

**EXPLORING THE INFLUENCE OF TEACHER SUPERVISION ON EFFECTIVE
TEACHING AND LEARNING IN PUBLIC SECONDARY SCHOOLS IN MASINDI
DISTRICT, UGANDA**

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DECLARATION

I, **Katusiime Jackson** hereby declare that this dissertation on “The influence of teacher supervision on effective teaching in public secondary schools: case study of Masindi district” was produced out of my own efforts and it was complemented by referenced sources duly acknowledged. This research work has not been presented in any other University or any other institution of higher learning for consideration for any other award.

Signature

A handwritten signature in black ink, appearing to read 'Katusiime Jackson', written over a light blue rectangular background.

Date 07/08/2025

APPROVAL

This is to certify that this dissertation titled, “The influence of teacher supervision on effective teaching in public secondary schools: case study of Masindi district” was written under my supervision and it is now ready for submission to the Department of Education with my approval.

Signature:

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Date: 08/08/2025

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(Supervisor)

DEDICATIONS

This research dissertation is dedicated to my family members especially my spouse Beyeza Everlyn, my sons Katwesige Jotham, Katusiime Joram, Kitembo Joel and my daughter Kemigisa Joy.

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TABLE OF CONTENTS

DECLARATION	i
APPROVAL.....	ii
DEDICATIONS	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF FIGURES	x
LIST OF APPENDICES.....	xi
DEFINITIONS OF KEY TERMS	xiii
ABSTRACT	xiv
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the study	1
1.2 Statement of the problem	5
1.3 The purpose of the study	6
1.4 The objectives of the study	6
1.5 The research questions.....	7
1.6 Scope of the study	7
1.7 Justification of the study	8
1.8 Significance of the study.....	9

1.9 Conceptual framework	10
CHAPTER TWO: LITERATURE REVIEW	13
2.0 Introduction.....	13
2.1 Theoretical Framework	13
2.1.1 Instructional Supervision Theory (Clinical Supervision Model)	14
2.1.2 Transformational Leadership Theory	16
2.1.3 Constructivist Learning Theory	18
2.1. 4 Summary of Theoretical Framework.	20
2.2 Teacher Supervision Practices in Public Secondary Schools	20
2.3 The Influence of Lesson Observation on Teacher Performance	22
2.3.1 Internal Lesson Observations	23
CHAPTER THREE: METHODOLOGY	32
3.0 Introduction.....	32
3.1 Research design	32
3.2 Area of the study.....	32
3.3 Population of the study	33
3.4 Sample size and sampling techniques.....	33
3.5 Sources of information	34
3.6 Study variables and indicators	35

3.7 Measurements of the variables	35
3.9 Data quality control	36
3.10 Procedure of data collection	38
3.11 Strategies for data processing and analysis.....	39
3.12 Ethical considerations	40
3.13 Limitations and delimitations to the study	40
CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA.....	42
4.0 Introduction.....	42
4.1 Background information.....	42
4.2 Objective One:	43
4.3 Objective Two:	49
4.4 Objective Three:	54
CHAPTER FIVE: DISCUSSIONS OF RESULTS.....	60
5.0 Introduction.....	60
5.1 Discussions of the findings.....	60
5.1.1 Teacher Supervision Practices in Public Secondary Schools.....	60
5.1.2 Influence of Lesson Observation on Teachers' Performance.....	62
5.1.3 Influence of Instructional Supervision on Effective Teaching and Learning	64
CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS.....	67

5.0 Introduction.....	67
5.1 Conclusions	67
5.3 Recommendations	69
5.3 Suggestions for further studies.....	71
REFERENCES	72
APPENDIX I: INTERVIEW GUIDE FOR HEADTEACHER, DEPUTY HEADTEACHER AND D.O.S83	
APPENDIX II: INTERVIEW GUIDE FOR TEACHER	88
APPENDIX III: INFORMED CONSENT FORM.....	92
APPENDIX IV: INFORMED ASSENT FORM	95
APPENDIX V: UCU REC APPROVAL	98
APPENDIX VI: ESTIMATED BUDGET.....	101
APPENDIX VII: RESEARCH WORK PLAN 2024	102

LIST OF TABLES

Table 3.1 shows sample size

Table 4.1 shows background information of the respondents

LIST OF FIGURES

Figure 1.1: A self-formulated conceptual framework

LIST OF APPENDICES

APPENDIX I: INTERVIEW GUIDE FOR HEADTEACHER, DEPUTY HEADTEACHER AND D.O.S

APPENDIX II: INTERVIEW GUIDE FOR TEACHERS

APPENDIX III: INFORMED CONSENT FORM

APPENDIX IV: INFORMED ASSENT FORM

APPENDIX V: ESTIMATED BUDGET

APPENDIX VI: RESEARCH WORK PLAN 2024

ACRONYMS

AAK	-	Abura Asebu Kwamankesse
D.O.S	-	Director of Studies
DCSC	-	District Council Standing Committee
DEO	-	District Education Officer
DES	-	Directorate of Education Standards
DIS	-	District Inspector of Schools
ERO	-	Education Review Office
G.E.S	-	Ghana Education System
MoES	-	Ministry of Education & Sports
NCDC	-	National Curriculum Development Centre
NTCs	-	National Teachers' Colleges
OFSTED	-	Office for Standards in Education, Children's Services and Skills
UNEB	-	Uganda National Examination Board
WASSCE	-	West African Senior Secondary Certificate Examination

DEFINITIONS OF KEY TERMS

Teacher supervision: This is continuous monitoring of the teaching and learning processes with the aim of promoting professional practices and enhancing professional development of the teaching and learning.

Teaching and learning: These are academic activities carried out by teachers and learners in formal and informal ways.

Teachers' performance: This is job related activities expected of teachers and how well those activities can be executed.

Universal Secondary Education: This is free education to all students in secondary schools.

Academic performance: This is the extent to which the student, teacher or institution has achieved educational goals.

Secondary education: Is the education provided after primary school education.

ABSTRACT

Supervision in schools is a fundamental process aimed at providing professional support to teachers and enhancing instructional quality for effective teaching and learning. This study examined *“The Influence of Teacher Supervision on Effective Teaching and Learning in Public Secondary Schools in Uganda: A Case Study of Masindi District.”* Specifically, the study sought to: (i) identify teacher supervision practices conducted in public secondary schools in Masindi District; (ii) examine the influence of lesson observation on teachers’ performance; and (iii) assess the influence of instructional supervision on effective teaching and learning. A qualitative case study design was adopted to enable an in-depth exploration of the phenomena within its real-life context. Using a purposive sampling technique, data were collected from 90 participants comprising head teachers, deputy head teachers, and classroom teachers from selected public secondary schools. Semi-structured interview guides and documentary analysis were the primary tools for data collection, allowing for rich, contextualized insights into supervisory practices and experiences. Findings revealed that teacher supervision in Masindi District was largely minimal, with variation in the frequency and quality of its implementation. Where present, supervision fostered teacher enthusiasm, encouraged adherence to professional responsibilities, and was facilitated through tools designed at the school level or provided by the Ministry of Education and Sports. Lesson observations were typically scheduled at least once per term, complemented by irregular classroom visits. Collaborative supervision—such as joint preparation of schemes of work and lesson plans—enhanced teamwork, professional knowledge sharing, and pedagogical improvement. Additionally, head teachers’ leadership practices, including delegation, communication, and problem-solving, were instrumental in fostering shared responsibility for instructional improvement. The study concludes that while existing supervision practices have the potential to improve teaching and learning, their impact is constrained by inconsistency, irregularity, and limited follow-up. It recommends strengthening performance appraisal systems, institutionalizing collaborative planning between head teachers and teachers, and enhancing the developmental focus of supervision. Suggestions for further research were made to explore the influence of supervision across different educational contexts and to examine its relationship with student learning outcomes in greater depth.

CHAPTER ONE

INTRODUCTION

This research work revealed the influence of teacher supervision on effective teaching in public secondary schools. This chapter shows the background of the study, statement of the problem, the purpose of the study, objectives of the study, research questions, the scope of the study, significance of the study and conceptual framework.

1.1 Background to the study

1.1.1 Historical background

“Historically, Uganda has been well known in the East African region for producing good quality teachers” (Ssekamwa & Lugumba, 2010). “This is due to the strong higher education sector that the country has been having since the founding of Makerere University in 1922”. The government expanded secondary school education by establishing National Teachers’ Colleges (NTCs) which were later supported by establishing more public and private universities and other training institutions. Despite all these, many teachers in the country still do not match to the teaching standards as emphasized by the National Curriculum Development Centre [NCDC] and the Directorate of Education Standards [DES], Uganda National Examinations Board (UNEB). “Many of them have not been preparing schemes of work and lesson plans; and neither do they conduct sufficient practical lessons or give time for remedial classes for academically weak students” (Ministry of Education and Sports (MoES), (2014a). “These kinds of practices are believed to be responsible for the poor performance of many students in the national examinations - year after year” (UNEB,

2015). Yet, the teachers are supervised by head teachers, heads of departments when executing their duty.

1.1.2 Theoretical background

Clinical Supervision Model guided this study. The model was developed by Goldhammer, (1969) and Cogan, (1973). “The Model is a structured approach to supervising and improving teaching practices”. The Clinical Supervision Model typically involves a cycle of five stages that is:

1. Pre-Observation Conference for the observation by discussing the lesson plan, instructional objectives, and any specific areas the teacher wishes to focus on. The teacher and supervisor meet to clarify the goals of the observation, discuss the context of the lesson, and agree on what will be observed and how the data will be collected.
2. The second stage is Classroom Observation to gather data on the teacher's instructional methods and classroom interactions. The supervisor observes the lesson as planned, using an objective and systematic method to record specific behaviors, interactions, and instructional strategies. The observation is non-intrusive and aims at capturing a realistic picture of the teaching process.
3. The third stage is analysis and Interpretation to review and make sense of the observational data collected. The supervisor analyzes the recorded data to identify patterns, strengths, and where to improve. This analysis is used to provide constructive feedback and it is often framed within the context of the teacher's objectives and the agreed-upon focus areas.

4. The fourth stage is Post-Observation Conference to discuss the observations and collaborative plans for future improvement. The supervisor and teacher meet again to review the data and discuss the findings. The feedback provided is specific, descriptive, and aims at fostering reflective practice. The goal is to engage the teachers in a dialogue about their teaching, encouraging self-assessment and professional growth.
5. The last stage is Post-Conference Analysis which reflects on the effectiveness of the supervisory process and plan next steps. The supervisor reflects on the entire cycle considering what went well and what could be improved in future supervision cycles. This stage may involve follow-up activities like additional support, or planning for subsequent observations to ensure ongoing development.

The Clinical Supervision Model emphasizes a collaborative, supportive, and cyclical processes that help teachers refine their instructional practices through targeted feedback and reflection. It is designed to be a developmental rather than evaluative approach, fostering a growth-oriented environment where teachers feel supported in their professional journey.

1.1.3 Conceptual background

According to Lakkala, et al, (2011), “teaching and learning refers to the various types of tasks, ways of working or types of activities and practices which guides the education process”. Lakkala, et al., (2011), say that “preparing well in advance relevant schemes of work, lesson plans, lesson notes, and teaching aids; prompt setting of written and practical exercises; prompt and careful evaluation of all

written and practical exercises; provision of feedback to learners on assessments, and undertaking of remedial teaching to ensure effective learning”.

According to Alumode & Betty, (2020), “supervision is carried out by the head teacher, subject heads, and other assigned supervisors in a school with the aim of providing guidance and support to teachers”. Zepeda (2010) states that “supervision occurs in two main ways, namely: classroom observations (formal and informal) and portfolio supervision”. Formal observations according to Cogan, (1973), “occur when a school head teacher or any other administrator sits in the classroom to conduct lesson observations”. In this situation, there is a pre-observation meeting between the supervisor and the supervisee (teacher) before the actual lesson observation occurs; and later, end with a post-observation conference after the lesson. “In Informal classroom observation, the head teacher or any other administrator makes a short visit to class when the teacher is conducting a lesson and such visits are intended not necessarily to evaluate the teacher but rather to gather information on the curricular and the teacher’s pedagogical practices” (Downey, et al, 2004). “Portfolio supervision on the other hand refers to the review of the teacher’s artifacts such as the teacher’s statement of belief on teaching, sample lesson plans, results of tests, schemes of work, samples of students’ work, career goals, journals, and such things like lesson notes” (Zepeda, 2010).

1.1.4 Contextual background

The universal secondary school education aims at providing the necessary facilities, resources and skills to enable the young generation remain in schools and successfully complete their education cycle (MoES, 2014(a). However, several teachers in public

secondary schools in Uganda appear to be employing ineffective academic practices that are reported to be affecting the learning process of many students in the country. To the surprise, teachers are supervised by the Directorate of Education Standards (DES) of the Ministry of Education and Sports and the local school authorities are there to supervise the teachers in their work - something Musaazi, (2006) argues is designed to improve the pedagogical practices of teachers. Therefore, the researcher feels that there is a need to investigate how teacher supervision by school head teachers is influencing the effective teaching and learning in public secondary schools in Uganda.

1.2 Statement of the problem

In secondary schools, head teachers play a pivotal role in ensuring that teachers uphold established teaching standards. According to the Ministry of Education and Sports (2014a), they are tasked with supervising the school as a whole, including all teaching and learning activities. When executed effectively, these supervisory duties can significantly enhance teacher efficiency, foster coordination, and promote the maintenance of high-quality instructional practices.

