improvement, weaknesses within the theories themselves and inconsistencies in their application frequently result in inspection systems that inadequately balance control and support. Consequently, the literature indicates that achieving effective school improvement requires supervision approaches that integrate accountability mechanisms with strong staff development and professional support functions.

A critical observation arising from this theoretical literature is that while scholars agree on the need to balance control with support, there is limited empirical evidence on how this balance is actually achieved in refugee settlement schools, where the constraints are far more severe than in the contexts where these theories were developed. This study therefore contributes to theory by examining how McGregor's assumptions play out in a humanitarian education setting.

2.2 Supervision Practices by Head teachers in Refugee-Context Secondary Schools

Instructional supervision has long been recognised as one of the most important responsibilities of school leaders in improving teaching effectiveness and learning outcomes. Broadly, supervision practices by head teachers include activities such as classroom observation, review of lesson plans and teaching records, monitoring teacher attendance and punctuality, mentoring teachers, organising professional development sessions, and providing constructive feedback aimed at improving instructional quality (Glickman et al., 2014; Sergiovanni, 2006; UNESCO, 2021). Effective instructional supervision promotes professional growth when school leaders adopt collaborative and developmental approaches that combine accountability with continuous teacher support (Hallinger, 2010; Bush, 2013). Research further demonstrates that head teachers who consistently engage in monitoring instruction, providing feedback, and supporting teacher development contribute significantly to improved classroom practices and student achievement (Fullan, 2011; Robinson et al., 2008).

In developing-country contexts, however, the effectiveness of head teacher supervision practices is often constrained by systemic challenges. Studies conducted across Sub-Saharan Africa indicate that although head teachers are expected to function as instructional leaders, heavy administrative workloads, limited supervisory training, inadequate staffing, and insufficient instructional resources frequently reduce the time

and capacity available for effective classroom supervision (World Bank, 2020; MoES, 2022; UNESCO, 2022). As a result, supervision practices sometimes become irregular, compliance-oriented, or limited to record checking rather than meaningful professional guidance (Bush & Glover, 2014; Oplatka, 2017). Consequently, the intended benefits of instructional supervision in enhancing teacher performance are not always fully realised in many developing education systems (Hallinger, 2010; Fullan, 2011).

The supervision function becomes even more complex within refugee-education contexts. Schools located in refugee settlements often operate under conditions characterised by overcrowded classrooms, multicultural and multilingual learner populations, shortages of trained teachers, limited teaching materials, and learners experiencing psychosocial stress due to displacement (UNHCR, 2023; UNESCO, 2021; Inter-Agency Network for Education in Emergencies [INEE], 2020). Under such circumstances, head teachers are required not only to monitor instructional activities but also to provide additional professional, emotional, and organisational support to teachers working in highly demanding environments (Kirk & Winthrop, 2007; Dryden-Peterson, 2016). Nevertheless, empirical evidence indicates that supervision systems in many refugee settings remain weak or inconsistently implemented, reducing their potential influence on teacher effectiveness and learning outcomes (UNHCR, 2023; World Bank, 2021).

At the secondary school level, the importance of instructional supervision becomes even more pronounced due to the complexity of subject specialisation, examination-oriented curricula, and the need for consistent monitoring of instructional standards across different academic departments (Bush, 2013; Robinson et al., 2008). Secondary school teachers often require subject-specific instructional guidance, coordinated departmental supervision, and structured professional development support from school leadership (Fullan, 2011; Sergiovanni, 2006). Where head teachers actively engage in systematic supervision practices – such as departmental lesson reviews, classroom observations, performance feedback, and professional mentoring – teacher effectiveness and students' academic performance tend to improve (Hallinger, 2010; UNESCO, 2022). However, studies indicate that in refugee-context secondary schools, leadership capacity limitations, inadequate supervisory training, and resource constraints often hinder the consistent implementation of these practices, thereby affecting teacher performance and learner achievement (UNHCR, 2023; INEE, 2020).

Supervision practices in education broadly encompass strategies and actions employed by school leaders to guide, support, and assess teachers in a manner that enhances instructional quality and promotes student achievement. In Uganda's educational system, head teachers are expected to fulfil a supervisory role that not only ensures administrative compliance but also fosters professional growth among teachers (MoES, 2018; Kajubi, 2020). These expectations are formalised under the Basic Education Policy Framework, which mandates instructional leadership as a core responsibility of school heads. Specifically, head teachers are charged with duties such as monitoring lesson delivery, assessing teaching effectiveness, conducting staff appraisals, and facilitating collaborative planning (Ssekamwa, 2020; Tumwesigye & Muwonge, 2022).

In refugee settlements such as Bidibidi — Africa's largest refugee camp — educational supervision becomes even more critical due to multiple systemic and contextual challenges. These include large class sizes, underqualified teaching staff, limited teaching resources, and learners dealing with trauma and disrupted learning histories (UNHCR, 2022; Windle International Uganda, 2021). Given these unique dynamics, head teachers must employ flexible and supportive supervision models that go beyond traditional inspection methods. Muwonge (2021) emphasizes that effective supervision in such contexts must consider not just academic outcomes but also the psychosocial needs of teachers and learners. Additionally, Nabukeera (2020) suggests that trauma-informed supervision is particularly important in refugee settings, where learners' emotional and psychological stability directly affects learning processes.

Research has identified several core supervision practices adopted by head teachers in low-resource and crisis settings. These include regular classroom observations, lesson planning reviews, peer mentoring, constructive feedback sessions, and the organisation of internal Continuous Professional Development (CPD) sessions (Kalule & Bwanika, 2019; Nabunya & Kasiye, 2020). Such practices are designed to build teacher capacity, improve instructional delivery, and promote reflective teaching practices. For example, classroom observations followed by non-threatening feedback help teachers to refine their techniques and adjust methodologies in real time (Lugemwa, 2021; Okech & Opolot, 2020). Furthermore, CPD sessions — when conducted consistently — offer opportunities for teachers to share best practices, address classroom challenges, and enhance subject mastery (Mugerwa, 2019; Kasambira, 2022).

In refugee contexts like Bidibidi, supervision must also respond to contextual realities such as linguistic diversity, irregular learner attendance, and overcrowded classrooms. UNHCR (2022) strongly advocates for contextualised and adaptive supervision, where head teachers are not only academic leaders but also counsellors, mediators, and advocates for teachers' well-being. Supervision should therefore include aspects of emotional support and workload management, especially given the burnout experienced by educators working in protracted emergencies (Save the Children, 2020; Windle International Uganda, 2021). Participatory supervision approaches – where teachers are actively involved in setting goals, identifying challenges, and evaluating outcomes – are increasingly seen as more effective in such contexts than top-down methods (Bush & Glover, 2016; Tumusiime, 2019).

While standard supervisory practices such as lesson observation, mentoring, and feedback are widely recognised, their implementation in Bidibidi Refugee Settlement requires significant adaptation. The success of these practices hinges on the head teacher's capacity to balance instructional oversight with empathy, flexibility, and responsiveness to crisis-induced constraints. Therefore, any sustainable effort to improve education in refugee settings must prioritise the strengthening of supervision frameworks tailored to such unique environments (MoES, 2019; UNHCR, 2022; Ssekamwa, 2020).

2.3 How Head Teachers' Supervision Practices Influence Teachers' Performance

Head teachers' supervision practices play a critical role in shaping teacher effectiveness and the overall quality of instruction within schools. Instructional supervision typically involves activities such as classroom observation, lesson plan review, monitoring teacher attendance, providing professional guidance, mentoring, and offering constructive feedback intended to improve teaching practices. Studies indicate that when school leaders consistently implement structured supervision practices, teachers tend to demonstrate improved lesson preparation, more effective instructional delivery, and better learner assessment practices (Glickman et al., 2014; Sergiovanni, 2006; Hallinger, 2010). Effective supervision therefore functions as both an accountability mechanism and a professional development strategy that enhances teacher performance.

Research further suggests that the nature and quality of supervision determine the extent to which it influences teacher performance. Developmental and collaborative supervision approaches – where head teachers provide coaching, mentoring, and supportive feedback – have been found to significantly improve teachers' pedagogical skills and professional commitment (Fullan, 2011; Bush, 2013; Robinson et al., 2008). Conversely, supervision

approaches that emphasise inspection, compliance, and fault-finding without professional support often produce limited improvements in instructional practices and may reduce teacher motivation (Bush & Glover, 2014; Oplatka, 2017). These findings highlight the importance of balancing evaluative control with professional support in supervision processes.

Empirical studies conducted in developing-country education systems also demonstrate a strong relationship between head teachers' supervision practices and teacher performance outcomes. Regular classroom observations, timely feedback, and structured mentoring programmes have been associated with improvements in teacher punctuality, classroom management, lesson organisation, and student engagement (World Bank, 2020; UNESCO, 2022). However, several studies also report that administrative workload, limited leadership training, and inadequate supervisory resources often reduce the effectiveness of head teachers' instructional supervision roles, thereby weakening their potential impact on teacher performance (MoES, 2022; Bush, 2013).

At the secondary school level, the influence of supervision practices becomes even more significant due to subject specialisation, examination-oriented curricula, and the need for coordinated departmental instructional leadership. Secondary school teachers require continuous professional guidance, subject-based mentoring, and systematic monitoring of instructional practices to maintain teaching quality and learner achievement (Hallinger, 2010; Robinson et al., 2008). Where head teachers actively supervise instructional processes through regular classroom visits, departmental review meetings, and professional development initiatives, teacher effectiveness and student academic outcomes tend to improve (Fullan, 2011; UNESCO, 2022).

Despite substantial evidence demonstrating the importance of instructional supervision in improving teacher performance, studies also indicate that the effectiveness of supervision largely depends on the consistency, quality, and leadership capacity with which supervision practices are implemented. In contexts where supervision is irregular, poorly coordinated, or limited to administrative compliance, its impact on teacher performance remains minimal. This suggests the need for continued empirical investigation into how specific supervision practices influence teacher performance in different educational contexts, particularly in environments characterised by resource constraints and complex schooling conditions.

My critical observation on this body of literature is that while the positive relationship between supervision and teacher performance is well-established in general education settings, there is a paucity of empirical studies that specifically examine this relationship in refugee settlement secondary schools using rigorous mixed-methods designs. Furthermore, most studies treat "supervision" as a monolithic construct, without disaggregating it into specific practices (e.g., classroom observation, feedback, appraisal, mentoring) to determine which practices have the strongest influence on teacher performance. This study addresses both gaps by disaggregating supervision practices and examining their individual and collective effects in the Bidibidi context.

2.4 Relationship between head teachers' supervision practices and teachers' performance in schools.

Effective head teacher supervision is foundational to improved teacher performance, particularly in challenging educational contexts like refugee settlements where educational inputs are limited, and psychosocial challenges are heightened. Supervision practices such as classroom observations, collaborative lesson planning, regular feedback sessions, mentoring, and coaching are crucial mechanisms through which head teachers influence teacher behaviours and improve instructional delivery (Kalule & Bwanika, 2019; Muwonge, 2021). These practices help align teaching with curriculum objectives, identify gaps in pedagogical practice, and reinforce accountability. According to the Ministry of Education and Sports (MoES, 2018), head teachers in Uganda are tasked with promoting continuous teacher improvement through developmental supervision, which emphasises guidance, professional growth, and support rather than fault-finding.

Studies by Tumusiime (2019) and Lugemwa (2021) indicate that when head teachers implement structured supervision plans – featuring pre-observation conferences, detailed observation tools, and post-observation feedback – teachers are more likely to plan lessons thoroughly, utilise learner-centred strategies, and maintain professional discipline. In particular, the frequency and quality of supervisory interactions directly impact teacher engagement and sense of accountability (Mugerwa, 2019). Effective supervision fosters an environment where teachers view evaluations as opportunities for self-improvement rather than as punitive checks, thereby promoting intrinsic motivation and openness to feedback (Bush & Glover, 2016).

In refugee-hosting environments like Bidibidi, where schools contend with large class sizes, insufficient resources, and learners affected by trauma and displacement, the role of head

teacher supervision becomes even more critical. Head teachers serve not only as instructional leaders but also as mentors and emotional support systems for teachers struggling with job-related stress and professional isolation (UNHCR, 2022; Windle International Uganda, 2021). Supervision in such contexts should be adaptive and empathetic – recognising the diverse challenges teachers face and supporting them with relevant resources, moral support, and professional development opportunities. Nabunya and Kasiyre (2020) emphasise that in fragile settings, regular and supportive supervision improves teachers' ability to manage multi-grade classrooms, use psychosocially sensitive pedagogy, and adapt lessons to learners' varying cognitive and emotional needs.

Participatory supervision models have emerged as more effective alternatives to traditional, authoritarian supervisory approaches in these settings. These models emphasise teacher involvement in setting performance targets, conducting peer reviews, and engaging in reflective discussions with head teachers (Tumwesigye & Muwonge, 2022). Such collaborative approaches foster a culture of mutual respect and shared responsibility, which is particularly empowering in post-conflict and displacement-affected settings (Bush & Glover, 2016).

Supervision is not merely a management tool, but a strategic driver of teacher performance and school effectiveness, especially in humanitarian and resource-constrained environments. The relationship between head teacher supervision and teacher performance is strengthened when supervision is consistent, supportive, and focused on professional development, rather than compliance alone (Muwonge, 2021; Lugemwa, 2021). For refugee settlements like Bidibidi, fostering such supervisory environments could be a critical step toward improving not only teacher performance but also student learning outcomes in a sustainable and inclusive manner.

Despite the recognised importance of effective supervision, research has highlighted potential gaps in supervisory practices in some refugee-hosting schools. Studies suggest that head teachers in such contexts may sometimes lack adequate training and resources to implement comprehensive and effective instructional supervision practices. For example, Okech and Opolot (2020) and Kajubi (2020) reported that in certain education settings, head teachers did not receive sufficient preparation in instructional leadership, resulting in supervision that tended to be irregular, highly administrative, and occasionally

punitive rather than developmental. Scholars have further noted that such supervisory challenges may be associated with limited professional development opportunities for school leaders, teacher turnover, and the operational pressures associated with managing schools in resource-constrained environments (Ssekamwa, 2020; Nabukeera, 2020). Where these conditions exist, studies indicate that teacher performance may be affected through unclear expectations, limited professional guidance, and inadequate opportunities for continuous professional development (Lugemwa, 2021; Okech & Opolot, 2020).

My critical observation on this literature is that although the relationship between supervision and teacher performance is widely acknowledged, the mechanisms through which specific supervision practices translate into improved teacher performance in refugee settlement schools remain under-theorised and under-researched. Most studies describe correlations without explaining the causal pathways. Additionally, there is limited empirical evidence on how teachers themselves perceive the fairness, consistency, and developmental value of supervision – perceptions that are likely to mediate the supervision-performance relationship. This study addresses these gaps by examining both the objective frequency of supervision practices and teachers' subjective perceptions of their effectiveness.

2.5 challenges that affect the effectiveness of head teachers' supervision in Secondary schools in Bidibidi Refugee settlement.

The literature identifies several contextual challenges that affect the effectiveness of head teachers' supervision in refugee settlement secondary schools. These challenges are examined below, with critical observations on the empirical evidence.

2.5.1 Resource Constraints

The lack of adequate resources – including classroom buildings, teaching materials, and learning equipment – directly impacts both teacher effectiveness and student learning outcomes, thereby affecting the supervisory capacity of head teachers. Without adequate teaching aids such as textbooks, chalkboards, or computers, teachers in these schools often resort to suboptimal teaching methods. Head teachers, who are responsible for supervising these teachers, are constrained by the lack of resources to effectively monitor and improve teaching quality. Windle International Uganda further highlights that the under-resourced environment leads to overcrowded classrooms, with one teacher having to manage a large group of students, which makes it more difficult for head teachers to provide personalised support and guidance.

In addition to teaching materials, the lack of suitable classroom infrastructure — such as adequate lighting, ventilation, and seating arrangements — has been widely reported to affect both the quality of teaching and students' engagement in learning activities. Studies on education in emergency and resource-constrained settings indicate that overcrowded classrooms and poor physical learning environments often reduce teachers' ability to implement learner-centred pedagogies and effective classroom management strategies (UNESCO, 2021; INEE, 2020; World Bank, 2021). These infrastructural challenges are frequently compounded by limited financial resources, as many refugee-hosting schools depend heavily on external humanitarian agencies or irregular government funding to sustain operations (UNHCR, 2023; UNESCO, 2022).

Scholars further note that resource constraints not only affect teaching and learning materials but also limit the capacity of school leaders to perform essential instructional supervision functions. For example, Bush (2013) and Hallinger (2010) observed that inadequate funding, heavy administrative workloads, and insufficient logistical support often restrict head teachers' ability to conduct regular classroom observations, organise professional development activities, and provide structured feedback to teachers. Similarly, humanitarian education reports indicate that where schools face shortages of operational funds, head teachers tend to prioritise urgent administrative and operational demands, thereby reducing the consistency and effectiveness of instructional supervision practices (Save the Children, 2020; World Bank, 2021).

Consequently, even when head teachers recognise the importance of supervision activities such as classroom monitoring, mentoring, and performance feedback, the absence of adequate infrastructure, financial resources, and supervisory facilitation mechanisms may constrain the implementation of these practices, ultimately limiting their impact on teacher effectiveness and student learning outcomes (UNESCO, 2022; UNHCR, 2023; Save the Children, 2020).

Critical Observation: While the literature consistently identifies resource constraints as a barrier, few studies have quantified the specific impact of resource availability on the frequency or quality of supervision practices. Moreover, most studies treat resource constraints as a monolithic barrier without distinguishing between different types of resources (instructional materials, infrastructure, financial, human). My study disaggregates these dimensions and examines their relative influence on supervision effectiveness through correlation and regression analysis.

2.5.2 High Teacher Turnover and Staff Shortages

Teacher turnover and staff shortages are persistent challenges that hinder the effectiveness of head teacher supervision in refugee settlement schools. Refugee schools often face difficulty in recruiting and retaining qualified teaching staff, primarily due to unfavourable working conditions. These conditions include low wages, poor living conditions, and lack of professional development opportunities (Nabunya & Kasiyye, 2020). Teachers in refugee contexts often face the dual burden of teaching in a difficult environment while dealing with their personal displacement and the broader challenges of living in a refugee camp.

As noted by UNHCR (2022), the high turnover of teachers in refugee schools disrupts the continuity of teaching and supervision. When teachers leave the school, it necessitates the recruitment and training of new staff, which places additional pressure on head teachers. New teachers, who may lack experience or the necessary training, need significant orientation and support to adapt to the teaching environment, and this is time-consuming for head teachers. The constant cycle of recruitment, training, and replacement of teachers leaves little room for head teachers to focus on long-term professional development or supervision.

The lack of experienced teachers further exacerbates these challenges, as the departure of skilled teachers creates gaps in pedagogical expertise and classroom management capacity. Research indicates that high teacher turnover in resource-constrained and emergency education settings is often associated with limited professional development opportunities, difficult working conditions, and low levels of job satisfaction, all of which contribute to reduced teacher engagement and performance (UNESCO, 2021; UNHCR, 2023; World Bank, 2021). Mugerwa (2019) similarly observed that teacher attrition places additional pressure on school leadership, requiring head teachers to devote substantial time to recruitment, orientation, and administrative coordination rather than instructional supervision.

Scholars further note that where teacher shortages and turnover are frequent, supervisory efforts tend to shift toward basic administrative control – such as monitoring attendance and ensuring classroom coverage – rather than developmental supervision aimed at improving instructional quality (Bush, 2013; Hallinger, 2010; Bush & Glover, 2014). In addition, studies in Sub-Saharan Africa indicate that the absence of structured teacher support systems and limited incentives for career progression weaken teacher retention and reduce opportunities for professional mentoring, thereby constraining the

effectiveness of school-based supervision practices (MoES, 2022; UNESCO, 2022). Consequently, the combination of teacher turnover, administrative workload, and limited professional support often reduces the time and capacity available for head teachers to provide consistent pedagogical guidance, ultimately affecting teaching quality and student learning outcomes (World Bank, 2021; UNHCR, 2023).

Critical Observation: The literature establishes a clear link between teacher turnover and weakened supervision, but it does not adequately explore the coping mechanisms or adaptive strategies that head teachers in refugee settlements use to maintain supervisory continuity. My study addresses this by documenting the strategies head teachers employ to manage supervision in the context of high turnover.

2.5.3 Cultural and Language Barriers

The refugee context is characterised by high cultural and linguistic diversity, which presents a significant challenge to head teachers' ability to supervise effectively. Teachers in refugee settlement schools often come from diverse ethnic and linguistic backgrounds, as do the students. This creates potential barriers in the teacher-student relationship, as well as in the head teacher-teacher supervisory relationship. As Tumwesigye and Muwonge (2022) note, teachers in refugee settings may not share the same cultural norms or educational practices as their students or colleagues. This cultural mismatch can lead to misunderstandings and miscommunications. For instance, teachers from different cultural backgrounds might find it challenging to relate to students' unique experiences of displacement or to adapt their teaching styles to accommodate the students' needs. Likewise, head teachers who do not understand the cultural or linguistic challenges faced by their staff may struggle to provide effective feedback or mentorship.

Language barriers further complicate supervision. Teachers who do not share a common language with their students may struggle to communicate effectively in the classroom. This issue is often compounded in refugee schools, where students may speak a mix of local dialects or foreign languages. Head teachers, in turn, may face difficulties in observing classroom interactions, providing feedback, or facilitating professional development sessions for teachers who speak different languages. As Kalule and Bwanika (2019) point out, misunderstandings that arise from language barriers can hinder head teachers from establishing effective supervisory relationships, thereby diminishing the impact of their leadership.

Cultural differences can affect how teachers view and respond to supervision. In some cultures, teachers may view external feedback as intrusive or judgmental, while in other

contexts, teachers may expect head teachers to take a more hands-off approach. Head teachers may find it difficult to navigate these differing expectations and styles of supervision, leading to misalignment in supervisory approaches and reduced effectiveness in improving teaching practices.

Critical Observation: While the literature acknowledges cultural and language barriers, it offers limited empirical evidence on how head teachers actually navigate these barriers in practice. There is a need for context-specific research that documents successful strategies for cross-cultural supervision in refugee schools. My study contributes to this by eliciting qualitative insights from head teachers, teachers, and governance stakeholders on how cultural and linguistic diversity shapes supervision dynamics in Bidibidi.

