

**TEACHERS' EXPERIENCES AND PERCEPTIONS OF SUPPORT SUPERVISION
IN SECONDARY SCHOOLS IN GULU DISTRICT, NORTHERN UGANDA**

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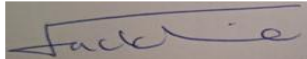
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Declaration

I, Akello Jackline, declare that this dissertation entitled; "*The Influence of Support Supervision on Teachers' Performance*" in Gulu District, Northern Uganda, is my original work and has never been submitted to any academic institution of higher learning for any Degree award.

Sign: ..

Date: 08/4/2026

A rectangular box containing a handwritten signature in blue ink that reads "Jackline".

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Approval

This is to certify that this dissertation entitled “*The influence of support supervision on teachers’ performance in Gulu District, Northern Uganda* ” was developed under my supervision and has been fully assessed and forwarded for consideration with my approval.

Name: Rev. Dr Mulindwa Richard



Sign:

University Supervisor

Date: 21st April, 2026

DEDICATION

I dedicate this dissertation to my dear late mother Mrs. Margret Alanyo Atube (RIP) for her encouragement and support to this academic struggle. I understand this is a rare opportunity to have had such a strong person like you behind me, mummy. Your moral and spiritual support in enabling me to complete this study brought me this far. I also dedicate this dissertation to my children, who felt that this study would further pave way for their better life in the future. May the good Lord greatly bless and reward you abundantly.

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Acronyms

DEOs	District Education Officers
DES	Directorate of Education Standards
ESA	Education Standards Agency
ESC	Education Service Commission
MOES	Ministry of Education and Sports
NCDC	National Curriculum Development Centre
NGOs	Non-governmental Organisation
NTCs	National Teachers' Colleges
PTA	Parent Teachers' Association
TPAD	Teacher Performance Appraisal and Development
UNEB	Uganda National Examinations Board
UPE	Universal Primary Education
USE	Universal Secondary Education

ABSTRACT

This study investigated how support supervision affects teachers' performance in Northern Uganda. The study was carried out in selected secondary schools in Gulu District. The study was guided by three specific objectives that is to say; to evaluate the status of support supervision in secondary schools in Gulu District, to analyze the level of teachers' performance in secondary schools in Gulu District and to examine the relationship between support supervision and teachers' performance in secondary schools in Gulu District.

The study employed a phenomenological research design to deepen understanding of participants' lived experiences of support supervision and its influence on teacher performance. The researcher purposively engaged key education stakeholders in Gulu District, including headteachers, teachers, chairpersons, members of the Board of Governors (BOG), and District Education Officers. Semi-structured interviews were conducted with headteachers and District Education Officers, while focus group discussions (FGDs) were held with PTA members and teachers.

The findings indicate that support supervision in Gulu District's secondary schools is characterized by a system that is formally structured yet applied unevenly. Teacher performance across the district is generally moderate, though it shows a consistent upward trajectory. Teachers were assessed primarily through four core indicators: preparation of teaching and learning materials, punctuality and regular attendance at work, sustained and systematic student assessment, and active engagement in co-curricular activities. Overall, the study established a strong and meaningful relationship between support supervision and teacher performance.

The study concludes that, although a structured framework exists—anchored by District Education Officers (DEOs), head teachers and principals—the implementation is frequently undermined by logistical constraints, irregular follow-up, and limited resources. Consequently, there is a need to increase funding and to strengthen logistical support for district-level supervision activities, with particular emphasis on rural schools. This should include provision of transportation for supervisors and deployment of digital tools to enable real-time feedback, thereby promoting consistent and equitable support across all regions of the country.

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.0 Introduction

This chapter provides an overview of the study's background, issue statement, and aims. In addition, it provides the theoretical and conceptual framework, the operational definitions of research terminology, the research questions, scope of the study, importance of the study, and the rationale of the study. It also covers the scope of the study, the justification and significance of the study, and conceptual framework, as well as definitions of key terms.

1.1 Background to the study

Worldwide, excellent instruction has been shown to improve student learning. Although, how well children learn and perform is greatly influenced by the role and approaches of educators (Amtu et al., 2020), the positive performance of students is an indication of successful teacher performance, other factors notwithstanding. Notably, good support supervision may motivate educators to focus on using strong and successful teaching strategies in secondary education. School monitoring began in 1924 during the missionary era in Uganda. Religious leaders were primarily given supervisory tasks and duties during this time. This was because the missionaries and the Arabs owned the majority of schools. An education department was decades later with the primary goal of monitoring schools across the nation. Through the Education Standards Agency (ESA), currently known as the Directorate of Education Standards, the Ministry of Education and Sports (MOES) in Uganda continues to carry out its supervisory responsibilities

to date. To do their jobs effectively, supervisors must demonstrate their competence, honesty, and integrity (Evans, 2022).

The reason for supervision is to preserve and enhance the school's teaching-learning process according to (Wahyu, 2020). In other words, supervision is a structured behaviour system that works in tandem with the instructional behaviour system to enhance the learning environment for students (Leslie 2000).

To help the school administration assess how well instruction and learning are occurring in the classroom, learning monitoring is being used. The outcomes of teaching supervision in schools catalyse teachers' professional development and is a tool for assisting them in attaining excellence in teaching. Additionally, if instructors and school administrators have a suitable strategy, its implementation will also help to improve the learning and teaching situation in the school. (Kasa et al., 2020).

Due to insufficient support and supervision in schools, some teachers no longer consider teaching to be a professional choice and they take it for granted. To exacerbate the situation, teachers with that mindset, come to class whenever they want, prepare their teaching resources inadequately, and do their assignments with little or no self-motivation. They also have no interest in improving their teaching or students' academic achievement (Ngwenya, 2020). A close follow-up of teaching and learning in the classroom enables school managers to identify the strengths and weaknesses of teachers and students at school from time to time (Sunaryo, 2020). It is necessary to determine the degree of learning efficacy. School leaders should engage in strategic planning to guarantee the successful implementation of instructional supervision.

Regarding the failure of the Universal Primary Education (UPE) and Universal Secondary Education (USE) programs in Uganda, Bagaya et al. (2020) also noted that the Ministry of Education and Sports is not providing supportive supervision to its regional supervisors, who are not closely monitoring and supervising the District Education Officers (DEOs). Additionally, because the DEOs are solely concerned with school inspections, school inspectors only visit schools to keep an eye on the Head teachers, who are also not closely providing support supervision to instructors. As an unreliable alternative, Siva-Sumapal & Billones(2019) continues that there is no concrete proof that someone is working in the field since supervision and monitoring are conducted over the phone and through online emails by filling out the appraisal forms. Quality teaching and learning in many secondary schools in Uganda today have not been realised, despite the numerous studies on supervision that have been conducted.

In the New Vision, the World Bank education specialist asserted that the USE program's educational quality is subpar; a high teacher-to-student ratio results in insufficient instruction, and the overcrowding in classrooms lowers the standard of education in Uganda (Oduwan & Francis, 2023). The Ugandan government established the DES in 2008 as a component of the MOES to document and distribute best practices in education as well as to carry out school inspections. However, there have been numerous issues with the oversight procedure that could jeopardize DES's goal. There are worries that the purpose of school monitoring, which is to assist schools in raising the standard of education, has not been met (Graham, 2022).

Similarly, Khaef & Karimnia (2021) discovered that the supervision procedure was judgmental, intimidating and stressful for teachers. Additionally, there were no tools for school managers to provide constructive criticism to enhance teacher practice. This situation gave a skewed

impression of the efficacy of school supervision in general and its results especially when it came to supporting staff development as a tactic for school improvement. Uganda has a long history of producing high-calibre educators in the East African region. This has been ascribed to the nation's robust higher education system, which dates back to 1922, when Makerere University was established (Mugoya et al., 2022).

With the founding of ten National Teachers' Colleges (NTCs) and later additional public and private universities and teacher training institutions. The country's secondary school teacher training program was expanded in the early 1980s, helping to produce more qualified educators. As to the Uganda National Examinations Board [UNEB] 2015, there is no proof that the teaching methods employed by teachers in Uganda's public secondary schools do not meet the criteria established by the Directorate of Education Service [DES] and the National Curriculum Development Centre [NCDC]. The Ministry of Education & Sports [MoES] (2014), reports that many primary school instructors in Uganda rarely create lesson plans or scheme of works, conduct enough practical lessons, or provide time for remedial instruction for children who struggle academically. Numerous pupils consistently perform poorly on national exams, which is attributed to these poor teaching approaches (UNEB, 2015). However, if school officials provide supportive supervision to instructors while they are on duty, a favourable outcome is likely to be achieved (Arinaitwe, 2021).

One of the most important factors affecting the quality of education is close follow-up, which takes on the duty of improving student academic achievement and the professional development of teachers. If supervisors want the supervision process to be more successful, they must use

appropriate strategies when monitoring teachers to improve their performance in the classroom (Simwatachela, 2024).

Support supervision is one of the key principles in a school system and it is an indispensable part of the Education system. The British way of instructional supervision, where Uganda derived the supervisory methods has slowly and systematically evolved and become more democratic, participatory, humane, and flexible. This new concept of supervision which aims at guiding rather than reprimanding is what is advocated for. Therefore, the new concept of supervision is less autocratic and focused on working with people in a more humane understanding (Saihu, 2020).

(Lorensius et al., 2022) claimed that teachers' performance is directly impacted by supervision. Supervisors give assignments, specify who is responsible for completing them, and then demand correctness and timeliness from their subordinates. Additionally, supervision provides the proper guidance for those under supervision, empowering them to take charge and assume responsibility for their progress. The goal of supervision is to provide people with the information, mindset, and abilities they need to be beneficial to their immediate community, nation, and oneself.

1.1.1 Historical background

Without question, the development of any profession is profoundly shaped by its historical evolution. School supervision constituted the earliest form of educational follow-up and, over time, progressed through distinct phases each redefining the supervisor's duties and obligations (Hawkins & McMahon, 2020). A retrospective examination is therefore essential for understanding contemporary realities in monitoring and support. The research synthesized by

Bachkirova et al. (2021) spans the twentieth and twenty-first centuries, documenting how supervision responsibilities gradually transformed. In the early nineteenth and twentieth centuries, supervisory work typically encompassed instructional support, facilities management, and curriculum review. Supervisors conducted frequent inspections of school infrastructure while also assessing academic advancement. Evaluation of teachers' performance generally adhered to guidelines issued by lay educational authorities. Over time, the appointment of superintendents to oversee classroom instruction progressively displaced the older board-based model of school supervision.