In Masindi District, however, there has been growing concern among education stakeholders regarding the state of academic performance in public secondary schools. A recurring view is that inadequate classroom supervision has contributed to declining learner outcomes. Despite the recognized link between teacher supervision and academic achievement, the expected improvements have not been realised, with

many students failing to meet the requisite standards for progression to higher education.

Compounding this challenge is the absence of recent, context-specific documentation on teacher supervision practices in Masindi District that could inform stakeholders and policy implementers. This gap in empirical evidence hinders the development of targeted interventions to strengthen supervision systems. Addressing this problem is critical for improving instructional quality, enhancing learner performance, and increasing transition rates to higher institutions of learning. Consequently, this study set out to examine the influence of teacher supervision on effective teaching and learning in public secondary schools in Uganda, using Masindi District as a case study.

1.3 The purpose of the study

This study examines the influence of teacher supervision on effective teaching and learning in public secondary schools in Uganda, case study of Masindi district.

1.4 The objectives of the study

The objectives of the study are as follows:

- i. To find out teacher supervision practices conducted in public secondary schools in Masindi district.
- ii. To examine the influence of lesson observation on teachers' performance in secondary schools.
- iii. To assess the influence of instructional supervisions on effective teaching and learning in secondary schools.

1.5 The research questions

The study sought answers to the questions below:

- i. What teacher supervision practices are conducted in public secondary schools in Masindi District?
- ii. How does lesson observation influence teachers' performance in secondary schools?
- iii. In what ways does instructional supervision influence effective teaching and learning in secondary schools?

1.6 Scope of the study

This involved geographical scope, contents scope and time scope:

1.6.1 Geographical scope

The research study was carried out in Masindi district. This is a local government administrative unit found in the mid-western Uganda. Masindi district is 280km away from Kampala city along Kampala - Gulu highway and 34km away from Kampala - Gulu highway at Kafu junction. Masindi district is bordered by Kiryandongo district to the north, Nakasongola district to the east, Hoima district to the south and Buliisa district in the west. "Education system in Masindi district was managed and supervised by District Inspector of Schools (DIS), District Education Officer (DEO) and District Council Standing Committee (DCSC)" (Ministry of Education and Sports, 2008). Masindi district was selected for this study due to the deteriorating academic performance which is said to be as a result of low teacher supervision in public secondary schools. Unsupervised teacher had the potential to ruin the standard of education by lowering transition from secondary schools to institutions of higher learning.

1.6.2 The content scope

It was based on teacher supervision and effective teaching and learning in secondary schools. Specifically, the study examined on whether teacher supervision is conducted in secondary schools in Masindi district, the influence of lesson observation on teachers' performance in public secondary schools and the influence of instructional supervisions on effective teaching and learning in secondary schools.

Teacher supervision was examined by lesson observation and instructional supervisions by school administrators and inspectors of schools; while effective teaching and learning was examined by teachers' preparation for lessons, lesson presentation, assessment strategies, learners' participation in lessons and learner's performance in tests and examinations.

1.6.3 The time scope

It was set to cover a period of four months April to July 2024. This period was long enough for the researcher to develop research instruments, test their reliabilities and validities, collect data and make analysis.

1.7 Justification of the study

The justification for understanding this study was based on the need by the researcher to see better quality public education and improved teachers' performance in public secondary schools in Masindi district since it was being reported that the quality of education was declining.

Nairuba, (2011); Kasiisa & Tamale, (2013), stated that "while a significant amount of research on education in Uganda exists, research on teacher supervision and effective

teaching and learning in public secondary schools is thin”. Hence a need for the present study.

Masindi District is selected because the local government progressive report 2019/2020 and 2020/2021 revealed that secondary schools in Masindi district are facing challenges of poor teacher performance which might be resulting from the poor lesson supervisions.

“The issue of teacher supervision and its effects on effective teaching and learning in public secondary schools is a pertinent issue for education scholars, policy makers, education practitioners, poverty eradication, economic development experts and employers” (Malunda, 2016).

1.8 Significance of the study

The District Education Officer (D.E.O) and District Inspector of Schools (DIS) may use the findings from the study to plan and support the public secondary school head teachers in meeting the needs of teachers and motivating them for effective education service delivery.

The parents may also be able to appreciate the head teachers’ management practices and secondary school teacher’s effectiveness.

The findings will help education policy makers in formulating supervision strategies in schools and a reward system for teachers in Uganda.

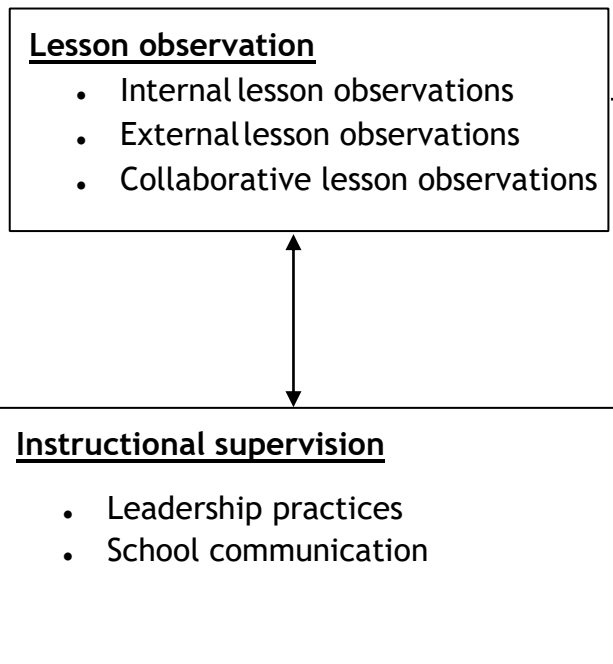
The findings of this study will reveal new knowledge needed by the government, policy makers, school managers and private sectors in formulating the supervision strategies for their workers.

1.9 Conceptual framework

The conceptual framework for the research will be an adaptation of the Clinical Supervision Model developed by Goldhammer, (1969) and Cogan, (1973). “The Clinical Supervision Model emphasizes a collaborative, supportive, and cyclical process that helps teachers refine their instructional practices through targeted feedback and reflection” (Goldhammer, 1969 and Cogan, 1973).

The illustration below shows teacher supervision (independent variable) and effective teaching and learning (dependent variable). It is based on two elements of independent variables that is; lesson observation and instructional supervisions. The conceptual framework of this study was developed by the researcher basing on the literature review as illustrated in figure 1.1.

Independent variable (teacher supervision)



Dependent variable

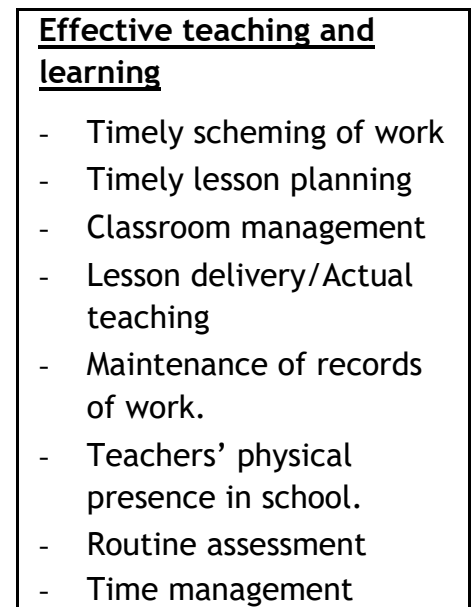


Figure 1.1: Conceptual framework

Source: Clinical Supervision Model by Goldhammer, (1969) and Cogan, (1973)

Explanation of the conceptual frame work

In this study, both teacher supervision (independent variables) and effective teaching (dependent variable) are measured using the multi factor variables.

Identification of teacher supervision encompasses the two variables i.e Lesson observation and Instructional supervisions.

There are sub-variables for Lesson observation i.e internal lesson observations, external lesson observations and collaborative lesson observations.

Instructional supervisions have two sub variables i.e Leadership practices and School communication.

Effective teaching and learning was measured basing on timely scheming, timely lesson planning, classroom management, Actual teaching, record keeping, and teachers' physical presence in school, regular assessment and time management.

However, there are other factors that influence effective teaching and learning other than teacher supervision. These other factors include welfare, attitude and qualifications. Teachers' effectiveness in schools depends on their ability, skills, competence and attitude which are influenced by the teachers' qualifications and trainings.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the literature on teacher supervision and effective teaching which serves as a catalyst for the study. The literature presents the theoretical review, conceptual review organized according to variables in the study objectives which include; the influence of lesson observation on effective teaching and learning, the influence of instructional supervision on effective teaching and learning and it will also highlight the concept of teaching and learning.

2.1 Theoretical Framework

This study is grounded in three interrelated theories that provide a comprehensive lens through which the influence of teacher supervision on effective teaching and learning in public secondary schools can be understood. These are: The Instructional Supervision Theory (specifically the Clinical Supervision Model), Transformational Leadership Theory, and Constructivist Learning Theory. Together, these theories inform all three objectives of the study, namely: (i) to explore teacher supervision practices; (ii) to examine the influence of lesson observation on teacher performance; and (iii) to assess the contribution of instructional supervision to effective teaching and learning.

2.1.1 Instructional Supervision Theory (Clinical Supervision Model)

The Instructional Supervision Theory, particularly the Clinical Supervision Model developed by Cogan (1973) and later expanded by Goldhammer (1993), serves as a foundational lens for understanding effective instructional practices in schools. This model proposes a collaborative, cyclical process of professional support comprising five core phases: the pre-observation conference, classroom observation, data analysis, post-observation conference, and follow-up. It emphasizes dialogue, reflection, and mutual trust between the supervisor and the teacher.

Recent empirical literature reinforces the model's relevance in contemporary education systems. Alharbi (2020) argues that clinical supervision fosters reflective teaching by encouraging educators to co-diagnose challenges and co-develop solutions. In the Ugandan context, where teacher quality remains a central concern, such a model can offer structure to the often-inconsistent supervision practices observed in public schools (Emara et al., 2024). Emara and colleagues found that effective instructional supervision contributed to better academic outcomes in both public and private school settings, reinforcing the idea that structured supervision is linked to student achievement.

Moreover, Reyes and Oropa (2025) emphasize that clinical supervision by master teachers plays a critical role in advancing both teacher professionalism and learner achievement. Their study aligns with findings by Altınok (2024), who demonstrates that supervision enhances teacher performance by instilling a sense of accountability and ongoing professional development. In Masindi District, where teaching conditions

vary widely, the systematic structure of clinical supervision can help standardize quality and improve consistency in instructional delivery.

The model also supports competency development. A study by Nsengumuremyi and Imaniriho (2025) in neighboring Rwanda found that head teachers' use of supervision strategies significantly influenced teachers' ability to prepare science and technology lessons effectively. Similar supervisory functions are evident in Uganda's education policy but often lack consistency at the school level. Implementing the Clinical Supervision Model more formally could bridge the policy-practice gap.

However, the literature also reveals implementation challenges. Cansoy, Kılınc, and Turkoğlu (2025) identify systemic barriers—such as lack of time, inadequate training, and centralized administrative control—that hinder school principals' supervisory capacity. Likewise, Usboko and Hariyati (2025) report resistance from teachers toward academic supervision, citing concerns about evaluation bias and lack of constructive feedback. These limitations suggest that for supervision to be developmental, it must be grounded in trust, collaboration, and relevant professional support.

Instructional supervision is most effective when embedded within a supportive leadership environment. Studies by Naguit (2024) and Siagian et al. (2025) underscore the importance of school heads adopting instructional leadership roles that prioritize pedagogical mentoring. Andal (2024) further adds that meaningful supervision requires relational trust, clarity of purpose, and shared professional norms elements often missing in top-down approaches.

In sum, the Clinical Supervision Model offers both a conceptual and practical framework for advancing the study's objectives. It supports Objective One by providing a structure through which teacher supervision practices can be examined; it informs Objective Two by offering mechanisms for conducting and analyzing lesson observations; and it enhances Objective Three by framing how follow-up and feedback contribute to teaching effectiveness. In the specific context of Masindi District, where supervision practices are often ad hoc, this model provides a scaffold for more effective, teacher-centered, and learning-driven instructional improvement.

2.1.2 Transformational Leadership Theory

Transformational Leadership Theory, first introduced by Burns (1978) and further developed by Bass (1985), emphasizes the role of leaders in motivating, inspiring, and intellectually stimulating their followers while providing personalized support. Within the education sector, transformational leadership is characterized by school heads and instructional leaders who model effective pedagogical practices, articulate a compelling vision, and foster collaborative environments that enhance teaching and learning.

Recent literature has affirmed the importance of transformational leadership in enhancing school effectiveness and improving teaching quality. According to Azizah (2025), transformational leadership is particularly valuable in inclusive education settings where teachers require moral support and adaptive leadership to respond to learner diversity. In similar vein, Widodo, Sukatiman, and Isnantyo (2025) argue that inspirational leadership, a core component of transformational leadership,

Weerakkody, Agarwal, and Perera (2024) review multiple studies and conclude that transformational leadership positively correlates with teacher motivation, job satisfaction, and classroom performance. Likewise, Hadi et al. (2024) confirm that when school leaders exhibit both transformational and instructional behaviors, teachers report increased confidence and professional engagement.