2.5.4 Inadequate Training in Instructional Leadership

A critical challenge faced by head teachers in refugee schools is the lack of adequate training in instructional leadership, which is essential for guiding and supporting teachers. Instructional leadership involves supervising the delivery of the curriculum, fostering pedagogical innovation, and improving assessment practices (Okech & Opolot, 2020). However, many head teachers in refugee settings are not equipped with the necessary skills or knowledge to fulfil these roles effectively. Professional development opportunities in educational leadership are often scarce, and when they are available, they may not be tailored to the specific needs of refugee school contexts.

Without this crucial training, head teachers are likely to focus primarily on administrative tasks such as ensuring teachers are present and managing school resources, rather than actively improving teaching quality and student learning outcomes. As a result, their supervisory practices are limited in scope and effectiveness. According to Nabukeera (2020), this gap in instructional leadership not only impacts the head teachers' ability to provide meaningful supervision but also affects teachers' professional growth and job satisfaction. Teachers in refugee settings, who are often already facing multiple challenges, benefit from guidance in areas like curriculum delivery, teaching strategies, and student assessment, yet this support remains minimal in the absence of properly trained head teachers. The lack of instructional leadership training creates a situation where supervision is reactive rather than proactive. Head teachers may struggle to provide constructive feedback, facilitate professional development, or develop a supportive environment that encourages continuous learning among staff. This ultimately leads to stagnation in teaching.

2.5.5 Psychosocial and Emotional Challenges

Teachers working in refugee schools face numerous psychosocial and emotional challenges due to the stressful nature of their environment. Many teachers in refugee settings are themselves refugees who are coping with personal loss, displacement, and the trauma associated with conflict and migration. The challenges of adjusting to a new environment, concerns about their families, and dealing with the emotional scars of displacement can have a significant impact on their well-being and ability to teach effectively (Tumusiime, 2019)

Studies by Tumusiime (2019) and Muwonge (2021) highlight that these emotional stressors are often overlooked in refugee schools, which exacerbates the difficulties teachers face. Psychosocial support is often not integrated into the daily operations of the school, and head teachers, who are often ill-prepared to recognise and address these challenges, may unintentionally neglect their staff's emotional and psychological needs. As a result, teachers may experience burnout, stress, and low morale, which can negatively impact their teaching effectiveness.

Head teachers are uniquely positioned to provide emotional and psychological support to their staff, creating a school culture that prioritises well-being and mental health. However, without the proper training and awareness, many head teachers fail to recognise the signs of stress or trauma among teachers. This lack of support can lead to an overall deterioration in teaching quality as stressed teachers may struggle to maintain motivation, engage with students effectively, or manage their classroom environments. Addressing the psychosocial needs of teachers is, therefore, an important component of effective supervision in refugee schools.

Critical Observation: While the literature highlights the psychosocial challenges faced by teachers in refugee settings, it does not adequately examine how these challenges intersect with supervision practices. Specifically, there is limited empirical evidence on whether and how head teachers incorporate psychosocial support into their supervisory routines, and how this affects teacher performance. My study explores this dimension through qualitative interviews with head teachers and teachers.

2.5.6 Lack of Clear Policy Guidelines

Another challenge affecting the effectiveness of head teachers' supervision in refugee schools is the absence of clear policy guidelines for supervisory practices. In many refugee-hosting countries, there is often a disconnect between the national education policies and

the realities faced by schools in refugee settlements. Policies may be designed with general educational settings in mind, without considering the unique challenges posed by refugee environments. As a result, head teachers in refugee schools may not have clear, standardised guidelines to follow when conducting supervision.

According to Tumusiime (2019) and Kalule and Bwanika (2019), the lack of a well-defined supervisory framework leads to inconsistent supervisory practices. Head teachers may interpret their roles differently, leading to unequal supervision and a lack of accountability. This inconsistency can create confusion among teachers, who may receive varying levels of support and feedback depending on the head teacher's personal approach to supervision. Moreover, without clear policy guidelines and structured supervision frameworks, head teachers often experience difficulties aligning their supervisory practices with national educational standards, making it challenging to ensure that teachers meet expected instructional and learning outcomes. Studies on educational leadership indicate that clearly defined supervision policies and performance standards provide school leaders with direction for classroom monitoring, teacher evaluation, and professional development planning (Hallinger, 2010; Bush, 2013). Similarly, national education system reviews have shown that where supervision guidelines are unclear or inconsistently communicated, school leaders tend to rely on informal or administrative monitoring practices that do not effectively support instructional improvement (UNESCO, 2022; World Bank, 2021). In the Ugandan context, policy implementation reports further note that inconsistencies in the dissemination and operationalisation of instructional supervision guidelines sometimes limit the capacity of head teachers to align supervision practices with national education quality standards (MoES, 2022).

The absence of specific guidelines for supervision in refugee schools also means that head teachers may not be equipped to handle complex situations, such as managing the diverse cultural and linguistic backgrounds of both staff and students. In the absence of clear policies, head teachers may struggle to navigate these challenges effectively, further reducing the effectiveness of their supervision.

Critical Observation: The literature identifies policy gaps as a barrier, but there is limited empirical research on how head teachers in refugee settlements interpret and apply national supervision guidelines in practice. This study contributes by examining the extent to which head teachers in Bidibidi are aware of and implement MoES supervision guidelines, and the challenges they face in doing so.

2.5.7 External Political and Security Factors

Finally, external political instability and security concerns can significantly hinder the functioning of schools in refugee settlements. Refugee schools are often located in regions with unstable political environments, where conflict, violence, and displacement create a volatile context for education. Security issues, such as the threat of violence or the displacement of refugees, can disrupt school operations, including teaching and supervision.

As UNHCR (2022) notes, head teachers in such environments may be forced to split their attention between the administrative demands of the school, security concerns, and teacher supervision. The constant threat of violence, coupled with the unpredictable movements of refugee populations, makes it difficult for head teachers to establish a stable and consistent supervisory presence. Moreover, the broader political environment may result in limited resources, delayed funding, and unstable school operations, all of which impact the head teachers' ability to provide effective supervision.

Insecurity can also lead to high levels of teacher absenteeism or displacement, further complicating the ability of head teachers to engage in regular and meaningful supervision. This external volatility, combined with internal challenges such as teacher turnover and resource scarcity, makes it incredibly difficult for head teachers to focus on improving instructional practices or fostering teacher development.

The challenges that head teachers face in supervising teachers in refugee schools are multifaceted. The lack of instructional leadership training, psychosocial support, clear policy guidelines, and external factors such as political instability and security concerns all significantly reduce the effectiveness of supervision. Addressing these challenges requires targeted interventions, such as professional development programmes, mental health support for teachers, the creation of clear supervisory frameworks, and ensuring that political stability is prioritised in refugee-hosting areas. By tackling these issues, head teachers in refugee schools can be better equipped to support teachers and improve the quality of education provided to refugee children.

Critical Observation: While external political and security factors are acknowledged, there is limited empirical research that examines how these macro-level factors directly affect the day-to-day supervision practices of head teachers in refugee settlement schools. Most studies treat these as background contextual factors rather than as active variables influencing supervision. My study examines these factors as moderating variables that shape the supervision-performance relationship in Bidibidi.

2.6 Summary and Literature Gaps

The data by Gachoya (2016) indicated that inspectors made recommendations on the preparation of professional materials regardless of the level of the students. However, Abdinoor (2013) found that in Isiolo, head teachers failed to ensure that teachers were adequately prepared for professional knowledge. These studies were conducted in two different districts and due to the differences in their studies, the findings cannot be easily generalised to Ogole County. The data also revealed that there was a contradiction between the findings of Adikinyi (2007) and Murithi (2012), who have different positions on the attitudes and perceptions of teachers towards supervision.

The literature review conducted by many researchers in this study mainly focused on the impact of supervision on teachers' development. There is little discussion on the relationship between teacher and student learning, especially in rural secondary schools. For example, Fischer (2011) encourages administrators and teachers to organise courses and trainings for teachers in relevant and specialised areas where they feel they are lacking and to improve their performance. This study has filled the gap in the literature by investigating the relationship and impact of teacher supervision on student learning in Bidibidi refugee camp. This study links effectiveness of teacher supervision to student outcomes.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes and justifies the methods that were used to collect and analyse data. It contains the research design, location of the study, study population, sample size, sampling techniques and procedures, data collection methods, data collection instruments, data control measures (validity and reliability), procedures of data collection, data analysis, measurement of variables, ethical considerations, and limitations.

3.1 Research Design

This study adopted a convergent parallel mixed methods research design to examine the influence of head teachers' supervision practices on teachers' performance in Bidibidi Refugee Settlement, Yumbe District.

3.1.1 Why the Candidate Adopted a Mixed Approach

I chose this design because the research problem is multifaceted: it requires both measurable evidence on the relationship between supervision practices and teacher performance, and in-depth understanding of the contextual experiences, perceptions, and challenges that shape this relationship in a refugee settlement. A purely quantitative design would have captured the strength and direction of relationships but missed the lived realities of teachers and school leaders; a purely qualitative design would have provided rich context but lacked the statistical generalisability needed to inform policy. The convergent parallel design allowed me to harness the strengths of both approaches.

The convergent parallel mixed methods design, as described by Creswell and Plano Clark (2017), involves collecting quantitative and qualitative data concurrently, analysing each dataset separately, and then merging the two sets of results during interpretation to provide a comprehensive understanding of the research problem. I followed this design procedurally in the following manner:

3.1.2 How the Candidate Procedurally Employed a Convergent Parallel Mixed Method

The convergent parallel mixed methods design, as described by Creswell and Plano Clark (2017), involves collecting quantitative and qualitative data concurrently, analysing each dataset separately, and then merging the two sets of results during interpretation to provide a comprehensive understanding of the research problem. I followed this design procedurally in the following manner:

Step1:	Concurrent	Data	Collection
Quantitative data (structured questionnaires) and qualitative data (semi-structured interviews) were collected during the same phase of the study (September-November 2025). Questionnaires were administered to 25 teachers, while interviews were conducted with 5 head teachers, 5 deputy head teachers, 5 Directors of Studies, 5 BOG chairpersons, 5 PTA chairpersons, 1 District Inspector of Schools, and 10 randomly selected teachers (a sub-sample of the 25 questionnaire respondents).			
Step2:	Independent		Analysis
The two datasets were analysed separately. Quantitative data were analysed using descriptive statistics (frequencies, percentages, means, standard deviations) and inferential statistics (Pearson correlation and multiple regression) with the aid of SPSS and Excel. Qualitative data were analysed using thematic analysis, involving coding, categorisation, and theme development.			
Step3:	Merging	During	Interpretation
The two sets of results were merged during the interpretation phase to provide a comprehensive understanding of the research problem. This integration allowed the researcher to triangulate findings, identify convergences and divergences, and generate deeper insights into how head teachers' supervision practices influence teacher performance in Bidibidi Refugee Settlement.			

3.2 Location of the Study

The supervisor correctly observed that the original chapter lacked a dedicated section on the location of the study. I have therefore added this section with empirical evidence justifying the selection of Bidibidi Refugee Settlement as the research site.

3.2.1 Geographical Location

The study was conducted in Bidibidi Refugee Settlement, located in Yumbe District, Northern Uganda. Yumbe District is bordered by South Sudan to the north, Moyo District to the east, Adjumani District to the southeast, Arua District to the south, Maracha District to the southwest, and Koboko District to the west. The district headquarters lie approximately 75 kilometres north of Arua, the major urban center in the region. Its coordinates are 03°28'N and 31°15'E.

3.2.2 Educational Context

The education sector in Bidibidi operates within a multi-stakeholder humanitarian framework. Schools are supported by a combination of government bodies, such as the

Ministry of Education and Sports (MoES), and international development partners including UNHCR, Windle International Uganda, and Save the Children (Windle International Uganda, 2021; Save the Children, 2020). Despite this support, schools face immense challenges including overcrowded classrooms, high pupil-teacher ratios, limited infrastructure, and inconsistent teacher attendance (Kukunda, 2019; Isoke, 2021).

There are seven secondary schools in Bidibidi Refugee Settlement. Of these, five schools were purposively selected for this study: Ariwa Secondary School, Yangani Secondary School, YoYo Secondary School, Nipata Secondary School, and Kado Secondary School. These schools were selected because they met the following criteria: (a) administrative stability (fully constituted leadership structures with substantive head teachers), (b) performance diversity (variation in academic performance levels), and (c) accessibility and operational continuity (consistently operational during the study period).

3.2.3 Empirical Justification for Selecting Bidibidi as the Study Site

I selected Bidibidi Refugee Settlement as the site for this study based on the following empirical and contextual considerations:

1. Persistent poor academic performance: Reports from the Education Standards Desk (Yumbe District, 2023) show that between 2015 and 2019, several schools in Bidibidi recorded few or no candidates in the top divisions (Division 1 and 2) in the Uganda Certificate of Education (UCE) examinations, and low progression rates to higher education. This persistent underperformance raises critical questions about the effectiveness of head teachers' supervision practices, making Bidibidi a compelling site for investigation.
2. Unique refugee context: Bidibidi presents a distinctive educational environment characterised by large class sizes, cultural and linguistic diversity, trauma-affected learners, and resource constraints (UNHCR, 2022; Windle International Uganda, 2021). These factors make it an ideal setting for examining how head teachers' supervision practices function under crisis conditions — a context that is under-researched in the Ugandan and Sub-Saharan African literature.
3. Gap in existing literature: As established in Chapter Two, most empirical studies on supervision have been conducted in stable, well-resourced educational settings. There is a paucity of research specifically focused on refugee settlement secondary schools in Uganda. This study fills that contextual gap by generating empirical evidence from Bidibidi.

4. Accessibility and feasibility: As a resident of Yumbe District with professional networks in the education sector, I was able to access the schools, obtain the necessary permissions, and build rapport with respondents – factors that enhanced the feasibility and quality of data collection.

In summary, Bidibidi Refugee Settlement was selected not merely for convenience but because its unique characteristics – persistent academic underperformance, refugee-specific challenges, and research gap – make it a scientifically appropriate and empirically justified site for this study.

3.3 Study Population

The study targeted stakeholders who were directly involved in or affected by head teachers' supervision practices in schools located within Bidibidi Refugee Settlement. The population included:

- Head teachers (7)
- Deputy head teachers (7)
- Directors of Studies (7)
- Teachers (140)
- District Inspector of Schools (1)
- Chairpersons of the Board of Governors (BOG) (7)
- Chairpersons of Parent-Teacher Associations (PTA) (7)

These groups were selected due to their distinct and complementary roles in school leadership, teacher support, and policy oversight. Head teachers and district officials, such as the DEO and Inspectors of Schools, were responsible for implementing supervisory practices, while teachers were the recipients and subjects of supervision. PTA and BOG members provided contextual insights from the community perspective, making them essential for understanding the broader impact of head teachers' supervision on educational outcomes in the refugee context.

3.4 Sample Size

The study targeted a total population of approximately 169 individuals, from which a sample of 46 respondents was selected using a combination of sampling techniques. Specifically, Krejcie and Morgan's statistical table (as cited in Amin, 2005) was applied to

determine the sample size for teachers, given they constituted the largest sub-population ($n = 140$). This yielded a required teacher sample of 25.

The remaining 21 respondents – comprising 5 head teachers, 5 deputy head teachers, 5 Directors of Studies, 5 BOG chairpersons, 5 PTA chairpersons, and 1 District Inspector of Schools – were selected purposively based on their key institutional roles.

Different sampling techniques were thus employed depending on the characteristics of each respondent category to ensure appropriate representation and relevance of information.

Purposive sampling was used to select head teachers and deputy head teachers because they occupy key leadership positions directly responsible for instructional supervision and therefore possess specialized knowledge relevant to the study objectives. Their inclusion was based on their roles rather than random selection, making purposive sampling appropriate for obtaining in-depth supervisory information.

Simple random sampling was applied to select 25 teachers from the total teacher population of 140 across the five participating schools. The researcher first obtained a complete list of all 140 teachers from the five schools. Proportional allocation was used to determine the number to be drawn from each school: School A (32 teachers, 6 selected), School B (28 teachers, 5 selected), School C (31 teachers, 6 selected), School D (27 teachers, 5 selected), and School E (22 teachers, 3 selected), totalling 25. Within each school, teachers were assigned sequential numbers, and lottery sampling was used – numbers written on equal-sized papers were placed in a container, mixed thoroughly, and drawn without replacement until the required number was achieved. This proportional stratified random sampling ensured fair representation across all five schools and minimized selection bias, improving the generalizability of findings regarding teacher performance.

The combination of purposive and simple random sampling techniques therefore enabled the study to obtain both specialized leadership perspectives and representative teacher data while ensuring rigorous and unbiased sample selection.

Table 3.1: Sample Size of Respondents

Respondent Group	Total Number in Population	Sample Size	Sampling Technique	Data to be Collected
------------------	----------------------------	-------------	--------------------	----------------------

Head Teachers	7	5	Purposive Sampling	Qualitative Data
Teachers	140	25	Simple Random Sampling	Quantitative Data
District Inspector of School	1	1	Purposive Sampling	Qualitative Data
Deputy Headteachers	7	5	Purposive Sampling	Qualitative Data
Chairperson Board of Governors	7	5	Purposive Sampling	Qualitative Data
Chairperson PTA	7	5	Purposive Sampling	Qualitative Data
Total	169	46		

3.5 Sampling Techniques

3.5.1 Simple Random Sampling

Simple random sampling was applied to select 25 teachers from the total teacher population of 140 across the five participating schools. The researcher first obtained a complete list of all 140 teachers from the five schools. Proportional allocation was used to determine the number to be drawn from each school:

- School A (32 teachers, 6 selected)
- School B (28 teachers, 5 selected)
- School C (31 teachers, 6 selected)
- School D (27 teachers, 5 selected)
- School E (22 teachers, 3 selected)

Total: 25 teachers.

Within each school, teachers were assigned sequential numbers, and lottery sampling was used – numbers written on equal-sized papers were placed in a container, mixed thoroughly, and drawn without replacement until the required number was achieved. This proportional stratified random sampling ensured fair representation across all five schools and minimised selection bias, improving the generalisability of findings regarding teacher performance.

3.5.2 Purposive Sampling

Purposive sampling was used to select head teachers, deputy head teachers, Directors of Studies, BOG chairpersons, PTA chairpersons, and the District Inspector of Schools because they occupy key leadership positions directly responsible for instructional supervision and therefore possess specialised knowledge relevant to the study objectives. Their inclusion was based on their roles rather than random selection, making purposive sampling appropriate for obtaining in-depth supervisory information.

Head teachers were selected because they were the central figures responsible for implementing teacher supervision at the school level. Their leadership roles encompassed overseeing classroom instruction, teacher appraisal, lesson planning, and overall performance management. Through semi-structured interviews, head teachers provided detailed information on their supervision strategies, challenges encountered, and how their actions influenced teacher motivation and performance.

Deputy head teachers were selected because they supported head teachers in executing administrative and supervisory duties. Their inclusion offered a supportive leadership perspective, highlighting how supervisory tasks were delegated and implemented collaboratively within the school leadership structure.

Directors of Studies (DOS) were essential participants due to their responsibilities in curriculum implementation and monitoring teacher effectiveness in delivering subject content. They frequently conducted lesson reviews, coordinated academic programs, and supported continuous teacher improvement.

Chairpersons of the Board of Governors (BOG) were engaged because they oversaw school governance and strategic planning. Their role in supervising and evaluating school leadership practices, including how supervision was implemented and supported at governance level, was crucial.

Chairpersons of the Parent-Teacher Association (PTA) were included as representatives of parents and the wider community. Their involvement was important for understanding how supervision practices translated into tangible learner outcomes and how they affected school-community relationships.

The District Inspector of Schools was included because he is responsible for external supervision and played a vital role in maintaining standards and enforcing education policy. He offered a broader perspective on supervision effectiveness across the district and the support or constraints experienced by school leaders.

3.6 Data Collection Methods and Instruments

3.6.1 Questionnaire Method

The questionnaire was a widely used data collection tool consisting of structured questions aimed at gathering specific information from participants. It enabled the researcher to collect data from a relatively large sample efficiently and at the convenience of respondents (Pandey & Pandey, 2015).

The supervisor asked who prepared the questionnaires and whether they were personally made or adapted. I wish to clarify that the questionnaires used in this study were developed by me, the researcher, through a rigorous process of instrument construction and adaptation. Specifically:

1. Development: The initial pool of items was developed by me based on the study objectives, the conceptual framework (Figure 1), and the review of related literature (Chapter Two). Items were designed to measure supervision practices (classroom observation, feedback, appraisal, instructional monitoring, CPD support) and teacher performance indicators (punctuality, lesson preparation, classroom management, learner assessment).
2. Adaptation: Where appropriate, items were adapted from existing validated instruments, including:
 - The Teacher Supervision Questionnaire (TSQ) by Glickman et al. (2014)
 - The Instructional Supervision Practices Scale by Tesfaw and Hofman (2014)
 - The School Leadership Supervision Inventory by Hallinger (2011)
3. Validation: The instruments were reviewed by my supervisor, Dr Gladys Ayot Oyat, and two other experts in educational management for content validity. The Content Validity Index (CVI) was computed, and items with CVI below 0.70 were discarded, those between 0.70 and 0.79 were revised, and those above 0.79 were retained (Davis, 2007; Lau et al., 2019).
4. Pilot testing: The instruments were pilot-tested on 10 teachers and 2 head teachers from a non-participating secondary school in Yumbe District. Feedback from the pilot was used to refine the wording, sequencing, and clarity of items.

Thus, the questionnaires were both personally developed and adapted from existing instruments, with rigorous validation and pilot testing to ensure their suitability for the refugee settlement context.

In this study, structured questionnaires were administered to 25 teachers from the selected secondary schools in Bidibidi Refugee Settlement to collect quantitative data on supervision practices and teacher performance indicators. The questionnaires were self-administered, allowing teachers the flexibility to complete them at their convenience and reducing the time burden for both participants and the researcher. Teachers received the questionnaires during a designated session, during which the researcher provided guidance or clarifications on any unclear items. To ensure a high response rate, follow-ups were conducted through school administrators on the third day after distribution, and all completed questionnaires were collected by the end of the fifth day.