In Africa, Western regions adopted these earlier supervisory reforms sooner than many other parts of the continent, largely because they experienced earlier patterns of "civilization" and institutional development. From the early 1980s onward, education policy makers shifted attention from mere access and expansion to matters of quality. Within this period, supervision was initially characterized by a fault-finding orientation in which teachers and supervisors were positioned at a distance from classroom realities. Gradually, however, supervision evolved toward approaches that were more democratic, participatory, humane, flexible, and supportive (Garver & Maloney, 2020).

In East Africa, for example, the Republic of Kenya emphasizes that headteachers' routine review of teachers' work records enables them to anticipate instructional needs and students' requirements for early intervention—consequently improving both teacher and learner performance (Okia et al., 2021a). In this sense, instructional supervision comprises all activities intended to create, sustain, and enhance the teaching–learning process. Importantly, this development is often cultivated within a structured and encouraging setting that promotes meaningful teacher–supervisor interaction. To ensure that supervision produces positive

outcomes, headteachers are expected to verify that teachers possess and consistently update key instructional and administrative materials, including timetables, syllabi, approved and current lesson plans, lesson notes, weekly work records, mark books, subject and school analysis for national examinations, marked or checked exercise books, student progress records, daily class/lesson attendance registers, student discipline management records, guidance and counselling records, copies of subject or departmental meeting minutes, and teacher performance appraisal and development records (Performance-Management-Guidelines-May-2020.Pdf, n.d.).

In Uganda, formal education was introduced in 1877 through the influence of Christian missionaries (Otieno, 2023). Supervision practices then took more defined shape in 1924 when religious leaders were assigned supervisory roles and responsibilities. The 1962 Phelps-Stokes Commission Report on Education further argued that missionary education operated outside direct government oversight. It recommended that the Castle Commission of 1963 provide supervisory oversight for schools with the dual aims of raising standards and improving inclusivity.

Nonetheless, Uganda faced civil and military instability from the 1970s into the early 1980s, resulting in widespread disruption to social and economic infrastructure and, by extension, adversely affecting the delivery of services in the education sector (Adebayo, 2020). Support supervision, including efforts to address teacher performance concerns, had been applied in schools since colonial times; yet attempts to improve teacher performance through these measures often yielded limited results. Consequently, a more systematic supervisory structure was required one designed to monitor and assist teachers in planning, implementing, and reflecting on the teaching and learning process. The 1997 introduction of Universal Primary

Education (UPE) expanded enrollment under the existing political administration, which in turn exerted pressure on teacher performance due to an increased teacher–pupil ratio (Sunaryo, 2020).

Within this context, teacher evaluation frequently relies on participation in classroom activities as well as learners' test outcomes. Such evaluation can be operationalized through Teacher Performance Appraisal and Development (TPAD) tools. After each term, both the appraiser and the appraisees complete the TPAD rating collaboratively by first developing an appraisal schedule and establishing goals. The process then proceeds to the formulation of goals and the gathering of supporting evidence. Appraisees are expected to engage in periodic self-assessment using predetermined standards and competencies. Drawing on the collected information, the appraiser assigns assessment ratings, after which evidence is presented during appraisal rating meetings between the appraiser and the appraisee. These meetings provide a structured forum for jointly identifying professional gaps and areas requiring improvement. Where deficiencies are identified, a targeted strategy for teacher support and professional development must be designed and implemented (Philip, 2020).

As Romiszowski (2024) notes, teachers must guide learners through each stage of the implementation process before meaningful use of curriculum documents can take place. Following the specification of instructional objectives, selection of teaching and learning aids, determination of assessment tools, and confirmation of approved teaching methods, teachers are expected to develop a coherent scheme of work and detailed lesson plans to ensure that instruction is properly prepared and effectively delivered.

Therefore, the effectiveness of teaching depends not only on knowledge but also on management and monitoring competence. When school leadership is weak particularly when principals lack

the broader leadership capacity needed to manage instructional challenges teachers may struggle to teach effectively (Kartini et al., 2020). Bredeson (2008), in reference to Loucks-Horsley's work, reinforces this perspective by arguing that principals must appropriately supervise and assess teachers to produce a measurable impact on performance. To meet these needs, they must first identify relevant instructional concerns collaboratively with teachers, and then jointly design learning opportunities that address the identified gaps. Effective principals also work deliberately to strengthen teachers' independence and improve their capacity to perform their roles with greater confidence and professionalism.

1.1.2 Theoretical background

One theoretical perspective that most convincingly explains how support supervision influences teachers' performance is Transformational Leadership Theory, originally introduced by James V. Downton in 1973 and later advanced by James MacGregor Burns in 1978 (Ugochukwu, 2024). At its core, this theory emphasizes the centrality of inspirational and visionary leadership in motivating teachers to achieve higher levels of performance. In contrast to transactional leadership—whose primary focus is compliance with rules and procedures transformational leadership fosters a professional environment in which teachers experience genuine empowerment, intrinsic motivation, and recognition of their professional value. A transformational supervisor does not merely assess teaching practices; rather, the leader provides sustained guidance, mentorship, and encouragement that enable educators to build competence and excel in their professional responsibilities. Through the establishment of a supportive and enabling climate, transformational leaders motivate teachers to pursue continuous professional growth, adopt instructional innovations, and take ownership of their pedagogical decisions (Bass

&Riggio, 2006). This leadership approach is particularly relevant in education because teacher motivation and engagement are closely connected to students' learning outcomes.

Transformational leaders strengthen teacher motivation through constructive feedback, affirmation of accomplishments, and the promotion of sustained professional learning. Regular feedback helps teachers recognize their strengths and identify areas for improvement, thereby reinforcing a culture of continuous development and reflective practice. Unlike conventional models of supervision that may emphasize judgment and adherence, transformational supervision is oriented toward growth, empowerment, and purposeful support. For instance, when a supervisor acknowledges and rewards innovative instructional strategies, teachers are more likely to design lessons that demonstrate greater creativity and increased learner engagement. Furthermore, by encouraging reflective practice, transformational supervision enables teachers to examine and refine their teaching approaches an outcome that improves instructional effectiveness, deepens learner engagement, and enhances assessment quality (Northouse, 2018). By communicating high expectations while ensuring that teachers have the necessary resources and support to meet those expectations, transformational leaders cultivate a proactive, motivated, and innovation-driven teaching workforce.

Because Transformational Leadership Theory foregrounds mentorship, recognition, and continuous learning, it provides a strong basis for understanding effective support supervision. Supervisors who adopt this approach build authentic, trust-based relationships with teachers, thereby nurturing an inclusive and energizing professional climate. When teachers perceive themselves as valued and supported, they are more likely to sustain commitment, renewed enthusiasm, and long-term dedication to the profession. In addition, transformational supervision promotes a sustained learning orientation through professional development initiatives such as

training programs, workshops, and opportunities for further education. This ongoing emphasis on growth strengthens teacher effectiveness, enhances job satisfaction, and ultimately supports improved student achievement. By fostering a culture grounded in trust, encouragement, and professional excellence, transformational leadership offers an exemplary model of instructional supervision one that sustains teacher motivation, engagement, and enduring success (Leithwood & Jantzi, 2005).

The Instructional Supervision Theory was prominently articulated in the 1980s, drawing major contributions from educational theorists such as Carl D. Glickman, Thomas Sergiovanni, and later Robert J. Marzano. Glickman's seminal work, *Developmental Supervision: Alternative Practices for Helping Teachers Improve Instruction* (1981), marked a significant shift away from traditional top-down inspection toward a more collaborative and growth-oriented model. Glickman argued that instructional supervision should be tailored to teachers' developmental stages, thereby emphasizing differentiated support, professional dialogue, and shared decision-making. In his view, supervision should not function solely as an instrument of accountability; instead, it should serve as a mechanism for improving instructional quality through trust, reflection, and continual learning. He contended that teachers improve their instructional performance substantially when supervision is conducted within a supportive environment, ultimately resulting in improved student learning outcomes.

Building on Glickman's foundation, Thomas Sergiovanni, in *The Principals' Perspective: A Reflective Practice Perspective* (first published in 1984), further reinforced the notion that effective instructional supervision requires strong moral leadership, a shared vision, and a relational approach. Sergiovanni treated supervision as an ethical commitment to teacher growth and student success, suggesting that supervision should build professional community and shared

responsibility. In the late 1990s and early 2000s, Robert J. Marzano expanded the model by integrating research-based strategies and performance evidence into instructional supervision. In influential works such as *Classroom Instruction That Works* (2001), Marzano emphasized that meaningful feedback and consistent monitoring of instructional practice can enhance teacher effectiveness considerably. Collectively, these theorists established a comprehensive framework that underlies contemporary instructional supervision, highlighting the importance of ongoing support, clear feedback, relational trust, and capacity building as prerequisites for strengthening teacher performance and ultimately student achievement. This theoretical foundation directly informs the conceptual framework used to examine the influence of support supervision on teacher performance.

1.1.3 Conceptual background

Support supervision, as a concept within education, has been explored and defined by multiple scholars who consistently emphasize its value in strengthening teachers' professional growth, improving instructional effectiveness, and enhancing overall performance. Abdurahman et al. (2024) describe support supervision as a process through which supervisors provide guidance, assistance, and feedback to help teachers refine instructional practices and promote professional development. This definition highlights the collaborative and developmental character of support supervision, which aims to cultivate a partnership between supervisors and teachers for addressing challenges and improving teaching outcomes. Accordingly, support supervision is not confined to evaluating teachers; rather, it equips teachers to examine their practice critically, reflect, and implement strategies for improvement.

Similarly, Odunlami and Eniola (2022) define support supervision as a structured and ongoing approach designed to enhance teachers' instructional performance by delivering constructive

feedback, relevant resources, and professional development opportunities. This definition underscores the significance of a systematic process through which supervisors proactively identify teachers' specific needs and respond with targeted support. Ibrahim and Ahmed further stress that support monitoring should be non-threatening, thereby enabling teachers to engage fully with supervision activities without fear or resistance. This perspective positions support supervision as an essential element in teacher development and effective school leadership.