The meta-analysis by Karadağ and Sertel (2025) further supports this perspective, revealing that educational leadership—especially transformational forms—has a statistically significant effect on student achievement across cultural contexts. In Uganda’s public secondary schools, where supervision practices often lack consistency, adopting transformational leadership can create the relational and professional trust necessary for effective supervision.

Moreover, Assefa and Mujtaba (2025) highlight the inclusive potential of transformational leadership, especially when it leverages diversity and technology to support equity in educational practices. This finding aligns with Sianipar et al. (2025), who stress that transformational leaders play a crucial role in shaping the future of education by fostering innovation, collaboration, and cultural responsiveness.

Munirotun, Kusumaningsih, and Nurkolis (2025) provide empirical evidence that transformational leadership, when combined with a positive school culture and digital integration, leads to significant improvements in instructional practices. For Masindi schools grappling with resource constraints, such leadership can promote accountability, self-efficacy, and creativity among teachers, thereby addressing challenges outlined in Objectives Two and Three of this study.

In summary, Transformational Leadership Theory provides a valuable theoretical basis for understanding the role of leadership in instructional supervision. It supports the study's investigation into how school leaders influence the effectiveness of lesson observation and broader supervision practices. By promoting professional growth, shared goals, and trust-based interactions, transformational leadership contributes meaningfully to improving teacher performance and achieving sustainable teaching and learning.

2.1.3 Constructivist Learning Theory

Constructivist Learning Theory, attributed primarily to the works of Lev Vygotsky and Jerome Bruner, posits that learning is an active, contextual, and socially mediated process. Learners construct knowledge through experience, reflection, and interaction with their environment and peers. When applied to teacher professional development, the theory emphasizes the importance of providing educators with meaningful, collaborative opportunities to improve instructional practices through supervision.

In the context of teacher supervision, constructivist principles advocate for developmental approaches that promote teacher agency, peer learning, and reflective dialogue. Darling-Hammond et al. (2020) argue that when supervision is grounded in authentic teaching contexts and encourages teacher reflection, it becomes a powerful tool for instructional transformation. Similarly, Avalos (2017) highlights the significance of supervision as a learning process for teachers, especially when it facilitates performance.

Afifah, Febrianto, and Charles (2024) emphasize that constructivist learning aligns well with independent and self-regulated learning environments. In the Ugandan context, where supervision often follows traditional top-down models, integrating constructivist strategies could empower teachers in Masindi District to engage more deeply in their own professional development. This is supported by Al Abri, Al Aamri, and Elhaj (2024), who advocate for integrated pedagogical models that emphasize teacher-student.

Wibowo, Wangid, and Firdaus (2025) provide empirical validation of Vygotsky's constructivist principles, noting that differentiated instruction grounded in constructivism improves responsiveness to learner needs. In terms of supervision, this implies that feedback and mentoring must be adapted to individual teacher contexts. Septiaseh and Munfariqoh (2024) also confirm that constructivist learning environments, particularly in science education, benefit from multidisciplinary collaboration.

Wang (2024) adds that teacher expectations and instructional design can be adjusted more effectively when educators engage with students from a constructivist perspective. These insights are particularly relevant to Objective Three of this study, which explores how instructional supervision impacts teaching quality and learning engagement.

In summary, Constructivist Learning Theory offers a compelling framework for understanding supervision not merely as oversight, but as a participatory, professional learning process. It supports Objective One by framing supervision as a platform for

teacher growth through dialogue and reflection. It strengthens Objective Three by illuminating the ways in which supervision enhances instructional practices and student learning outcomes in the unique context of Masindi District, Uganda.

2.1. 4 Summary of Theoretical Framework.

Collectively, these three theories offer a robust framework for analyzing the relationship between teacher supervision and instructional effectiveness. The Clinical Supervision Model emphasizes the technical and collaborative dimensions of supervision; Transformational Leadership Theory highlights the influence of school leaders in shaping supervision outcomes; and Constructivist Learning Theory situates supervision within a broader pedagogical context of reflective practice and continuous professional learning. By integrating these theories, this study is well positioned to explore supervision as a multidimensional process that affects both teacher performance and student learning.

2.2 Teacher Supervision Practices in Public Secondary Schools

Effective teacher supervision plays a central role in improving instructional quality and student achievement in public secondary schools. For any educational institution to meet its academic goals, the leadership and instructional responsibilities of head teachers and teachers must be well executed. As noted by Sophia (2021), teachers occupy a pivotal role in both decision-making and the implementation of learning activities, directly impacting student outcomes.

Supervision, according to Auld (2021), is a deliberate and structured effort to improve educational outcomes through ongoing professional support. Suriansyah and Aslamiah

(2015) similarly frame supervision as a dialogic process designed to foster instructional improvement. These scholarly definitions illustrate supervision as more than administrative oversight—it is a formative process that integrates mentoring, observation, reflection, and feedback, all aimed at continuous professional development. Glickman et al. (2007) define supervision as a series of structured activities that enable teachers to manage classroom learning more effectively. This includes lesson planning, instructional delivery, and learner assessment. Additionally, the Director General PMPTK (2008) highlighted supervision as an avenue to build teacher competence in curriculum development and classroom management. In the Ugandan context, Bagaya et al. (2025) provide important empirical insights into supervision practices in Western Uganda. Their findings indicate that while inspection activities are conducted regularly, they often emphasize procedural compliance over pedagogical mentorship. Mbabazi et al. (2025) further reveal that structured output planning an element of supervision has positively influenced teacher job performance in Kasese District. Studies from other East African countries further underscore the importance of effective supervision practices. Msuya and Mwila (2023), in their study of secondary schools in Tanzania, found that instructional supervision significantly enhanced learner outcomes, particularly when heads of schools engaged teachers in pre-observation briefings and post-lesson feedback. Similarly, Chaula (2023) found that clinical supervision not only improved teaching but also shaped positive teacher emotions.

From a broader international perspective, Awe et al. (2022) and Altınok (2024) affirm that supervisory engagement improves teacher motivation, performance, and

accountability. However, Livers et al. (2022) and Guerra et al. (2022) caution that supervision must be culturally responsive and equity-driven. In their studies, supervision practices that failed to acknowledge teacher diversity or contextual realities were less effective and sometimes even counterproductive.

Suriagiri et al. (2022) argue that effective supervision is embedded in leadership that aligns motivation, job satisfaction, and mentorship. Toh et al. (2022) reinforce this view by showing how supervision, when integrated with mentoring and coaching, plays a vital role in shaping teachers' professional identities and instructional effectiveness. In light of the above, teacher supervision practices in Ugandan public secondary schools, and specifically in Masindi District, must evolve beyond compliance-based mechanisms to embrace developmental, collaborative, and context-responsive approaches. This study aimed to bridge the gap between policy intentions and practical outcomes by examining how supervision is implemented and how it influences effective teaching and learning.

2.3 The Influence of Lesson Observation on Teacher Performance

Lesson observation is a widely utilized technique within instructional supervision, serving as a strategic approach to enhance teacher performance and overall teaching quality in secondary education. Rooted in both accountability and professional development, lesson observation enables supervisors to assess instructional delivery, classroom interaction, and adherence to curriculum objectives while offering constructive feedback to educators (Klette, 2023). In the context of Ugandan public secondary schools, lesson observation is particularly crucial for addressing teaching

challenges and promoting continuous teacher growth amidst systemic constraints such as limited resources and teacher shortages.

2.3.1 Internal Lesson Observations

Internal lesson observation—typically conducted by school administrators such as head teachers, deputy head teachers, and heads of departments—is instrumental in monitoring instructional quality and supporting effective teaching practices. Alumode and Betty (2020) describe internal supervision as a routine practice where in-house checks such as classroom visitation, demonstration lessons, and teacher evaluations are implemented to ensure adherence to pedagogical standards. In Ugandan secondary schools, internal supervision often serves as the first line of quality assurance, especially in resource-constrained environments where external oversight may be infrequent.

Gumisirizah, Nzabahimana, and Muwonge (2024) emphasize that internal classroom observations in Uganda, when aligned with data on student performance and attitude, can provide robust insights into the efficacy of instructional strategies. However, as Ndu et al. (1997) caution, the impact of such supervision hinges on mutual understanding between the supervisor and the supervisee. Without a clear framework linking observation to professional growth, the exercise risks becoming punitive rather than developmental.

Furthermore, Higgins et al. (2018) argue that effective lesson observation entails a multidimensional review of teacher practices, including classroom management, use

of instructional materials, and interaction with learners. This aligns with findings by Bazán-Ramírez et al. (2022), who demonstrate that observational records—when systematically applied—can capture nuanced aspects of teacher-student engagement that correlate with improved teaching effectiveness.

Yet, despite the administrative utility of internal supervision, its influence on pedagogical innovation and learner outcomes remains underexplored in many Ugandan schools. As White and Maher (2024) contend, rubric-based observations can help standardize the evaluation process and ensure constructive feedback loops, but such tools are rarely employed systematically in Uganda’s public education system.

2.3.2 Collaborative Lesson Observations

In contrast to hierarchical internal observations, collaborative lesson observation promotes shared responsibility between teachers and supervisors. This model positions observation as a dialogical process aimed at mutual learning rather than top-down evaluation (Glickman et al., 2007). Collaborative supervision enables peer learning, professional reflection, and context-sensitive feedback—all of which are essential for sustaining instructional quality in dynamic classroom environments.

Willekens et al. (2017) assert that collaborative observation fosters teacher autonomy and strengthens pedagogical reflection, particularly when embedded in a culture of trust and inquiry. Similarly, Fitriati, Rosli, and Iksan (2022), in a study of mathematics teachers engaged in lesson study partnerships, show that peer-based observation enhances instructional innovation and content mastery. These findings

echo those of Færøyvik Karlsen (2022), who highlights the link between reflective dialogue and lesson refinement in professional learning communities.

In Uganda, however, collaborative lesson observation is not yet widely institutionalized within public secondary schools. Most schools operate under supervisory cultures that emphasize compliance over co-construction. Nonetheless, Visone (2022) emphasizes that peer observation when integrated into teachers' professional learning schedules can offer opportunities for authentic reflection and skill development, especially for novice teachers.

Wiyono et al. (2015) further demonstrate that only specific collaborative supervision techniques significantly impact teacher competence, underscoring the importance of tailored approaches in diverse educational settings. This is particularly relevant for Uganda, where heterogeneity in teacher training, school leadership styles, and classroom environments demands contextually grounded strategies.

2.3.3 Lesson Observation as a Catalyst for Professional Growth

The overarching goal of lesson observation whether internal or collaborative—is to enhance teacher performance by fostering professional learning, instructional coherence, and responsiveness to student needs. Uibu et al. (2023) argue that observed teaching practices interpreted through a professional development lens can reveal opportunities for scaffolding novice teachers and refining expert practices. Similarly, Luoto (2023) notes that comparative classroom observation systems can help contextualize teaching quality across diverse cultural and institutional settings.

In Uganda, the limited integration of such structured observation frameworks undermines the potential of lesson observation as a tool for sustained professional development. The current study situates lesson observation not merely as a monitoring tool, but as a formative process through which teachers internalize feedback, adapt their instructional strategies, and ultimately enhance student learning outcomes.

Canuto, Choycawen, and Pagdawan (2024) affirm that teacher competencies—when cultivated through consistent feedback and reflective practice—are strongly linked to both teacher performance and student achievement. However, the challenge lies in operationalizing lesson observation in ways that promote intrinsic teacher motivation, capacity building, and alignment with national education goals.

2.3.4 Conclusion

In summary, lesson observation holds substantial promise for improving teacher performance in Ugandan public secondary schools. Internal observations provide structural oversight, while collaborative observations offer pathways for professional dialogue and innovation. Yet, their full potential remains unrealized due to methodological inconsistencies, inadequate training, and limited institutional support. This study, therefore, seeks to bridge the empirical and contextual gaps by examining how lesson observation when strategically implemented—can transform teaching practices and enhance learning outcomes in Uganda’s secondary education landscape.

2.4 Instructional Supervision and Its Impact on Teaching and Learning

Instructional supervision is a cornerstone of educational quality, designed to enhance teacher performance, improve instructional practices, and ultimately, strengthen student learning outcomes. It comprises a systematic set of activities led by school administrators—particularly head teachers, deputies, and department heads—to monitor, guide, support, and evaluate teaching processes within classrooms. In the context of Ugandan public secondary schools, where education systems grapple with resource constraints, large class sizes, and under-qualified teachers, instructional supervision plays an even more pivotal role (Ubogu, 2024).

2.4.1 Instructional Supervision as a Catalyst for Effective Teaching and Learning

Instructional supervision functions not only as a tool for quality assurance but also as a mechanism for continuous professional development. When properly implemented, it fosters reflective practice among teachers, enhances pedagogical competence, and reinforces accountability in lesson delivery (Basilio & Bueno, 2021). In Uganda, school heads are mandated to conduct routine instructional supervision to ensure that teaching aligns with the national curriculum and learning objectives. This involves reviewing lesson plans, classroom visits, post-observation feedback, and performance appraisals (Naguit, 2024).

Singerin (2021) underscores the significance of supervision in developing teachers' pedagogical competence and performance, especially when combined with high teacher efficacy. He emphasizes that consistent and targeted supervision motivates

teachers to improve their lesson delivery, classroom management, and engagement with students. In support of this, Wardani, Rahmawati, and Santosa (2021) found that academic supervision and effective communication between supervisors and teachers positively correlate with teacher commitment and classroom performance.