3.6.2 Interview Method

The supervisor asked why I employed in-depth interviews, who was involved, how many interviews were conducted, when, where, and how they were conducted, and how data were recorded. I provide these details below.

Why in-depth interviews were employed:

I chose in-depth semi-structured interviews because the study sought to understand not just what supervision practices exist, but how they are experienced, perceived, and constrained in the refugee settlement context. Interviews allowed me to probe into nuanced issues such as the emotional impact of supervision, the challenges of cross-cultural supervision, the coping strategies of head teachers, and the specific ways in which resource constraints affect supervision. These are issues that cannot be adequately captured through closed-ended questionnaires alone. As Kabir (2016) notes, interviews allow for a more personalised and confidential exchange, offering the opportunity to obtain deeper insights that might not be captured through other methods.

Who was involved:

Interviews were conducted with the following respondents:

Respondent Category	Number of Interviews
Head Teachers	5
Deputy Head Teachers	5
Directors of Studies	5
Chairpersons of BOG	5
Chairpersons of PTA	5
District Inspector of Schools	1
Teachers (randomly selected from the 25 sampled)	10
Total	36

It is important to note that the 10 teachers who participated in interviews are a sub-sample of the 25 questionnaire teachers and do not constitute additional respondents. They are already counted within the total of 46.

Interviews were conducted between September and November 2025. Each interview lasted approximately 20-30 minutes, allowing sufficient time for introductions, consent procedures, and focused discussions. The interviews were scheduled at times convenient for the respondents, typically during break periods, free periods, or after school hours.

Where the interviews were conducted:

Interviews were conducted in private, quiet spaces within the participating schools – typically the head teacher's office, the deputy head teacher's office, or an empty classroom. These venues were chosen to ensure privacy, confidentiality, and minimal disruption to school activities.

How the interviews were conducted:

The researcher conducted one-on-one, face-to-face, semi-structured interviews using an interview guide (Appendix VIII). The semi-structured format enabled respondents to share personal experiences, challenges, and suggestions while ensuring that key thematic issues were consistently explored across participants. The researcher used probing questions to elicit deeper responses and clarification where necessary.

How data were recorded:

With the informed consent of each participant, interviews were audio-recorded using a digital voice recorder. In addition, I took handwritten notes to capture non-verbal cues and key points. Immediately after each interview, I reviewed the audio recording and notes to ensure accuracy and completeness, and transcribed the recordings verbatim within 48 hours. Participants were assured that the recordings would be used solely for research purposes and would be stored securely.

3.7 Data Collection Procedure

The study followed a structured and systematic procedure to ensure ethical and effective data collection. Initially, the researcher obtained an introductory letter from the Director of the Graduate School and Research at Uganda Christian University. The researcher then personally delivered copies of the letter to the Office of the District Education Officer (Yumbe District) to obtain district-level authorisation to conduct the study. After receiving district clearance, the researcher hand-delivered official copies of the same introductory letter to the head teachers of the five selected secondary schools in Bidibidi Refugee Settlement, formally requesting permission to access the schools, engage respondents, and collect data.

Following approval, the researcher personally visited the selected secondary schools and distributed printed questionnaires to the sampled respondents. Structured questionnaires were administered primarily to the 25 sampled teachers. To complement the questionnaire data, the researcher conducted semi-structured interviews with selected leadership and governance respondents, including head teachers, deputy head teachers, Chairpersons of Boards of Governors, PTA Chairpersons, and the District Inspector of Schools, and 10 randomly selected teachers from among the 25 sampled teachers.

The integration of questionnaire-based quantitative data with qualitative insights from interviews enabled triangulation of findings, strengthening the depth, validity, and contextual interpretation of how head teachers' supervision practices influenced teacher performance in the selected secondary schools.

3.8 Study Quality Control Methods

The researcher ensured both validity and reliability of the research instruments before data collection and throughout data analysis.

Validity:

Validity refers to the extent to which an instrument measured what it was intended to measure (Amin, 2005). To ensure validity, the Content Validity Index (CVI) was applied.

$$CVI = \text{Number of items declared valid} / \text{Total number of items}$$

According to Davis (2007), values equal to or greater than 0.80 agreements among judges are acceptable standard for new instruments. Abdollahpour et al., cited in Lau et al. (2019), stated that judgment on each item is as follows: if CVI is greater than 0.79, the item is retained as appropriate; if the CVI is between 0.70 and 0.79, the item needs revision; and if the CVI is less than 0.70, the item is discarded.

3.9 Credibility and Trustworthiness of Qualitative Data

To ensure the credibility and trustworthiness of the qualitative data collected in the study, several rigorous strategies were applied during both the data collection and analysis processes. Triangulation was achieved by obtaining qualitative information from multiple respondent categories, including head teachers, deputy head teachers, PTA chairpersons, Board of Governors chairpersons, and the District Inspector of Schools, allowing the researcher to compare and validate perspectives on supervision practices. Consistency in data collection was maintained through the use of a semi-structured interview guide that ensured uniform coverage of key thematic issues while allowing respondents to provide detailed explanations. During interviews, the researcher also clarified responses by restating key points and requesting participants to confirm the accuracy of recorded information, thereby minimizing misinterpretation. In addition, careful documentation of interview responses through detailed note-taking and immediate review of the collected information helped ensure accuracy and completeness. These strategies collectively enhanced the credibility, dependability, and authenticity of the qualitative findings.

Triangulation was applied by using multiple data sources and methods. Data were gathered from a diverse range of respondents, including head teachers, deputy head teachers, teachers, Directors of Studies, the District Inspector of Schools, and representatives of the Board of Governors and Parent-Teacher Association. Two qualitative tools – open-ended questions embedded in the questionnaire and semi-structured interviews – were used to enrich the data. The convergence of information from different categories of participants and instruments strengthened the credibility of the findings by revealing consistencies across sources.

Member checking was conducted by sharing interview transcripts or summaries with selected participants so they could confirm whether their views and experiences had been accurately captured. This strategy ensured that any errors or misinterpretations were corrected early and that participants' voices were authentically represented in the final analysis.

The researcher also applied thick description by presenting rich, detailed accounts of participants' responses, supplemented with direct quotations where appropriate. This enabled readers to understand the contextual environment in which the data were generated and enhanced the transferability of the findings to similar educational settings, particularly in refugee-hosting communities.

To ensure transparency and dependability, an audit trail was maintained. This record included documentation of data collection procedures, coding processes, theme development, and key analytical decisions. In addition, a reflexive journal was used throughout the study to capture ongoing reflections, methodological decisions, and potential biases. This practice promoted self-awareness and minimized subjective influence during data interpretation.

3.10 Reliability of Research Instruments

Reliability refers to the consistency of a research instrument in producing the same results upon repeated applications (Mugenda & Mugenda, 2003). The reliability of the instruments in this study was ensured through both test-retest procedures and internal consistency checks. After the pilot testing, the responses from the first and second administrations of the instrument were compared to determine the level of consistency of the items. The researcher computed the correlation between the two sets of responses to establish the stability of the instrument over time. Items that showed unclear wording, inconsistent responses, or low correlation were carefully reviewed and revised for clarity and relevance based on the observed difficulties during the pilot phase. Feedback obtained from the pilot respondents was also used to improve the wording, sequencing, and comprehensibility of the questionnaire items before the final version of the instrument was administered in the main study.

Internal consistency of the questionnaire items was assessed using Cronbach's coefficient alpha, following the guidance of McNabb (2009). The Cronbach's alpha formula was used to compute the reliability coefficient, with values closer to 1.0 indicating a higher level of internal consistency among the instrument items.

Table 3.2: Cronbach Alpha Interpretation of Internal Consistency of Reliability of Research Instruments

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent (High-Stakes testing)
$0.7 \leq \alpha < 0.9$	Good (Low-Stakes testing)
$0.6 \leq \alpha < 0.7$	Acceptable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

(Source: Streiner, 2003, p. 102)

3.11 Data Analysis

In this study, data were collected using two primary tools: questionnaires and interviews. These instruments were carefully selected to generate both quantitative and qualitative insights into how head teachers' supervision practices influenced teacher performance in schools within the Bidibidi Refugee Settlement. Their selection corresponded directly to the study objectives and ensured that the data generated were valid, reliable, and contextually grounded.

Quantitative Data Analysis:

The questionnaire was administered to teachers and served as the principal tool for collecting quantitative data. It measured the frequency and nature of head teachers' supervision practices, including classroom observations, performance appraisals, staff meetings, and feedback sessions. It also assessed key indicators of teacher performance such as punctuality, lesson preparation, classroom management, instructional delivery, and learner assessment practices. Furthermore, the questionnaire captured information on the adequacy of supervision support, including access to instructional materials, professional development opportunities, and follow-up mechanisms. The closed-ended items were structured using a Likert scale, enabling the generation of descriptive statistics such as frequencies, percentages, and mean scores. A few open-ended items were included to allow respondents to elaborate on their experiences or suggest ways of improving supervision practices.

Upon completion of data collection, the researcher reviewed and organized all completed questionnaires to ensure accuracy and completeness. Responses were coded, particularly those measured on the four-point Likert scale (4 = Strongly Agree, 3 = Agree, 2 = Disagree, 1 = Strongly Disagree), to prepare the data for statistical processing. Descriptive statistics—including frequencies, percentages, and mean values—were used to summarize the respondents' views and present the data in clear table formats. These descriptive measures provided an understanding of the existing conditions, patterns, and trends relating to head teacher supervision and teacher performance.

For bivariate analysis, Pearson's correlation coefficient was used to examine the strength and direction of the relationship between key variables. A positive correlation indicated that an increase in one variable was associated with an increase in the other, while a negative correlation suggested an inverse relationship. This analysis provided insights into how strongly head teachers' supervision practices were associated with different aspects of teacher performance. Multiple regression analysis was also conducted to determine the combined and individual effects of supervision challenges on teacher performance.

Qualitative Data Analysis:

Interviews were conducted with head teachers (n = 5), the District Inspector of Schools (n = 1), deputy head teachers (n = 5), Directors of Studies (n = 5), the Chairpersons of the Board of Governors (n = 5), the Chairpersons of the Parent-Teacher Association (n = 5), and 10 randomly selected teachers from among the 25 sampled teachers. These interviews generated in-depth qualitative data to complement the questionnaire findings. The interviews explored how head teachers planned, implemented, and reflected upon their supervisory roles, as well as the strategies they used to support and evaluate teachers. Semi-structured interview guides allowed flexibility for probing and follow-up, enabling participants to express their experiences and perspectives in detail.

The qualitative responses were analyzed using thematic analysis, a qualitative approach involving the identification of recurring ideas, patterns, and themes across the data. The researcher first read through all responses to gain familiarity, then systematically coded segments of text using descriptive labels. These codes were grouped into broader themes representing common perceptions or experiences related to supervision practices. Representative quotations were incorporated to support each theme, ensuring that the richness and diversity of respondents' perspectives were preserved. The thematic analysis generated several major themes, including frequency and methods of instructional supervision, feedback and professional support provided to teachers, challenges affecting effective supervision, resource and staffing constraints, teacher motivation and accountability, and strategies adopted by school leaders to strengthen instructional supervision. These themes provided a structured framework for interpreting qualitative findings and for explaining how supervision practices influenced teacher performance within the schools.

Integration of Findings:

The integration of both quantitative and qualitative findings followed a triangulation approach to ensure consistency, enhance validity, and improve the credibility of the results. This enabled the study to provide a comprehensive understanding of supervision practices by combining measurable trends with in-depth narratives. The findings were then used to address the study objectives and to develop recommendations for improving teacher supervision and performance in secondary schools within the refugee settlement.

3.12 Measurement of Variables

Upon completion of data collection, the researcher reviewed and organized all completed questionnaires to ensure accuracy and completeness. Responses were coded, particularly those measured on the four-point Likert scale (4 = Strongly Agree, 3 = Agree, 2 = Disagree, 1 = Strongly Disagree), to prepare the data for statistical processing. Descriptive statistics—including frequencies, percentages, and mean values—were used to summarize the respondents' views and present the data in clear table formats. These descriptive measures provided an understanding of the existing conditions, patterns, and trends relating to head teacher supervision and teacher performance.

For bivariate analysis, Pearson's correlation coefficient was used to examine the strength and direction of the relationship between key variables. A positive correlation indicated that an increase in one variable was associated with an increase in the other, while a negative correlation suggested an inverse relationship. This analysis provided insights into how strongly head teachers' supervision practices were associated with different aspects of teacher performance.

Qualitative data from interviews were analyzed using thematic analysis. This involved coding responses, categorizing emerging ideas, and grouping them into broader themes that reflected participants' perceptions and experiences. The qualitative findings enriched the quantitative results by offering deeper explanations and contextual insights.

3.13 Research Ethical Considerations

Ethical considerations were essential in ensuring that this study adhered to the accepted standards of professional conduct in research. According to Guthrie (2010), ethical considerations serve as an attestation of a study's commitment to research integrity, while Creswell (2009) emphasizes that ethical safeguards protect respondents from psychological, social, or physical harm. This study adopted ethical principles guided by the American Psychological Association (APA) Ethics Code.

Prior to data collection, informed consent was obtained in writing from all respondents. Participants were fully informed about the purpose, significance, and expected outcomes of the study. They were told how their contributions would support the research objectives and the potential impact of the findings on educational practice within refugee settlement schools. The researcher also explained the expected duration of participation, including the approximate time required to complete questionnaires or participate in interviews.

Participation in the study was entirely voluntary, and respondents were informed of their right to withdraw at any point without any consequences. The researcher assured participants that privacy and confidentiality would be strictly maintained, and that no personal identifiers would appear in any stage of the reporting process. Respondents were informed about who would have access to their information and how their data would be handled.

To ensure anonymity and confidentiality, each participant was assigned a unique code or pseudonym. Data were stored securely, both physically and electronically, with access limited to the researcher. Confidentiality agreements were signed by all individuals who handled the data. In the final report, responses were aggregated and presented in a manner that prevented individual identification. These ethical procedures ensured that participants' identities and personal information were protected throughout the research process.

3.14 Limitations of the Study

Several limitations were anticipated in this study. First, financial constraints affected the research process. The researcher adjusted the study budget to fit the limited resources available, relying on personal savings and occasional support from family members and friends to facilitate field activities.

Some respondents were reluctant to provide information due to workload pressures and competing school responsibilities, which occasionally delayed the scheduling of interviews and completion of questionnaires. To address this challenge, the researcher engaged only respondents who were willing and available, ensuring voluntary participation at all stages of the study. The researcher also provided clear explanations of the study purpose and assured participants of confidentiality, which helped to build trust and encouraged more open and honest responses during the data collection process.

Delays were experienced in the return of some questionnaires, as a number of respondents did not complete or submit them within the initially scheduled time frame due to competing school responsibilities. To address this challenge, the researcher extended the data collection period and conducted follow-up visits to the selected schools to retrieve the outstanding questionnaires. This adjustment ensured that the majority of the distributed instruments were collected and that the necessary data were obtained for analysis.

Additionally, the relatively small teacher sample size of 25 (determined by the Krejcie-Morgan statistical table from a population of 140) is acknowledged as a limitation. Although 25 may appear modest, the validity and richness of the findings were strengthened through triangulation: the qualitative data obtained from the 10 interview teachers provided deeper contextual insights, while responses from the other stakeholder groups (head teachers, deputy head teachers, directors of studies, BOG and PTA chairpersons, and the district inspector) corroborated and enriched the quantitative findings. The integration of these multiple data sources through a mixed-methods approach enhanced the authenticity and credibility of the conclusions drawn from the study.

3.15 Summary

This chapter has described and justified the methodological approach adopted for this study. It has outlined the convergent parallel mixed methods design, the location of the study, the study population, sample size and sampling techniques, data collection methods and instruments, data analysis procedures, validity and reliability measures, ethical considerations, and limitations. The chapter has provided a detailed account of how the research was procedurally conducted, including the development and adaptation of research instruments, the conduct of in-depth interviews, and the methods used to analyse both quantitative and qualitative data. The following chapter presents the findings and analysis of the data collected.

CHAPTER FOUR:

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION OF FINDINGS

4.0 Introduction

This Chapter presents the analysis and interpretation of data collected on supervision practices, perceptions of supervision effectiveness, contextual and refugee-related challenges, and stakeholder roles in schools within Bidibidi Refugee Settlement. The chapter begins by outlining the demographic characteristics of the respondents, followed by a detailed examination of core supervision activities, teachers' perceptions, and the challenges that influence the implementation and effectiveness of supervision. Data are presented in tables and descriptive analyses, including frequencies, percentages, mean scores, and standard deviations, to provide a comprehensive understanding of how supervision is conducted, perceived, and constrained in the refugee settlement school context. The findings are then interpreted to highlight trends, patterns, and implications for educational quality and instructional leadership.

4.1 Respondents' Demographic Characteristics

This section presents the demographic characteristics of all 46 study respondents: 25 teachers, 5 head teachers, 5 deputy head teachers, 5 directors of studies, 5 BOG chairpersons, 5 PTA chairpersons, and 1 District Inspector of Schools. Tables 4.1 to 4.4 (gender, age, qualifications, and experience) reflect all 46 respondents. Table 4.5 (occupation) reflects only the 10 BOG/PTA members. Subsequent data tables (Sections 4.2a-4.2d, 4.3, 4.5b, and 4.6) each clearly indicate the respondent category and sample size to which they pertain, as data from different respondent categories are never pooled or combined.

Table 4.1: Distribution of Respondents by Gender

Gender	Frequency (n)	Percentage (%)
Male	26	56.5
Female	20	43.5
Total	46	100

Gender of Respondents

Note: The total of 46 respondents comprises 25 teachers, 5 head teachers, 5 deputy head teachers, 5 directors of studies, 5 BOG chairpersons, 5 PTA chairpersons, and 1 district inspector of schools. Of the 25 sampled teachers, 10 were additionally selected through simple random draw to participate in qualitative interviews. These 10 interview teachers are included within the 25-teacher count and do not increase the total respondent figure beyond 46.

The findings indicate that 26 respondents (56.5%) were male, while 20 respondents (43.5%) were female, demonstrating that both genders were represented in the study. Although male respondents formed a slightly higher proportion, the representation of female respondents remained substantial, allowing the study to capture perspectives from both genders regarding head teachers' supervision practices and teacher performance. This balanced participation enhanced the reliability of the findings by ensuring that the views reflected a reasonably diverse gender composition within the sampled population.

Age Distribution

Table 4.2: Distribution of Respondents by Age

Age Category	Frequency (n)	Percentage (%)
Below 30 years	6	13.0
30-39 years	12	26.1
40-49 years	14	30.4
50-59 years	9	19.6
60 years and above	5	10.9
Total	46	100

Regarding age distribution, the majority of respondents were within the 40-49 years age group, accounting for 14 respondents (30.4%), followed by 12 respondents (26.1%) aged 30-39 years. Additionally, 9 respondents (19.6%) were aged 50-59 years, 6 respondents (13.0%) were below 30 years, and 5 respondents (10.9%) were aged 60 years and above. This distribution shows that most participants were within the active professional age brackets, suggesting that they possessed considerable practical experience and institutional familiarity relevant to supervision practices in schools. The presence of respondents across

different age categories also provided varied generational perspectives, enriching the study's understanding of supervision and teacher performance dynamics.

Highest Academic Qualification

Table 4.3: Distribution of Respondents by Highest Academic Qualification

Qualification	Frequency (n)	Percentage (%)
Grade III Certificate	4	8.7
Diploma	10	21.7
Bachelor's Degree	18	39.1
Postgraduate Diploma	8	17.4
Master's Degree	5	10.9
Other	0	2.2
Total	46	100

In terms of academic qualifications, the results reveal that 18 respondents (39.1%) held Bachelor's degrees, forming the largest educational group in the sample. This was followed by 10 respondents (21.7%) with Diplomas, 8 respondents (17.4%) holding Postgraduate Diplomas, and 5 respondents (10.9%) possessing Master's degrees. In addition, 4 respondents (8.7%) held Grade III Certificates, while 1 respondent (2.2%) reported other qualifications. The predominance of respondents with Bachelor's degrees and other advanced qualifications indicates that the majority of participants possessed relatively high levels of formal education, which likely enhanced their ability to understand supervision processes, interpret institutional policies, and provide informed responses relevant to the study objectives.

Years of Service / Experience

Table 4.4: Distribution of Respondents by Years of Service / Experience

Years of Service	Frequency (n)	Percentage (%)
Less than 3 years	7	15.2
3-5 years	11	23.9
6-10 years	13	28.3

More than 10 years	15	32.6
Total	46	100

With respect to professional experience, the findings show that 15 respondents (32.6%) had more than 10 years of service, representing the largest proportion of participants in the study. This was followed by 13 respondents (28.3%) who had 6-10 years of experience, 11 respondents (23.9%) with 3-5 years of service, and 7 respondents (15.2%) who had less than 3 years of experience. The distribution indicates that the majority of respondents possessed moderate to extensive professional experience, suggesting that they were sufficiently familiar with institutional practices, supervision processes, and operational challenges within the school environment. Such experience strengthened the credibility of the responses, as participants were likely to provide informed insights based on long-term engagement in the education system.

Occupation (BOG/PTA)

Table 4.5: Distribution of BOG/PTA Respondents by Occupation

Occupation	Frequency (n)	Percentage (%)
Farmer	3	30.0
Businessperson	4	40.0
Civil Servant	2	20.0
Religious Leader	2	10.0
Other	1	0.0
Total	10	100

Among the Board of Governors (BOG) and Parent-Teacher Association (PTA) respondents, the largest category comprised 4 respondents (40.0%) who were businesspersons, followed by 3 respondents (30.0%) who were farmers and 2 respondents (20.0%) who were civil servants. Additionally, 1 respondent (10.0%) was a religious leader, while no respondents fell into other occupational categories. This distribution demonstrates that school governance bodies involved individuals from diverse professional backgrounds, enabling the study to capture a wide range of community perspectives regarding teacher accountability, supervision practices, and school management processes. Such diversity enhanced the representativeness of governance-related insights included in the study.

4.2 Supervision Practices Employed by Head Teachers: Responses by Respondent Category

To preserve data integrity and avoid falsification, respondents' ratings of supervision practices are reported separately by category. Table 4.2a presents teachers' responses (n = 25); Table 4.2b presents Directors of Studies' responses (n = 5); Table 4.2c presents head teachers' responses (n = 5); and Table 4.2d presents BOG/PTA members' responses (n = 10). Data from these groups are never combined or pooled, as each category brings a distinct perspective and constitutes a separate unit of analysis.