Saladaga (2024) broadens the conceptual scope by describing support supervision as a dynamic interaction between supervisors and teachers aimed at improving the quality of teaching and learning. In this view, effective supervision extends beyond observation and evaluation by incorporating mentoring, coaching, and reflective practice. The approach is therefore multifaceted: supervisors act as mentors who offer both practical guidance and emotional reassurance. Adjei and Boateng also emphasize that support supervision should be anchored in continuous dialogue, enabling teachers to identify their strengths and limitations and collaboratively design actionable improvement plans.

Recent scholarship has further refined the conceptual understanding of teacher performance by underscoring its multidimensional nature. Mohamad et al. (2023) define teacher performance as the collective efforts a teacher invests in planning, implementing, assessing, and evaluating learning activities. Such dedication to these processes, they argue, directly influences the quality of learners' outcomes. Pido (1484) similarly indicates that teacher performance is not restricted to instructional delivery alone; it also involves time management, sincerity, and the capacity to engage learners effectively—factors that collectively shape the overall educational experience.

In addition, the University's Institute of Technology Management and Entrepreneurship (Qamari et al., 2024) characterizes teacher performance as the set of actions undertaken to accomplish organizational objectives, particularly in the educational sector. From this perspective, teacher performance includes not only the execution of teaching responsibilities but also the capacity for creativity, adaptation to technology, and contributions to a constructive school environment. The institute's findings further suggest that teacher performance is strongly influenced by variables such as creative behavior, proficiency in information technology, and a positive workplace environment. This perspective reinforces the importance of ongoing professional development and adaptability in response to a continuously changing educational landscape.

The conceptual framework for this study is grounded in the understanding that teacher performance and professional development are shaped by key external influences, including government policy, the school environment, supervisors' leadership style, and the nature of the supervisor-teacher relationship. Government policy establishes the regulatory and procedural basis for professional growth by encouraging further study, monitoring lesson attendance, and strengthening student assessment practices. A supportive school environment provides resources and motivation that enable teachers to prepare instructional materials, report on time, and engage in continuous personal and professional development. The leadership style of supervisors is equally significant because it determines whether teachers receive constructive feedback, recognition, and meaningful opportunities for growth conditions that directly enhance job satisfaction and performance.

Moreover, the supervisor-teacher relationship plays a crucial role in teachers' motivation and commitment. A supportive and collaborative relationship fosters open communication, trust, and encouragement for additional academic and professional advancement, all of which strengthen

instructional capability. Effective supervision also ensures that lesson attendance is monitored, performance feedback is provided, and teachers' efforts are acknowledged, thereby reinforcing morale and accountability. When these external influences align positively, they create an enabling environment that strengthens teacher performance and leads to improved educational outcomes. Conversely, weak leadership, unfavorable school conditions, and ineffective policies can undermine teachers' morale, slow professional development, and weaken instructional effectiveness in the classroom.

1.1.4 Contextual background

According to the supervisory guide, (Ministry of Education and Sports, 2014), supervisors are to attend classes and interact with teachers and students to supervise and verify the pedagogical process taking place. However, in Gulu District, supervisors are not doing their role as expected leading to inadequate teacher performance. The supervisors who are to oversee USE schools in Gulu District are not exceptional from the above guidelines, although their work is not felt by the beneficiaries who are the teachers and students. According to the supervisors' report, the majority of teachers arrive late for class; they also frequently leave the school unattended, they fail to sufficiently prepare their classes, express dissatisfaction with their work, and occasionally fail to finish the responsibilities given to them on time.

Additionally, they noted that there is a dearth of information regarding instructors' work performance, despite the fact that it is crucial in areas like classroom management, athletic participation, counselling and mentoring, among others, which appear to be improperly handled. The school administration, including the Head teacher, Deputy head teacher, Director of studies, other instructors, and parents who have a strong bond with the school, supervise this area. This

resulted from the head teacher's inability to provide the teachers with appropriate feedback regarding their performance. Assuming that the manner in which teachers are monitored may have an impact on their performance, the researcher sets out to determine the impact of support supervision techniques on the performance of teachers in USE schools in Gulu District after noticing subpar performance by the supervisors.

1.2 Problem Statement

Support supervision has been widely recognized as a key mechanism for enhancing instructional quality, improving teacher effectiveness, and ultimately boosting student achievement (Kilag et al., 2023). To evaluate and improve teacher performance, tools like the Teacher Performance Appraisal and Development (TPAD) system have been created. However, the ongoing difficulties instructors encounter have not been adequately addressed by the supervision systems currently in place. Performance is still being hampered by problems including poor lesson planning, inefficient time management, and ineffective teaching strategies which raise questions about how well the current support supervision system in Gulu District is working.

Ministry of Education and Sports has often stated that the ongoing poor performance of secondary school teachers in Gulu District has grown to be a serious problem. Systemic issues have long plagued Uganda's education system, many of which were made worse by the country's civil unrest and military conflicts in the 1970s and 1980s. Social and economic systems were seriously upended during this turbulent time, which had an immediate impact on teacher effectiveness and educational quality. By dramatically raising student enrollment, Universal Primary Education (UPE) was implemented in 1997, severely taxing an already precarious system. This led to a severe strain on scarce resources and a decline in teacher effectiveness.

Support supervision has been used in Uganda's secondary school system for a long time, but its effects are still uneven, especially in Gulu District in Northern Uganda. Secondary school performance in Gulu District has been improving over time. For example, in 2023, the performance was moderate, where 9 students got Division 1, 38 Division II, 68 Division III and 100 Division IV. This could be as a result of improved methods of learners' assessment and being regular in their duties. Research on the direct correlation between support supervision and teacher performance in Gulu District is wanting. Many instructors still lack the support they need to enhance their classroom practices, even though supervision is meant to offer direction, feedback, and resources to strengthen instructional tactics. To make matters worse, school managers and administrators find it difficult to put in place efficient supervision procedures.

Due to the great influence of teachers' performance in student learning outcomes, the quality of secondary education in Gulu District is seriously at risk because of the ongoing ineffectiveness of support supervision. The goal of this study therefore was to pinpoint the root causes of these disparities and provide focused treatments that can improve the efficacy of supervision techniques. Improving teacher performance and guaranteeing higher learning results for pupils in Gulu District require addressing these issues.

1.3 General objective

The primary goal of this study is to explore how support supervision is experienced and perceived to influence teachers' performance in secondary schools in Gulu District, Northern Uganda.

1.3.1 Research Objectives

The objectives of the study were:

- i. To explore the practices of support supervision in secondary schools in Gulu District.
- ii. To examine teachers' perceptions on support supervision in secondary schools in Gulu District.
- iii. To examine the relationship between support supervision and teachers' performance in secondary schools in Gulu District.

1.3.2 Research Questions

The research was guided by the following study questions:

1. What are the practices of support supervision in secondary schools in Gulu District?
2. How do teachers perceive support supervision in secondary schools in Gulu District?
3. What is the relationship between support supervision and teachers' performance in secondary schools in Gulu District secondary schools?

1.5 Justification of the Study

Despite the fact that the Sustainable Development Goals place a strong emphasis on education, more exploratory study is still needed to fully understand how support supervision affects teachers' performance. Secondary school performance in Gulu District has been improving over time, but nothing has been done to identify the causes. This study examined the shortcomings and significance of support supervision as well as how it enhances teacher effectiveness, which benefits secondary school students. Therefore, the purpose of this study was to investigate how

support supervision affects the performance of instructors and all secondary students in the district.

1.6 Significance of the Study

The study's findings highlight a number of support supervision gaps for the Board of Governors and policymakers. It anticipated that PTA, teachers, and head teachers will use this research to identify key strategies to improve supervision in order to improve teacher performance, with a particular emphasis on strategies that would improve teacher morale and support supervision.

Most significantly, educational authorities will learn more about the various units' supervision conditions. These kinds of activities will also help instructors perform better, which will raise the district's performance standards. The findings can be used by secondary school teachers and their supervisors to run more transparent and methodical supervision programs in their particular institutions and produce more reliable and accurate performance reports.

Since the policymakers in the Directorate of Education Standards, the Headteachers, the BOG for the various schools, and the entire human resource team of the Ministry of Education and Sports take up support supervision practically and motivate teachers to enable them to perform better and hence achieve quality education, it is hoped that the study's findings and recommendations will be helpful to a variety of stakeholders, including the Ministry of Education and Sports (MoES), District Education Officers (DEOs), Education Development Partners, and Non-governmental Organizations among others, to improve school supervision and educational quality. It is intended that by learning the best and most efficient strategies for

supporting stakeholders in secondary schools to improve teacher performance, the Gulu District Education Officials will gain insight from the study.

For the various partners and organizations working to support the functioning of education as a sector in Uganda generally, the study is important in a number of ways. It is anticipated that this research will serve as a reference for education students and other academics who might be interested in doing other studies on a related topic.

1.7 Scope of study

Regarding the Gulu District Education Directorate, the study concentrates on instructors employed by the Uganda Education Service Commission (ESC). Teachers from the Uganda Education Service Commission were chosen because of their vital roles in the development of the society.

1.7.1 Content scope

The study was carried out in Gulu District, particularly in secondary schools that are under the USE program in Gulu District. Seven schools, including both private and government-owned secondary schools, were contacted for the study. The study content was restricted to analysing support supervision procedures and how they impact teachers' effectiveness. This entails analyzing supervisory procedures and how they affect teachers' involvement in school administration, their quality of instruction, and their involvement in school activities.

1.7.2 Geographical Scope

The study was carried out in Northern Uganda, Acholi subregion, Gulu District. Seven USE schools in Gulu District were included in the study. The schools were either privately owned but subject to Universal Secondary School Policy, or owned and by the government and run by government employees and/or teachers nominated by the BOG.

1.7.3 Time scope

The research was conducted over a period of six months. This time frame was selected because the researcher believed that six months would be sufficient to provide a foundation for analyzing how monitoring procedures affected teacher effectiveness. Furthermore, the government had worked to support performance over the past ten years, and there had been major changes to the educational system during that time, including the implementation of the USE system. However, research had not been conducted to assess the effects of these changes.

1.8 The conceptual framework

The conceptual framework for this study is grounded in educational and management theories that explain how support supervision influences teacher performance in secondary schools.

Support supervision, when structured and implemented effectively, provides continuous guidance, professional feedback, emotional and technical support to teachers which is believed to enhance teaching quality, motivation, and student learning outcomes.