In Uganda, where some public schools still operate in environments marked by limited instructional support, regular and constructive supervision has the potential to mitigate such barriers by offering instructional guidance and motivation. Nsengumuremyi and Imaniriho (2025), in their study on science and elementary technology teachers, reveal that head teachers' supervision significantly influenced teachers' ability to prepare and deliver lessons competently, especially in practical-oriented subjects.

2.4.2 Linking Supervision to Classroom Practice and Student Outcomes

The impact of instructional supervision extends beyond teacher behavior to include measurable improvements in student learning. Dewodo, Dzakpasu, and Agbetorwoka (2020), in a study conducted in Ghana, report that teachers who receive frequent supervision demonstrate greater clarity in instructional objectives, better time management, and improved classroom interaction—factors that directly enhance student academic outcomes. These findings resonate with the Ugandan context, where lesson observation and regular supervision have been identified by Gumisirizah et al. (2024) as key enablers of effective implementation of learner-centered approaches like problem-based learning.

Maisyaroh et al. (2021) emphasize the role of supervision in diversifying instructional models and content. Drawing comparisons between Indonesia and the Philippines, they demonstrate how supervision informs the adaptation of teaching methods to cater to learners' varied needs. In Ugandan secondary schools, such adaptability is critical due to the diversity in student preparedness, socioeconomic background, and access to learning resources.

Martinez-Garcia, Resilla, and Combs (2025) also stress the evolving expectations from school principals as instructional leaders. Their study advocates for a shift from bureaucratic supervision to a developmental model that promotes mentoring, coaching, and joint problem-solving. This perspective is echoed by Rainey (2020), who describes a teaching-and-learning approach to supervision that focuses on principal-teacher collaboration to align instruction with student needs and school goals.

2.4.3 The Role of Instructional Supervision in Promoting Educational Quality

Effective instructional supervision is not merely evaluative; it serves as a transformative strategy for institutional development. Cansoy, Kılınç, and Türkoğlu (2025) argue that in centralized educational systems—such as Uganda's—supervision is often hindered by bureaucratic rigidity, heavy workloads, and insufficient training. However, when supervision is oriented towards capacity building rather than compliance, it contributes meaningfully to educational quality by enabling continuous teacher learning and instructional innovation.

Zarco (2024) found that regular instructional supervision improves teachers' classroom instruction and management, especially when feedback is specific, timely, and linked to professional development goals. Likewise, Naguit (2024) notes that instructional leadership practices among school heads—including mentoring, modeling good teaching practices, and collaborative lesson planning—are positively associated with teacher performance in public secondary schools.

Despite its proven benefits, supervision in Uganda faces practical challenges. According to Dizon (2025), instructional supervision often lacks a structured framework, particularly in under-resourced institutions, leading to inconsistencies in implementation. This highlights the need for capacity building for school leaders and the adoption of clear supervision models grounded in evidence-based practices.

Ubogu (2024) reaffirms that instructional supervision must be tailored to local contexts, ensuring that supervision is not perceived as fault-finding but as a partnership toward pedagogical excellence. In Ugandan public secondary schools, such a paradigm shift can empower teachers to see supervision as a professional support mechanism, fostering both improved instructional quality and student academic success.

2.5 Conclusion

Instructional supervision, when purposefully structured and professionally executed, has the potential to transform teaching and learning in Ugandan public secondary schools. It bridges the gap between policy and practice, supports teachers'

professional development, and drives improved student outcomes. However, its effectiveness is contingent upon school leadership capacity, institutional support, and the availability of supervisory tools and training. This review establishes that well-implemented instructional supervision is a critical lever for advancing educational quality in Uganda, and this study seeks to empirically explore its influence across public secondary schools in Masindi District.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

Chapter three shows the research design, area of study, the population of the study, sample size and sampling techniques. The chapter goes ahead to show the sources of information, study variables and indicators, measurement of variables, data collection instruments, data quality control, procedure of data collection, strategies for data processing and analysis, ethical considerations and limitations and delimitations of the study.

3.1 Research design

Wilson, (2010) defined a research design as the strategy that integrates the different components of a study in a coherent and logical way for effectiveness in addressing the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data. This study employed a multiple case study design with multiple secondary schools in Masindi district. This design applied qualitative approach. “Qualitative approach allowed the researcher to explore new areas, deal with value laden-questions, build theories and do in-depth examination of the phenomena” (Juliana, et al, 2018).

3.2 Area of the study

The area of study was Masindi district found in mid-western Uganda. Masindi district had six (06) sub counties from which respondents were selected. The sub counties included, Nyantonzi Sub County, Bwijanga Sub County, Miirya Sub County, Pakanyi Sub County, Bikonzi Sub County and Kimengo Sub County.

3.3 Population of the study

The study population of the study included head teachers, teachers selected from public secondary schools in Masindi district. They included Kinyara secondary schools, Budongo secondary school, Bwijanga secondary school, St. Paul's secondary school Pakanyi and Kiyuya secondary school. The total estimated population was 90

3.4 Sample size and sampling techniques

3.4.1 Sample size

The sample size of the study was determined by attaining saturation point. The researcher specifically targeted head teachers, deputy head teachers, director of studies and teachers. A sample size was obtained when the researcher realized that any additional respondent provides similar opinion as the previous one, this was saturation point. According to Brink, et al, (2012) saturation point occurred when no new findings were generated during data collection process.

3.4.2 Sampling techniques

The researcher used clustered sampling techniques in selecting secondary schools in the six sub counties that made up Masindi district. In each sub county 01 public secondary school was selected to give a total of 06 public secondary schools for the study. Clustered sampling was used where the study population was divided in groups; the sample was taken to represent the study population. This method was preferred because it saved time and was less costly (Nworgu, 1991).

Purposive sampling was applied at school level when selecting head teachers, deputy headteachers and teachers. This is because they were the main respondents of the

study since they were the one carrying out supervision of the teaching and learning process. Hence the researcher used 80 teachers, 05 head teachers, and 05 deputy head teachers for the study. The researcher selected teachers hence in each class the researcher interviewed respondents one by one up to when he realized that the new respondent was giving the same views as the previous respondents.

Table 3.1 shows sample size

Category of respondents	Population	Sample size	Sampling techniques
Head teachers	05	05	Purposive sampling
Deputy head teachers	05	05	Purposive sampling
Teachers	200	80	Purposive sampling
Total	210	90	

Source: Primary data 2024

3.5 Sources of information

Data was selected from two sources namely; primary and secondary sources.

3.5.1 Primary sources

Victor, (2017) defined primary data as data directly collected by the researcher from sources like observations, cases studies and interviews. The researcher collected data from respondents using interview guides that were presented to the respondents.

3.5.2 Secondary sources

Cook & Campbell, (1979) defined secondary data as the use of second-hand information that is obtained from available records. Secondary data was obtained from journals, reports, brochures, newsletters, library, internet research, newspapers

and written literatures by earlier scholars on teacher supervision and effective teaching and learning.

3.6 Study variables and indicators

The study was guided by the following two variables. That is; teacher supervision as independent variable and effective teaching and learning as dependent variable.

Teacher supervision was measured by indicators such as lesson observation and instructional supervision. While effective teaching and learning was measured by indicators such as timely preparation for the teaching process, classroom management, lesson delivery or actual teaching, maintaining records of work covered and routine assessment of the teaching and learning process.

3.7 Measurements of the variables

This study was basically qualitative research therefore for measurement of variables, the study used nominal scales. The nominal scale was applied in measuring demographic characteristics of the key respondents and their views on key variables in the research objectives. The choice for this scale was that it measured non-numerals data.

3.8 Data collection instruments

The researcher used interview guides and documentary analysis for easy collection of data from different offices within the school community with their consent.

3.8.1 Interview guide

This was physical interaction between the researcher and respondents about the topic under study. The researcher used an interview guide to probe into all areas. This was used to obtain information from participants because they were many in number and the method was cheap because it just required physical presence of researcher and respondent.

3.8.2 Documentary analysis

The researcher analyzed documents in selected schools. The researcher was interested in supervision documents such as staff arrival books, lesson attendance forms, schemes of work, lesson plans, and general enrolment of schools, records of work and school performance records in national examinations.

3.9 Data quality control

According to Schladweiler & Hughe, (2004) data quality control refers to the “application of methods or a process that determines whether data meet overall quality goals and defines quality criteria for individual values”. This involved measuring validity and reliability of research instruments.

3.9.1 Validity of the research instruments

To ensure the quality of research, validity was determined to establish the extent to which instruments are able to measure the phenomenon under investigation (Robert & Alison, 2016). Precisely, the researcher established credibility and transferability of the research finding. To establish creditability of the research findings, the researcher reviewed the responses looking for similarities and differences. To

establish transferability, the research used the same collection methods on respondents with different characteristics.

3.9.2 Trustworthiness of the Study

To ensure the rigor of this qualitative research, the principles of trustworthiness, as articulated by Lincoln and Guba (1985) and reaffirmed in more recent scholarship (Nowell et al., 2017; Amankwaa, 2021), were systematically applied. Four key criteria—credibility, dependability, confirmability, and transferability—were addressed throughout the research process to enhance the integrity and reliability of the findings.

Credibility was achieved through methodological triangulation, which involved collecting data from multiple participant categories—head teachers, deputy head teachers, directors of studies, and classroom teachers—using semi-structured interviews and documentary analysis. This approach allowed for the cross-verification of information from different perspectives, thereby reducing the risk of researcher bias (Korstjens & Moser, 2018). Prolonged engagement in the field enabled the researcher to develop rapport and trust with participants, facilitating open and honest responses. Member checking was conducted by sharing summaries of the findings with selected participants to verify the accuracy of interpretations, which further strengthened the authenticity of the data.

Dependability was addressed by maintaining a detailed audit trail documenting the research process, including the development of interview guides, the procedures for participant recruitment, data collection protocols, and the stages of thematic analysis. This level of documentation ensured that the study could be replicated under similar conditions and that any methodological decisions were transparent and justifiable (Connelly, 2016).

Confirmability was ensured by adopting a reflexive approach throughout the research process. The researcher maintained reflective memos to acknowledge and monitor personal assumptions, beliefs, and potential biases that could influence data interpretation. The inclusion of verbatim participant quotations in the presentation of findings allowed the data to speak for itself, aligning with the confirmability standards highlighted by Shenton (2004) and reaffirmed by Given (2023).

Transferability was facilitated by providing rich, thick descriptions of the research context, participant characteristics, and the socio-cultural environment of public secondary schools in Masindi District. Such detailed contextualisation allows readers and other researchers to assess the applicability of the findings to similar educational settings (Polit & Beck, 2021). In summary, the study's design and execution incorporated robust strategies to establish trustworthiness. By attending to credibility, dependability, confirmability, and transferability, the research provided findings that were not only contextually relevant but also methodologically sound and adaptable for application in comparable contexts.

3.10 Procedure of data collection

The researcher prepared the research instruments and pre-tested them to determine their validity and reliability. The researcher met the supervisor for presentation of the research tools and approval. This was followed by the process of moving to the area of study to sample out respondents and collect data.

The researcher moved to Masindi district and select 06 public secondary schools. In each school, the researcher met head teacher, deputy teachers, teachers for interviews.

The researcher coded and sorted out data and this was followed by the process of compiling a report and presenting it to the supervisor for approval.

3.11 Strategies for data processing and analysis

Data collected was arranged qualitatively. The data was checked for consistency, coded appropriately and entered into appropriate computer software package. Thematic analysis was used to identify patterns and themes in data. These were analyzed using the thematic data analysis which involved the phases below:

- Familiarization with the data; this is where the researcher repeatedly read through the data to get familiar with the data and pay specific attention.
- Generating the initial codes by documenting where and how patterns occurred. This happened through data reduction where the researcher classified data into labels in order to create categories for efficient analysis.
- Searching for themes among the codes. This involved combining themes into one theme that accurately depict the data. This was important in developing themes where the researcher describes exactly what the themes mean.
- Reviewing themes. This involved looking on how the themes supported the data and the overarching perspectives. If the analysis seemed incomplete, the researcher would go back and find out what is missing.
- Defining and naming themes. This is where the researcher defined each theme clearly showing the aspects that were interesting about the theme.

- Producing the final report. The researcher wrote the report basing on which themes made meaningful contributions for understanding what is going on within the data.

3.12 Ethical considerations

Bearing in mind that ethical issues could arise during the process of data collection, the researcher undertook some measures. The researcher obtained the letter of introduction from Uganda Christian University to be presented to the respondents. This gave the researcher a gate pass to allow the study in their area of jurisdiction. The researcher had to seek permission from head teachers to allow access to key documents of the schools.

A letter of consent was also given to respondents who signed on it as part of proof of having accepted to participate in the study.

Interview guides were structured in such a way that there was no mentioning of the respondent's name. There was maximum confidentiality during the data collection.

The researcher used simple language that could easily be understood by the respondents.

3.13 Limitations and delimitations to the study

The researcher met the following limitations during the process of data collection:

Some respondents failed to answer questions on the interview guides. The researcher labored to interpret questions to the respondents for proper responses.

There was reluctance of respondents to participate in the study. This was overcome by creating good atmosphere between the researcher and respondents by clearly explaining the purpose of the study.