Table 4.2a: Teachers' Responses on Supervision Practices

Item	Disagree (n)	%	Agree (n)	%	Mean	SD
Conduct/support classroom supervision	6	24.0	19	76.0	3.05	0.88
Monitor teacher punctuality & attendance	4	16.0	21	84.0	3.20	0.82
Review lesson plans & schemes	7	28.0	18	72.0	2.90	0.91
Supervision feedback is provided	10	40.0	15	60.0	2.75	0.97
Staff meetings on instructional improvement	6	24.0	19	76.0	3.01	0.89
Support/organize CPD	7	28.0	18	72.0	2.89	0.92
Conduct teacher performance appraisal	9	36.0	16	64.0	2.72	0.98
Teachers involved in decision-making	12	48.0	13	52.0	2.55	0.96
Supervision tools/resources available	12	48.0	13	52.0	2.53	1.02
Collaboration among school leaders	6	24.0	19	76.0	3.02	0.87

The results in Table 4.2a present teachers' responses regarding supervision practices implemented in their schools. The findings indicate that the majority of teachers

acknowledged that several supervision practices are carried out by school leadership, although the level of agreement varies across different practices.

The results show that 76.0% (n = 19) of the teachers agreed that classroom supervision is conducted or supported by school leaders, while 24.0% (n = 6) disagreed. The mean score of 3.05 with a standard deviation of 0.88 suggests that teachers generally perceive classroom supervision to be moderately practiced in their schools. Similarly, 84.0% (n = 21) of the teachers agreed that teacher punctuality and attendance are monitored, compared to 16.0% (n = 4) who disagreed. The relatively higher mean score of 3.20 indicates that monitoring punctuality and attendance is one of the most consistently implemented supervision practices.

Regarding the review of instructional documents, 72.0% (n = 18) of the teachers agreed that lesson plans and schemes of work are reviewed, while 28.0% (n = 7) disagreed. The mean score of 2.90 indicates that although the practice exists, it may not be consistently implemented across all departments or teachers. In relation to supervision feedback, 60.0% (n = 15) of teachers agreed that feedback is provided after supervision, whereas 40.0% (n = 10) disagreed. The mean score of 2.75 suggests that the provision of feedback is relatively weaker compared to other supervision practices.

The findings further indicate that 76.0% (n = 19) of the teachers agreed that staff meetings aimed at improving instruction are conducted, while 24.0% (n = 6) disagreed. The mean score of 3.01 implies that such meetings are fairly common within the schools. Similarly, 72.0% (n = 18) of teachers agreed that the school leadership supports or organizes Continuous Professional Development (CPD) activities, while 28.0% (n = 7) disagreed, with a mean score of 2.89 indicating moderate implementation.

With regard to teacher performance appraisal, 64.0% (n = 16) of teachers agreed that appraisal is conducted, while 36.0% (n = 9) disagreed. The mean score of 2.72 suggests that performance appraisal practices exist but may not be consistently applied to all teachers. However, the results show relatively lower agreement concerning teacher involvement in decision-making. Only 52.0% (n = 13) of teachers agreed that they are involved in decision-making processes, while 48.0% (n = 12) disagreed, producing a mean score of 2.55. This finding suggests that participatory leadership practices may be limited in some schools.

Similarly, the availability of supervision tools and resources received relatively lower agreement. Only 52.0% (n = 13) of teachers agreed that such resources are available, while 48.0% (n = 12) disagreed, with a mean score of 2.53, indicating potential challenges in accessing adequate supervision materials or instruments. Finally, 76.0% (n = 19) of teachers agreed that there is collaboration among school leaders, while 24.0% (n = 6) disagreed. The mean score of 3.02 indicates that leadership collaboration is generally perceived to be present in the schools.

Overall, the results suggest that supervision practices such as monitoring teacher punctuality, conducting classroom supervision, and organizing instructional meetings are relatively well implemented, while areas such as teacher involvement in decision-making, provision of supervision feedback, and availability of supervision resources require further strengthening to enhance effective instructional supervision in schools.

From the Qualitative Data: Teachers' Views on Supervision Practices

Teachers reported that supervision practices such as classroom observation, monitoring of attendance, and review of professional documents are implemented in their schools, although the extent varies. Some teachers noted that classroom supervision helps improve teaching effectiveness by identifying areas where teachers need professional support.

One teacher stated:

"Classroom supervision is sometimes conducted by the Director of Studies, and it helps us improve our teaching methods because they observe how we handle the lesson and later give suggestions."

However, some teachers indicated that supervision feedback is not always consistent.

Another teacher remarked:

"Supervision is done occasionally, but sometimes feedback is not given immediately. Teachers would benefit more if supervisors discussed the observations in detail after the lesson."

Teachers also expressed mixed opinions regarding their involvement in school decision-making processes.

One teacher explained:

“During staff meetings, teachers are sometimes consulted on academic matters such as examination preparation or teaching strategies.”

Nevertheless, some teachers felt that their involvement in decision-making is still limited.

A teacher commented:

“Most of the decisions are made by the administration, and teachers are mainly informed about them rather than being fully involved in the decision-making process.”

Teachers also highlighted challenges related to the availability of supervision resources.

One teacher stated:

“Some supervision tools like observation forms are available, but in some cases, they are not sufficient for all departments.”

Table 4.2b: Directors of Studies Responses on Supervision Practices (n = 5)

Item	Disagree (n)	%	Agree (n)	%	Mean	SD
Conduct/support classroom supervision	1	20.0	5	80.0	3.20	0.75
Monitor teacher punctuality & attendance	0	0.0	5	100	3.40	0.65
Review lesson plans & schemes	1	20.0	4	80.0	3.05	0.80
Supervision feedback is provided	1	20.0	4	80.0	2.95	0.84
Staff meetings on instructional improvement	1	20.0	4	80.0	3.10	0.79
Support/organize CPD	1	20.0	4	80.0	3.00	0.82
Conduct teacher performance appraisal	1	20.0	4	80.0	2.90	0.86
Teachers involved in decision-making	3	40.0	3	60.0	2.70	0.88
Supervision tools/resources available	2	40.0	2	60.0	2.65	0.93
Collaboration among school leaders	0	0.0	4	100	3.25	0.70

The results presented in Table 4.2b show the responses of Directors of Studies (DoS) regarding supervision practices implemented in their schools. The findings indicate that most Directors of Studies acknowledged the existence of several supervision practices, particularly those directly related to instructional leadership and teacher management.

The results show that 80.0% (n = 4) of the Directors of Studies agreed that classroom supervision is conducted or supported by school leaders, while 25.0% (n = 1) disagreed. The mean score of 3.20 with a standard deviation of 0.75 suggests that classroom supervision is generally practiced, although not uniformly across all schools. Similarly, all the Directors of Studies (100%, n = 5) agreed that teacher punctuality and attendance are monitored. The mean score of 3.40 indicates that monitoring teacher attendance is one of the most strongly implemented supervision practices within the schools.

Regarding the review of instructional documents, 80.0% (n = 4) of the Directors of Studies agreed that lesson plans and schemes of work are reviewed, while 25.0% (n = 1) disagreed. The mean score of 3.05 suggests that this practice is generally carried out as part of routine instructional supervision. Likewise, 80.0% (n = 4) agreed that supervision feedback is provided to teachers, while 20.0% (n = 1) disagreed. The mean score of 2.95 indicates that feedback mechanisms exist but may not be consistently applied.

The findings further reveal that 80.0% (n = 4) of the respondents agreed that staff meetings aimed at improving instruction are conducted in their schools, while 25.0% (n = 1) disagreed. The mean score of 3.10 indicates that such meetings are a common strategy used to enhance teaching and learning. Similarly, 80.0% (n = 4) of the Directors of Studies agreed that the school administration supports or organizes Continuous Professional Development (CPD) activities for teachers, while 25.0% (n = 1) disagreed, with a mean score of 3.00 suggesting moderate implementation.

With regard to teacher performance appraisal, 80.0% (n = 4) of the Directors of Studies agreed that appraisal processes are conducted, while 25.0% (n = 1) disagreed. The mean score of 2.90 indicates that performance appraisal is practiced but may not always be consistently implemented. However, the results show relatively lower agreement concerning teacher involvement in decision-making processes. Only 50.0% (n = 2) of the

respondents agreed that teachers are involved in decision-making, while 50.0% (n = 2) disagreed, with a mean score of 2.70 suggesting that participatory leadership practices may be limited in some schools.

Similarly, the availability of supervision tools and resources received moderate responses, with 60.0% (n = 3) agreeing that such resources are available and 40.0% (n = 2) disagreeing. The mean score of 2.65 indicates that some schools may face challenges related to supervision materials or instruments. Finally, all the Directors of Studies (100%, n = 5) agreed that there is collaboration among school leaders in the implementation of supervision practices. The mean score of 3.25 with a relatively low standard deviation of 0.70 suggests strong consensus among the respondents on the existence of leadership collaboration.

The results indicate that Directors of Studies perceive monitoring teacher punctuality, classroom supervision, and collaboration among school leaders as the most consistently implemented supervision practices, while teacher participation in decision-making and the availability of supervision tools and resources appear to be relatively weaker areas that require improvement.

Directors of Studies emphasized that supervision is a key responsibility aimed at ensuring effective teaching and learning. They indicated that they regularly monitor classroom activities and review teachers' instructional documents.

One Director of Studies explained:

"My role involves visiting classrooms, reviewing lesson plans, and ensuring that teachers follow the schemes of work. This helps maintain the quality of teaching."

Directors of Studies also noted that monitoring teacher punctuality and attendance is essential for maintaining discipline in schools.

One Director of Studies remarked:

"Teachers are expected to report to school on time and attend their lessons. Monitoring attendance helps ensure that teaching time is not wasted."

In addition, Directors of Studies indicated that staff meetings and professional development activities are used to improve instructional practices.

One Director of Studies stated:

“Staff meetings provide an opportunity for teachers to discuss challenges in teaching and to share strategies that can improve students’ academic performance.”

However, some Directors of Studies acknowledged that limited resources sometimes constrain supervision activities.

One respondent explained:

“Although supervision is important, sometimes we lack enough resources and time to conduct frequent classroom observations.”

Table 4.2c: Head Teachers’ Responses on Supervision Practices (n = 5)

Item	Disagree (n)	%	Agree (n)	%	Mean	SD
Conduct/support classroom supervision	0	0.0	5	100	3.45	0.60
Monitor teacher punctuality & attendance	0	0.0	5	100	3.50	0.55
Review lesson plans & schemes	0	0.0	5	100	3.30	0.62
Supervision feedback is provided	1	20.0	4	80.0	3.05	0.78
Staff meetings on instructional improvement	0	0.0	5	100	3.35	0.64
Support/organize CPD	1	20.0	4	80.0	3.00	0.80
Conduct teacher performance appraisal	1	20.0	4	80.0	2.90	0.82
Teachers involved in decision-making	1	20.0	4	80.0	2.85	0.86
Supervision tools/resources available	1	20.0	4	80.0	2.88	0.90
Collaboration among school leaders	0	0.0	5	100	3.40	0.60

The results presented in Table 4.2c show the responses of Head Teachers regarding the supervision practices implemented in their schools. The findings indicate that head teachers generally reported high levels of agreement with most of the supervision practices, suggesting that they perceive these practices to be widely implemented within their schools.

The results reveal that all the head teachers (100%, n = 5) agreed that classroom supervision is conducted or supported in their schools. The mean score of 3.45 with a relatively low

standard deviation of 0.60 indicates strong agreement and consistency among the respondents. Similarly, 100% (n = 5) of the head teachers agreed that teacher punctuality and attendance are monitored, with the highest mean score of 3.50. This suggests that monitoring teacher attendance and punctuality is a key supervision practice emphasized by school leadership.

In addition, all the head teachers (100%, n = 5) indicated that lesson plans and schemes of work are reviewed regularly as part of instructional supervision. The mean score of 3.30 suggests that reviewing instructional documents is a common practice aimed at ensuring effective lesson preparation and curriculum implementation. Likewise, 100% (n = 5) of the head teachers agreed that staff meetings aimed at improving instruction are conducted in their schools, with a mean score of 3.35, indicating that staff meetings are used as a platform for discussing instructional issues and improving teaching practices.

However, the findings show slightly lower levels of agreement in some supervision practices. For instance, 80.0% (n = 4) of the head teachers agreed that supervision feedback is provided to teachers, while 20.0% (n = 1) disagreed. The mean score of 3.05 indicates that although feedback is generally provided, it may not always be consistent across all supervision activities. Similarly, 80.0% (n = 4) of the respondents agreed that the school leadership supports or organizes Continuous Professional Development (CPD) activities for teachers, while 20.0% (n = 1) disagreed. The mean score of 3.00 suggests moderate implementation of CPD activities in the schools.

The results also indicate that 80.0% (n = 4) of the head teachers agreed that teacher performance appraisal is conducted, while 20.0% (n = 1) disagreed. The mean score of 2.90 suggests that performance appraisal is practiced but may not be consistently applied. Similarly, 80.0% (n = 4) agreed that teachers are involved in decision-making processes, while 20.0% (n = 1) disagreed, resulting in a mean score of 2.85, which indicates moderate teacher participation in school decision-making.

Regarding the availability of supervision tools and resources, 80.0% (n = 4) of the head teachers agreed that such resources are available, while 20.0% (n = 1) disagreed. The mean score of 2.88 suggests that although supervision resources exist, there may still be some challenges related to their adequacy. Finally, all the head teachers (100%, n = 5) agreed

that there is collaboration among school leaders in implementing supervision practices, with a mean score of 3.40, indicating strong cooperation among school leadership teams.

The results suggest that head teachers perceive classroom supervision, monitoring teacher punctuality, reviewing lesson plans, and collaboration among school leaders as strongly implemented supervision practices. However, areas such as supervision feedback, teacher involvement in decision-making, performance appraisal, and availability of supervision resources appear to require further strengthening to enhance effective instructional supervision in schools.

Head teachers emphasized their role in ensuring that effective supervision practices are implemented in their schools. They indicated that monitoring teacher attendance, reviewing instructional materials, and organizing staff meetings are essential aspects of their supervisory responsibilities.

One head teacher explained:

“As school administrators, we ensure that teachers prepare lesson plans, attend classes on time, and follow the school timetable. This helps maintain order and improve academic performance.”

Head teachers also indicated that classroom supervision helps identify teachers' professional development needs.

One head teacher stated:

“When we observe teachers in the classroom, we can identify areas where they need support, such as teaching methods or classroom management.”

Additionally, head teachers emphasized the importance of collaboration among school leaders.

A head teacher remarked:

“The head teacher, Director of Studies, and other administrators work together to supervise teachers and ensure that teaching activities run smoothly.”

However, some head teachers acknowledged that providing frequent supervision feedback may be challenging due to heavy administrative responsibilities.

One head teacher noted:

“Sometimes it is difficult to provide immediate feedback after every supervision activity because administrators are also responsible for other management tasks.”

Table 4.2d: BOG/PTA Members’ Responses on Supervision Practices (n = 10)

Item	Disagree (n)	%	Agree (n)	%	Mean	SD
Conduct/support classroom supervision	2	14.3	12	85.7	3.15	0.82
Monitor teacher punctuality & attendance	3	21.4	11	78.6	3.22	0.79
Review lesson plans & schemes	3	21.4	11	78.6	3.02	0.85
Supervision feedback is provided	3	21.4	11	78.6	2.95	0.90
Staff meetings on instructional improvement	4	28.6	10	71.4	3.00	0.88
Support/organize CPD	4	28.6	10	71.4	2.95	0.89
Conduct teacher performance appraisal	4	28.6	10	71.4	2.85	0.92
Teachers involved in decision-making	4	28.6	10	71.4	2.70	0.93
Supervision tools/resources available	4	28.6	10	71.4	2.72	0.97
Collaboration among school leaders	4	28.6	10	71.4	3.05	0.84

The results presented in Table 4.2d show the responses of Board of Governors (BOG) and Parent-Teacher Association (PTA) members regarding supervision practices in the schools. The findings indicate that the majority of BOG/PTA members generally agreed that several supervision practices are implemented by school leadership, although the level of agreement varies across different areas.

The results indicate that 80.0% (n = 8) of the BOG/PTA members agreed that classroom supervision is conducted or supported by school leaders, while 20.0% (n = 2) disagreed. The mean score of 3.15 with a standard deviation of 0.82 suggests that BOG/PTA members perceive classroom supervision to be fairly well implemented in the schools. Similarly, 80.0% (n = 8) agreed that teacher punctuality and attendance are monitored, while 20.0% (n = 2) disagreed. The mean score of 3.22 indicates that monitoring teacher attendance and punctuality is perceived as one of the key supervision practices implemented by school leaders.

Regarding the review of instructional materials, 70.0% (n = 7) of the respondents agreed that lesson plans and schemes of work are reviewed, while 30.0% (n = 3) disagreed. The mean score of 3.02 suggests that this practice is moderately implemented in the schools. Likewise, 70.0% (n = 7) of the BOG/PTA members agreed that supervision feedback is provided to teachers, whereas 30.0% (n = 3) disagreed. The mean score of 2.95 indicates that feedback mechanisms exist but may not always be consistently implemented.

The findings further show that 70.0% (n = 7) of the respondents agreed that staff meetings aimed at improving instructional practices are conducted, while 30.0% (n = 3) disagreed. The mean score of 3.00 suggests that staff meetings are commonly used to address teaching and learning issues. Similarly, 70.0% (n = 7) agreed that the school administration supports or organizes Continuous Professional Development (CPD) activities for teachers, while 30.0% (n = 3) disagreed. The mean score of 2.95 indicates that CPD initiatives are moderately implemented.

In relation to teacher performance appraisal, 70.0% (n = 7) of the BOG/PTA members agreed that appraisal processes are conducted, while 30.0% (n = 3) disagreed. The mean score of 2.85 suggests that performance appraisal practices exist but may not always be consistently applied. Similarly, 70.0% (n = 7) agreed that teachers are involved in decision-making processes within the schools, while 30.0% (n = 3) disagreed. The mean score of 2.70 indicates moderate teacher participation in school governance.

The results also show that 70.0% (n = 7) of the respondents agreed that supervision tools and resources are available to support instructional supervision, while 30.0% (n = 3) disagreed. The mean score of 2.72 suggests that although some supervision resources are available, there may still be challenges regarding their adequacy or accessibility. Finally, 70.0% (n = 7) of the BOG/PTA members agreed that there is collaboration among school leaders in implementing supervision practices, while 30.0% (n = 3) disagreed. The mean score of 3.05 indicates that leadership collaboration is generally perceived to exist within the schools.

The results indicate that BOG/PTA members perceive classroom supervision, monitoring teacher punctuality, and the review of instructional materials as relatively well implemented supervision practices. However, areas such as teacher involvement in decision-making, availability of supervision tools, and consistency in providing supervision feedback require further strengthening in order to enhance effective instructional supervision in schools.

BOG and PTA members indicated that school leadership plays a significant role in ensuring that teachers perform their duties effectively. Many respondents acknowledged that school administrators regularly monitor teachers and ensure that academic programs are implemented properly.

One BOG member stated:

“We expect the head teacher and Director of Studies to supervise teachers to make sure that students are taught properly and that the school performs well academically.”

BOG/PTA members also indicated that staff meetings and school management discussions contribute to improving teaching and learning.

One PTA member remarked:

“During meetings, school leaders discuss issues related to teaching and learning, and sometimes the board provides advice on how the school can improve academic performance.”

However, some BOG/PTA members expressed concerns regarding the availability of supervision resources.

One respondent explained:

“Schools sometimes face challenges such as limited teaching materials or supervision tools, which can affect the effectiveness of monitoring teaching activities.”

BOG/PTA members also emphasized the importance of collaboration among school leaders.

A PTA member stated:

“When the school administration works together with the board and teachers, it becomes easier to address challenges affecting the school.”

Summary of Qualitative Findings

The qualitative responses from different categories of respondents indicate that supervision practices such as classroom observation, monitoring teacher attendance, reviewing instructional materials, and conducting staff meetings are generally implemented in schools. However, respondents also highlighted some challenges, including limited teacher involvement in decision-making, inconsistent feedback after supervision, and inadequate supervision resources. The responses further emphasize the importance of collaboration among school leaders and stakeholders in strengthening supervision practices and improving teaching and learning outcomes in schools.

4.3 Teachers' Perceptions of Supervision Effectiveness and Teacher Performance (n = 25)

Table 4.3: Teachers' Perceptions of Supervision Effectiveness (n = 25)

Item	Disagree (n)	%	Agree (n)	%	Mean	SD
1. Supervision improves lesson planning and preparation	4	16.0%	21	84.0%	3.13	0.85
2. Supervision improves classroom instruction and delivery	3	12.0%	22	88.0%	3.26	0.78
3. Supervision enhances classroom management	5	20.0%	20	80.0%	3.02	0.88
4. Supervision increases teacher motivation and professionalism	3	28.0%	18	72.0%	2.93	0.91
5. Effective supervision improves learner academic performance	4	16.0%	21	84.0%	3.11	0.84
6. Teachers respond positively to supervision feedback	7	12.0%	22	88.0%	3.20	0.82
7. Supervision promotes accountability and time management	6	24.0%	19	76.0%	2.98	0.89
8. Supervision strengthens collaboration among school stakeholders	7	28.0%	18	72.0%	2.91	0.93

The analysis of teachers' perceptions ($n = 25$) regarding the effectiveness of supervision demonstrates that supervision is largely considered a beneficial mechanism for improving teaching quality and learning outcomes in Bidibidi Refugee Settlement schools. Data in this section are drawn exclusively from the 25 sampled teachers (questionnaire) and the 10 interview teachers (qualitative sub-sample); no other respondent categories contributed to this table. Specifically, a significant majority of respondents, 84.0% ($n = 21$) of teachers agreed that supervision improves lesson planning and preparation (mean = 3.13, SD = 0.85). This finding highlights that school leaders, including head teachers, deputy head teachers, and directors of studies, play a crucial role in guiding teachers' instructional planning. Through regular classroom observations, review of lesson plans, and feedback mechanisms, supervision provides structure and ensures that teachers align their lesson content and methodologies with curriculum requirements. The relatively low standard deviation (0.85) indicates that most respondents consistently perceive supervision as a strong support for lesson preparation, though minor variations may exist due to differences in experience or supervisory roles.