The framework is informed primarily by Decenzo and Stephens' (1998) principles of management and Herzberg's Motivation-Hygiene Theory (1959). Decenzo and Stephens emphasized that supervision, feedback, and professional support are essential management functions that enhance employee productivity. Herzberg's theory explains that factors such as recognition, professional development opportunities, and a supportive work environment act as motivators thus increasing job satisfaction and performance. Together, these theories provide a foundation for understanding how structured support supervision can positively influence teachers' instructional practices and engagement.

In this study, support supervision is treated as the independent variable. It includes practices such as classroom observation, mentoring, professional feedback, collaborative planning, and recognition of teacher achievements. Teacher performance is the dependent variable, operationalized through instructional quality, student assessment practices, punctuality, resource preparation, and participation in extracurricular activities. The relationship between these variables is influenced by intervening factors such as government policies, school climate, leadership styles, and resource availability, which can either enhance or limit the effectiveness of supervision practices.

Independent Variable

Support Supervision

- support encouragement for further studies
- Feedback to teachers
- Monitoring and evaluation lesson attendance
- offer a chance for personal development
- recognition

Dependent Variable

Teachers' Performances

- preparation of pedagogical material
- regular and early reporting to work
- regular student assessment
- participation in co-curricular activities

Intervening Variable

- government policy
- school environment
- leadership style of supervision
- supervisor-teacher relationship

Source: Adapted from Decenzo and Stephens (1998) and modified by the researcher 2025 for this study.

Figure 1. This framework illustrates a dynamic system of support in which well-structured supervision practices foster constructive teacher-supervisor relationships. Effective supervision encourages teachers to improve instructional expertise, adopt innovative teaching strategies, and engage more actively in school activities. Positive reinforcement and professional recognition strengthen morale, create a collaborative school culture, and promote continuous improvement. Ultimately, when supervision aligns with supportive policies and a positive school climate,

teachers' professional growth and performance improve, creating a feedback loop that benefits both educators and learners.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The literature on the state of support supervision, the calibre of teachers' performance, and the connection between support supervision and teachers' performance in secondary schools within Gulu District were reviewed in this chapter based on the goal and objectives of the investigation. This chapter also evaluates the conclusions of other researchers and authorities.

2.1 Theoretical framework

Robert House's 1971 Path-Goal Theory of Leadership emphasizes how crucial it is for managers and leaders to assist their employees, in this case teachers, in achieving their goals. Effective supervisors, according to the theory, not only establish clear objectives but also remove road blocks to advancement while offering the required resources, encouragement, and support (Kigosi et al., 2023). This idea emphasizes how supervisors can improve teachers' performance in secondary school support supervision by recognizing and resolving obstacles to good instruction, such as a lack of resources, unclear instruction, or difficulties in the workplace. Supervisors serve as facilitators in this way, assisting educators in navigating the challenges of their jobs while making sure that their work supports both student achievement and institutional goals.

Furthermore, to meet the various demands of instructors and their unique circumstances, supervisors should embrace flexible leadership approaches, according to the Path-Goal Theory. Giving teachers constructive criticism and direction, for example, aids in improving their teaching methods, and acknowledging their work encourages dedication and raises morale. Positive work environments that encourage motivation and confidence are produced by supervisors who actively attend to the professional development requirements of teachers, through offering mentorship or training opportunities. By fostering such a supportive environment, support supervision turns into a tool for enhancing both individual teacher performance and the overall effectiveness of the school, which ultimately enhances educational standards and improves student outcomes. Building an empowered and effective teaching workforce requires this accommodating and supporting approach (Fabac et al., 2022).

2.2 The status of support supervision in secondary schools

The experiences and practices of support supervision in secondary

Chaula (2023) investigated school heads' clinical supervision practices and emerging teacher emotions in secondary schools in Tanzania. The study emphasized that clinical supervision, which involves structured classroom observation, professional dialogue, and reflective feedback, plays a critical role in shaping teachers' instructional practices and professional experiences. According to the findings, teachers who experienced supportive and collaborative supervision reported higher levels of motivation, professional confidence, and stronger engagement in classroom activities. The study further revealed that regular interaction between supervisors and teachers created opportunities for reflective teaching and continuous professional learning. Through constructive feedback and mentorship, teachers were able to identify areas for improvement and strengthen their instructional strategies. However, the researcher also noted

that when supervision was conducted mainly as a compliance or evaluation exercise rather than as professional support, teachers sometimes developed anxiety and negative emotional reactions toward supervisory processes. These emotional responses occasionally reduced teachers' willingness to engage fully with supervisory feedback. Although the study provides important insights into supervision practices and teacher emotions, it mainly focuses on the Tanzanian education system. Consequently, it does not sufficiently explore how teachers and school leaders experience and practice support supervision in other educational contexts, particularly in secondary schools in Gulu District.

Similarly, Hoque et al., (2020) examined the relationship between supervision practices and teachers' performance and attitudes in Malaysian secondary schools. Their research demonstrated that effective supervision practices, including classroom observation, professional mentoring, and constructive feedback, positively influenced teachers' instructional performance and professional commitment. Teachers who regularly received guidance from school administrators reported improvements in lesson preparation, classroom management, and student engagement. The study also highlighted that supervision created opportunities for teachers to share professional experiences and adopt innovative teaching strategies that enhanced learning outcomes. However, the researchers observed that in some schools supervision remained largely administrative, emphasizing compliance with institutional policies rather than meaningful professional support. In such cases teachers perceived supervision as routine monitoring rather than a developmental process aimed at improving teaching practices. While the findings highlight the significance of supervision in strengthening teacher performance, the study primarily examines the relationship between supervision and performance outcomes. It does not deeply explore the lived experiences and everyday practices of support supervision among

teachers in secondary schools, particularly in local contexts such as Gulu District, where supervisory practices and institutional conditions may differ.

According to Ubogu, (2024), instructional supervision plays a fundamental role in strengthening teacher quality and improving educational outcomes in secondary school education. The study highlighted that supervision practices such as mentoring, lesson observation, and professional feedback are essential in guiding teachers to improve instructional strategies and classroom effectiveness. Supervisors who possessed strong professional experience were better able to provide practical guidance and instructional support to teachers, thereby promoting professional growth and improved learning experiences for students. The research also emphasized that effective supervision encourages collaboration between teachers and school administrators and supports continuous professional development within schools. However, the study revealed several challenges that hinder the effectiveness of supervision practices. These challenges included limited professional training for supervisors, heavy administrative workloads among school leaders, and insufficient institutional support for supervision activities. Such constraints often reduced the frequency and quality of supervisory interactions between supervisors and teachers. Although the study highlights the importance of supervision for teacher development, it mainly focuses on supervisory strategies and institutional roles. It does not sufficiently examine how teachers themselves experience and interpret support supervision practices in their daily professional environments, particularly in secondary schools in Gulu District.

Research conducted by Adeoye, (2023) who examined the challenges and prospects of educational supervision in secondary schools within African contexts. The study found that supervision was intended to help teachers identify professional challenges, improve instructional

methods, and enhance overall school performance. Effective supervision encouraged collaboration between teachers and school administrators and promoted professional learning within schools. Through regular classroom observation and constructive feedback, supervisors were able to support teachers in improving lesson delivery and classroom management. However, the study also identified several barriers that limited the effectiveness of supervision practices. These included limited financial resources, inadequate professional training for supervisors, and negative teacher perceptions toward supervisory processes. In many schools, supervision activities were irregular and lacked structured feedback mechanisms, which weakened their potential to support teacher development. The researcher further noted that teachers sometimes viewed supervision as a monitoring exercise rather than a supportive professional process. While the study provides useful insights into the challenges of supervision in secondary schools, it does not sufficiently explore the everyday experiences and practical realities of support supervision from the perspectives of teachers and school leaders in specific local contexts such as Gulu District.

In East Africa, Aketch et al., (2025) investigated the challenges teacher trainees face during teaching practice supervision in public secondary schools in Nairobi County, Kenya. The study revealed that supervision during teaching practice provided valuable professional learning opportunities for teachers through mentoring, classroom observation, and feedback on instructional practices. These supervisory processes helped trainee teachers develop classroom management skills, improve lesson delivery, and gain confidence in teaching. However, the researchers also found that supervision was sometimes inconsistent due to limited time, inadequate communication between supervisors and teachers, and heavy workloads among supervisors. As a result, some teachers felt that the supervision they received did not sufficiently

support their professional development or teaching practice. The study further highlighted that effective supervision requires continuous engagement between supervisors and teachers in order to promote professional learning and reflective practice. Although this research contributes to understanding supervision in teacher training contexts, it mainly focuses on student teachers rather than experienced teachers working within established secondary school systems. Consequently, it does not fully address how practicing teachers experience and engage with support supervision in their daily professional environments, particularly within secondary schools in Gulu District.

while, Emanuel & Mwila (2023) explored instructional supervision practices in secondary schools in Kinondoni Municipality in Tanzania. Their study found that supervision helped teachers adapt to curriculum reforms and improve classroom practices through professional activities such as seminars, classroom observation, and mentoring. Teachers reported that supportive supervision enabled them to better understand curriculum requirements and adopt more effective teaching methods. The study also indicated that regular interaction between supervisors and teachers encouraged collaboration and professional development within schools. However, the researchers identified several challenges that limited the effectiveness of supervision practices. These included limited professional development opportunities for supervisors, inadequate resources for supervision activities, and weak communication between supervisors and teachers. Such challenges often reduced the frequency and quality of supervisory support provided to teachers. While the study provides useful insights into supervision practices within Tanzanian schools, it mainly focuses on instructional supervision in one municipal context. The study does not sufficiently examine how teachers and school leaders experience and practice support supervision within other educational environments. In particular, little is known

about how support supervision is experienced and practiced in secondary schools in Gulu District, where educational conditions and supervisory structures may differ.

Despite the growing body of literature on supervision practices in secondary education, many studies focus primarily on the effectiveness of supervision structures, administrative procedures, and policy implementation. Relatively little research has examined the lived experiences and practical realities of support supervision from the perspectives of teachers and school **leaders**, particularly in the Ugandan context. Furthermore, existing studies often emphasize quantitative relationships between supervision and performance outcomes rather than exploring how supervision is actually experienced and practiced within schools.

Therefore, there remains a significant research gap regarding the experiences and practices of support supervision in secondary schools in Gulu District, Northern Uganda. Limited empirical evidence exists on how teachers perceive supervision practices, how school leaders implement support supervision, and how these experiences shape teachers' professional performance within this specific educational context. Understanding these experiences is important because contextual factors such as leadership styles, school culture, and institutional resources may influence the effectiveness of supervision practices. This study therefore seeks to address this gap by exploring the experiences and practices of support supervision and examining teachers' perceptions of factors influencing their performance in secondary schools in Gulu District.