Limited time to collect data because the researcher is a fulltime worker. However, the researcher requested sometime off duty to go and collect data.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.0 Introduction

Data was thematically analyzed where the researcher extracted themes and descriptions that organized and made sense of the data obtained. The themes were discussed and illustrated by means of quotations from the interview text where quotations were presented verbatim. The common issues derived from the collected data emerged as: teacher supervision practices conducted in public secondary schools, the influence of lesson observation on teachers' performance in secondary schools and the influence of instructional supervisions on effective teaching and learning.

Coding: TR-Teacher, HTR-Head teachers and DHT-Deputy head teachers.

4.1 Background information

The study engaged a diverse group of participants drawn from various professional roles within the school environment, including head teachers, deputy head teachers, directors of studies, and classroom teachers, with the latter forming the largest proportion of respondents. Participants represented both male and female genders, although men were in the majority. The age distribution reflected a wide professional span, with most respondents in their twenties and thirties, followed by those in their forties, and a smaller proportion nearing retirement age. Marital status varied, with both single and married individuals well represented, alongside a few widowed participants. In terms of educational attainment, respondents ranged from diploma holders to those with Bachelor's and Master's degrees, with no participant holding a doctoral

qualification. Teaching experience levels also varied considerably, encompassing early-career teachers with only a few years in service, mid-career professionals with a decade or more of experience, and seasoned educators with over two decades in the profession. This diversity in roles, experience, and qualifications provided a rich basis for examining the influence of teacher supervision on effective teaching and learning in public secondary schools.

4.2 Objective One:

The first objective of this study was to find out teacher supervision practices conducted in public secondary schools in Masindi District, addressed through the research question: What teacher supervision practices are conducted in public secondary schools in Masindi District? This section presents and analyses qualitative data derived from interviews with head teachers and classroom teachers, aimed at establishing the range, nature, and implementation patterns of supervision practices guiding and monitoring teaching and learning processes. The findings are organised thematically to reflect structural and procedural aspects of supervision, as well as interpersonal and developmental practices intended to enhance instructional quality. Verbatim quotations from participants are included to preserve the authenticity of their accounts and to represent the perspectives of both supervisors and supervisees.

a) Structured and Routine-Based Supervision Approaches

This theme captures the planned, institutionally embedded supervision practices regularly employed in public secondary schools in Masindi District. These practices reflect the extent to which head teachers and departmental leaders use systematic procedures—such as scheduled observations, lesson reviews, and appraisal sessions—to

monitor and support instructional delivery. Such structures are central to school accountability systems and teacher performance management, addressing the research objective by revealing the organizational and procedural facets of supervision.

Participant HTR1 revealed that

"At our school, we conduct weekly supervision checks. These include reviewing lesson plans, checking schemes of work, and verifying if continuous assessments are being administered. We also have termly performance appraisal meetings where every teacher presents a self-review."

Similarly, Participant HTR3 revealed that,

"We operate under a structured system. There are informal walk-throughs and also formal lesson observations, especially for newly deployed teachers. In addition, departmental heads are tasked with peer supervision within their subject clusters."

Building on this, Participant TR2 revealed that,

"Supervision in our school mostly happens through classroom visits. Sometimes the head teacher comes in during a lesson to observe. We are also required to submit our lesson plans every Monday for review by the Director of Studies."

This view was echoed by Participant TR4 revealed that,

"We often receive memos reminding us to keep our teaching records up to date. Occasionally, our head teacher conducts surprise checks of our learners' books to see whether marking is consistent with the syllabus pacing."

These findings reflect supervision practices that are deliberately structured and systematically applied, aligning closely with the principles of the Clinical Supervision Model (Cogan, 1973; Goldhammer et al., 1993). The emphasis on regular observation, professional feedback, and structured appraisal processes is indicative of a developmental supervision approach that fosters continuous instructional improvement (Zepeda, 2017). Furthermore, the roles of head teachers in organizing peer supervision and conducting routine walkthroughs are consistent with **Transformational Leadership Theory**, which highlights the importance of visionary leadership, instructional support, and the cultivation of collaborative school cultures (Bass, 1985; Nguyen et al., 2021).

a) Use of Tools and Collaborative Strategies in Supervision

This theme reflects the technical tools and interpersonal strategies applied to enhance the effectiveness of instructional supervision in public secondary schools. It highlights how standardized observation instruments, performance tracking tools, and peer review mechanisms are integrated into the supervisory process. These approaches aim to provide structured feedback and promote collaborative learning among teachers, thus supporting the research objective on identifying supervision practices used in Masindi District.

Participant HTR2 revealed that,

"We use a lesson observation checklist developed by the District Education Office. It helps us evaluate things like time management, instructional methods, use of teaching aids, and learner engagement. Feedback is given immediately after the session."

Similarly, Participant HTR4 revealed that,

"Apart from observation checklists, we rely on teacher performance tracking logs. We rate each teacher at mid-term and end-of-term using both quantitative scores and qualitative comments. This has brought more accountability."

Building on this, Participant TR1 revealed that,

"During a lesson observation, the head teacher uses a structured form. It includes criteria like clarity of objectives, classroom control, and teaching methodology. Afterward, we sit down and reflect on what went well and what could be improved."

This view was echoed by Participant TR5 revealed that,

"Our head teacher encourages us to use peer review. I was once paired with a colleague from another department to observe and comment on each other's teaching techniques. That process gave me new ideas for student engagement."

The accounts provided by participants reflect a strong alignment with the Clinical Supervision Model, which emphasizes structured tools such as checklists and

observation forms to support instructional improvement (Cogan, 1973; Zepeda, 2017). The use of peer review and post-observation conferences illustrates principles from Constructivist Learning Theory, where supervision becomes a platform for collaborative reflection and teacher development (Darling-Hammond et al., 2020). This theme also touches on aspects of Transformational Leadership Theory, as head teachers foster teacher engagement and accountability through inclusive and supportive supervision practices (Bass, 1985; Nguyen et al., 2021).

b) Perceived Professional Value and Challenges of Supervision

This theme captures participants' reflections on how supervision influences their professional growth, morale, and teaching practices. It also surfaces challenges related to superficial feedback, mechanical implementation, and the missed opportunity when supervision is not purposefully enacted. These insights are central to understanding the value of supervision from those who experience it directly.

Participant TR3 revealed that,

"At first, I found supervision a bit intimidating, but now I see it as a growth opportunity. After one detailed observation, I received feedback that helped me restructure how I introduce new concepts. My students now participate more actively."

Similarly, Participant HTR1 revealed that,

"We have seen improvements in lesson delivery over time. Teachers are more conscious of how they use time and how they interact with learners."

Instructional supervision has gradually built a culture of self-improvement among staff."

In contrast, Participant TR6 revealed that,

"Sometimes supervision feels too mechanical, like ticking boxes. But when we get personalized feedback, it actually motivates us. One time, my head teacher recognized me for integrating local examples into a geography lesson—it really boosted my morale."

Building on this, Participant HTR3 revealed that,

"The real value of supervision lies in follow-up. When we supervise just to comply, nothing changes. But when we make it a coaching opportunity, teachers improve and learners' benefit."

This theme resonates with the Constructivist Learning Theory, which views supervision as a context for reflective practice and growth through experience and feedback (Vygotsky, 1978; Darling-Hammond et al., 2020). The comments on morale, recognition, and instructional adjustment also align with Transformational Leadership Theory, where leadership effectiveness is linked to individualized support and professional inspiration (Bass, 1985; Olayiwola & Alabi, 2022). Finally, the emphasis on feedback and follow-up confirms the importance of the Clinical Supervision Model's feedback loop in achieving sustainable improvement (Zepeda, 2017).

4.3 Objective Two:

For the second objective, the study sought to *examine the influence of lesson observation on teachers' performance in secondary schools*, guided by the research question: *How does lesson observation influence teachers' performance in secondary schools?* This section presents and analyses qualitative data gathered from head teachers and classroom teachers in public secondary schools in Masindi District, focusing on the processes, experiences, and perceived impacts of lesson observation on instructional practice. The thematic presentation captures both procedural aspects such as planning, focus areas, and feedback mechanisms—and the emotional and professional responses of teachers to observation, as well as the ways in which observation contributes to changes in classroom practice and accountability.

a) Implementation of Lesson Observation Procedures

This theme focuses on how lesson observation is structured and executed within secondary schools in Masindi District. It highlights the preparatory steps taken by school leaders, the criteria used to evaluate lessons, and the overall process through which teachers are observed in action. Such practices provide essential data on the extent to which lesson observation contributes to informed feedback and instructional oversight.

Participant HTR1 revealed that,

"In our school, we conduct formal lesson observations at least twice per term. We inform the teacher in advance and agree on the timing. During the

observation, I pay attention to the clarity of lesson objectives, student participation, how content is delivered, and time management. We also look at the teacher's use of instructional materials."

Similarly, Participant HTR2 revealed that,

"Lesson observations here are both scheduled and spontaneous. While scheduled ones help in preparing feedback, impromptu visits give us a more realistic picture of classroom practice. I usually observe classroom control, pacing, and the variety of teaching methods used."

Building on this, Participant TR3 revealed that,

"Lesson observations are common, especially when there are new teachers. The head teacher or sometimes the head of department sits at the back and takes notes. They usually look at how we engage the learners, how organized the lesson is, and whether we meet the learning objectives."

This view was echoed by Participant TR6 revealed that,

"In our school, we are told in advance when the observation will happen, and that allows us to prepare properly. They mostly focus on whether the lesson is learner-centered, if the content aligns with the syllabus, and if we finish the lesson within time."

These insights align closely with the Clinical Supervision Model, which emphasizes structured pre-observation planning, defined instructional focus, and objective data collection (Cogan, 1973; Zepeda, 2017). The reflective nature of the process also

speaks to Constructivist Learning Theory by creating opportunities for experience-based professional learning (Vygotsky, 1978; Darling-Hammond et al., 2020).

a) Emotional and Professional Response to Lesson Observation

This theme captures the emotional and reflective experiences of teachers and supervisors during and after lesson observations. It underscores how teachers interpret the observation process—as either supportive or evaluative—and how this interpretation shapes their openness to feedback and willingness to grow.

Participant TR1 revealed that,

"I usually feel nervous before a lesson observation. It's like being judged. But once the lesson starts, I get into the flow and forget that someone is watching. Afterward, if the feedback is supportive, I feel encouraged, but if it's only criticism, it demoralizes me."

Similarly, Participant HTR3 revealed that,

"We make it a point to give feedback within 24 hours after observing a lesson. I prefer one-on-one conversations where I start by highlighting what the teacher did well, then move into areas for improvement. That way, the teacher is more receptive."

A differing perspective came from Participant TR5 revealed that,

"During the last observation, I felt very anxious because I was using a new teaching strategy. But afterward, the head teacher praised my creativity and suggested minor tweaks. That motivated me to keep trying out new methods."

This view was echoed by Participant TR4 revealed that,

"Sometimes I feel the observation is done just to fulfill a requirement. No real feedback follows. But when the feedback is immediate and constructive, it really helps me reflect on my practice."

The responses illustrate how emotional receptiveness is influenced by the feedback process, affirming the relevance of Constructivist Learning Theory. This theory highlights the importance of safe, trust-based environments in fostering reflective growth (Darling-Hammond et al., 2020). The Clinical Supervision Model also offers explanatory power, particularly its emphasis on formative, collaborative post-observation discussions (Zepeda, 2017).

b) Influence of Lesson Observation on Professional Practice

This theme reflects on how lesson observation contributes to improved teaching performance, increased instructional intentionality, and greater teacher accountability. It addresses the transformative potential of well-executed supervision practices on long-term professional behavior and student engagement.

Participant HTR4 revealed that,

"Lesson observation has improved our overall teaching quality. Teachers now take lesson preparation more seriously. We've seen better engagement in the classroom and improved learner outcomes in subjects like Mathematics and English."

Similarly, Participant TR2 revealed that,

"After being observed, I started making my lesson objectives more explicit and involving learners in setting expectations. It was feedback from an observation that pushed me in that direction, and I've noticed better student participation since then."

Building on this, Participant HTR2 revealed that,

"Over time, repeated observation with constructive feedback has built a reflective culture among our teachers. They now come to me even before a lesson to discuss their strategies. That's a big shift from how things were a few years ago."

This view was echoed by Participant TR6 revealed that,

"There was a time when I wasn't organizing my instructional materials well. A post-observation comment pointed that out, and since then I've made it a habit to prepare visual aids in advance. It's made my teaching more effective and engaging."

These accounts provide strong evidence for the application of the Clinical Supervision Model, particularly its focus on using feedback to inform future instruction (Cogan, 1973; Zepeda, 2017). They also illustrate Transformational Leadership Theory in action, where teachers are motivated and supported to take ownership of their professional growth (Bass, 1985; Olayiwola & Alabi, 2022).

4.4 Objective Three:

For the third objective, the study aimed *to assess the influence of instructional supervision on effective teaching and learning in secondary schools*, addressed through the research question: *In what ways does instructional supervision influence effective teaching and learning in secondary schools?* The presentation that follows draws on qualitative data from head teachers and classroom teachers in Masindi District, examining how supervision informs teaching strategies, promotes reflective practice, and influences learner engagement and academic achievement. The thematic analysis identifies the role of instructional supervision as a driver of teaching quality, its direct and indirect effects on learner outcomes, and the constraints and challenges that limit its effectiveness. Direct quotations from participants are used to illustrate these findings, providing nuanced insights into the practical realities of supervision in the district. This section establishes a comprehensive understanding of how instructional supervision shapes educational practice, offering a basis for linking the results to the study's theoretical frameworks and wider literature.

a) Instructional Supervision as a Driver of Teaching Quality and Reflective Practice

This theme captures how instructional supervision contributes to sustained improvement in instructional methods and teacher professional development. Through feedback, alignment with curriculum standards, and personalized guidance, teachers are encouraged to reflect on and refine their instructional strategies. The

data under this theme speaks directly to the research objective by illustrating supervision's role in advancing teaching quality.