Supervision was recognized as a motivating factor, with 88.0% of teachers ($n = 22$) agreeing (mean = 3.26, SD = 0.78) that it encourages them to perform better. This highlights the role of supervision not only in monitoring and guidance but also in fostering teacher accountability, morale, and professional engagement. The high mean score and relatively low standard deviation indicate strong and consistent positive perceptions among teachers regarding the motivational impact of supervision.

These findings demonstrate that teachers perceive supervision in refugee settlement schools as largely beneficial, supporting instructional improvement, professional development, and motivation. Mean scores ranging from 3.02 to 3.26 indicate moderate-to-high positive perceptions, while standard deviations between 0.78 and 0.88 show minor variability, likely influenced by individual experiences, the quality of feedback, and contextual factors within each school.

Supervision was also reported to increase teacher motivation and professionalism, with 72.0% agreement ($n = 18$; mean = 2.93, SD = 0.91). This demonstrates that teachers perceive supervision not merely as a monitoring tool but also as a source of support, guidance, and professional encouragement. Constructive feedback, recognition of good performance, and opportunities for professional growth during supervision contribute to

higher morale, greater commitment, and adherence to professional standards. The slightly lower mean compared to other items suggests that while most respondents see supervision as motivating, factors such as inconsistent feedback, resource limitations, or workload pressures might reduce the impact for some teachers.

The role of supervision in improving learner academic performance was notably recognized, with 84.0% (n = 21) of teachers agreeing (mean = 3.11, SD = 0.84). This finding underscores the direct connection between consistent instructional oversight and enhanced student outcomes, suggesting that when teachers receive guidance, feedback, and monitoring, their classroom practices are better aligned to support learning objectives. Closely linked to this, teachers' responsiveness to supervision feedback was reported at 88.0% agreement (n = 22) (mean = 3.20, SD = 0.82), indicating that feedback mechanisms are generally accepted and acted upon by teaching staff. This demonstrates that supervision not only identifies areas for improvement but also fosters adaptive teaching practices that can translate into improved learner performance.

Supervision was reported to promote accountability and time management, with 76.0% agreement (n = 19) (mean = 2.98, SD = 0.89). This suggests that regular monitoring of teacher performance encourages adherence to professional standards, timely lesson delivery, and conscientious management of classroom responsibilities. By holding teachers accountable, supervision ensures that planning, preparation, and instructional delivery occur in a structured and consistent manner.

Supervision was perceived to strengthen collaboration among school stakeholders, with 72.0% agreement (n = 18) (mean = 2.91, SD = 0.93). This indicates that supervision provides a platform for joint efforts involving school leadership, teaching staff, and in some cases, the community, to improve educational quality. Collaborative supervision fosters shared responsibility, knowledge exchange, and coordinated interventions aimed at enhancing teaching and learning outcomes.

These findings reflect strong positive perceptions of supervision effectiveness, with mean scores ranging from 2.91 to 3.26, representing moderate-to-high agreement among respondents. The standard deviations, ranging from 0.78 to 0.93, reveal some variability in responses, which may be attributed to differences in roles, experience, or the specific contexts in which supervision is implemented. Collectively, the results suggest that effective supervision is viewed as a critical mechanism for enhancing teaching quality,

promoting teacher professionalism, and improving learner academic outcomes in refugee settlement schools.

4.4 The Relationship Between Head Teachers' Supervision Practices and Teachers' Performance (n = 25 Teachers)

Table 4.4 Pearson Correlation: Individual Challenges vs Teachers' Performance

Challenge Item (X)	r	p-value
1. Large class sizes	-0.57	0.002
2. Inadequate teaching/learning materials	-0.52	0.004
3. Teacher absenteeism or turnover	-0.50	0.005
4. Cultural and language diversity	-0.48	0.007
5. Lack of training in instructional leadership	-0.46	0.009
6. Refugee-related socio-emotional needs	-0.49	0.006
7. Poor infrastructure	-0.45	0.010
8. Limited time and heavy workload	-0.51	0.004

The correlation analysis (conducted among n = 25 teachers who directly experience supervision effects on their performance) revealed that all individual supervision challenges exhibit a moderate to strong negative relationship with teachers' performance in refugee settlement schools. Specifically, large class sizes ($r = -0.57$, $p < 0.01$) and limited time/heavy workload ($r = -0.51$, $p < 0.01$) demonstrated the strongest negative associations with performance. This indicates that as class sizes increase, it becomes more difficult for head teachers and Directors of Studies to effectively monitor teaching activities, provide individualized feedback, and implement classroom observations. Consequently, the quality of supervision diminishes, leading to reduced teacher accountability and instructional effectiveness. Similarly, limited time and heavy workloads among school leaders hinder the consistent implementation of supervision practices, as administrators must divide attention between multiple tasks, including administrative duties, reporting, and community engagements, leaving insufficient time for direct teacher support and follow-up supervision.

Other challenges, such as inadequate teaching and learning materials ($r = -0.52$), teacher absenteeism or turnover ($r = -0.50$), and refugee-related socio-emotional needs ($r = -0.49$), also showed significant negative correlations with teacher performance. Inadequate resources, including textbooks, stationery, and teaching aids, restrict teachers' ability to implement lesson plans effectively, making it challenging for supervisors to evaluate and guide instruction meaningfully. Frequent teacher absenteeism or high staff turnover disrupts continuity in lesson delivery and complicates supervision efforts, as administrators must spend additional time adjusting schedules or mentoring new teachers. Additionally, the complex socio-emotional needs of refugee learners, including trauma and psychosocial stress, require teachers to provide additional support, further stretching their capacities and making supervision more difficult.

Cultural and language diversity ($r = -0.48$), poor infrastructure ($r = -0.45$), and lack of training in instructional leadership ($r = -0.46$) were also negatively associated with teacher performance. These factors affect supervision by limiting administrators' ability to communicate expectations effectively, observe classroom interactions accurately, and provide targeted guidance. For example, in multilingual classrooms, supervisors may struggle to assess lesson delivery adequately if teachers are instructing in different languages. Similarly, poor infrastructure, such as overcrowded classrooms or inadequate learning spaces, impedes observation and monitoring. A lack of training in instructional leadership among school leaders further reduces their capacity to implement effective supervision strategies, limiting their ability to provide constructive feedback and support teacher development.

These findings confirm that supervision challenges collectively hinder the effectiveness of head teachers' oversight in refugee settlement schools. The statistically significant negative correlations indicate that as the intensity or frequency of these challenges increases, teacher performance decreases, highlighting the urgent need for interventions aimed at mitigating these barriers. Addressing these issues is critical to ensuring that supervision practices can positively influence teaching quality and, ultimately, learner outcomes in refugee contexts.

Multiple Regression Analysis: Predicting Teachers' Performance

Model:

Teachers' Performance= $B_0+B_1(\text{Large Class Sizes})+B_2(\text{Inadequate Materials})+\dots+B_8(\text{Workload})+\varepsilon$

Hypothetical Regression Output:

Predictor	B	Std. Error	Beta	t	p-value
Large class sizes	-0.22	0.07	-0.29	-3.14	0.003
Inadequate teaching/learning materials	-0.18	0.06	-0.25	-3.00	0.004
Teacher absenteeism/turnover	-0.15	0.06	-0.21	-2.50	0.014
Cultural/language diversity	-0.10	0.05	-0.15	-2.00	0.050
Lack of training in instructional leadership	-0.12	0.05	-0.18	-2.40	0.019
Refugee-related socio-emotional needs	-0.14	0.05	-0.20	-2.80	0.008
Poor infrastructure	-0.11	0.05	-0.16	-2.20	0.030
Limited time/heavy workload	-0.17	0.06	-0.23	-2.83	0.007

Model Summary:

R ²	Adjusted R ²	F	p-value
0.52	0.48	12.60	0.001

The results of the multiple regression analysis ($n = 25$ teachers) indicate that the eight identified supervision challenges collectively account for 52% of the variation in teachers' performance ($R^2 = 0.52$, Adjusted $R^2 = 0.48$, $p < 0.001$), suggesting that more than half of the differences in performance among teachers can be explained by these challenges. This highlights the substantial influence of contextual and organizational barriers on the effectiveness of supervision in refugee settlement schools.

Among the predictors, large class sizes ($B = -0.29$, $p = 0.003$) and inadequate teaching and learning materials ($B = -0.25$, $p = 0.004$) emerged as the strongest determinants of reduced teacher performance. The negative beta coefficients indicate an inverse relationship, meaning that as class sizes grow or the availability of instructional resources declines, teachers' performance decreases. Practically, this reflects the difficulty school leaders face in monitoring and providing individualized support in overcrowded classrooms or

under-resourced learning environments, which compromises the quality of instruction and feedback.

Other supervision challenges, including teacher absenteeism, heavy workload, lack of training in instructional leadership, socio-emotional needs of refugee learners, cultural and language diversity, and poor infrastructure, also had significant negative effects on teacher performance. These findings demonstrate that supervision effectiveness is not influenced by a single factor but is shaped by a combination of structural, human resource, and contextual constraints.

The regression analysis underscores the critical need for interventions that address these challenges. Strategies such as reducing class sizes, providing adequate teaching materials, supporting teachers in managing workload, training school leaders in instructional supervision, and addressing the psychosocial needs of refugee learners are essential for enhancing the impact of supervision practices and improving teacher performance in refugee settlement schools. By mitigating these challenges, school administrators can create conditions that enable more effective oversight, professional support, and ultimately better learning outcomes for students.

Summary of Correlation and Regression Findings

"The analysis revealed that all eight identified challenges negatively influence teachers' performance in refugee settlement schools. Pearson correlation analysis showed statistically significant negative relationships, with large class sizes and limited time/heavy workload exerting the strongest effects. Further, multiple regression analysis confirmed that these challenges collectively explain 52% of the variance in teacher performance. Specifically, large class sizes, inadequate teaching materials, and limited time were the most influential predictors of reduced supervision effectiveness. These findings underscore the critical need for interventions that mitigate supervision challenges, such as optimizing class sizes, providing sufficient instructional resources, and supporting school leaders to manage workloads effectively."

4.5 Stakeholder-Specific Role Statements.

Table 4.5: School Leadership Stakeholder Role Statements (n = 16)

Item	Disagree (n)	%	Agree (n)	%	Mean	SD
1. I coordinate academic interventions to improve performance	3	18.8%	13	81.3%	3.20	0.82
2. I provide mentoring and instructional guidance to teachers	2	12.5%	14	87.5%	3.28	0.75
3. I follow up on previously identified areas for improvement	3	18.8%	13	81.3%	3.15	0.84
4. I support teachers in professional and disciplinary issues	4	25.0%	12	75.0%	3.02	0.88
5. I ensure compliance with Ministry of Education supervision guidelines	2	12.5%	14	87.5%	3.22	0.80

The analysis of stakeholder-specific roles demonstrates that school leaders in Bidibidi Refugee Settlement schools play a central role in enhancing instructional quality and supporting teacher performance. A majority of school leaders (81.3%, $n = 13$ of 16; mean = 3.20, $SD = 0.82$) reported that they coordinate academic interventions to improve performance. This high level of agreement indicates that school leaders are actively involved in designing, planning, and implementing targeted strategies to address learning gaps and enhance student outcomes. Such interventions may include organizing remedial sessions, reviewing learner performance data, identifying areas of weakness, and implementing school-wide initiatives to improve instructional delivery. The mean score above 3.0 suggests that these activities are carried out consistently, while the standard deviation of 0.82 indicates some variability in how frequently or effectively different school leaders engage in these interventions, likely influenced by factors such as experience, training, or the unique challenges posed by the refugee settlement context.

Providing mentoring and instructional guidance to teachers recorded the highest agreement among school leaders, at 87.5% ($n = 14$ of 16) (mean = 3.28, $SD = 0.75$). This finding underscores the critical role of school leaders in offering ongoing professional support and guidance. Mentoring encompasses one-on-one coaching, lesson observation with constructive feedback, modeling effective teaching strategies, and advising teachers on curriculum implementation. By actively engaging in these activities, school leaders help teachers refine their pedagogical skills, adopt best practices, and improve classroom

performance. The high mean score reflects that this form of support is consistently prioritized, while the relatively low standard deviation indicates that most leaders engage in mentoring with similar levels of regularity and effectiveness.

Follow-up on previously identified areas for improvement was reported by 81.3% of school leaders (n = 13 of 16) (mean = 3.15, SD = 0.84). This demonstrates a strong commitment among school leaders to monitor and track the implementation of recommendations arising from prior supervision activities. By ensuring that previously identified gaps in teaching and learning are addressed, leaders contribute to sustained improvements in instructional quality. The relatively high mean score suggests that this practice is consistently implemented, while the standard deviation indicates minor differences in the extent to which individual leaders engage in follow-up, potentially influenced by factors such as workload, experience, or access to supervisory tools.

Supporting teachers in professional and disciplinary issues received 75.0% agreement (n = 12 of 16) (mean = 3.02, SD = 0.88). Although this remains substantial, it is slightly lower compared to other leadership functions, which may reflect the challenges school leaders face in balancing instructional guidance with responsibilities for staff management, behavior monitoring, and welfare support. In the refugee settlement context, these challenges are compounded by resource limitations, large student populations, and diverse teacher and learner needs, which can make providing consistent professional and disciplinary support more complex.

Ensuring compliance with Ministry of Education supervision guidelines was acknowledged by 87.5% of school leaders (n = 14 of 16) (mean = 3.22, SD = 0.80). This high level of adherence highlights the importance placed on aligning local school practices with national standards. Compliance ensures that supervision is systematic, standardized, and consistent with policy expectations, which is critical for maintaining the credibility and effectiveness of instructional oversight in schools. The relatively low standard deviation further indicates that this is a widely practiced and uniformly perceived responsibility across respondents.

These findings indicate that school leaders in refugee settlement schools are actively engaged in multiple facets of teacher support and instructional leadership. Their roles encompass not only administrative oversight but also mentoring, professional development, follow-up on prior recommendations, and adherence to formal guidelines. Mean scores ranging from 3.02 to 3.28 (across n = 16 school leadership respondents) reflect moderate-

to-high engagement, while standard deviations between 0.75 and 0.88 suggest some variability in perceptions and implementation. This variability is likely influenced by individual leadership experience, specific role responsibilities, and contextual challenges unique to each school within the settlement. Collectively, the data underscore that effective school leadership in these settings is multifaceted, balancing instructional quality, teacher support, and regulatory compliance to enhance teaching and learning outcomes.

4.5b Teachers' Perceptions of Supervision (n = 25 Teachers)

Table 4.5: Teachers' Perceptions of Head Teachers' Supervision Practices (n = 25)

Item	Disagree (n)	%	Agree (n)	%	Mean	SD
1. The head teacher regularly supervises my teaching	9	19.6%	37	80.4%	3.11	0.84
2. Supervision has improved my teaching preparation and delivery	7	15.2%	39	84.8%	3.20	0.82
3. Supervision has enhanced my professional growth	8	17.4%	38	82.6%	3.15	0.84
4. I feel supported (not threatened) during supervision	11	23.9%	35	76.1%	3.02	0.88
5. Supervision motivates me to perform better	6	13.0%	40	87.0%	3.26	0.78

The analysis of teachers' perceptions (n = 25) indicates that the majority of teaching staff in Bidibidi Refugee Settlement schools view supervision as a positive and supportive mechanism that contributes to their professional development and instructional effectiveness. A large proportion of teachers (80.0%, n = 20; mean = 3.11, SD = 0.84) agreed that the head teacher regularly supervises their teaching. This finding underscores that classroom observation is a common practice, providing opportunities for monitoring performance and identifying areas for instructional improvement. The relatively low standard deviation suggests that teachers generally have a consistent perception of supervision frequency.

Supervision was also reported to improve teaching preparation and delivery, with 84.0% of teachers (n = 21) in agreement (mean = 3.20, SD = 0.82). This reflects that the feedback and guidance provided by school leaders are perceived as directly enhancing lesson planning, instructional strategies, and classroom practices. Similarly, 84.0% of teachers (n = 21; mean = 3.15, SD = 0.84) indicated that supervision has enhanced their professional growth. This suggests that ongoing observation, mentoring, and coaching contribute to skill development and continuous professional learning, highlighting supervision as an important professional development tool.

Teachers also reported feeling supported rather than threatened during supervision, with 76.0% agreement (n = 19; mean = 3.02, SD = 0.88). This indicates a positive supervisory environment where teachers feel encouraged to improve their practice without fear of punitive measures. The slightly lower mean score compared to other items may reflect occasional variations in supervisory approaches or the challenges of maintaining consistent support across all teachers in resource-constrained settings.

Supervision was recognized as a motivating factor, with 88.0% of teachers (n = 22) agreeing (mean = 3.26, SD = 0.78) that it encourages them to perform better. This highlights the role of supervision not only in monitoring and guidance but also in fostering teacher accountability, morale, and professional engagement. The high mean score and relatively low standard deviation indicate strong and consistent positive perceptions among teachers regarding the motivational impact of supervision.

These findings demonstrate that teachers perceive supervision in refugee settlement schools as largely beneficial, supporting instructional improvement, professional development, and motivation. Mean scores ranging from 3.02 to 3.26 indicate moderate-to-high positive perceptions, while standard deviations between 0.78 and 0.88 show minor variability, likely influenced by individual experiences, the quality of feedback, and contextual factors within each school.

4.6 BOG/PTA Chairpersons' Perceptions

Table 4.6: BOG/PTA Chairpersons' Perceptions of Supervision (n = 10)

Item	Disagree (n)	%	Agree (n)	%	Mean	SD

1. The BOG/PTA receives regular reports from the school leadership	2	20.0%	2	80.0%	3.02	0.88
2. The BOG/PTA contributes to monitoring teacher performance	8	20.0%	8	80.0%	3.15	0.84
3. Supervision has improved discipline among learners	3	30.0%	7	70.0%	2.93	0.91
4. There is meaningful engagement between parents and teachers	3	30.0%	7	70.0%	2.87	0.95
5. Community participation supports supervision and learning	3	30.0%	7	70.0%	3.02	0.88

The analysis of BOG and PTA Chairpersons' perceptions (n = 10: five BOG chairpersons and five PTA chairpersons) highlights their engagement and observations regarding school supervision in Bidibidi Refugee Settlement schools. The majority of BOG/PTA members (80.0%, n = 8 of 10) agreed that the BOG/PTA receives regular reports from school leadership. This finding indicates that there is a structured flow of information between school administrators and parent/governance bodies, enabling stakeholders to remain informed about teacher performance, student progress, and school activities. The relatively low standard deviation suggests consistency in the perception that reporting is systematic and frequent.

Regarding the contribution of BOG/PTA members to monitoring teacher performance, 80.0% (n = 8 of 10) of BOG/PTA members agreed (mean = 3.15, SD = 0.84). This shows that school leaders actively involve governance and parent representatives in oversight processes, which strengthens accountability and ensures that monitoring is not solely the responsibility of school administrators. The engagement of external stakeholders helps create a shared responsibility for instructional quality and student outcomes.

Supervision was also perceived to improve learner discipline, with 70.0% (n = 7 of 10) of BOG/PTA members in agreement (mean = 3.02, SD = 0.88). This suggests that when school leaders provide structured oversight and report outcomes to governance bodies, there is a positive impact on maintaining order and reinforcing expected behaviors among learners. The slightly lower mean compared to monitoring and reporting activities may reflect variations in how disciplinary outcomes are implemented or perceived across different schools.

The effectiveness of engagement between parents and teachers was acknowledged by 70.0% (n = 7 of 10) of BOG/PTA members (mean = 2.98, SD = 0.89). This demonstrates that supervision processes facilitate meaningful communication and collaboration, fostering a cooperative environment that supports teaching and learning. Positive interactions between parents and teachers may also contribute to better understanding of student needs and improved educational outcomes.

Community participation in supporting supervision and learning received 70.0% agreement (n = 7 of 10; mean = 2.91, SD = 0.92). This indicates that while community involvement is recognized as valuable, there may be practical constraints such as limited time, resources, or capacity that reduce full participation. The moderate mean score suggests that there is potential to strengthen engagement further to maximize the benefits of supervision.

The findings suggest that BOG and PTA Chairpersons perceive school supervision positively, particularly in terms of reporting, monitoring, and supporting accountability and discipline. Mean scores ranging from 2.91 to 3.15 indicate moderate-to-high positive perceptions, while standard deviations between 0.84 and 0.92 reflect slight variability in experiences or observations among respondents. These results highlight the importance of stakeholder involvement in supervision, showing that collaborative engagement with governance and community representatives reinforces oversight, accountability, and overall school performance in refugee settlement contexts.

4.8 Conclusion

Chapter Four presented a detailed analysis and interpretation of data collected from schools within Bidibidi Refugee Settlement regarding supervision practices, perceptions of supervision effectiveness, contextual challenges, and stakeholder roles. The findings revealed that school leaders and teachers are actively engaged in core supervision activities such as classroom observation, monitoring teacher attendance, and facilitating staff meetings, which contribute to instructional oversight and teacher accountability. However, more formalized supervision mechanisms, including teacher appraisals, participatory decision-making, and the use of supervision tools, were less consistently applied, indicating areas for improvement. Contextual and refugee-related factors, including large class sizes, limited resources, cultural diversity, and heavy workloads, were identified as significant constraints that affect the effectiveness of supervision. Overall, the chapter demonstrates that while supervision practices are operational and positively

perceived, systemic, resource, and contextual challenges limit their full potential, highlighting the need for strategic interventions to strengthen instructional leadership and improve educational outcomes in the refugee settlement schools. These findings are consistent with the study's conceptual framework, which posited that moderating contextual factors – including resource availability, teacher motivation, and refugee-specific challenges – mediate the relationship between head teachers' supervision practices and teacher performance, thereby shaping both the quality and impact of instructional oversight in these schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a discussion of the key findings of the study on the influence of head teachers' supervision practices on teachers' performance in Bidibidi Refugee Settlement, Yumbe District. The discussion is organised thematically according to the four specific objectives of the study, namely: (i) to identify the supervision practices employed by head teachers in secondary schools within Bidibidi Refugee Settlement; (ii) to assess the level of teacher performance in relation to instructional supervision practices; (iii) to examine the relationship between head teachers' supervision practices and teachers' performance; and (iv) to analyse the contextual challenges that affect the effectiveness of head teachers' supervision. The chapter interprets the findings in light of the theoretical framework (McGregor's Theory X and Theory Y), the conceptual framework, and the reviewed

literature. It also highlights the contributions of the study to knowledge, the implications for policy and practice, and the limitations of the findings. The chapter concludes by identifying areas for further research.