2.3 Assessing the Level of Teachers' Performance

Asamoah et al., (2023) did a study on classroom evaluation as the foundation of successful instruction and learning. However, because of current educational regulations and the teaching

and learning environments in the classroom, there are differences in how teachers handle assessment. This study examined instructors' methods to classroom evaluation in two educational environments using a sequential explanatory approach and a mixed method methodology. A total of 431 teachers 123 from Brunei and 308 from Ghana, were chosen using multistage sampling techniques to participate in online questionnaires about methods for classroom evaluation. Eight Ghanaian and six Bruneian teachers participated in semi-structured, in-depth interviews in addition to the survey to learn more about their approaches to classroom evaluation.

Teachers' approaches to classroom assessment varied greatly within and between the two educational contexts, according to the results of a latent profile and thematic analysis. They had a limited preference for assessment of learning, test design, scoring, use, and balance assessment (i.e., validity and reliability). This study will contribute to the gap since previous research on classroom assessment was conducted to ascertain the level of teachers' performance; however, no study has been conducted in the Gulu area to comprehend teachers' performance in classroom assessment.

Additionally, Khan et al., (2023) conducted a study in Pakistan to assess teachers' performance through student-centered learning outcomes and classroom management practices. Data was gathered from 80 teachers and 250 pupils using a quantitative study design. Structured questionnaires were utilized to collect data, and participants were chosen for the study using random sampling techniques. Correlation, regression, and t-tests were used to analyze the data and investigate the association between student participation and teacher familiarity with student-centered techniques. The findings showed a strong positive relationship ($r = 0.75$, $p < 0.01$) between the degree of student participation and the teachers' use of student-centered

teaching strategies. Teacher familiarity with these techniques explained the variation in student participation, according to regression analysis. The considerable disparities in student involvement between schools with highly familiar teachers and those with limited familiarity were further validated by the t-test. In order to create a more stimulating learning environment, these findings highlight the necessity of professional development programs that improve teachers' understanding and use of student-centered teaching techniques.

Chen, (2024) evaluated professional development programs in China, focusing on their impact on teacher performance in rural secondary schools. This study looked at how achievement feelings and two teaching traits teacher support and cognitive activation relate to each other in Chinese math classes. 2232 students (49.9% male; Mage = 13.85, SD = 0.81) in 84 math classes at 12 secondary schools in Jiangsu, China, provided the data. The findings made clear how control-value assessments mediated the relationship between instruction and students' emotions in both urban and rural classrooms. In terms of indirect impacts, academic control and value in both groups were linked to emotions through teacher support. In contrast, in rural classrooms, emotions were linked to cognitive activation through academic value but not control. Control-value evaluations had a variety of mediating functions in emotions and activation in urban classrooms. Additionally, compared to cognitive activation, supportive instruction demonstrated stronger relationships with achievement emotions. In urban classes compared to rural ones, the extent to which achievement emotions were described by perceived instruction was more significant. Finally, the majority of emotions and two types of instructional features were significantly mediated by academic value. However, no research has yet been conducted in the Gulu District that investigates the relationship between two aspects of teaching teacher support and cognitive activation—and student performance.

In Uganda, Nakintu et al. (2021) examined the effects of governmental regulations on secondary school teachers' performance. The study found that although the government had put in place mechanisms for oversight and policies to improve teacher performance, there were major obstacles to their effective implementation. One major issue was the inadequate allocation of resources to schools, particularly in rural areas, which hindered teachers' ability to deliver effective lessons. Additionally, the high teacher-to-student ratio, driven by increased student enrollment following the introduction of Universal Secondary Education (USE), further strained teachers and reduced the quality of education. Overcrowded classrooms left teachers struggling to provide individualized attention and apply effective instructional strategies, thereby impacting their overall performance.

The study also noted that while supervision frameworks existed, they were primarily focused on administrative compliance rather than offering instructional support to teachers. This approach limited opportunities for professional growth and constructive feedback, leaving many teachers unable to improve their practices. Nakintu et al. (2021) recommended increasing investment in the education sector to address resource shortages and improve teacher-student ratios. Additionally, the study emphasized the need for more robust supervision frameworks that prioritize teacher support and professional development. These measures, if implemented effectively, could create a more supportive environment for teachers, ultimately enhancing their performance and improving student outcomes.

Furthermore, in Nigeria, Adeyemi et al. (2021) explored the role of both financial and non-financial incentives in shaping teacher performance, recognizing the critical impact of these incentives on educators' motivation and overall teaching quality. The study found that teachers

who received financial rewards, such as salary increases or performance bonuses, exhibited improved performance, particularly in areas such as classroom engagement, lesson delivery, and student outcomes. It has also been demonstrated that non-monetary rewards like job satisfaction, career growth chances, and recognition raise instructors' morale and promote more positive and productive instruction environment.

However, different schools implemented these incentive-based programs differently, resulting in differences in the ways that teachers were supported and encouraged. Some schools benefited more than others due to the uneven distribution and accessibility of both monetary and non-monetary incentives, which led to different levels of teacher effectiveness. In order to guarantee that all teachers have equal access to the tools and chances that can improve their performance and professional development, the study emphasized the need for a more fair and methodical approach to incentive program implementation.

Teachers' perceptions of how support supervision influences their performance in secondary schools

Kinyua et al., (2025) examined teachers' perceptions toward principals' instructional supervisory roles in selected secondary schools. The study emphasized that effective instructional supervision by school principals plays a significant role in shaping teachers' professional practices, instructional commitment, and classroom performance. According to their findings, teachers who perceived principals' supervisory roles as supportive, collaborative, and professionally oriented were more likely to demonstrate positive attitudes toward supervision and improved engagement in teaching activities. The study further revealed that supervisory practices such as classroom observation, constructive feedback, and professional dialogue

enhanced teachers' confidence and instructional competence. However, the researchers also noted that teachers' perceptions varied depending on the leadership style of the principal and the frequency of supervisory engagement. Where supervision was perceived as overly evaluative or administrative, teachers tended to feel less motivated to adopt suggested instructional improvements. Although the study contributes valuable insights into how supervisory practices influence teacher perceptions, it mainly focuses on general instructional supervision rather than the broader concept of support supervision. In addition, the research was conducted outside the Ugandan context, leaving limited understanding of how teachers in secondary schools in Gulu District experience and interpret support supervision and how such perceptions influence their performance in local school environments.

According to the study conducted by Amaechi (2020) on teachers' perceptions of instructional supervision and its impact on teacher and pupil performance in public schools in Nigeria, supervision was identified as an important mechanism for improving instructional quality and educational outcomes. The study revealed that effective instructional supervision encouraged teachers to refine their teaching strategies, strengthen subject mastery, and improve classroom organization, ultimately enhancing students' academic performance. The researcher further noted that teachers who perceived supervision as constructive and professionally supportive were more receptive to feedback and more willing to adopt innovative teaching practices.

However, the study also identified several challenges that limited the effectiveness of supervision, including insufficient supervisory visits, lack of professional training for supervisors, and negative perceptions among teachers who viewed supervision as fault-finding. These perceptions often reduced teachers' willingness to engage fully with supervisory

processes. Although the study provides meaningful insights into the relationship between supervision and teaching performance, it largely concentrates on primary school contexts and does not extensively examine how support supervision is experienced within secondary schools. In addition, the research does not explore the localized experiences of teachers in contexts such as Gulu District, where socio-institutional dynamics may shape how supervision influences teacher performance.

Dewodo et al., (2020) investigated teachers' perceptions of instructional supervision in basic schools in Ghana. Their study revealed that many teachers viewed school supervision as an administrative obligation primarily focused on identifying mistakes rather than supporting professional growth. As a result, teachers often perceived supervisory visits as intrusive and evaluative, which created resistance toward supervisory processes and reduced their effectiveness in improving teaching practices. The researchers also found that inadequate communication between supervisors and teachers contributed to misunderstandings about the purpose of supervision. Where supervision was conducted in a collaborative and reflective manner, however, teachers reported greater professional confidence and willingness to improve their instructional approaches. These findings suggest that the success of supervision largely depends on teachers' perceptions of its purpose and implementation. Despite offering valuable insights into the relationship between teacher perceptions and supervisory practices, the study primarily focuses on basic education settings and does not specifically examine support supervision within secondary school contexts. Furthermore, it does not address how local institutional conditions influence teachers' perceptions of supervision in districts such as Gulu District, where the realities of school leadership, resources, and professional support may differ significantly from those studied.

Altnok, (2024) explored the effect of educational supervision on teacher quality and professional performance. The study emphasized that supervision is an important tool for improving instructional effectiveness, enhancing teacher competencies, and supporting continuous professional development. According to the findings, teachers who received regular and constructive supervisory feedback were more likely to adopt innovative teaching approaches and improve their classroom practices. The study further revealed that supervision contributed to teachers' professional confidence by providing opportunities for reflection and professional learning. However, the effectiveness of supervision was found to depend significantly on teachers' perceptions of the supervisory process. Teachers who perceived supervision as supportive and developmental were more motivated to implement recommendations and improve their teaching methods. Conversely, when supervision was perceived as bureaucratic or punitive, teachers were less receptive to feedback. Although this research highlights the importance of supervision in enhancing teacher quality, it mainly focuses on general supervisory frameworks rather than examining the specific experiences of teachers within particular school environments. Consequently, the study does not sufficiently address how support supervision is experienced in secondary schools in Gulu District, where contextual factors such as leadership style, resource constraints, and school culture may influence teachers' perceptions and performance.

Similarly, Alfian, (2022) examined teachers' perceptions of the role of instructional supervisors in secondary schools. The study found that instructional supervisors played a crucial role in guiding teachers toward improved instructional practices and professional development. Teachers who perceived supervisors as mentors and professional advisors reported increased motivation to refine their teaching methods and improve classroom engagement. The research further emphasized that effective supervision requires strong interpersonal relationships, open

communication, and a supportive professional environment. However, the study also noted that teachers' perceptions of supervision varied depending on the supervisory approach adopted by school leaders. In cases where supervision was perceived as controlling or evaluative rather than supportive, teachers often felt discouraged and less willing to engage with supervisory recommendations. While the study contributes important insights into the influence of supervisory roles on teacher performance, it largely focuses on the structural aspects of instructional supervision. It does not sufficiently explore teachers' lived experiences of support supervision in specific local contexts. In particular, there remains limited empirical evidence on how teachers in secondary schools in Gulu District perceive and experience support supervision and how these perceptions influence their professional performance.