Participant HTR1 revealed that,

"Instructional supervision helps teachers reflect on their methods. Through regular monitoring and coaching, I've seen teachers begin to ask themselves whether their strategies are working. Some have shifted from teacher-centred to learner-centred approaches after feedback sessions."

Similarly, Participant TR2 revealed that,

"In my experience, supervision made me more intentional with my lesson planning. I used to rely on textbook schemes, but now I tailor my plans based on the learners' needs. That change started after my supervisor encouraged me to focus more on differentiation."

Building on this, Participant HTR3 revealed that,

"We use instructional supervision to align classroom practices with curriculum standards. When properly done, it improves consistency in instructional quality across departments. It also motivates teachers to engage more with professional development."

This view was echoed by Participant TR5 revealed that,

"After a few rounds of feedback during supervision, I began using more local examples in science lessons. Learners now relate better to the content, and I attribute this improvement to insights gained from those sessions."

These reflections are consistent with the Clinical Supervision Model's emphasis on continuous professional growth through structured feedback cycles (Cogan, 1973; Zepeda, 2017). They also align with Constructivist Learning Theory, as teachers engage in self-reflection and adaptation based on experiences and feedback (Vygotsky, 1978). Transformational Leadership Theory is likewise evident in the encouragement and mentoring roles adopted by school leaders (Bass, 1985; Olayiwola & Alabi, 2022).

b) Instructional Supervision and Learner Outcomes

This theme demonstrates how effective instructional supervision can translate into measurable improvements in learner engagement, comprehension, and academic performance. Participants highlight how supervision drives adjustments in pedagogy that directly benefit student outcomes, thus making a critical link between teaching quality and learning success.

Participant HTR2 revealed that,

"We track learner performance through internal assessments. Over the last two years, we've seen a steady improvement in English and Biology—subjects that had been targeted in our supervision cycle. I believe it's because we focused on lesson pacing and formative assessment techniques."

Similarly, Participant TR3 revealed that,

"I used to struggle with classroom control, and it affected how students participated. After two targeted supervision sessions with guidance from my head teacher, I tried new grouping methods, and now my learners stay more focused. Their test scores have improved."

Building on this, Participant HTR4 revealed that,

"Supervision isn't just about watching lessons. It's about identifying how teaching connects to learning. I've observed that when we give actionable feedback—like improving questioning techniques—it translates into better learner responses and critical thinking."

This view was echoed by Participant TR1 revealed that,

"Some of my students used to fail to grasp key concepts in literature. After supervision, I learned how to scaffold learning by using simple, progressive steps. Since then, their understanding and written expression have significantly improved."

These responses affirm the practical impact of instructional supervision on learner achievement, as predicted by the Clinical Supervision Model's focus on feedback-informed improvements (Zepeda, 2017). They also reflect Transformational Leadership Theory by demonstrating how leaders' strategic focus can align instructional practices with learner-centered outcomes (Bass, 1985; Karadağ & Sertel, 2025).

c) Constraints and Challenges Affecting Effective Instructional Supervision

This theme explores the practical limitations that hinder the effectiveness of supervision. Participants highlight systemic challenges, including time constraints, lack of standard tools, inconsistent feedback practices, and tensions between support and compliance. These issues influence how supervision is perceived and implemented, thus impacting its value for teaching and learning.

Participant HTR1 revealed that,

"One major challenge is time. As a head teacher, I'm also handling administrative tasks, so consistent instructional supervision becomes difficult. Sometimes I delegate, but then the quality of feedback may vary."

In contrast, Participant TR6 revealed that,

"Sometimes supervision is rushed and feels more like inspection than support. That affects how open we are during the process. I wish there was more time for real dialogue after the observations."

Building on this, Participant HTR3 revealed that,

"We lack standardized supervision tools. Each school does it differently, and that affects continuity and follow-up. Without a common framework, it's hard to measure growth over time."

This view was echoed by Participant TR4 revealed that,

"There are times when supervision feedback is vague or general. You hear things like 'improve delivery' but with no specifics. It's hard to act on that. When feedback is clear and practical, it really helps."

These perspectives reveal implementation gaps that weaken the full potential of instructional supervision. While the Clinical Supervision Model calls for consistency and clarity (Cogan, 1973; Zepeda, 2017), the absence of standard tools and clear feedback undermines its effectiveness. Constructivist Learning Theory also highlights the importance of structured guidance in supporting teacher growth (Darling-Hammond et al., 2020), which is challenged by time constraints and vague evaluations in these cases.

CHAPTER FIVE

DISCUSSIONS OF RESULTS

5.0 Introduction

This chapter shows discussion of the findings in chapter four, conclusions and recommendations.

5.1 Discussions of the findings

Discussion of the findings is line following the variables in research objectives:

5.1.1 Teacher Supervision Practices in Public Secondary Schools

The findings of this study indicate that teacher supervision in public secondary schools within Masindi District is largely structured and routine-based, characterized by scheduled lesson observations, weekly lesson plan reviews, termly appraisal meetings, and occasional surprise checks. These practices are complemented by the use of supervision tools, including checklists designed internally by schools and, at times, standardized instruments provided by the Ministry of Education and Sports. This reflects a deliberate effort to institutionalize supervisory mechanisms, as envisioned in the Clinical Supervision Model (Cogan, 1973; Goldhammer et al., 1993), which emphasizes systematic observation, feedback, and follow-up as pathways to improving instructional quality.

The supervisory environment reported in the study was generally conducive to teaching, with head teachers ensuring that lesson delivery adhered to schemes of work and syllabus requirements. This aligns with Sophia's (2021) assertion that the effective fulfilment of head teacher and teacher roles is essential for the attainment of institutional goals, as well as Auld's

(2021) position that supervision should be a deliberate and structured process aimed at enhancing educational outcomes. The enthusiasm expressed by teachers towards their work further reinforces the idea that supervision, when positively framed, can nurture intrinsic motivation.

From the literature, Rahabav (2016) underscores that effective supervision is characterized by the competence of the supervisor, involving well-planned and organized activities, pre- and post-observation discussions, constructive feedback, mentoring, and sustained professional support. While this study found such elements present in Masindi schools, the degree of implementation varied, with some reports indicating mechanical application or lack of personalized feedback. This echoes the caution raised by Livers et al. (2022) and Guerra et al. (2022) that supervision must be culturally responsive and contextually adapted to avoid becoming a mere compliance exercise.

The study also found that collaborative supervision strategies—such as peer review and post-observation conferences are being applied to varying degrees. These align with the Constructivist Learning Theory (Vygotsky, 1978; Darling-Hammond et al., 2020), which advocates for supervision as a platform for reflective dialogue and shared professional growth. However, the extent to which such collaborative approaches are institutionalized depends heavily on the leadership style of the head teacher, underscoring the relevance of Transformational Leadership Theory (Bass, 1985; Olayiwola & Alabi, 2022) in fostering an open, trust-based supervisory culture.

Nevertheless, challenges remain. Some teachers described supervision as overly procedural, lacking in substantive coaching or developmental follow-up. These findings suggest a gap between the intended developmental function of supervision and its perceived implementation on

the ground. Addressing these gaps will require moving beyond procedural compliance towards supervision models that balance accountability with genuine instructional mentorship. This study, therefore, affirms the need for a more context-responsive, collaborative, and transformative approach to teacher supervision in Masindi District, one that consistently integrates structured tools with personalized professional support.

5.1.2 Influence of Lesson Observation on Teachers' Performance

The findings of this study reveal that lesson observation is a common supervisory practice in public secondary schools in Masindi District, typically conducted at least once per term in a formal, scheduled manner, supplemented by occasional unscheduled class visits. Administrators, including head teachers, deputy head teachers, and heads of departments, used these opportunities to monitor instructional quality, assess the use of teaching aids, review lesson structure, and observe classroom organization and learner engagement. These practices are consistent with Ndu et al. (1997), who identify classroom visitation, demonstration, observation, and evaluation as core elements of internal supervision. Similarly, Willegems et al. (2017) describe effective internal supervision as involving regular classroom visits, with supervisors monitoring instructional methods, time management, and teacher–learner interaction to foster teaching effectiveness.

Importantly, the study also identified strong collaborative relationships between administrators and teachers in some schools. Such collaboration extended to developing schemes of work, lesson plans, subject content, and targeted instructional improvements. Teachers reported that these partnerships enhanced teamwork, facilitated the sharing of teaching responsibilities, and expanded their subject knowledge through joint research efforts. These findings align with

Bambang et al. (2021), who describe collaborative supervision as a blend of directive and non-directive orientations, requiring active participation, enthusiasm, and reciprocal engagement between supervisors and supervisees. Willegems et al. (2017) and Fitriati, Rosli, and Iksan (2022) further support this, noting that collaborative observation can build teacher confidence, stimulate reflection, and promote student-centered learning approaches.

The literature underscores that lesson observation—whether internal or collaborative—functions best when grounded in a developmental framework rather than a purely evaluative one. Bazán-Ramírez et al. (2022) show that systematic observational records can capture nuanced aspects of teacher–student interaction, while White and Maher (2024) advocate for rubric-based observation tools to ensure clarity, objectivity, and actionable feedback. In the Ugandan context, however, such standardized frameworks are not yet widely institutionalized, and the absence of clear, consistent tools can result in feedback that is either too general or insufficiently actionable, as reported by some participants in this study.

The findings also reveal that the quality of teacher responses to lesson observation depends heavily on the nature of the feedback process. Constructive, timely, and specific feedback was associated with increased teacher motivation, willingness to innovate, and adoption of learner-centered strategies. In contrast, observations perceived as perfunctory or overly critical sometimes generated anxiety or disengagement. This mirrors the argument of Uibu et al. (2023) that the developmental value of observation hinges on how feedback is framed and delivered. Furthermore, the iterative nature of repeated observation cycles—combined with reflective post-observation dialogue—was found to foster a culture of continuous professional improvement, a hallmark of the Clinical Supervision Model (Cogan, 1973; Zepeda, 2017).

From a theoretical standpoint, these findings can be interpreted through the Clinical Supervision Model, which emphasizes structured pre-observation preparation, systematic observation, and collaborative post-observation feedback as mechanisms for improving instructional practice. The study also reflects the principles of Transformational Leadership Theory (Bass, 1985), wherein head teachers act as instructional leaders who inspire, mentor, and model best practices, thereby creating a supportive environment for teacher growth. Finally, aspects of Constructivist Learning Theory (Vygotsky, 1978; Darling-Hammond et al., 2020) are evident in the collaborative, peer-based observation approaches, where learning emerges through dialogue, reflection, and shared experience.

In summary, lesson observation in Masindi's public secondary schools plays a critical role in shaping teacher performance by enhancing lesson planning, promoting reflective practice, and strengthening classroom management. While formal and collaborative observation practices are in place, their potential remains underutilized due to inconsistent implementation, lack of standardized tools, and variability in feedback quality. Addressing these gaps could significantly enhance the contribution of lesson observation to teacher professional development and learner achievement.

5.1.3 Influence of Instructional Supervision on Effective Teaching and Learning

The findings from this study indicate that instructional supervision in public secondary schools in Masindi District serves as both a quality assurance mechanism and a professional development tool. Head teachers reported using supervision to align teaching practices with curriculum standards, provide targeted coaching, and foster reflective practice among teachers. Teachers acknowledged that effective supervision prompted them to rethink instructional strategies, adopt

more learner-centered methods, and improve lesson preparation. These outcomes resonate with Cogan's (1973) and Goldhammer et al.'s (1993) Clinical Supervision Model, which frames supervision as a cyclical process involving observation, feedback, and follow-up aimed at improving teaching quality.

Evidence from the field shows that instructional supervision has tangible effects on learner engagement and academic achievement. For instance, head teachers reported tracking student performance in targeted subjects such as English and Biology and linking improvements to changes in instructional approaches identified during supervision cycles. Teachers also noted that post-supervision guidance on classroom management, questioning techniques, and scaffolding led to more focused learner participation and better comprehension of complex concepts. This reflects findings from Msuya and Mwila (2023) in Tanzania, where structured supervision was associated with measurable improvements in student outcomes.

The study further highlights the importance of supervision as a collaborative and formative process. Participants described follow-up sessions in which supervisors provided specific, actionable recommendations and encouraged professional dialogue. Such practices align with the Constructivist Learning Theory (Vygotsky, 1978; Darling-Hammond et al., 2020), which positions supervision as an opportunity for reflective engagement and shared problem-solving between teachers and supervisors. When supervision is implemented in this way, it can build teacher confidence, encourage experimentation with new pedagogical approaches, and embed a culture of continuous improvement.

However, the effectiveness of instructional supervision in Masindi's secondary schools is constrained by several systemic and organizational challenges. Head teachers cited limited time

for supervision due to administrative demands, while teachers expressed concerns about feedback that was either too general or inconsistent. Additionally, the absence of standardized supervision tools across schools limited the ability to monitor progress systematically over time. These constraints echo the concerns of Bagaya et al. (2025) regarding variability in school inspection and supervision practices in Western Uganda and support Livers et al.'s (2022) observation that inconsistency in supervisory frameworks can undermine the developmental potential of the process.