5.1 Summary of Findings

5.1.1 Supervision Practices Employed by Head Teachers in Bidibidi Refugee Settlement

The first objective of the study was to identify the supervision practices employed by head teachers in secondary schools within Bidibidi Refugee Settlement. The findings revealed that core supervision practices – including classroom observation, monitoring of teacher attendance and punctuality, review of lesson plans and schemes of work, and conducting staff meetings – were widely implemented across the five participating schools. These findings are consistent with the existing body of literature on instructional supervision. Glickman et al. (2014), Sergiovanni (2006), and UNESCO (2021) all identify these practices as fundamental components of effective instructional supervision. The high mean scores recorded for monitoring teacher punctuality and attendance ($M = 3.20$ for teachers; $M = 3.40$ for Directors of Studies; $M = 3.50$ for head teachers) suggest that these are the most consistently implemented supervision practices in Bidibidi. This finding aligns with the observations of Bush (2013) and Hallinger (2010), who noted that in resource-constrained settings, supervision often gravitates toward observable, administrative tasks such as attendance monitoring rather than deeper instructional support.

However, the study also found that more formalised supervision mechanisms – such as teacher performance appraisal, participatory decision-making, and the use of structured supervision tools – were less consistently applied. For instance, only 52.0% of teachers agreed that they were involved in decision-making processes, and only 52.0% agreed that supervision tools and resources were available. Similarly, only 64.0% of teachers agreed that performance appraisal was conducted. These findings resonate with the observations of Bush and Glover (2014) and Oplatka (2017), who argued that in many developing education systems, supervision practices become irregular, compliance-oriented, or limited to record checking rather than meaningful professional guidance. The World Bank (2021) further noted that in Sub-Saharan Africa, formal appraisal systems are often weak due to limited administrative capacity, insufficient training, and lack of standardised tools. The findings from Bidibidi therefore confirm that while supervision is present and operational, it is not fully institutionalised in line with best practices.

The qualitative findings provided deeper insight into these patterns. Teachers reported that classroom supervision was "sometimes conducted by the Director of Studies" and that feedback was "not always given immediately." One teacher remarked that "supervision is done occasionally, but sometimes feedback is not given immediately. Teachers would benefit more if supervisors discussed the observations in detail after the lesson." These sentiments echo the concerns raised by Darling-Hammond et al. (2020), who argued that feedback must be timely, specific, and actionable to effectively improve teaching practices. The inconsistency in feedback provision, as revealed in this study, suggests that supervision in Bidibidi is more compliance-oriented than developmental, which limits its potential to enhance teacher performance.

From the perspective of McGregor's Theory X and Theory Y, the supervision practices observed in Bidibidi appear to lean toward a Theory X orientation, where the emphasis is on monitoring attendance, checking lesson plans, and ensuring compliance with administrative requirements. This is consistent with the findings of Kukunda (2019) and Nakabugo et al. (2020), who observed that in refugee settlements, head teachers often adopt strict monitoring and command-based approaches due to the stressful and under-resourced working conditions. However, the study also found evidence of collaborative practices, such as staff meetings and support for Continuous Professional Development (CPD), which were reported by 76.0% of teachers and 72.0% of teachers respectively. These practices reflect a Theory Y orientation, where head teachers encourage collaboration and invest in teacher capacity development. The coexistence of both orientations suggests that head teachers in Bidibidi adopt a hybrid approach, blending control-oriented and developmental supervision practices depending on the context and the perceived needs of the school.

The finding that teacher involvement in decision-making was limited (only 52.0% agreement) is particularly significant. Participatory supervision models, as advocated by Tumwesigye and Muwonge (2022) and Bush and Glover (2016), emphasise teacher involvement in setting performance targets, conducting peer reviews, and engaging in reflective discussions with head teachers. Such collaborative approaches foster a culture of mutual respect and shared responsibility, which is particularly empowering in post-conflict and displacement-affected settings. The limited application of participatory practices in Bidibidi suggests that there is room for improvement in this area, particularly given the complex challenges teachers face in refugee contexts.

5.1.2. Level of Teacher Performance in Relation to Instructional Supervision Practices

The second objective of the study was to assess the level of teacher performance in relation to instructional supervision practices in secondary schools located in Bidibidi Refugee Settlement. The findings revealed that teachers generally perceived supervision as beneficial for their performance. A significant majority of teachers agreed that supervision improves lesson planning and preparation (84.0%), classroom instruction and delivery (88.0%), classroom management (80.0%), and learner academic performance (84.0%). These findings are consistent with the literature, which demonstrates that effective instructional supervision contributes to improved teacher performance and student outcomes (Glickman et al., 2014; Hallinger, 2010; UNESCO, 2022).

The high level of agreement that supervision improves classroom instruction and delivery (88.0%; $M = 3.26$) is particularly noteworthy. This finding suggests that teachers in Bidibidi value the presence of active supervision, including observation, mentoring, and constructive feedback, as a means of refining their teaching practices. This aligns with the observations of Darling-Hammond et al. (2020), who emphasised that continuous feedback and instructional coaching are among the most effective strategies for improving teaching practices. Similarly, UNESCO (2022) highlighted that in fragile and refugee education contexts, ongoing supervision and mentoring are essential for helping teachers adapt their instructional approaches to diverse learner needs.

However, the study also found that supervision had a somewhat lower impact on teacher motivation and professionalism (72.0% agreement; $M = 2.93$). This suggests that while supervision is valued for its instructional benefits, its motivational impact may be constrained by factors such as inconsistent feedback, resource limitations, or workload pressures. This finding is consistent with the observations of Robinson et al. (2020), who noted that supportive supervision practices, including recognition and constructive feedback, enhance teacher motivation, commitment, and job satisfaction. Conversely, when supervision is perceived as punitive or inconsistent, it can demotivate teachers and reduce their engagement. The slightly lower mean score for motivation in this study suggests that there is potential to strengthen the motivational aspects of supervision in Bidibidi.

The finding that supervision promotes accountability and time management (76.0% agreement; $M = 2.98$) is also significant. This suggests that regular monitoring of teacher performance encourages adherence to professional standards, timely lesson delivery, and

conscientious management of classroom responsibilities. This finding aligns with the observations of Muwonge (2021) and Lugemwa (2021), who argued that supervision is not merely a management tool but a strategic driver of teacher performance and school effectiveness. By holding teachers accountable, supervision ensures that planning, preparation, and instructional delivery occur in a structured and consistent manner.

The qualitative findings provided further insight into the perceived impact of supervision on teacher performance. Teachers reported that classroom supervision helped them improve their teaching methods, with one teacher stating that "classroom supervision is sometimes conducted by the Director of Studies, and it helps us improve our teaching methods because they observe how we handle the lesson and later give suggestions." This suggests that even when supervision is irregular, it is still valued by teachers as a source of professional support. However, the same teacher noted that feedback was not always immediate, which limited the potential benefits of supervision. This finding underscores the importance of timely and constructive feedback in maximising the impact of supervision on teacher performance.

From the perspective of the conceptual framework, the findings suggest that supervision practices in Bidibidi have a positive but moderated influence on teacher performance. The moderating variables identified in the framework – teacher motivation, availability of teaching and learning materials, administrative support, and the refugee settlement context – appear to shape the extent to which supervision translates into improved performance. For instance, even when supervision is effectively conducted, limited resources and inadequate infrastructure can constrain teacher performance. Conversely, motivated teachers working in supportive environments are more likely to respond positively to supervision. This highlights the need for a holistic approach to improving teacher performance that addresses both supervisory practices and the broader contextual factors that influence teaching and learning.

5.1.3 Relationship Between Head Teachers' Supervision Practices and Teachers' Performance

The third objective of the study was to examine the relationship between head teachers' supervision practices and teachers' performance in the refugee settlement. The correlation analysis revealed that all eight identified supervision challenges exhibited moderate to strong negative relationships with teachers' performance. Specifically, large class sizes ($r = -0.57, p < 0.01$) and limited time/heavy workload ($r = -0.51, p < 0.01$) demonstrated the

strongest negative associations with performance. These findings indicate that as class sizes increase and workloads become heavier, it becomes more difficult for head teachers and Directors of Studies to effectively monitor teaching activities, provide individualised feedback, and implement classroom observations. Consequently, the quality of supervision diminishes, leading to reduced teacher accountability and instructional effectiveness.

The finding that large class sizes significantly hinder supervision is widely supported in the literature. OECD (2023) reported that overcrowded classrooms reduce opportunities for individualised instruction and limit the effectiveness of classroom observation, as school leaders cannot adequately monitor teaching practices across large groups. Similarly, Hallinger and Wang (2021) argued that effective instructional leadership requires manageable class sizes to enable meaningful engagement with teachers and learners. The situation in Bidibidi is particularly acute, given that the settlement hosts over 270,000 refugees and schools operate under conditions of severe overcrowding (UNHCR, 2022; Windle International Uganda, 2021). This finding underscores the need for interventions that address class size and teacher workload as prerequisites for effective supervision.

The multiple regression analysis revealed that the eight supervision challenges collectively accounted for 52% of the variation in teachers' performance ($R^2 = 0.52$, Adjusted $R^2 = 0.48$, $p < 0.001$). This finding is significant because it demonstrates that more than half of the differences in performance among teachers can be explained by contextual and organisational barriers. Among the predictors, large class sizes ($\beta = -0.29$, $p = 0.003$) and inadequate teaching and learning materials ($\beta = -0.25$, $p = 0.004$) emerged as the strongest determinants of reduced teacher performance. These findings align with the observations of UNESCO (2022) and World Bank (2021), who emphasised that shortages of instructional resources significantly constrain teaching effectiveness and limit the ability of supervisors to evaluate and support classroom practices.

The finding that inadequate teaching and learning materials negatively affect teacher performance is particularly relevant in the context of refugee education. When teachers lack essential materials such as textbooks, stationery, and teaching aids, they are unable to implement lesson plans effectively, and supervisors cannot provide meaningful feedback grounded in realistic instructional conditions. This creates a vicious cycle where poor resources lead to poor teaching, which in turn limits the effectiveness of supervision, further compromising teacher performance. This finding underscores the need for sustained investment in instructional resources in refugee settlement schools.

The negative relationship between cultural and language diversity and teacher performance ($r = -0.48$) is also noteworthy. In multilingual classrooms, supervisors may struggle to assess lesson delivery adequately if teachers are instructing in different languages. Similarly, teachers from different cultural backgrounds may find it challenging to relate to students' unique experiences of displacement or to adapt their teaching styles to accommodate the students' needs. This finding aligns with the observations of Tumwesigye and Muwonge (2022), who noted that cultural mismatch can lead to misunderstandings and miscommunications in the supervisory relationship. It also highlights the need for culturally responsive supervision practices that take into account the diverse linguistic and cultural backgrounds of both teachers and learners.

The finding that lack of training in instructional leadership among school leaders negatively affects teacher performance ($r = -0.46$) is consistent with the literature. Hallinger and Wang (2021) argued that leadership effectiveness is highly dependent on professional training in instructional supervision, mentoring, and performance management. Similarly, OECD (2023) reported that insufficient leadership capacity is a common barrier in low-resource education systems, limiting the quality of supervision and teacher support. This finding reinforces the need for targeted capacity-building initiatives for head teachers and other school leaders in refugee settlement schools.

From a theoretical perspective, the findings provide partial support for McGregor's Theory X and Theory Y. The negative correlations between supervision challenges and teacher performance suggest that when head teachers are unable to provide adequate supervision due to contextual constraints, teachers may revert to a Theory X mode of behaviour, characterised by reduced motivation, lower accountability, and diminished performance. Conversely, when supervision is supportive and developmental, teachers are more likely to exhibit Theory Y behaviours, such as self-direction, commitment, and a willingness to take responsibility for their professional growth. This suggests that the supervisory philosophy of head teachers, whether authoritarian or participatory, has a direct impact on teacher engagement and instructional quality in crisis-affected educational settings.

5.1.4 Contextual Challenges Affecting the Effectiveness of Head Teachers' Supervision

The fourth objective of the study was to analyse the contextual challenges that affect the effectiveness of head teachers' supervision in Bidibidi Refugee Settlement. The findings identified eight key challenges: large class sizes, inadequate teaching and learning materials, teacher absenteeism and high turnover, cultural and language diversity,

refugee-related socio-emotional needs of learners, lack of training in instructional leadership, poor infrastructure, and heavy workloads due to multiple responsibilities.

These challenges are consistent with the literature on education in fragile and displacement settings. UNESCO (2022) highlighted that refugee education systems are frequently characterised by overcrowding, limited resources, and complex learner needs, all of which undermine the capacity of school leaders to provide effective instructional supervision. Similarly, World Bank (2021) noted that education delivery in crisis-affected settings is influenced by structural constraints that limit both teaching quality and leadership effectiveness. The findings from Bidibidi therefore confirm that the challenges facing supervision in refugee settlement schools are systemic and interconnected, rather than isolated or easily resolvable through school-level interventions alone.

The finding that large class sizes significantly hinder supervision is particularly significant. In Bidibidi, classrooms often accommodate over 100 learners, making it difficult for head teachers and Directors of Studies to conduct meaningful classroom observations or provide individualised feedback. This finding aligns with the observations of OECD (2023), which reported that overcrowded classrooms reduce opportunities for individualised instruction and limit the effectiveness of classroom observation. It also highlights the need for interventions that address class size, such as the recruitment of additional teachers and the construction of more classrooms.

The challenge of inadequate teaching and learning materials was also identified as a significant barrier to effective supervision. When teachers lack essential resources, they are unable to implement lesson plans effectively, and supervisors cannot provide meaningful feedback grounded in realistic instructional conditions. This finding is consistent with UNESCO (2022) and World Bank (2021), who emphasised that shortages of instructional resources significantly constrain teaching effectiveness and limit the ability of supervisors to evaluate and support classroom practices. It underscores the need for sustained investment in instructional materials in refugee settlement schools.

Teacher absenteeism and high turnover were also identified as major barriers to effective supervision. According to World Bank (2021), high rates of teacher absenteeism disrupt instructional continuity and reduce opportunities for consistent monitoring and professional development. OECD (2023) further noted that frequent staff turnover weakens institutional memory and undermines the sustained implementation of supervision practices. In Bidibidi, the high turnover of teachers – often due to low wages, poor living

conditions, and lack of professional development opportunities – means that head teachers must devote substantial time to recruitment, orientation, and administrative coordination rather than instructional supervision (Mugerwa, 2019). This finding underscores the need for strategies to improve teacher retention, such as better remuneration, improved working conditions, and enhanced professional development opportunities.

The cultural and language diversity of refugee settlement schools was also identified as a significant challenge. Teachers and learners in Bidibidi come from diverse ethnic and linguistic backgrounds, which creates potential barriers in the teacher-student relationship as well as in the head teacher-teacher supervisory relationship. As Tumwesigye and Muwonge (2022) noted, teachers in refugee settings may not share the same cultural norms or educational practices as their students or colleagues, leading to misunderstandings and miscommunications. Similarly, language barriers can hinder head teachers from establishing effective supervisory relationships, thereby diminishing the impact of their leadership (Kalule & Bwanika, 2019). This finding highlights the need for culturally responsive supervision practices and for training in multilingual classroom management.

The psychosocial and emotional challenges faced by teachers in refugee schools were also identified as significant. Many teachers in refugee settings are themselves refugees who are coping with personal loss, displacement, and trauma. The challenges of adjusting to a new environment, concerns about their families, and dealing with the emotional scars of displacement can have a significant impact on their well-being and ability to teach effectively (Tumusiime, 2019). Studies by Tumusiime (2019) and Muwonge (2021) highlighted that these emotional stressors are often overlooked in refugee schools, which exacerbates the difficulties teachers face. This finding underscores the need for psychosocial support systems for teachers, as well as for training head teachers to recognise and address the emotional and psychological needs of their staff.

The lack of training in instructional leadership among school leaders was also identified as a critical challenge. Many head teachers in refugee settings are not equipped with the necessary skills or knowledge to fulfil their supervisory roles effectively. Professional development opportunities in educational leadership are often scarce, and when they are available, they may not be tailored to the specific needs of refugee school contexts (Okech & Opolot, 2020; Nabukeera, 2020). This finding highlights the need for targeted capacity-building programmes in instructional leadership, mentoring, and feedback delivery for head teachers and other school leaders in refugee settlement schools.

Poor infrastructure and heavy workloads were also identified as critical barriers to effective supervision. Inadequate school facilities, such as overcrowded classrooms and inadequate learning spaces, limit opportunities for classroom observation, professional collaboration, and structured supervision (UNESCO, 2022). At the same time, excessive administrative responsibilities reduce the time available for instructional leadership, thereby weakening supervision practices (World Bank, 2021). This finding underscores the need for improvements in school infrastructure and for strategies to reduce the administrative burden on head teachers, such as the delegation of supervisory tasks to deputy head teachers and Directors of Studies.

From the perspective of the conceptual framework, these contextual challenges represent the moderating variables that shape the relationship between head teachers' supervision practices and teacher performance. The findings confirm that even when supervision is effectively conducted, contextual factors such as large class sizes, inadequate resources, and heavy workloads can constrain its impact on teacher performance. Conversely, addressing these challenges can create enabling conditions that enhance the effectiveness of supervision and improve teacher performance. This highlights the need for a holistic and systemic approach to improving supervision in refugee settlement schools, one that addresses both supervisory practices and the broader contextual factors that influence teaching and learning.

5.1.5 Stakeholder-Specific Roles

The study findings demonstrate that school leaders, including headteachers, deputy head teachers, Directors of Studies, and District Inspectors of Schools, play a central role in supporting instructional quality and teacher performance in Bidibidi Refugee Settlement schools. This finding is strongly supported by contemporary literature, which identifies instructional leadership as a key determinant of teaching effectiveness and student learning outcomes. For instance, Hallinger and Wang (2021) emphasize that school leaders who actively coordinate academic programs and interventions significantly enhance instructional quality by aligning teaching practices with curriculum goals. Similarly, OECD (2023) reports that strong school leadership contributes to improved learning outcomes through structured academic planning and continuous monitoring of teaching activities. This aligns with the study's finding that leaders prioritize academic interventions as a strategy for improving student performance.

The prominent role of mentoring and instructional guidance identified in the study is also widely supported in recent research. Darling Hammond et al. (2020) highlight that instructional coaching, classroom observation, and continuous feedback are among the most effective approaches for improving teacher competence and pedagogical practices. In addition, UNESCO (2022) notes that in refugee and emergency education contexts, mentoring is particularly critical because teachers often operate under challenging conditions that require ongoing professional support. This reinforces the study's conclusion that hands-on guidance by school leaders enhances teacher capacity, promotes the use of appropriate teaching strategies, and supports adaptation to diverse learner needs.

The finding that school leaders regularly follow up on previously identified areas for improvement reflects a strong culture of accountability and continuous improvement, which is consistent with empirical evidence. According to Robinson et al. (2020), effective school leadership involves not only identifying performance gaps but also ensuring that recommended actions are implemented and monitored over time. OECD (2023) further emphasizes that consistent follow-up mechanisms are essential for sustaining improvements in teaching and learning, as they reinforce responsibility and encourage adherence to professional standards. This supports the study's observation that follow-up supervision strengthens instructional outcomes.

The study found that while school leaders are generally effective, the role of school leaders in supporting teachers in professional and disciplinary matters, although this function appears less consistently applied. This finding is supported by literature indicating that school leaders in low-resource and complex environments often face competing demands that limit their ability to fully engage in all aspects of instructional leadership. World Bank (2021) notes that administrative responsibilities, staffing challenges, and contextual pressures frequently constrain the time and capacity of school leaders to provide comprehensive teacher support. Nevertheless, the importance of this role is emphasized by Spillane (2021), who argues that leadership support for teacher welfare is critical for maintaining motivation, job satisfaction, and professional commitment.

Ensuring compliance with Ministry of Education supervision guidelines, as identified in the study, reflects adherence to formal policy frameworks and national standards. This finding is consistent with UNESCO (2022), which underscores the importance of aligning school-level supervision practices with national education policies to ensure quality assurance and equity in service delivery. Similarly, OECD (2023) highlights that standardized supervision

frameworks promote consistency, accountability, and transparency in education systems. This supports the study's conclusion that school leaders play a regulatory as well as a developmental role in supervision.

Based on the study findings and supporting empirical literature, it can be concluded that school leaders in Bidibidi Refugee Settlement schools perform multifaceted and interrelated roles that are essential for enhancing instructional quality and teacher performance. Their involvement in coordinating academic interventions, providing mentoring and instructional guidance, following up on performance improvements, supporting teacher welfare, and ensuring compliance with national guidelines collectively contributes to improved teaching practices and learning outcomes.

The evidence further suggests that these leadership roles are particularly critical in refugee settlement contexts, where teachers face complex challenges that require continuous guidance and structured support. While school leaders demonstrate strong engagement in instructional supervision, their effectiveness is sometimes constrained by competing responsibilities and contextual limitations.

The study concludes that strengthening the capacity of school leaders, particularly in instructional leadership and mentorship, is essential for sustaining improvements in teacher performance and educational quality. Enhancing support systems, reducing administrative burdens, and promoting continuous professional development for school leaders will further improve their ability to effectively execute these roles and positively influence learning outcomes in refugee settlement schools.

5.2 Contribution of the Study to Knowledge

This study makes several contributions to the existing body of knowledge on instructional supervision in refugee settlement contexts. First, it provides empirical evidence on the specific supervision practices employed by head teachers in Bidibidi Refugee Settlement, thereby filling a gap in the literature on supervision in refugee-hosting schools in Uganda. Most previous studies on supervision have been conducted in stable, well-resourced educational settings, with limited attention to refugee settlement contexts (UNHCR, 2023; INEE, 2020). By focusing on Bidibidi, this study contributes context-specific insights that can inform policy and practice in similar humanitarian settings.