According to Okia et al., (2021b), support supervision has increasingly been recognized as an important strategy for improving teacher performance in Uganda. Their qualitative study revealed that support supervision encouraged professional reflection, strengthened teachers' instructional competencies, and enhanced accountability within schools. Teachers who received regular support and constructive feedback from supervisors were more likely to improve lesson planning, classroom management, and learner engagement. However, the study also identified several challenges affecting the implementation of support supervision, including inadequate resources, limited supervisory capacity, and inconsistent follow-up on supervisory recommendations. These factors sometimes weakened the effectiveness of supervision in improving teacher performance. Although the study provides valuable insights into support supervision within the Ugandan education system, it primarily focuses on primary school contexts and broader national perspectives. Consequently, it does not provide detailed insights

into the experiences and perceptions of secondary school teachers in specific districts such as Gulu District, where school-level dynamics and supervisory practices may differ significantly.

Ahmad & Saefurrohman, (2020) examined teachers' perceptions of academic supervision conducted by school headmasters. The study found that direct engagement between supervisors and teachers played a dominant role in shaping teachers' perceptions of supervision and its effectiveness in improving instructional practices. Teachers who experienced supportive supervisory relationships reported greater confidence in implementing new teaching strategies and addressing classroom challenges. However, the researchers also noted that where supervision lacked transparency or consistency, teachers tended to question the credibility of supervisory feedback. Such perceptions sometimes reduced the impact of supervision on teacher performance. While the study highlights the importance of supportive leadership in educational supervision, it largely focuses on general supervisory activities rather than specifically addressing support supervision as a developmental process. Furthermore, the study does not examine how teachers' experiences of supervision may vary across different educational contexts. In particular, there is limited understanding of how teachers in secondary schools in Gulu District perceive and experience supervisory support and how these perceptions influence their instructional performance.

Similarly, Ubogu, (2024) explored supervision of instruction as a strategy for strengthening teacher quality in secondary school education. The study emphasized that effective supervision plays a vital role in improving teacher competence, promoting professional development, and enhancing the overall quality of education. According to the findings, supervision that involves regular feedback, mentoring, and professional dialogue can significantly improve teachers'

instructional effectiveness. However, the study also identified several challenges affecting the implementation of supervision in secondary schools, including weak interpersonal relationships between supervisors and teachers and limited trust in supervisory processes. In some cases, teachers perceived supervision as politically influenced or biased, which reduced its credibility and effectiveness. These findings suggest that the success of supervision depends heavily on how teachers perceive supervisory practices and relationships within schools. Although the study contributes valuable insights into supervision as a strategy for improving teacher quality, it does not sufficiently examine how teachers' experiences of support supervision shape their professional performance in specific contexts. In particular, there remains a lack of empirical evidence on how support supervision is experienced in secondary schools in Gulu District.

Finally, (Ehiaguina & Ojehisegbe, 2025) conducted a study exploring teachers' perceptions of supervisory practices in Nigerian secondary schools. Their review highlighted that teachers' perceptions of supervision were influenced by several factors, including leadership style, gender dynamics, professional experience, and the frequency of supervisory engagement. The study concluded that when supervision is perceived as supportive and professionally oriented, teachers are more likely to engage positively with supervisory recommendations and improve their instructional practices. Conversely, negative perceptions of supervision can limit teacher motivation and reduce the effectiveness of supervisory interventions. While this review provides a broad overview of how teachers perceive supervisory practices across different contexts, it mainly synthesizes findings from studies conducted in Nigeria and other regions. As a result, it does not sufficiently address the lived experiences of teachers within specific local educational systems. In particular, there remains limited empirical evidence on how teachers in secondary schools in Gulu District perceive support supervision and how such perceptions influence their

professional performance. This gap underscores the need for further research focusing on the experiences and perceptions of teachers in this context.

2.4 Relationship between support supervision and teachers' performances

A study by Hoque et al. (2020) sought to ascertain the connections between supervision and the performance and disposition of teachers in Kuala Lumpur, Malaysia's Secondary Schools. Descriptive and inferential statistics were employed to examine the data in this quantitative study utilizing a 5-point Likert-type-scale questionnaire. To choose the respondents, simple random sampling was employed. Participants in this study were 200 instructors and 50 supervisors from a variety of schools in one of Kuala Lumpur's Districts. Teachers' attitudes about supervision, the state of supervision methods, and their performance level following monitoring were all analysed using descriptive statistics. The associations between supervision (directive, collaborative, and non-directive approaches) and teachers' performance and attitudes were examined using multiple regression analysis.

In Malaysian Secondary Schools, the state of supervisory procedures, teachers' attitudes toward monitoring, and teachers' performance following supervision are all at a moderate level. Overall, there is no correlation between the performance and attitude of teachers and supervisory procedures. However, it is important to note that teachers' performance and attitude are favourably and strongly correlated with directive supervision. This study will close the gap since no previous research has been conducted in the Gulu District to ascertain the connections between supervision and secondary school teachers' performance and attitudes.

Chen and Wong (2023) looked into the connection between Singaporean teachers' performance and assistance supervision. According to the report, Singapore's educational system offers instructors chances for ongoing education and mentoring by combining professional development with support monitoring. Student results and teacher performance have consistently improved as a result of this all-encompassing strategy. On the other hand, Garcia et al. (2023) emphasized the difficulties supervisors encounter in the Philippines as a result of financial limitations and high teacher-to-student ratios. The study discovered that although teachers appreciated the supervisors' feedback, the effectiveness of these supervisory efforts was restricted by the absence of resource assistance and follow-up.

Kaya et al. (2023) examined the connection between secondary school teachers' performance and assistance supervision. Their research showed that instructors' quality of instruction was much enhanced by supervisors who involved them in professional development and cooperative goal-setting. Instructors valued the focus on mentoring and the proactive strategy for closing performance disparities. Additionally, the study discovered that student outcomes were greater in schools that used regular supervision procedures. Nonetheless, issues like insufficient budget and disparate regional supervisory methods were identified.

Kofi & Boateng (2021) conducted a study in Ghana investigating the role of support supervision in enhancing teacher performance. Their findings highlighted that regular classroom observations and professional development workshops improved teaching practices and student outcomes. The researchers emphasized that supportive supervision fostered a sense of accountability among teachers, motivating them to improve their performance. However, they

also noted that heavy workloads for supervisors sometimes limited their ability to provide consistent support.

In Uganda, Nsubuga et al. (2022) analyzed the relationship between support supervision and teacher performance in secondary schools. The study revealed that regular supervision improved lesson planning, time management, and instructional delivery among teachers. Supervisors who engaged teachers in constructive dialogue and provided actionable feedback significantly enhanced their performance. However, the study pointed out that inconsistent supervisory practices and limited resources, particularly in rural areas, negatively impacted the effectiveness of support supervision.

Maphosa and Shumba (2020) also conducted a study in South Africa examining how support supervision affects teacher performance in secondary schools. Their findings revealed that effective supervision, emphasizing mentorship and continuous professional development, improved teaching quality and classroom discipline. However, the study highlighted that resource constraints and inadequate training for supervisors in disadvantaged schools often limited the effectiveness of these interventions. These challenges underscored the need for more equitable resource allocation in the education sector.

Yamamoto et al. (2021) studied the effects of collaborative supervision models on teacher performance in secondary schools. Their research found that integrating peer reviews and mentorship into the supervision process significantly improved teachers' confidence and teaching practices. Teachers appreciated the focus on professional growth rather than punitive measures. The study concluded that support supervision in Japan enhanced job satisfaction and instructional quality, contributing to improved student outcomes.

Zhang et al. (2023) explored the role of hierarchical supervision in improving teacher performance in secondary schools in China. The research emphasized that supervisory systems combining administrative oversight with instructional guidance improved teachers' ability to deliver curriculum effectively. The study found that frequent evaluations and feedback sessions enhanced teacher accountability and instructional quality. However, the researchers also observed that excessive administrative focus on supervision could undermine its effectiveness by reducing teacher motivation.

Sharma and Verma (2020) investigated the impact of support supervision on teacher performance in secondary schools in India. Their study revealed that schools implementing regular classroom observations, coupled with constructive feedback sessions, experienced improvements in teaching methods and classroom management. Additionally, the study highlighted that support supervision addressed teachers' professional development needs, which directly impacted student outcomes. However, systemic issues, such as large student-teacher ratios and resource constraints, posed challenges in fully realizing the benefits of supervision.

Rahim et al. (2021) conducted a study examining the relationship between support supervision and teacher performance in secondary schools. The findings revealed that consistent supervision, involving mentoring and structured classroom observations, significantly improved teaching practices and job satisfaction. The study noted that collaborative support supervision created a positive school environment, enabling teachers to implement innovative teaching strategies effectively. However, challenges in rural schools, such as limited access to trained supervisors, hindered the effectiveness of supervision in some areas.

In conclusion, the gaps in the literature that current study intended to contribute to were as follows: variations in data collection methods, differences in community participation aspects, paradigm used, urban or rural study area, school type (private or government-aided), and study area, among other things.

2.4 Conclusion

A review of existing literature reveals positive outcomes associated with support supervision in schools, particularly in enhancing teachers' performance and fostering a strong relationship between effective supervision and improved educational outcomes. The literature highlights that when support supervision is effectively implemented, particularly in planning, monitoring, and controlling school activities, it can lead to improved teachers' performance. In spite of this, not much research has been done to thoroughly analyze the effects of support supervision on teachers' performance and, in turn, the general quality of education in Gulu District secondary schools. Interestingly, little is known about how much support supervision in school activities affects teachers' performance in secondary schools in Gulu District.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology that guided the study on support supervision in secondary schools in Gulu District, Northern Uganda. It outlines the study's research orientation, design, target population, sampling procedures, data collection methods and instruments, quality assurance procedures, ethical considerations, and data analysis techniques. The methodology was deliberately structured to resonate with the study objectives and research questions, which aimed to examine the experiences and practices of support supervision and to determine teachers' perceptions of the factors influencing their performance. A qualitative research approach was adopted to capture participants' perspectives, lived experiences, and interpretations regarding supervisory practices and teacher performance in secondary schools.