From a leadership perspective, the study's findings reflect the tenets of Transformational Leadership Theory (Bass, 1985; Olayiwola & Alabi, 2022). Effective head teachers were those who not only monitored teaching but also inspired their staff, recognized individual achievements, and created an enabling environment for innovation. In schools where leadership emphasized empowerment and collaboration, teachers were more likely to perceive supervision as supportive rather than punitive, thereby increasing its impact on teaching and learning.

In summary, instructional supervision in Masindi District has the potential to significantly enhance teaching quality and learning outcomes when it is structured, collaborative, and feedback-driven. Its influence is most pronounced where supervision is framed as a developmental process that integrates professional coaching with curriculum alignment and learner-focused strategies. Nonetheless, the full benefits are hampered by time constraints, tool inconsistencies, and variability in feedback quality. Addressing these challenges through standardised frameworks, leadership training, and dedicated supervision time could strengthen the role of instructional supervision as a catalyst for both teacher growth and student success.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the conclusions and recommendations of the study, derived from the analysis and interpretation of qualitative data in Chapter Four. The study explored teacher supervision practices, the influence of lesson observation on teachers' performance, and the impact of instructional supervision on effective teaching and learning in public secondary schools in Masindi District. The conclusions summaries the key insights in line with the three research objectives, while the recommendations provide actionable strategies for policy makers, school administrators, and other education stakeholders to enhance the effectiveness of supervision as a tool for improving instructional quality and learner outcomes.

5.1 Conclusions

a) Teacher supervision practices in public secondary schools

- The study found that teacher supervision in Masindi District is predominantly structured and routine-based, incorporating scheduled lesson observations, weekly lesson plan reviews, appraisal meetings, and occasional surprise checks. These practices align with the Clinical Supervision Model in their structured, developmental intent. However, while tools such as checklists and performance tracking logs are used, their application varies across schools.
- Collaborative strategies, including peer review and post-observation conferences, are present and contribute to professional learning, consistent with Constructivist Learning Theory. Nevertheless, the extent to which such

practices are embedded in school culture depends largely on the leadership style of the head teacher, highlighting the relevance of Transformational Leadership Theory.

- Although supervision is generally perceived as beneficial, some teachers reported challenges such as mechanical application, lack of personalised feedback, and missed opportunities for coaching, which limits its transformative potential.

b) Influence of lesson observation on teachers' performance

- 4. Lesson observation, when implemented systematically, positively influences teachers' instructional planning, classroom management, and learner engagement. Teachers reported adopting more learner-centred and differentiated strategies as a direct result of targeted feedback.
- Emotional and professional responses to observation varied: constructive, timely feedback increased teacher motivation and openness to change, while purely evaluative or delayed feedback sometimes caused anxiety or disengagement.
- The study confirms that repeated observation with reflective feedback fosters a professional culture of continuous improvement, supporting the Clinical Supervision Model's emphasis on iterative feedback loops and Transformational Leadership Theory's focus on inspiring and supporting professional growth.

c) Influence of instructional supervision on effective teaching and learning

- Instructional supervision was found to drive teaching quality through reflective practice, curriculum alignment, and targeted professional development. This

impact extended to learner outcomes, with reported improvements in subject performance, critical thinking, and participation.

- However, several constraints—such as time limitations, lack of standardised tools, inconsistency in feedback quality, and competing administrative duties—hampered the full realization of supervision’s potential. These barriers undermine the consistency and clarity emphasized in the Clinical Supervision Model and limit opportunities for the collaborative growth central to Constructivist Learning Theory.

5.3 Recommendations

a) Strengthen structured and collaborative supervision practices

- The Ministry of Education and Sports, in collaboration with the District Education Office, should develop and enforce a standardised supervision framework that integrates structured observation tools, clear feedback guidelines, and peer review mechanisms, ensuring consistency across schools.
- Head teachers should adopt blended supervision approaches that combine formal scheduled observations with supportive, informal walkthroughs, thereby promoting both accountability and professional development.

b) Enhance the quality and timeliness of feedback

- Supervisors should provide immediate, constructive, and specific feedback after lesson observations, focusing on actionable steps for improvement. This will help build teacher confidence and encourage the application of new strategies.

- Training programs should be conducted for head teachers and departmental leaders on coaching-based supervision techniques, drawing from the Clinical Supervision Model to foster reflective dialogue rather than evaluative judgment.

c) Address constraints affecting effective instructional supervision

- School leadership should allocate protected time for supervision and follow-up activities, reducing the competing demands of administrative work that often dilute supervision efforts.
- The District Education Office should provide schools with customisable supervision toolkits—including checklists, performance tracking logs, and feedback templates—that are adaptable to different subjects and contexts.

d) Foster a culture of professional collaboration and learning

- Schools should institutionalize peer observation and mentoring systems, pairing teachers across departments to encourage knowledge sharing, innovation, and collaborative problem-solving, in line with Constructivist Learning Theory.
- Supervisors should recognize and celebrate teacher innovations and improvements publicly to build morale, consistent with the motivational principles of Transformational Leadership Theory.

e) Link supervision to learner outcomes

- Supervisory activities should be explicitly tied to student performance data to evaluate the effectiveness of instructional strategies and to inform ongoing professional development priorities.

- Head teachers should lead periodic data review meetings where supervision findings are discussed in relation to student assessment results, promoting evidence-based instructional improvement.

5.3 Suggestions for further studies

The researcher made the recommendations for further studies in the areas below:

- i External supervision and teacher performance in public secondary schools in Uganda.
- ii Supervision and a measure to improve relationship between teachers and supervisors in public secondary schools.

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APPENDICES
APPENDIX I: INTERVIEW GUIDE FOR HEADTEACHER, DEPUTY
HEADTEACHER AND D.O.S

Dear respondent, I am Katusiime Jackson a student at Uganda Christian University and conducting a research on the influence of teacher supervision on effective teaching and learning in public secondary schools in Uganda, case study of Masindi district. You have been considered one of the most resourceful persons in this research. You are kindly requested to spare some little time to fill this questionnaire honestly as possible. This research is purely academic and all the information in this regard will be treated with almost confidentiality. Thank you for accepting this request. Thank you for accepting this request.

Section A: Background information (pleas tick appropriately)

Variable	Sub-Variables	Tick appropriately
1. What is your position in school?	Head teacher	<input type="checkbox"/>
	Deputy head teacher	<input type="checkbox"/>
	D.O. S	<input type="checkbox"/>
	Teacher	<input type="checkbox"/>
2. What is your gender?	Male	<input type="checkbox"/>
	Female	<input type="checkbox"/>
3. What is your age bracket?	20-29	<input type="checkbox"/>
	30-39	<input type="checkbox"/>
	40-49	<input type="checkbox"/>
	50-59	<input type="checkbox"/>
4. What is marital status?	Single	<input type="checkbox"/>
	Married	<input type="checkbox"/>

	Widow/widower	<input type="checkbox"/>
5. What your level of education?	PhD	<input type="checkbox"/>
	Master's degree	<input type="checkbox"/>
	Bachelor's degree	<input type="checkbox"/>
	Diploma	<input type="checkbox"/>
6. What your period of service?	1-4 years	<input type="checkbox"/>
	5-9 years	<input type="checkbox"/>
	10-14 years	<input type="checkbox"/>
	15-19 years	<input type="checkbox"/>
	20+ years	<input type="checkbox"/>

Section B: teacher supervision in secondary school

1. What is the current working atmosphere in your school?
2. Tell me about time management of teachers in this school.
3. Tell me about teacher enthusiasm in this school.
4. Tell me about the frequency of lesson supervision per week this in this schools.
5. Tell me the lesson supervision tools you are using in this school.
6. Do you use lesson supervision tools provided by the ministry of education and sports?
7. Tell me about how you make a follow up on each lesson on the time table.
8. How do you make a follow up to make sure that relevant content is delivered to learners in classroom?
9. Tell me how teacher supervision practices are improving on teachers' effectiveness.

Section C: Lesson observation

1. Do you have a fixed lesson observation schedule known to all teachers?
2. Tell me how often you visit classrooms when lessons are ongoing per week.
3. How has your visiting in the classroom improved teachers' performance?
4. Tell me about the use of the teaching materials you observe in classrooms when lessons are ongoing.
5. Do you carryout demonstration lesson for teachers to improve their effectiveness?
6. Tell me about the teaching strategies you have observed teachers using in the teaching and learning process.
7. Tell me about the interactions between teachers and learners in the teaching and learning process.

Collaborative lesson observations

8. Tell me about collaborations and responsibilities you share with the teachers in lesson supervision.
9. Tell me about your interaction with teachers before and after the lesson observation.
10. Tell me how your collaboration with teachers before, during and after the lesson has improved teacher's knowledge and attitudes in the teaching and learning process.
11. Tell me how your collaboration with teachers has helped them gain proper planning and lesson development.

Section D: Instructional supervisions

•Leadership practices

1. Tell me about how your leadership skills have helped teachers in the selection of the rightful materials.
2. What are some of the leadership skills you have equipped in your teachers?
3. Tell me how the leadership skills are helping teachers to establish a conducive teaching and learning environment.
4. What is your choice of selection supervision strategies in this school?
5. How have you been guiding teachers in assessment strategies?

School communication

6. What is your choice of communication to teachers?
7. Do you receive feedback from teachers in your communication?
8. Tell me how your communication with teachers during lesson supervision has helped them improve on the teaching and learning practices.
9. Do you hold special meetings to improve lesson supervision and outcomes with teachers?

Section E: Effective teaching and learning in secondary schools

1. Tell me if teachers have updated schemes of work and lesson plans.
2. Do teachers teach following designed syllabus by NCDC?
3. Do learners get maximum academic achievements?
4. Do teachers promote curiosity; encourage intellectual, logical and original thinking among learners.
5. Any other apart from the above

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End

Thanks for participating

APPENDIX II: INTERVIEW GUIDE FOR TEACHER

Dear respondent, I am **Katusiime Jackson** a student at Uganda Christian University and conducting a research on the influence of teacher supervision on effective teaching and learning in public secondary schools in Uganda, case study of Masindi district. You have been considered one of the most resourceful persons in this research. You are kindly requested to spare some little time to fill this questionnaire honestly as possible. This research is purely academic and all the information in this regard will be treated with almost confidentiality. Thank you for accepting this request. Thank you for accepting this request.

Section A: Background information (pleas tick appropriately)

Variable	Sub-Variables	Tick appropriately
1. What is your gender?	Male	<input type="checkbox"/>
	Female	<input type="checkbox"/>
2. What is your age bracket?	20-29	<input type="checkbox"/>
	30-39	<input type="checkbox"/>
	40-49	<input type="checkbox"/>
	50-59	<input type="checkbox"/>
3. What is marital status?	Single	<input type="checkbox"/>
	Married	<input type="checkbox"/>
	Widow/widower	<input type="checkbox"/>
4. What is your level of education?	PhD	<input type="checkbox"/>
	Master's degree	<input type="checkbox"/>
	Bachelor's degree	<input type="checkbox"/>
	Diploma	<input type="checkbox"/>
5. What is your period of service?	1-4 years	<input type="checkbox"/>
	5-9 years	<input type="checkbox"/>
	10-14 years	<input type="checkbox"/>
	15-19 years	<input type="checkbox"/>
	20+ years	<input type="checkbox"/>

Section B: teacher supervision in secondary school

1. What is the current working atmosphere in your school?
2. Tell me about time management of teachers in this school.
3. Tell me about teachers' enthusiasm in this school.
4. Tell me about the frequency of lesson supervision per week this in this schools.
5. Tell me the lesson supervision tools head teachers are using in this school.
6. Do you use lesson supervision tools provided by the ministry of education and sports?
7. Tell me about how you make a follow up on each lesson on the time table.
8. How your supervisor make follow up to make sure that relevant content is delivered to learners in classroom.
9. Tell me how teacher supervision practices are improving your effectiveness.

Section C: Lesson observation

10. Do you have a fixed lesson observation schedule known to all teachers?
11. Tell me how often head teacher/deputy/DOS visit classrooms when your lessons are ongoing per week.
12. How has your visiting in the classroom improved your performance?
13. Tell me about the use of the teaching materials observed in classrooms when lessons are ongoing.
14. Do head teacher/deputy/DOS carryout demonstration lesson for teachers to improve their effectiveness?

15. Tell me about the teaching strategies you have observed teachers using in the teaching and learning process.

16. Tell me about the interactions between teachers and learners in the teaching and learning process.

Collaborative lesson observations

17. Tell me the about collaborations and responsibilities you share with the head teacher/deputy/DOS in lesson supervision.

18. Tell me about your interaction with head teacher/deputy/DOS before and after lesson observation.

19. Tell me how your collaboration with head teacher/deputy/DOS before, during and the after the lesson has improved your knowledge and attitudes in the teaching and learning process.

20. Tell me how your collaboration with head teacher/deputy/DOS has helped you to gain proper planning and lesson development.

Section D: Instructional supervisions

•Leadership practices

21. Tell me about how leadership skills have helped teachers in the selection of the rightful materials.

22. What are some of the leadership skills you have been equipped?

23. Tell me how the leadership skills are helping you to establish a conducive teaching and learning environment.

24. What is your choice of selection of supervision strategies in this school?

25. How have you been guiding teachers in assessment strategies?

School communication

26. What is your choice of communication to head teacher/deputy/DOS?

27. Do you receive feedback from head teacher/deputy/DOS in your communication?

28. Tell me how your communication with head teacher/deputy/DOS during lesson supervision has helped them improve on the teaching and learning practices.