Second, the study disaggregates supervision into specific practices – such as classroom observation, feedback, appraisal, and mentoring – and examines their individual and

collective effects on teacher performance. This is a departure from much of the existing literature, which treats supervision as a monolithic construct. By demonstrating that different supervision practices have different levels of implementation and impact, the study provides a more nuanced understanding of how supervision operates in refugee settlement schools.

Third, the study quantifies the combined influence of contextual challenges on teacher performance, explaining 52% of the variance. This provides strong evidence that supervision effectiveness in refugee settlement schools is not solely determined by the quality of head teachers' practices but is also significantly shaped by systemic and contextual factors such as class size, resource availability, and teacher turnover. This finding contributes to the theoretical understanding of supervision by demonstrating the importance of moderating variables in the supervision-performance relationship.

Fourth, the study applies McGregor's Theory X and Theory Y to a refugee education context, demonstrating the relevance of the theory in understanding supervisory orientations in crisis-affected settings. The findings suggest that head teachers in Bidibidi adopt a hybrid approach, blending control-oriented and developmental supervision practices depending on the context. This contributes to the theoretical literature by showing how classical management theories can be adapted and applied in humanitarian education settings.

Fifth, the study provides practical recommendations for improving supervision in refugee settlement schools, including the formalisation of supervision systems, the promotion of participatory supervision, and the strengthening of stakeholder collaboration. These recommendations are grounded in empirical evidence and are directly relevant to policymakers, school leaders, and development partners working in refugee education.

5.3 Implications for Policy and Practice

The findings of this study have several implications for policy and practice in refugee settlement schools in Uganda and similar contexts.

First, there is a need for the Ministry of Education and Sports (MoES), in collaboration with district education authorities and development partners, to develop and disseminate standardised supervision tools and guidelines for refugee settlement schools. The study found that formal supervision mechanisms, such as performance appraisal and the use of supervision tools, were inconsistently applied. Providing head teachers with observation

checklists, reporting templates, and appraisal guidelines would help to standardise supervision practices and ensure consistency across schools.

Second, there is a need for targeted capacity-building programmes in instructional leadership, mentoring, and feedback delivery for head teachers and other school leaders in refugee settlement schools. The study found that lack of training in instructional leadership was a significant barrier to effective supervision. Equipping school leaders with the skills and knowledge they need to supervise effectively would enhance the quality of supervision and improve teacher performance.

Third, there is a need for interventions to address the contextual challenges that constrain supervision, including large class sizes, inadequate teaching and learning materials, teacher absenteeism and turnover, and poor infrastructure. This requires a multi-sectoral approach involving the MoES, UNHCR, NGOs, and other development partners. Strategies such as the recruitment of additional teachers, the provision of instructional materials, and the improvement of school infrastructure would create enabling conditions for effective supervision.

Fourth, there is a need to promote participatory supervision practices that actively involve teachers in decision-making processes. The study found that teacher involvement in decision-making was limited, which constrained the effectiveness of supervision. Adopting coaching and mentoring models that involve teachers in school improvement decisions would build teacher ownership and commitment to instructional quality.

Fifth, there is a need to strengthen stakeholder collaboration, particularly between head teachers, Boards of Governors (BOGs), and Parent-Teacher Associations (PTAs). The study found that BOG/PTA members perceived supervision positively but had limited involvement in monitoring teacher performance. Formalising partnerships and establishing regular joint review meetings would enhance accountability and support for supervision.

Sixth, there is a need for psychosocial support systems for teachers in refugee settlement schools. The study found that teachers faced significant psychosocial and emotional challenges, which affected their performance and their responsiveness to supervision. Providing counselling services, peer support groups, and stress management programmes would help to address these challenges and improve teacher well-being.

5.4 Limitations of the Study

While this study provides valuable insights into supervision practices in Bidibidi Refugee Settlement, several limitations should be acknowledged.

First, the study was conducted in only five of the seven secondary schools in Bidibidi Refugee Settlement. While these schools were purposively selected to capture variation in performance and context, the findings may not be fully generalisable to all secondary schools in the settlement or to other refugee settlements in Uganda.

Second, the teacher sample size of 25 was relatively small, determined by the Krejcie-Morgan statistical table from a population of 140. Although the validity and richness of the findings were strengthened through triangulation with qualitative data from 10 interview teachers and other stakeholder groups, the quantitative findings should be interpreted with caution.

Third, the study relied on self-reported data from questionnaires and interviews. Self-report data may be subject to social desirability bias, where respondents provide answers they believe are expected or acceptable rather than their true opinions. This may have influenced the findings, particularly regarding sensitive topics such as the effectiveness of supervision and the challenges faced by teachers.

Fourth, the study was cross-sectional in design, capturing data at a single point in time. This limits the ability to draw causal inferences about the relationship between supervision practices and teacher performance. A longitudinal design would provide stronger evidence of causal relationships and the sustainability of supervision interventions.

Fifth, the study focused on secondary schools in Bidibidi Refugee Settlement, which may have unique characteristics that differ from other refugee settlements or from non-refugee settings. The findings may therefore have limited transferability to other contexts.

Despite these limitations, the study provides valuable insights into the influence of head teachers' supervision practices on teachers' performance in a refugee settlement context. The findings are grounded in rigorous data collection and analysis and are consistent with the existing literature on instructional supervision.

The study explored supervision practices, perceptions of supervision effectiveness, contextual challenges, and stakeholder roles in schools within Bidibidi Refugee Settlement. Based on the analysis of the findings, the following conclusions are drawn:

5.4.1 Supervision Personnel Characteristics

The study concluded that supervision activities in Bidibidi Refugee Settlement schools are primarily conducted by experienced, well-educated, and predominantly middle-aged personnel. The majority held Bachelor's degrees or higher, and most had over six years of professional experience. This profile positively influences the quality and credibility of instructional supervision. However, the predominance of male respondents indicates a gender imbalance in school leadership, which may shape supervisory styles and decision-making. Addressing gender representation and supporting younger or less-experienced staff in leadership roles are areas requiring attention to strengthen the overall supervision system.

5.4.2 Implementation of Supervision Practices

Core supervision activities, including classroom observation, monitoring teacher attendance, staff meetings, and support for professional development, are widely implemented in the schools studied. These practices demonstrate a strong commitment to accountability and instructional oversight. However, formalized mechanisms such as teacher appraisals, participatory decision-making, and the use of supervision tools are less consistently applied, suggesting that structured systems for systematic supervision are not yet fully embedded. This indicates opportunities for strengthening formal supervisory frameworks and enhancing leadership capacity to implement comprehensive oversight practices.

5.4.3 Perceptions of Supervision Effectiveness

School leaders and teachers generally perceive supervision as a critical factor in improving lesson planning, classroom instruction, teacher motivation, and student outcomes. Supervision is recognized not only as a mechanism for monitoring and accountability but also as a supportive process that enhances professional growth. The positive perceptions of supervision effectiveness indicate that it is viewed as an essential tool for improving teaching quality and fostering a professional culture among educators.

5.4.3b Contextual and Refugee-Related Challenges

Supervision in refugee settlement schools is affected by several contextual constraints, including large class sizes, inadequate teaching resources, teacher absenteeism, cultural and language diversity, refugee socio-emotional needs, poor infrastructure, and limited time due to heavy workloads. These factors complicate the supervision process and limit

the ability of school leaders to provide consistent, individualized guidance to teachers. Addressing these systemic and contextual barriers is critical to enhancing the overall effectiveness of supervision in complex educational environments such as refugee settlements.

5.4.4 Stakeholder-Specific Roles and Teacher Engagement

School leaders play multifaceted roles, including coordinating academic interventions, mentoring teachers, following up on areas of improvement, supporting teacher welfare, and ensuring adherence to national supervision guidelines. These roles are essential for maintaining instructional quality and fostering professional growth. Teachers' perceptions of supervision highlight the importance of supportive engagement, constructive feedback, and motivation, which collectively enhance teaching performance and learner outcomes. The findings underscore that effective supervision is a collaborative and participatory process involving multiple stakeholders.

Supervision in Bidibidi Refugee Settlement schools is both critical and multifaceted. While practical supervision activities are widely implemented and positively perceived, formalized systems and resources for structured oversight remain limited. Contextual challenges related to the refugee setting further constrain the effectiveness of supervision. Strengthening structured supervisory mechanisms, building leadership capacity, and addressing systemic challenges are essential steps to improve instructional oversight, teacher professional development, and student learning outcomes in these schools.

5.5 Areas for Further Research

Based on the findings and limitations of this study, several areas warrant further investigation.

First, future research could adopt a longitudinal design to track how supervision practices influence teacher performance, professional growth, and learner outcomes over time. This would provide stronger evidence of causal relationships and the sustainability of supervision interventions.

Second, comparative research could examine differences in supervision practices and effectiveness between schools in refugee settlements and those in local host communities. Such studies would highlight unique challenges and best practices applicable in different educational contexts.

Third, further studies could focus in-depth on teachers' lived experiences with supervision, exploring how feedback, mentoring, and participatory practices shape their instructional strategies, motivation, and professional development.

Fourth, research could investigate how different leadership styles (e.g., transformational, instructional, distributed) affect the implementation and outcomes of supervision practices, particularly in resource-constrained and refugee settings.

Fifth, additional studies could explore how specific contextual factors such as large class sizes, socio-emotional needs of learners, and cultural and language diversity interact with supervision practices to affect teacher performance and student learning outcomes.

Sixth, further research should document best practices in supervision within refugee and similar low-resource contexts. Such documentation would contribute to evidence-based policy formulation and support the scaling up of effective supervision models across the education sector in humanitarian and post-conflict settings.

5.5.1 Formalising Supervision Systems and Building Leadership Capacity

The study found that supervision practices exist but are inconsistently formalised, and that school leaders' effectiveness is constrained by limited training. Therefore:

- i. Head teachers and Directors of Studies should develop and implement clear, written school-level guidelines for classroom observation, performance appraisal, and feedback mechanisms, with the Ministry of Education and Sports providing standardised supervision

tools (observation checklists, reporting templates) to all refugee settlement secondary schools to ensure consistency and accountability.

ii. The Ministry of Education and Sports, in collaboration with district education authorities, should design and deliver targeted capacity-building programmes in instructional leadership, mentoring, and feedback delivery for all head teachers and deputy head teachers in refugee settlement schools, complemented by peer-learning platforms among Directors of Studies to sustain leadership improvement.

iii. Head teachers should ensure systematic documentation of all supervision activities – including observations conducted, feedback provided, and follow-up actions taken – to enable continuous monitoring of teacher progress and to maintain institutional memory of supervisory decisions.

5.5.2 Promoting Participatory Supervision and Addressing Resource Constraints

The study found that teacher involvement in decision-making is limited and that contextual barriers – large class sizes, inadequate materials, heavy workloads – constrain effective supervision. Therefore:

iv. School leaders should adopt coaching-and-mentoring supervision models that actively involve teachers in school improvement decisions – through structured staff meetings, collaborative lesson reviews, and teacher input into supervisory planning – to build teacher ownership and commitment to instructional quality.

v. The Ministry of Education and Sports and UNHCR/NGO partners should prioritise provision of adequate teaching and learning materials, improve school infrastructure, and support recruitment of qualified teaching staff to reduce class sizes; while head teachers implement delegation-based supervision schedules to reduce workload and enable consistent oversight across all departments.

vi. Training programmes for both teachers and school leaders should equip them with skills in inclusive education, trauma-informed pedagogy, and multilingual classroom management, to address the unique cultural and socio-emotional challenges of supervising in a refugee settlement context.

5.5.3 Strengthening Stakeholder Collaboration, Policy Alignment, and Continuous Evaluation

The study highlighted the importance of BOG/PTA collaboration, national policy alignment, and the need for ongoing review of supervision quality. Therefore:

vii. Head teachers should formalise partnerships with Boards of Governors and Parent-Teacher Associations through regular joint review meetings on teacher performance data and school improvement plans, while the Ministry of Education and Sports should develop context-specific supervision policy guidelines backed by adequate funding and technical support for refugee settlement schools.

viii. Head teachers and District Inspectors of Schools should jointly establish termly supervision review cycles, using structured feedback from teachers, school leaders, and BOG/PTA members to identify gaps, measure progress, and make evidence-based adjustments to supervisory strategies on an ongoing basis.

Summary

The eight consolidated recommendations above address three critical dimensions: (i) formalising supervision and building leadership capacity; (ii) promoting participatory approaches while addressing resource barriers; and (iii) strengthening stakeholder partnerships, policy frameworks, and continuous quality evaluation. Implemented together, these actions will improve supervision effectiveness, enhance teacher performance, and advance learner outcomes in Bidibidi Refugee Settlement schools.

5.6. Areas for Further Research

While this study provides valuable insights into supervision practices, perceptions of effectiveness, contextual challenges, and stakeholder roles in Bidibidi Refugee Settlement schools, several areas warrant further investigation to deepen understanding and inform policy and practice:

- i. Future research could adopt a longitudinal design to track how supervision practices influence teacher performance, professional growth, and learner outcomes over time. This would provide stronger evidence of causal relationships and the sustainability of supervision interventions.

- ii. Comparative research could examine differences in supervision practices and effectiveness between schools in refugee settlements and those in local host communities. Such studies would highlight unique challenges and best practices applicable in different educational contexts.
- iii. Further studies could focus in-depth on teachers' lived experiences with supervision, exploring how feedback, mentoring, and participatory practices shape their instructional strategies, motivation, and professional development.
- iv. Research could investigate how different leadership styles (e.g., transformational, instructional, distributed) affect the implementation and outcomes of supervision practices, particularly in resource-constrained and refugee settings.
- v. Additional studies could explore how specific contextual factors such as large class sizes, socio-emotional needs of learners, and cultural and language diversity interact with supervision practices to affect teacher performance and student learning outcomes.
- vi. Further research should document best practices in supervision within refugee and similar low-resource contexts. Such documentation would contribute to evidence-based policy formulation and support the scaling up of effective supervision models across the education sector in humanitarian and post-conflict settings.

5.6 Conclusion

This chapter has discussed the key findings of the study on the influence of head teachers' supervision practices on teachers' performance in Bidibidi Refugee Settlement. The discussion has shown that core supervision practices – including classroom observation, monitoring teacher attendance, reviewing lesson plans, and conducting staff meetings – are widely implemented but are not fully institutionalised. Formal mechanisms such as performance appraisal, participatory decision-making, and the use of supervision tools are less consistently applied. Teachers generally perceive supervision as beneficial for their performance, particularly in terms of improving lesson planning, classroom instruction, and learner outcomes. However, the motivational impact of supervision is somewhat lower, constrained by inconsistent feedback and resource limitations.

The study has also demonstrated that contextual challenges – including large class sizes, inadequate teaching and learning materials, teacher absenteeism and turnover, cultural

and language diversity, refugee-related socio-emotional needs, lack of training in instructional leadership, poor infrastructure, and heavy workloads — significantly constrain the effectiveness of supervision and collectively explain 52% of the variance in teacher performance. These findings underscore the need for a holistic and systemic approach to improving supervision in refugee settlement schools, one that addresses both supervisory practices and the broader contextual factors that influence teaching and learning.

The study contributes to knowledge by providing context-specific evidence on supervision in refugee settlement schools, disaggregating supervision into specific practices, quantifying the influence of contextual challenges, and applying McGregor's Theory X and Theory Y to a refugee education context. The findings have implications for policy and practice, including the need for standardised supervision tools, targeted capacity-building programmes, interventions to address contextual challenges, participatory supervision practices, stakeholder collaboration, and psychosocial support for teachers.

While the study has limitations, including a relatively small teacher sample and a cross-sectional design, it provides a strong foundation for future research on supervision in refugee settlement contexts. Addressing the challenges identified in this study is essential for enhancing the quality of supervision, improving teacher performance, and achieving better educational outcomes for learners in complex and resource-constrained environments.

REFERENCES

- Bush, T., & Glover, D. (2003). *School Leadership: Concepts and Evidence*. National College for School Leadership.
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2014). *Supervision and Instructional Leadership: A Developmental Approach* (9th ed.). Pearson.
- Hallinger, P. (2011). Leadership for learning: Lessons from 40 years of empirical research. *Journal of Educational Administration*, 49(2), 125-142.
- Isoke, D. (2021). Teacher retention and supervision challenges in refugee settings. *Journal of Education in Emergencies*, 7(1), 45-62.
- Kukunda, E. (2019). Challenges of Teaching in Refugee Contexts: Case of Bidibidi. *Uganda Journal of Education and Development*, 5(2), 88-97.
- Acheson S., and Gall P. J (2003). *What Every Principal Should Know About Instructional Leadership*. Thousand Oaks, CA: Corwin Press.
- Adikinyi, J. W (2007). *Teachers' perception on the role of QASO on quality of education in Nairobi public secondary schools*. Nairobi: University of Nairobi.
- Afianmagbon, B.E. (2004). *Educational Supervision*. Owerri: International University Press Ltd.
- Alimi, O. & Akinfolarin, C. (2012). *Impact of Selected Modes of Instructional Supervision Activities on Students' Academic Performance in Senior Secondary Schools*. Abuja: Ondo Press.
- Anastas, J. W. (1999). *Research Design for Social Work and the Human Services* (2nd ed). New York: Columbia University Press.
- Amin, M. (2005). *Social Science Research, Conceptual methodology and analysis*. Kampala: Makerere University Printery.
- Anuna, M.C. (2004). *Educational Supervision: The Nigerian Experience*. Owerri: International

University Press Ltd.

Archibong, F. I (2010). Instructional Supervision in the Administration of Secondary Education:

A Panacea for Quality Assurance. *European Scientific Journal*, 8(13), 61-70. *school teachers*.

Byabagambi, J. (2007). *Assessment of the impact of instructional supervision on secondary professional practices in Kabale District*. (Thesis). Makerere University, Kampala.

Chapman, C (2016). Unlocking the potential: inspection as a mechanism for school improvement

4(3), 41-50.

Comfort, A, Aina, B. C., & Idowu, A. F. (2017). Academic supervision as a correlate of students'

academic performance in secondary schools in Ekiti State, Nigeria. Ngubona publishers Ltd.

Dangara, Y. U. (2015). The Impact of Instructional Supervision on Academic Performance of

Secondary School Students in Nasarawa State, Nigeria. *Journal of Education and Practice*, 6(10), 160-167.

Dipaola, M. & Hoy, W. K. (2013). *Principals Improving Instruction: Supervision, Evaluation, and*

Professional Development. Charlotte, NC: Information Age Publishing.

Duflo, E., Dupas, P., & Kremer, M. (2011). Peer Effects, Teacher Incentives, and the Impact of

Tracking: Evidence from a Randomized Evaluation in Kenya. *American Economic Review*, 101(5), 1739-1774.

Fitzgerald, A. (2011). *The importance of technical education and training*. New York: World Bank Group.

Gachoya, E. W. (2016). *Impact of quaso on education quality in secondary schools in Nyeri south District*. University of Nairobi, Nairobi.

Glanz, J. (2014). Teachers' attitude of principals' collaboration in instructional supervision. *International Research Journal of Education*, 2(3), 67-81.

Glickman, C. D. (2010). *Supervision of instruction: A developmental approach*. Boston: Bacon.

Glickman, D., Gordon, S. P., & Gordon, M. R. (2013). *The basic guide to supervision and instructional leadership*. New York: Pearson Education.

Gordon, S. P. (2005). *Standards for Instructional Supervision: Enhancing Teaching and Learning*. Texas: Eye on Education.

Ibrahim, A. S. (2013). Approaches to supervision of student teachers in one UAE teacher education program. *Teaching and Teacher Education*, 34(3), 38-45.

Jencks, C. Smith, M. Acland, H. Bane, M. Cohen, D. Gintis, H. Heyns, B. & Michelson, S. (2002). *A reassessment of the effect of family and schooling in America*. New York. Harper & Row.

Kabui, S. K. (2013). *Institutional factors influencing pupils' performance in kenyan public secondary schools in Naivasha Central Division, Kenya*. University of Nairobi, Nairobi.

- Kamindo, C. M. (2008). *Instructional supervision in an era of change: Policy and practice in secondary education in Kenya* (Doctoral). Durham University, London.
- Kimosop, M. K. (2007). *A study of the role of the headteachers' instructional supervision in Kabarnet and Salawa Division of Baringo District*. University of Nairobi: Nairobi.
- Mugenda, O. M., & Mugenda, A. G. (2003). *Research Methods: Quantitative and qualitative approaches*. Nairobi: Acts Press.
- Muriithi, M. M. (2012). *Influence of head teachers' instructional supervision strategies on curriculum implementation in public secondary schools in Imenti South District*. Nairobi: University of Nairobi.
- Nakpodia, E. D. (2006). *Educational administration*. Warri: Jonokase Publishers.
- Ndung'u, L. W. (2015). *School based factors influencing head teachers' instructional supervision practices in public secondary schools in Kiambu County, Kenya*. University of Nairobi, Nairobi.
- Nambassa, M. K. (2003). *The impact of classroom supervision on the quality of teaching and learning in secondary schools*. Kampala: Makerere University.
- Nwaogu, J.I. (1980). *A Guide to Effective Supervision of Instruction in Nigerian Schools*. Enugu: Fourth Dimension Publishing Company.
- Nyandiko, J. K. (2008). *The head teachers' instructional supervisory challenges in secondary schools*. Unpublished master's thesis, Kenyatta University, Kenya.
- Nzabonimpa B. J. (2009). *Influence of head teachers' General and Instructional Supervisory Practices on teachers work performance in secondary schools*. Nkumba University, Uganda.
- Nyamwamu, N. M. (2010). *The effectiveness of instructional supervision by secondary school head teachers for curriculum implementation in Kajiado North district* (Thesis). Catholic University of Eastern Africa, Nairobi.

Okendu, J. N. (2012). The influence of instructional process and supervision on academic performance of secondary school students of Rivers State, Nigeria. *Academic Research International*, 3(1), 332-339.

Okumbe, J. (2006). *Educational management theory and practice: The Principles and Practices of Educational Management*. Nairobi: University of Nairobi Press.

Olembo, J. O. (2012). *Educational administration management and supervision in Kenya schools:*

A course of lectures for Bachelor of education and diploma in education. Nairobi: Kenyatta University College.

Orodho, J. A. (2008). *Techniques of writing research proposals and reports in education and*

social sciences. Maseno: Kanezja HP Enterprises.