3.1 Research Orientation

The study adopted a qualitative research orientation to examine the experiences and perceptions of teachers and school leaders concerning support supervision in secondary schools in Gulu District. Qualitative research is particularly suitable where the central goal is to understand social phenomena through the meanings individuals ascribe to their lived experiences. As noted by Creswell (2018), qualitative inquiry enables researchers to generate rich, descriptive data that illuminate participants' viewpoints, attitudes, and interpretations within their natural contexts.

In this study, the qualitative orientation made it possible to examine how support supervision is implemented in schools, how teachers perceive supervisory processes, and how these processes influence teachers' professional conduct and motivation. By privileging participants' narratives and lived realities, the study produced detailed contextual insights into the practical dynamics of supervision within the education system of Gulu District. This orientation was especially appropriate because the study sought to understand the underlying processes and experiences of supervision rather than quantify them statistically.

3.2 Research Design

The study employed a case study research design to investigate support supervision practices and teachers' performance in secondary schools in Gulu District. Case study research allows researchers to conduct an intensive examination of a phenomenon within its real-life setting. According to Yin (2018), a case study approach is particularly useful when the researcher intends to understand complex social processes within a specific context or bounded system—such as an institution or organization. In this study, the bounded system comprised the selected secondary school setting(s) in Gulu District, where support supervision practices and teacher performance could be examined in their natural environment.

The case study design was appropriate because it facilitated a nuanced understanding of how support supervision is enacted and experienced by teachers and school administrators within their institutional context. Through this approach, the study examined the perceptions, experiences, and practices of key education stakeholders, including teachers, headteachers, and education officers. It also supported the use of multiple data sources—such as interviews, focus group discussions, and document analysis—thereby enhancing the depth and comprehensiveness

of the findings regarding supervision and its implications for teachers' professional performance in secondary schools in Gulu District.

3.3 Study Population

The study targeted key stakeholders involved in school supervision and management within secondary schools in Gulu District. These included headteachers, teachers, Parent-Teacher Association (PTA) chairpersons, members of the Board of Governors (BOG), and District Education Officers. These categories of participants were considered suitable because they occupy prominent roles in school administration, teacher oversight, and the execution of education policy.

Headteachers were included because they are responsible for coordinating school operations and ensuring that supervision mechanisms are implemented effectively. Teachers were included as primary recipients of supervision, given that they directly experience its effects on their professional work. PTA chairpersons and BOG members were engaged to provide perspectives on how supervisory processes contribute to school functioning and performance. District Education Officers were included because they oversee policy implementation and monitor school performance at the district level, thereby offering broader insights into supervisory practices within the education system.

3.3.2 Sample Size and Sampling Technique

The study utilized purposive sampling to select participants who possessed relevant experience and knowledge concerning support supervision in secondary schools. Purposive sampling is commonly applied in qualitative research because it allows the researcher to deliberately identify

information-rich participants who can articulate meaningful insights into the research problem (Patton, 2015).

Participants were identified according to their distinct roles within school leadership, governance, and teacher supervision. The sample encompassed head teachers who oversee teachers and operationalize supervision policies; teachers who encounter supervision within their day-to-day professional responsibilities; District Education Officers responsible for monitoring educational standards; Board of Governors chairpersons who represent formal school governance structures; and PTA chairpersons who represent parental participation in school management. By selecting participants with these varied responsibilities, the study secured a broad range of perspectives and generated comprehensive insights into support supervision practices and teachers' performance in secondary schools across Gulu District.

3.4 Data Collection Methods

To obtain rich and credible information, the study employed a multi-method qualitative approach. The data collection strategies comprised in-depth interviews, focus group discussions, and document review. The deliberate use of multiple methods enabled triangulation across different data sources, thereby strengthening the trustworthiness and credibility of the study findings.

In-depth interviews were undertaken with head teachers, District Education Officers, and representatives of school governance. These interviews provided participants with an opportunity to articulate their lived experiences and perceptions of support supervision in detail. Semi-structured interviews were adopted because they offer sufficient flexibility to probe emerging issues while simultaneously ensuring that the central themes of the research are adequately

addressed. As noted by Kvale and Brinkmann (2015), semi-structured interviews facilitate the acquisition of nuanced insights into participants' experiences without losing conceptual alignment with the study objectives. The interview questions focused on supervision practices, the character of feedback delivered to teachers, challenges encountered during the implementation of supervision, and the perceived contribution of supervision to teachers' professional performance.

Focus group discussions were conducted with teachers and PTA representatives to elicit shared experiences and collective interpretations of support supervision practices. Each focus group included approximately six to eight participants, enabling meaningful interaction and the exchange of ideas as participants deliberated on common supervision-related challenges within their schools. These discussions were particularly useful for identifying recurring patterns and shared experiences regarding supervision procedures and feedback mechanisms.

Document review was also carried out to corroborate and extend the information generated through interviews and focus group discussions. Pertinent materials—including school supervision reports, teacher appraisal records, and education policy documents—were examined to assess how supervision practices are formally captured, communicated, and implemented within secondary schools in Gulu District. This documentary evidence provided additional context for interpreting participants' accounts and understanding the institutional framework guiding supervision activities.

3.5 Data Collection Instruments

A set of instruments was developed to guide and standardize the data collection process. These included an interview guide, a focus group discussion guide, and a document analysis checklist.

The interview guide comprised open-ended questions designed to explore participants' experiences with supervision practices, feedback processes, and the perceived impact of supervision on teacher performance. In addition to promoting consistency across interviews, the guide afforded participants the latitude to elaborate on relevant experiences and observations.

Similarly, a focus group discussion guide was prepared to structure and facilitate deliberations among teachers and PTA representatives. The guide included prompts addressing supervision practices, experiences of feedback from supervisors, challenges encountered during supervision processes, and proposals for enhancing supervisory practice. This ensured that discussions remained anchored to the objectives of the study while still allowing participants to contribute actively and spontaneously.

Finally, a document analysis checklist was developed to support a systematic review of relevant records concerning teacher supervision and overall school performance. The checklist assisted the researcher in extracting and organizing key information from supervision reports, policy documents, and school records that were directly relevant to the study.

3.6 Quality Control Measures

To ensure the credibility and trustworthiness of the study findings, several quality control measures were implemented. One of the strategies used was triangulation, which involved collecting data from multiple sources and using different data collection methods. By comparing information obtained from interviews, focus group discussions, and document analysis, the researcher was able to verify the consistency of the findings and reduce the likelihood of bias.

Member checking was also used to enhance credibility. After the interviews were conducted, participants were given the opportunity to review summaries of their responses to confirm that their views had been accurately captured. This process helped to ensure that the researcher correctly interpreted participants' perspectives.

Peer debriefing was another important quality assurance measure used in the study. Academic peers and supervisors reviewed the research design, data interpretation, and emerging themes. This process helped to identify possible biases and strengthen the validity of the research findings.

3.7 Ethical Considerations

Ethical principles were carefully observed throughout the research process. Before data collection began, permission to conduct the study was obtained from relevant educational authorities and institutional review bodies. Participants were informed about the purpose of the study, the nature of their participation, and their rights as research participants.

Informed consent was obtained from all participants before they took part in interviews or focus group discussions. Participants were informed that their participation was voluntary and that they had the right to withdraw from the study at any stage without any negative consequences. Confidentiality and anonymity were also guaranteed. Participants' identities were protected by using pseudonyms instead of their real names in all research records and reports.

The researcher also ensured that all data collected during the study were securely stored and used strictly for academic purposes. Interview recordings, transcripts, and documents were kept confidential and were not shared with unauthorized individuals.

3.8 Data Analysis

The data collected in this study were analyzed using thematic analysis. Thematic analysis is a qualitative data analysis method used to identify patterns and themes within textual data. The analysis process began with data familiarization, which involved transcribing the interviews and reviewing the transcripts to ensure accuracy and completeness.

The next step involved coding the data. During this stage, meaningful segments of the data were identified and assigned codes that represented key ideas related to supervision practices and teacher performance. The coded data were then grouped into broader categories, which helped to identify emerging themes. These themes reflected participants' experiences and perceptions regarding support supervision in secondary schools.

The final stage involved interpreting the themes in relation to the research objectives and research questions. The findings were presented using descriptive explanations supported by relevant quotations from participants, which helped to illustrate key insights obtained from the study.

3.9 Assumptions, Limitations, and Mitigation Measures

The study was conducted based on several assumptions. One of the main assumptions was that participants would provide honest and accurate information about their experiences with support supervision in secondary schools. It was also assumed that participants had sufficient knowledge and experience to provide meaningful insights regarding supervision practices.

Despite the strengths of the study design, some limitations were anticipated. Since the study focused on selected secondary schools in Gulu District, the findings may not be generalizable to all schools in Uganda. In addition, participants' responses were based on personal experiences and perceptions, which may vary across different contexts.

To minimize these limitations, the study collected data from multiple stakeholders and used different data collection methods to ensure comprehensive and reliable information. The use of triangulation, member checking, and peer debriefing further strengthened the credibility and trustworthiness of the study findings.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS OF THE FINDINGS

4.0 Introduction

This chapter presents and analyses the data collected from the field regarding support supervision and its influence on teacher performance in secondary schools within Gulu District. The findings are drawn from interviews conducted with teachers, headteachers, and District Education Officers, and are organized thematically to reflect key research questions. The analysis follows a qualitative approach, focusing on participant responses, emerging patterns, and coded themes that relate to supervision practices, teacher performance, and the contextual factors influencing both. The chapter aims to provide a clear understanding of how supervision is currently conducted in selected secondary schools within Gulu District, its impact, associated challenges, and suggested improvements, as expressed by key stakeholders in the education system in the District.

4.1 The status of support supervision in secondary schools in Gulu District

Based on the study findings, the status of support supervision in secondary schools in Gulu District reflects a system that is both structured and strained. Supervision or inspection activities are primarily conducted by District Education Officers (DEOs), school principals, and head teachers, following a formal system anchored in District policies and standardised checklists. These tools ensure that lesson planning, classroom management, and learner assessment are regularly reviewed. However, the standardised nature of these tools sometimes results in half-baked assessments that lack details and adaptability to specific school contexts or teachers needs in some selected secondary schools in Gulu District.