29. Do you hold special meetings to improve lesson supervision and outcome?

Section E: Effective teaching and learning in secondary schools

30. Tell me if teachers have updated schemes of work and lesson plans.

b Do you teach following the designed syllabus by NCDC?

c Do learners get maximum academic achievements?

d Do you promote curiosity; encourage intellectual, logical and critical thinking among learners?

e Any other apart from the above

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End

APPENDIX III: INFORMED CONSENT FORM

Title of Research: The Influence of teacher supervision on effective Teaching and Learning in Public Secondary Schools in Uganda: Case study of Masindi District.

Principle Investigator: Katusiime Jackson; Tel. contact +256-772463146

Affiliated to Uganda Christian University, Department of Education P.O Box 4, Mukono, Uganda.

1. Introduction and Purpose of the Study

The teachers are supervised by school authorities during their course of duty. There is a significant relationship between supervisor's support towards teaching with student participation. Supervisory performance improves the teaching profession in the school. However, unsupervised teacher has the potential to ruin the standard of education. Unless this situation is checked and arrested, the public secondary schools in Masindi District could continue reporting lower transition from secondary schools to institutions of higher learning under the government sponsorship program. Therefore, the purpose of the Study is to investigate how teacher supervision by head teachers is influencing the effective teaching and learning in public secondary schools in Uganda, case study of Masindi District.

2. Description of the Research

A cross sectional research design will be used for the purposes of selecting respondents namely head teachers, DOS, HODS, teachers from across Masindi district. A Cross sectional research design will help to collect qualitative data.

3. Subject Participation

The study will include six public Secondary schools in Masindi district. In these schools, the study will include, teachers in the same classes, head teachers, deputy head teachers and director of studies in the selected secondary schools.

4. Potential risks and discomforts

This is a survey involving two-way conversation between the researcher and the respondents in the selected educational institutions so Minimal risks are expected.

5. Potential Benefits

The findings will inform the District Education Officer (D.E.O) and District Inspector of Schools (DIS) to plan and support the public secondary school head teachers in meeting the needs of teachers and motivating them for effective education service delivery.

6. Confidentiality

The information you give us, will be confidential and only used for purposes of this study. In the process of report writing, your name will never be used and so everything you tell us will remain anonymous. We shall ask questions about The Influence of teacher supervision on effective Teaching and Learning in Public Secondary Schools in Uganda. If you do not want to respond to a particular question, you can simply say so, and we will not insist.

7. Authorization

By signing this form, you will be authorizing us to use the information for this research; for example, education level, gender, tools of teacher supervision among others.

8. Participation

Your decision to participate in this study is completely voluntary. If you decide to not participate in this study, it will not affect your work in any way.

9. Withdrawal from the Study and/or Withdrawal of Authorization

As a participant in this study, you can withdraw at any point if you choose not to continue.

10. Reimbursements

Reimbursement which is equivalent to for you.

11. Whom to contact in case of ethical related concerns.

This study was Approved by Uganda Christian university Research Ethics Committee (UCU-REC) and cleared by Uganda national Council for Science and Technology (UNCST), In case of any Ethical related concerns or inquiries, you can contact UCU-REC chairperson; Prof. Peter Waiswa on 0772 405 357, pwaiswa@musph.ac.ug or UCU-REC Secretariat, Mr. Osborn Ahimbisibwe on 0775737627 or oahimbisibwe@ucu.ac.ug

I voluntarily agree to participate in this research program; tick appropriately

Yes [] No [].

I understand that I will be given a copy of this signed Consent Form.

Name of Participant (Optional):

Signature: Date:

Name of Researcher:

Signature: Date:

APPENDIX IV: INFORMED ASSENT FORM

Title of Research: The Influence of teacher supervision on effective Teaching and Learning in Public Secondary Schools in Uganda: Case study of Masindi District.

Principle Investigator: Katusiime Jackson; Tel. contact +256-772463146

Affiliated to Uganda Christian University, Department of Education P.O Box 4, Mukono, Uganda.

1. Introduction and Purpose of the Study

The teachers are supervised by school authorities during their course of duty. There is a significant relationship between supervisor's support towards teaching with student participation. Supervisory performance improves the teaching profession in the school. However, unsupervised teacher has the potential to ruin the standard of education. Unless this situation is checked and arrested, the public secondary schools in Masindi District could continue reporting lower transition from secondary schools to institutions of higher learning under the government sponsorship program. Therefore, the purpose of the Study is to investigate how teacher supervision by head teachers is influencing the effective teaching and learning in public secondary schools in Uganda, particularly Masindi District.

2. Description of the Research

A cross sectional research design will be used for the purposes of selecting respondents namely head teachers, DOS, HODS, teachers from across Masindi district. A Cross section research design will help to collect qualitative data.

3. Subject Participation

The study will include six public Secondary schools in Masindi district. In these schools, the study will include, teachers in the same classes, head teachers, deputy head teachers and director of studies in the selected secondary schools.

4. Potential Risks and Discomforts

This survey involves a two way conversation between the researcher and the respondents in the selected educational institutions so Minimal risk is expected.

5. Potential Benefits

The findings will enable parents to appreciate the head teachers' management practices and secondary school teacher's performance. It is hoped that the findings, recommendations and conclusions will be useful to education policy makers by identifying gaps in the existing teachers' compensation package in Uganda.

6. Confidentiality

The information your child give us, will be confidential and only used for purposes of this study. In the process of report writing, the name of your child will never be used and so everything you tell us will remain anonymous. We shall ask questions about the Influence of teacher supervision on effective teaching and learning in public secondary schools in Uganda. If you do not want to respond to a particular question, you can simply say so, and we will not insist.

7. Authorization

By signing this form, you will be authorizing us to use the information from your child in this research; for example gender, benefit of teacher supervision on learners, tools of teacher supervision among others.

8. Participation

Your decision to participate in this study is completely voluntary. If you decide not to participate in this study, it will not affect your work in any way.

9. Withdrawal from the Study and/or Withdrawal of Authorization

As a participant in this study, your child can withdraw at any point if he/she chooses not to continue.

10. Reimbursements

Reimbursement which is equivalent to for you.

11. Whom to contact in case of ethical related concerns.

This study was Approved by Uganda Christian university Research Ethics Committee (UCU-REC) and cleared by Uganda national Council for Science and Technology (UNCST), In case of any Ethical related concerns or inquiries, you can contact UCU-REC chairperson; Prof. Peter Waiswa on 0772 405 357, pwaiswa@musph.ac.ug or UCU-REC Secretariat, Mr. Osborn Ahimbisibwe on 0775737627 or oahimbisibwe@ucu.ac.ug

I voluntarily allow my child to participate in this research program; tick appropriately

Yes [] No [].

I understand that I will be given a copy of this signed assent Form.

Name of Participant (Optional):

Signature: Date:

Parent/Guardian Consent:

I....., am the parent/guardian of

I have read this assent form and consent to my child's participation in the study.

Name of Parent/guardian (Optional):

Parent/Guardian's Signature:.....Date:.....

Name of Researcher:

Signature of Researcher: Date:

APPENDIX V: UCU REC APPROVAL



UGANDA CHRISTIAN UNIVERSITY
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UG-REC-026 Amendment Version 4

03rd July, 2024

03rd July, 2024

Jackson Katusiime,
Uganda Christian University
0772463146,
Email: katusiimejackson@gmail.com

UG-REC-026 LETTER OF AMENDMENT NOTICE

To: Jackson Katusiime, Principal Investigator
Re: UCUREC Application titled: The influence of teacher supervision on effective teaching and learning in public secondary schools in Uganda: A case study of Masindi district
Application Number: UCU REC-2024-864

Version: 4.0

Type: LETTER OF AMENDMENT (LOA)
 Initial Review
 Protocol Amendment
 Continuing Review
 Material Transfer Agreement
 Other, Specify:



I am pleased to inform you that the UG-REC-026; UCUREC has accepted to amend the above referenced application. The amendment is valid with the initial approval of the research which is from 03rd July, 2024, to 03rd July, 2025.

This research is considered minimal risk category. As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and additions to the protocol or the consent form must be submitted to the REC for re-review and approval prior to the activation of the changes. The REC application number assigned to the research should be cited in any correspondences
3. Reports of unanticipated problems involving risks to participants or other must be submitted to the REC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for REC review.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by subjects and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Regulations require review of an approved study not less than once per 12-month period. Therefore, a continuing review application must be submitted to the REC eight weeks prior to the above expiration date of 03rd July, 2025 in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. Your research details have been shared with the Executive secretary of Uganda National Council for Science and Technology (UNCST) and you are **not** required to get clearance since you are a Masters Degree research. Refer to UNCST Research registration and clearance Policy and guidelines (July 2016) in Uganda section 6(e).

The following is the list of all documents approved in this application by UG-REC _026:

	Document Title	Language	Version	Version Date
1.	Research Proposal	English	2.0	2024-03-12
2.	Assent Form	English	2.0	2024-03-12
3.	Interview guides	English	2.0	2024-03-12

Signed and Stamped

Prof. Peter Waiswa,
UCUREC Chairperson,
pwaiswa@musph.ac.ug



APPENDIX VI: ESTIMATED BUDGET

S/No	Item	Quantity	Unit price (Ushs)	Amount (Ushs)
01	Personnel	02	500,000	1,000,000
02	Administration			500,000
03	Photocopying papers	3 reams	20,000	60,000
04	Ruled papers	3 reams	15,000	45,000
05	Pens	1 packet	20,000	20,000
06	Internet	20 times	6,000	120,000
07	Transport	15 trips	100,000	1,500,000
08	Photocopying services	10 copies	10,000	100,000
09	Binding	10 copies	30,000	300,000
10	Report presentation			500,000
11	Contingency			250,000
Total				4,395,000

APPENDIX VII: RESEARCH WORK PLAN 2024

Months	Jan	Feb	Mar	April	May	June	July
Activities							
Approval of research topic							
Proposal writing							
Submission of the research proposal							
Presentation and approval of research proposal by the committee							
Pre-testing research tools							
Data collection							
Data analysis and presentation							
Data interpretation and report writing							
Submission of final report							



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SCHOOL OF RESEARCH & POSTGRADUATE STUDIES

DISSERTATION CORRECTION COMPLIANCE REPORT BY THE CANDIDATE (POST VIVA FORM)

Date: 07/08/2025

Name of Candidate: KATUSIIME JACKSON

Reg. No: RM22M06/008

Title of Dissertation: **Exploring the Influence of Teacher Supervision on Effective Teaching and Learning in Public Secondary Schools in Masindi District, Uganda**

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	Clarity was needed on the problem statement	The problem statement was rewritten to clearly articulate the research gap, context, and significance, ensuring alignment with study objectives and literature.	Pages 5 - 6
2	Advised to improve the research methodology	The methodology section was expanded to include detailed descriptions of design, sampling, data collection, and analysis, consistent with qualitative research standards.	Pages 30 - 38
3	Need to clarify if the study was a case study or a cross-sectional survey	The research design was explicitly stated as a <i>qualitative case study</i> , with justification for its appropriateness to the research objectives.	Page 38
4	Advised that the research study can't be qualitative and use random sampling	Sampling description was revised to indicate the use of purposive sampling, with rationale linked to	Page 31

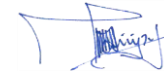
		qualitative methodology.	
5	Clarity was needed on what the researcher was looking for and what was found out during the research	The results and discussion sections were refined to clearly connect research questions to findings and interpretations.	Chapter 5 and 6
6	Advised to look through the respondents-clarify on who is supervising the teacher (should students be part of the respondents?)	Students were removed as participants; participant description now focuses on head teachers, deputy head teachers, directors of studies, and teachers.	Page 32
7	Highlighted a case study, but didn't show any types of case study	The type of case study (multiple case study) was specified and defined, with justification.	Page 33
N	COMMENTS BY VIVA VOCE PANNEL	ACTION TAKEN	INDICATOR
8	Remove students as participants in the study and also amend the entire document along that line.	Students removed from participant list; all related sections including tables, methodology, and results were updated.	Removed
9	The theoretical framework is not appropriate, rethink this area and adopt more relevant theories	Adopted a revised framework integrating the Clinical Supervision Model, Transformational Leadership Theory, and Constructivist Learning Theory, supported by recent literature.	Page 13 - 20
10	Adapt the dissertation to the UCU graduate research Hand book. Chapter nomenclature should be as recommended by the manual	Chapters renamed and structured according to the UCU Graduate Research Handbook guidelines.	Addressed accordingly
11	The reference list misses a lot of observed intext citations yet not included in the list.	All in-text citations were checked; missing references were added and formatted in APA 7th edition.	Page 70 - 81
12	Data quality and error control methods used for this qualitative study are not appropriate. Adopt the methods of ensuring trustworthiness of the study.	Added a subsection on <i>Trustworthiness of the Study</i> addressing credibility, transferability, dependability, and confirmability with supporting literature.	Page 35 -36

Katusiime Jackson
Candidate's Name

A handwritten signature in black ink, appearing to read 'K. Jackson'.

Signature

Dr. Masagazi Joel Yawe
Supervisor's Name

A handwritten signature in blue ink, appearing to read 'Dr. Masagazi Joel Yawe'.

Signature