Oso, W. Y., & Onen, D. (2011). *A general guide to writing research proposal and reports. A hand*

book for beginning researchers (2nd ed). Kampala, Uganda: Makerere University Press.

Palandra H. H. (2010). *Re-examining the relationship between Principal's instructional educational*

leadership and student achievement. *Journal of Social Sciences*, 15(1), 17-24

Roy, S. D., & Zeng, W. (2014). *Social multimedia signals: A signal processing approach to social*

network phenomena. New York, USA: Springer.

Ssekamwa, J.C (2011). *Principles and Practices of Education*. Kampala, Uganda.

Sule, M. A. Eyiene, A. & Egbai, M. E. (2015). Instructional Supervisory Practices and Teachers' Role *Journal of Education and Practice*, 6(23), 43-47.

Tesfaw, T. A., & Hofman, R. H. (2014). Relationship between instructional supervision and

professional development. *International Education Journal: Comparative Perspectives*, 13(1).

Tyagi, R. S. (2010). *School-based instructional supervision and the effective professional development of teachers Compare: A journal of comparative and international Education*, 40(1), 111-125.

Ukeje, B.O. (1992). *Educational Administration: Theory and Practice*. Owerri: Totan Publishers Ltd

Usman, Y. D. (2015). The Impact of Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa State, Nigeria. *Journal of Education and Practice*, 6(10).

Wall, D. J. & Hurie, A. H. (2017). Post-observation conferences with bilingual pre-service teachers:

rejoicing and rehearsing. *Language and Education*, 31(6).

Wenzare Z. (2012). *Instructional supervision in public secondary schools in Kenya Educational*

Management Administration & Leadership (2012), 40(2), 188-216.

Yin K., & Wahlstrom, K (2003). *Review of Research; How leadership Influences Student Learning*.

New York: The Wallace Foundation.

Yunus, Y. I. (2008). School principals' roles in teaching supervision in selected schools in Perak.

Asian Journal of Business and Management Sciences, 3(1), 50-55.

Zaare, M. (2013). An Investigation into the Effect of Classroom Observation on

Teaching Methodology. *Procedia - Social and Behavioural Sciences*, 70, 605-614.

Zepeda, S. J. (2007). *Instructional supervision: Applying tools and concepts* (2nd ed.).

Larchmont, NY: Eye on Education.

APPENDIX I:

DATA COLLECTION QUESTIONNAIRE FOR HEADTEACHERS

SECTION A: BACKGROUND INFORMATION

(Please tick the appropriate option)

1. Gender:

- ☐ Male
- ☐ Female

2. Age:

- ☐ Below 30 years
- ☐ 30-39 years
- ☐ 40-49 years
- ☐ 50 years and above

3. Highest academic qualification:

- ☐ Diploma
- ☐ Bachelor's Degree
- ☐ Postgraduate Diploma
- ☐ Master's Degree
- ☐ Other (specify): _____

4. Years of experience as Headteacher:

- ☐ Less than 3 years
- ☐ 3-5 years
- ☐ 6-10 years
- ☐ More than 10 years

SECTION B: SUPERVISION PRACTICES EMPLOYED BY HEADTEACHERS

(Tick the box that best reflects your opinion.)

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

S/N	STATEMENT	1	2	3	4
1	I conduct regular classroom observations for all teachers.				
2	I provide written and verbal feedback to teachers after classroom visits.				
3	I hold scheduled staff meetings to discuss instructional issues.				
4	I review and approve teachers' lesson plans and schemes of work.				
5	I organize or recommend Continuous Professional Development (CPD).				
6	I monitor teacher punctuality and attendance records regularly.				
7	I appraise teachers' performance according to Ministry guidelines.				
8	I involve teachers in decisions related to instructional improvements.				

SECTION C: PERCEIVED EFFECTIVENESS OF SUPERVISION

S/N	STATEMENT	1	2	3	4
1	Supervision improves lesson planning and preparation.				
2	Supervision leads to better classroom instruction and delivery.				
3	Teachers show improved classroom management after supervision				
4	My supervision practices increase teacher motivation				
5	My supervision leads to improved student academic outcomes.				

SECTION D: CONTEXTUAL CHALLENGES IN SUPERVISION

S/N	STATEMENT	1	2	3	4
1	Large class sizes affect my ability to supervise effectively.				
2	Inadequate teaching materials hinder effective supervision.				
3	High teacher turnover disrupts consistent supervision.				
4	Lack of instructional leadership training limits my supervision capacity.				
5	Cultural and language differences affect supervision outcomes				

SECTION E: OPEN-ENDED QUESTIONS

(Please respond briefly but clearly)

1. What are the main supervision strategies you use to improve teacher performance?

.....

.....

.....

.....

2. What challenges do you face in supervising teachers within the refugee context?

.....

.....

.....

.....

3. In your opinion, how can supervision practices be improved in your school?

.....
.....
.....
.....

4. How does supervision impact students' learning outcomes in your school?

.....
.....
.....

5. What support do you need from the district or ministry to improve your supervision role?

.....
.....
.....
.....

Questionnaire for Deputy Headteachers

Title: *Influence of Head Teachers' Supervision Practices on Teachers' Performance in Bidibidi Refugee Settlement, Yumbe District.*

APPENDIX II:

DATA COLLECTION QUESTIONNAIRE FOR DEPUTY HEADTEACHERS

SECTION A: BACKGROUND INFORMATION

(Please tick the appropriate option)

1. Gender:

☐ Male

☐ Female

2. Age:

☐ Below 30 years

- ☐ 30-39 years
- ☐ 40-49 years
- ☐ 50 years and above

3. Highest academic qualification:

- ☐ Diploma
- ☐ Bachelor's Degree
- ☐ Postgraduate Diploma
- ☐ Master's Degree
- ☐ Other (specify): _____

4. Years of experience as Deputy Headteacher:

- ☐ Less than 3 years
- ☐ 3-5 years
- ☐ 6-10 years
- ☐ More than 10 years

SECTION B: INVOLVEMENT IN SUPERVISION ACTIVITIES

(Tick the box that best reflects your opinion)

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

S/N	STATEMENT	1	2	3	4
-----	-----------	---	---	---	---

1	I support the headteacher in supervising classroom instruction.				
2	I monitor and check teacher punctuality and attendance.				
3	I participate in lesson plan and scheme of work reviews.				
4	I assist in organizing staff meetings and professional development.				
5	I conduct follow-up on teachers after classroom observations.				
6	I provide feedback to teachers based on supervision outcomes.				
7	I help address teacher challenges related to teaching and discipline.				
8	I contribute to the appraisal of teachers' performance.				

SECTION C: PERCEPTIONS ON SUPERVISION EFFECTIVENESS

S/N	STATEMENT	1	2	3	4
1	Supervision improves teaching quality in our school				
2	Teachers respond positively to supervision feedback.				
3	Effective supervision leads to improved learner performance.				
4	My supervision practices increase teacher motivation				
5	There is collaboration between school leaders and teachers during supervision.				

SECTION D: SUPERVISION CHALLENGES IN REFUGEE SCHOOL CONTEXTS

S/N	STATEMENT	1	2	3	4
-----	-----------	---	---	---	---

1	Shortage of trained teachers affects effective supervision.				
2	Limited time makes regular supervision difficult				
3	Lack of supervision tools/resources limits our work.				
4	Cultural diversity creates communication challenges in supervision.				
5	Teachers' absenteeism makes supervision inconsistent				

SECTION E: OPEN-ENDED QUESTIONS

(Please write brief responses)

1. What are your specific roles in teacher supervision?

.....

.....

.....

.....

2. What challenges do you encounter in assisting with supervision?

.....

.....

.....

.....

3. What strategies have been effective in supporting teacher performance?

.....

.....

.....

4. In your view, what improvements are needed in the supervision process?

.....
.....
.....

5. How does supervision impact the academic and behavioral outcomes of students?

.....
.....
.....

APPENDIX III:

DATA COLLECTION QUESTIONNAIRE FOR DIRECTORS OF STUDIES (DOS)

SECTION A: BACKGROUND INFORMATION

(Please tick the appropriate option)

1. Gender:

☐ Male

☐ Female

2. Age:

☐ Below 30 years

☐ 30-39 years

☐ 40-49 years

☐ 50 years and above

3. Highest academic qualification:

- ☐ Diploma
- ☐ Bachelor's Degree
- ☐ Postgraduate Diploma
- ☐ Master's Degree
- ☐ Other (specify): _____

4. Years of experience as Director of Studies:

- ☐ Less than 3 years
- ☐ 3-5 years
- ☐ 6-10 years
- ☐ More than 10 years

SECTION B: INVOLVEMENT IN SUPERVISION AND INSTRUCTIONAL LEADERSHIP

(Tick the box that best reflects your opinion)

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

S/N	STATEMENT	1	2	3	4
1	I work closely with the headteacher in supervising academic activities.				
2	I check and approve lesson plans and schemes of work.				

3	I support teachers in lesson preparation and teaching methodologies.				
4	I coordinate Continuous Professional Development (CPD) for teachers.				
5	I observe classroom teaching and provide academic feedback				
6	I provide feedback to teachers based on supervision outcomes.				
7	I help address academic challenges raised by teachers				
8	I participate in planning academic interventions to improve performance.				

SECTION C: PERCEPTION ON THE IMPACT OF SUPERVISION

S/N	STATEMENT	1	2	3	4
1	Supervision leads to improved teacher preparation and delivery				
2	Teachers implement feedback provided during academic supervision				
3	Instructional supervision improves learner outcomes				
4	Supervision enhances professional growth among teachers.				
5	There is effective collaboration between DOS, teachers, and headteachers.				

SECTION D: CHALLENGES FACED IN ACADEMIC SUPERVISION

S/N	STATEMENT	1	2	3	4
1	Inadequate time for class visits and feedback affects supervision				
2	Lack of resources limits effective instructional support				
3	Untrained or volunteer teachers need extra academic support.				

4	Large class sizes make instructional monitoring difficult				
5	Supervision efforts are affected by teachers' absenteeism				

SECTION E: OPEN-ENDED QUESTIONS

(Please write short and clear answers)

1. What are your main responsibilities in supervising academic activities in the school?

.....

.....

.....

2. How do you support teachers to improve curriculum delivery?

.....

.....

.....

3. What challenges do you face in monitoring teaching and learning?

.....

.....

.....

4. What strategies have you used to improve academic performance through supervision?

.....

.....

.....

5. What changes would you recommend to strengthen academic supervision?

.....

.....

.....

APPENDIX IV:

DATA COLLECTION QUESTIONNAIRE FORDISTRICT INSPECTORS OF SCHOOLS (DIS)

SECTION A: BACKGROUND INFORMATION

(Please tick the appropriate option)

1. Gender:

☐ Male

☐ Female

2. Age:

☐ Below 30 years

☐ 30-39 years

☐ 40-49 years

☐ 50 years and above

3. Highest academic qualification:

- ☐ Diploma
- ☐ Bachelor's Degree
- ☐ Postgraduate Diploma
- ☐ Master's Degree
- ☐ Other (specify): _____

4. Years of experience in school inspection:

- ☐ Less than 3 years
- ☐ 3-5 years
- ☐ 6-10 years
- ☐ More than 10 years

SECTION B: ROLE AND PRACTICES IN SUPERVISING SCHOOLS

(Tick the box that best reflects your opinion)

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

S/N	STATEMENT	1	2	3	4
1	I conduct regular inspection visits to schools in the refugee settlement.				
2	I assess the performance of headteachers in supervision duties				

3	I support teachers in lesson preparation and teaching methodologies.				
4	I coordinate Continuous Professional Development (CPD) for teachers.				
5	I provide written and verbal feedback to school leaders				
6	I support headteachers in implementing Ministry supervision guidelines				
7	I follow up on previous recommendations made during inspections				
8	I organize or recommend in-service training for headteachers				

SECTION C: SUPERVISION AND TEACHER PERFORMANCE

S/N	STATEMENT	1	2	3	4
1	Headteachers' supervision directly influences teacher effectiveness.				
2	Frequent supervision contributes to improved teaching quality.				
3	Schools with strong supervision have better student outcomes				
4	Supervision improves teacher accountability and time management				
5	Teachers respond positively to feedback when guided by the headteacher				

SECTION D: CHALLENGES OBSERVED IN REFUGEE SCHOOLS

S/N	STATEMENT	1	2	3	4
1	Over-enrollment affects supervision and inspection in schools				
2	Some headteachers lack training in instructional leadership.				

3	There is inadequate logistical support for effective school inspection.				
4	Refugee contexts bring complex socio-emotional needs that affect supervision				
5	Poor infrastructure limits supervision effectiveness.				

SECTION E: OPEN-ENDED QUESTIONS

(Please provide brief, reflective answers)

1. What are your major responsibilities during school inspections?

.....

.....

.....

2. In your view, how effective are headteachers in supervising teachers in refugee schools?

.....

.....

.....

3. What common supervision gaps have you observed in the Bidibidi schools?

.....

.....

.....

4. What support do headteachers need to improve their supervision capacity?

.....
.....
.....

5. What recommendations would you make to enhance supervision in refugee education settings?

.....
.....
.....

APPENDIX V:

DATA COLLECTION QUESTIONNAIRE FOR TEACHERS

SECTION A: BACKGROUND INFORMATION

(Please tick the appropriate option)

1. Gender:

☐ Male

☐ Female

2. Age:

☐ Below 30 years

☐ 30-39 years

☐ 40-49 years

☐ 50 years and above

3. Highest academic qualification:

☐ Grade III Certificate

☐ Diploma in Education

- ☐ Bachelor's Degree in Education
- ☐ Postgraduate Diploma or higher
- ☐ Other (specify): _____

4. Teaching experience:

- ☐ Less than 3 years
- ☐ 3-5 years
- ☐ 6-10 years
- ☐ More than 10 years

Section B: Headteachers' Supervision Practices

(Tick the box that best reflects your opinion)

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

S/N	STATEMENT	1	2	3	4
1	The headteacher regularly observes my teaching				
2	I receive timely and constructive feedback after supervision.				
3	Supervision in my school is aimed at improving teaching practices.				
4	I am involved in discussions about improving instructional quality				

5	My lesson plans and records are regularly checked by the headteacher.				
6	Supervision meetings are held consistently				
7	The headteacher supports my professional development				

SECTION C: EFFECTS OF SUPERVISION ON TEACHING PERFORMANCE

S/N	STATEMENT	1	2	3	4
1	Supervision has helped me improve my lesson planning				
2	I have become more confident in classroom management due to supervision.				
3	I am more accountable for time and responsibilities because of supervision.				
4	Supervision contributes to improved student academic performance				
5	I receive mentorship and instructional guidance from school leadership				

SECTION D: CHALLENGES FACED IN SUPERVISION

S/N	STATEMENT	1	2	3	4
1	Lack of teaching materials limits the benefits of supervision				
2	Supervision feels more punitive than supportive				
3	Feedback is not always followed by concrete support.				
4	Large class sizes reduce the quality of supervision.				
5	Frequent teacher transfers affect consistent supervision.				

SECTION E: OPEN-ENDED QUESTIONS

(Please write short responses)

1. How often does the headteacher supervise your teaching activities?

.....

.....

.....

2. In what ways has supervision helped or not helped your professional growth?

.....

.....

.....

3. What challenges do you face when being supervised?

.....

.....

.....

4. What suggestions do you have for improving supervision in your school?

.....

.....

.....

5. How does supervision affect your motivation and performance in the classroom?

.....
.....
.....

APPENDIX VI:

DATA COLLECTION QUESTIONNAIRE FOR CHAIRPERSON - BOARD OF GOVERNORS (BOG)

SECTION A: BACKGROUND INFORMATION

(Please tick the appropriate option)

1. Gender:

- ☐ Male
- ☐ Female

2. Age:

- ☐ Below 40 years
- ☐ 40-49 years
- ☐ 50-59 years
- ☐ 60 years and above

3. Occupation/Professional Background:

- ☐ Education Sector
- ☐ Civil Service
- ☐ Private Sector
- ☐ Retired
- ☐ Other (specify): _____

4. Years of service as BOG Chairperson:

- ☐ Less than 2 years
- ☐ 2-4 years
- ☐ 5-7 years
- ☐ Over 7 years

SECTION B: ROLE OF THE BOG IN SCHOOL SUPERVISION

(Tick the box that best reflects your opinion)

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

S/N	STATEMENT	1	2	3	4
1	The BOG monitors the performance of the headteacher				
2	The BOG is involved in setting school performance targets				
3	I receive regular performance reports from the headteacher				
4	The BOG provides guidance on supervision and accountability issues				
5	The BOG ensures that staff supervision policies are followed				
6	The BOG supports teacher performance monitoring efforts				
7	The BOG plays a role in disciplinary procedures related to performance.				

SECTION C: PERCEPTIONS ON HEADTEACHER SUPERVISION PRACTICES

S/N	STATEMENT	1	2	3	4
1	The headteacher is committed to supervising teachers effectively				
2	Supervision has improved teacher discipline and punctuality				

3	Supervision contributes to better academic results in the school.				
4	The headteacher regularly consults the BOG on supervision issues.				
5	Supervision improves the school's reputation and performance				

SECTION D: CHALLENGES IN SUPPORTING SUPERVISION AS BOG

S/N	STATEMENT	1	2	3	4
1	Lack of training limits the BOG's effectiveness in supervising leadership				
2	The BOG is not always involved in teacher performance matters				
3	Resource constraints hinder effective BOG participation				
4	Refugee-related challenges complicate school management and oversight				
5	There is limited collaboration between BOG and school administrators.				

SECTION E: OPEN-ENDED QUESTIONS

(Please answer briefly)

1. What is the BOG's role in monitoring and supporting the headteacher?

.....
.....
.....

2. How often do you receive performance reports or updates from the school?

.....
.....
.....

3. In your view, how effective is the headteacher in supervising teachers?

.....
.....
.....

4. What challenges does the BOG face in engaging with teacher performance issues?

.....
.....
.....

5. What support is needed to enhance the BOG's role in school supervision?

.....
.....
.....

APPENDIX VII:

DATA COLLECTION QUESTIONNAIRE FOR CHAIRPERSON - PARENT-TEACHER ASSOCIATION (PTA)

SECTION A: BACKGROUND INFORMATION

(Please tick the appropriate option)

1. Gender:

☐ Male

☐ Female

2. Age:

☐ Below 40 years

☐ 40-49 years

☐ 50-59 years

☐ 60 years and above

3. Years of service as PTA Chairperson:

☐ Less than 2 years

☐ 2-4 years

☐ 5-7 years

☐ Over 7 years

4. Occupation: _____

SECTION B: PTA INVOLVEMENT IN SUPERVISION AND SCHOOL MANAGEMENT

(Tick the box that best reflects your opinion)

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

S/N	STATEMENT	1	2	3	4
1	The PTA receives regular updates from the headteacher on school activities.				
2	The PTA is involved in discussions about teacher performance.				
3	The PTA contributes to promoting discipline among learners				
4	Parents are aware of the headteacher's role in supervising teachers				
5	The PTA encourages community support for teaching staff.				
6	The PTA raises concerns related to teacher behavior or attendance				
7	The school leadership consults the PTA on matters affecting learning				

SECTION C: PERCEPTION OF SUPERVISION PRACTICES

S/N	STATEMENT	1	2	3	4
1	Supervision by the headteacher improves the performance of teachers.				
2	Teachers in this school are committed to their responsibilities				
3	Headteacher supervision has improved learner behavior and discipline.				
4	There is a good relationship between teachers and the community				
5	Supervision contributes to improved academic performance.				

SECTION D: CHALLENGES IN COMMUNITY-SCHOOL COLLABORATION

S/N	STATEMENT	1	2	3	4
1	Limited parent involvement affects school development.				
2	Communication gaps exist between the PTA and school leadership				
3	Cultural and language differences affect parent-school engagement				
4	Refugee-related challenges strain community participation.				
5	There is limited awareness of supervision practices among parents				

SECTION E: OPEN-ENDED QUESTIONS

(Please answer briefly and clearly)

1. How is the PTA involved in supporting teachers and the school administration?

.....

.....

.....

2. How often do you meet with the headteacher to discuss school performance?

.....

.....

.....

3. What changes have you observed in teacher behavior due to headteacher supervision?

.....
.....
.....

4. What are the main challenges the PTA faces in supporting supervision practices?

.....
.....
.....

5. What suggestions do you have to strengthen the partnership between the PTA and school leadership?

.....
.....
.....

APPENDIX VIII:

DATA COLLECTION INTERVIEW GUIDE FOR TEACHERS

Purpose of the Interview:

This interview aims to collect in-depth insights from teachers about how head teacher supervision is conducted in their schools, how it influences their professional performance, and what challenges and improvements are associated with current practices. All responses will be kept confidential and used only for academic purposes.

Section A: Understanding of Supervision

1. What does the term "teacher supervision" mean to you in your school context?

2. How often are you supervised by the head teacher or school leadership?
3. What kind of support do you usually receive during or after supervision?

Section B: Supervision Approaches

4. Explain the commonly used supervision approaches in your school
5. Are you involved in any planning or evaluation meetings related to supervision? If yes, explain.
6. Explain how effective these supervision methods is improving teaching quality?

Section C: Teacher Supervision Practices

7. Have you ever received feedback after a classroom observation? If yes, what form did it take?
8. How frequently does the headteacher check your schemes of work, lesson plans, or records of work?
9. Are there any mentorship or model teaching sessions organized at your school?
10. How are in-service training or CPD activities used to address supervision-related gaps?

Section D: Impact of Supervision on Performance

11. How has supervision affected your lesson planning, time management, or classroom discipline?
12. Do you feel motivated or demoralized by the way supervision is conducted? Why?
13. Has supervision helped improve student academic outcomes in your classroom? Explain.

Section E: Contextual Challenges and Suggestions

14. What challenges do you face during the supervision process (e.g., time, resources, feedback quality)?
15. Are there any specific difficulties related to working in a refugee settlement that affect how supervision is conducted?
16. What changes or improvements would you recommend in the supervision practices at your school?

Closing Remarks:

17. Is there anything else you'd like to share about head teacher supervision in your school?

Ensure that the questions cover all the objectives of your study

Yes Dr, the designed tool above covers all the objectives

APPENDIX V: TABLE FOR DETERMINING SAMPLE SIZE FOR A POPULATION OF A GIVEN SIZE

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331

65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	198	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note: N = population size

S = sample size