During an interview with the District Education Officer, the respondent pointed out that,

"Yes, according to what I see, the system for support supervision is well-structured on paper, with clear guidelines, schedules, and checklists. However, when it comes to the actual visits, we sometimes miss the deeper classroom issues. uhaaa...The tools we use as Education Officers help us cover the basics, like checking lesson plans or attendance records, but they don't always give us enough time to address the unique challenges each teacher faces. indeed hmmm.... You might tick yes or no if a lesson plan exists, but not have the opportunity to discuss how effective that plan is in helping students learn. as such uhaaa.... In the end, the supervision tool is good, but the way it is implemented needs to go beyond formalities and engage with what is happening in the classroom." (DEO)

Supervision generally begins with a review of instructional documents, followed by class observation and then feedback. This personalised support is widely appreciated and contributes meaningfully to professional development of a teacher. Yet, the study highlighted a lack of uniformity in the application of supervision strategies across different schools in the District, with some teachers receiving more intensive support than others.

"Well., I may say in most secondary schools here in Gulu District including our own school here, supervision follows a set procedure. Usually, it starts with the supervisor checking teachers lesson plans and schemes of work, then observing how lessons are conducted, and later giving feedback to the teachers. The main people involved are the District Education Officers, school head teachers, and sometimes inspectors from the Ministry. yes!... We also have Boards of Governors and, in some cases, NGO partners who come in with training and extra support. Ideally, this should happen at least once every term, but in reality, the frequency varies. Schools in Awach town Council are visited more regularly, while those in the more remote areas might only see supervisors once in a long while, sometimes not at all in a whole academic year."(Head Teacher)

A key challenge identified is the inconsistency in supervision frequency. While policy suggests at least one visit per term, this is not always achieved. Frequency often depends on geography, accessibility, and resources, with urban and better-resourced schools receiving more consistent visits.

From what we see as the Board of Governors, support supervision in our schools usually involves reviewing records, visiting classrooms, and discussing progress with the head teacher and staff. The main players are the DEOs, head teachers, and sometimes ministry inspectors, but we also take part to ensure community accountability. We try to attend when possible so we can follow up on any recommendations. And these visits happen every term, but in practice, they are not always regular. Rural schools, especially, can go a long time without a formal supervision visit." (BOG chairperson)

Lack of enough resources compound the inconsistencies in supervision of effective teaching and learning across the secondary schools in Gulu District. Supervisors frequently face inadequate transportation, fuel shortages, and poor road infrastructure, particularly during the rainy season. These challenges make it very difficult to reach some of the schools, especially those in remote or the very rural part of Gulu District. As a result, planned visits are often cancelled or postponed, sometimes multiple times, leaving teachers in such schools without timely feedback and guidance that would improve their performance. This delay not only affects the professional growth but also sends a discouraging message to teachers who are eager for support. In extreme cases, entire term may end without a single supervision done, negatively influencing the performance in the seven selected secondary schools of Gulu District.

In an interview with the District Education Official, it was noted that;

Transport is a big problem for the supervisors. Bad roads and long distances mean we can't easily reach some of the schools. By the time we reach some of these schools in the remote villages boarding Lamwo District, we are already tired and in a hurry." (DEO)

The relational aspect of supervision is another crucial factor influencing its success. Supervisors who approach teachers respectfully and provide constructive, encouraging feedback tend to foster professional growth and motivate staff. A supportive tone helps build trust and openness, making teachers more willing to share their challenges and embrace change easily. In contrast, a harsh or overly critical approach can lead to defensiveness, disengagement, and even resistance to new teaching strategies given by the supervisors. The difference often lies not in the content of the feedback but in how it is delivered. When supervision is constructive, it not only addresses immediate issues but also inspires teachers to build positive attitude to experiment new teaching learning methods that can at the end improve learner participation and classroom engagement.

To address the gaps in formal supervision, some schools have adopted peer support supervision as an innovative alternative. In this model, experienced teachers mentor newer colleagues, giving them regular feedback and sharing practical strategies that can improve their performance. This approach enhances professional development of teachers, even when official visits are delayed. Peer support supervision among the teachers has also fostered stronger collaboration within teaching staff, as teachers feel supported by their colleagues rather than solely evaluated by external supervisors. Over time, this culture of mutual support can lead to lasting improvements in teaching quality and good working relationship.

External people coming from the NGOs and Boards of Governors (BOGs) have also played important supplementary roles in teacher support. NGOs often organize capacity training workshops, introducing new pedagogical skills and resources beyond what the Education

Department in the District can provide. BOGs, on the other hand, ensure that recommendations from supervision are followed up, creating a link between the school, the community, and education authorities. Their involvement not only holds schools accountable but also ensures that community perspectives are considered in improving quality teaching and learning in their respective schools.

It has been consistently noted that well-executed supervision produces visible results in classroom practice. Constructive feedback has led many to adopt more interactive teaching methods, such as group discussions and learner-centred methods where learners play key roles, resulting in active class participation and good teacher-learner relationship. However, the benefits are significantly reduced when feedback is vague, overly general, or not accompanied by follow-up visits to monitor progress. Without this continuity, even motivated teachers may revert to old habits of poor performance.

Despite these positive examples, a large proportion of respondents still feel under-served by the current supervision model. The uneven distribution of visits, compounded by logistical and relational challenges, has left gaps in support supervision. The findings point to an urgent need for increased investment in supervisor capacity building training to improve the quality of feedback, as well as better planning and logistical support to ensure consistent coverage of all schools. Strengthening these areas could make support supervision not only more equitable but also more impactful in improving learning outcomes across the Gulu District.

During FGD1, the participants noted that;

Teacher 1: Yes, in our school here, supervision mostly happens when the District education people come around. Actually, they usually plan their visits, maybe once in a

term, but sometimes the Ministry inspectors also come, though that one is not so often. Our headteacher also checks on us regularly like every week or after two weeks to see how we are doing. When they come, they sit in our classes to observe lessons, look at our lesson plans and schemes of work, and later we sit together for feedback. Sometimes it is very helpful because they guide us, show you where to improve, and even encourage us. But other times is something which really done in most case not because they really want to support you.

Teacher 2: Thank you very much. We've also had the Board of Governors or PTA members sit in when we are discussing performance issues, though they mostly just advise. Among ourselves as teachers, we try to check on each other's work or discuss how to improve, but to me I see this does not effectively work because the rate at which it is done is low to help me.

PTA member 1: The truth is, not all schools get the same level of supervision. Some don't follow the schedule because of problems like lack of transport for the District team, not enough staff, or too many other activities going on. That's why in these schools, supervision was not regular, but in others near the town council they normally visit. In my own view I feel like, when supervision is done well, it can help a lot but keeping it consistent has been the challenge.

In conclusion, the status of support supervision in Gulu District can be described as structured but inconsistent, functionally present yet constrained by systemic limitations. While the system for effective supervision exists and some schools are implementing it well, uneven implementation, logistical barriers, and variable feedback quality reduce its overall impact. To elevate the quality of education across the District, there is a pressing need to enhance the regularity, equity, and responsiveness of support supervision through targeted investment, training, and strategic use of community resources.

4.2 The level of teachers' performance in selected secondary schools within Gulu District.

The study findings during interviews indicate that the general level of teacher performance in secondary schools across Gulu District is perceived as moderate but steadily improving. Participants consistently pointed at specific practices as indicators of strong or weak performance. This included lesson preparation, student engagement, time management, and participation in school life. Teachers were typically evaluated based on how well they prepared for lessons, their punctuality, frequency of student assessment, and involvement in non-academic activities. These descriptors were then grouped under four thematic categories: preparation of pedagogical materials, early and regular reporting to work, regular student assessment, and participation in co-curricular activities.

The study shows that one of the most consistent indicators of teacher effectiveness was the quality and timeliness of pedagogical preparation. Teachers who maintained up-to-date lesson plans and schemes of work were frequently cited as high performers in content delivery of their lessons. Meanwhile, teachers who do not prepare adequately often delivered low content lessons. This observation supports the idea that good planning is a foundation for effective instruction and classroom management.

During an interview with a key informant

"Me, I always say you can tell a serious teacher just by looking at their lesson plan. When you open the file and find the schemes of work well drawn and following the syllabus, that one is ready for the class. But if a teacher comes without preparing, you see them struggling and the lesson doesn't flow logically. Even coming to school early matters a lot for a teacher to perform well. Those who come to school early, before the time for conducting their lessons are organized

and they teach better than those who come late. And when you keep coming late, you disturb the timetable and even the students say that you are not serious." (Said a Headteacher)

The findings also highlight that early and regular reporting to work is commonly associated with better overall teacher performance. Principals and Headteachers emphasized that punctuality reflects both professionalism and commitment. In contrast, late coming often disrupt the school routine and negatively impact students' perceptions. Regular attendance and timeliness were therefore seen as both performance indicators and contributors to improve school performance.

During an interview with a respondent;

"In our school, the best teachers are the ones who test the students regularly and mark quickly. You find they even use the results to change how they teach. But I've seen that in subjects like Mathematics and English, teachers are pushed more to assess learners than teach. In other subjects like Art or Music, sometimes assessment is not as strict as it should be. So, in the end, the attention you get depends on what subject you are teaching" (PTA member)

Further study reveals that teachers in urban schools generally report to work more consistently and on time compared to their rural counterparts. This trend was attributed to differences in infrastructure and access to transportation. However, some rural teachers who lived close to the schools demonstrated strong commitment and reliability, often exceeding expectations in their teaching and extra duties. These variations suggest that geographic context plays a significant role in shaping teacher behavior and performance patterns.

An inspector of schools said "As a District, when we visit schools, we look at a few key things to know if teachers are performing well. First of all is their preparation. I like to go through the files and see if lesson plans and schemes of work are updated. If that is in order, you know the teacher is organised. The other is punctuality. Teachers who report early tend to be more focused for the day, and the school runs smoothly. We also check if they assess their learners

regularly and give feedback. Those who test often and adjust their teaching according to the results, they produce better outcomes. I have also noticed that teachers involved in co-curricular activities build stronger relationships with learners. Even in rural schools where resources are limited, the ones who improvise and stay committed stand out. Our role is to keep encouraging them and provide the necessary support so that performance can improve."(Inspector of schools)

The study findings emphasize that regular student assessment is a key benchmark of teacher effectiveness. Teachers who conducted weekly or topic-based tests, marked assignments promptly, and maintained assessment records were often considered exemplary and hardworking. One Headteacher shared that these assessment practices not only helped track student progress but also demonstrated the teacher's engagement with learners.

Moreover, the study uncovered subject-based disparities in teacher performance, particularly in how assessment was conducted. Core subjects such as Mathematics and English often received more rigorous scrutiny from supervisors and administrators, resulting in better assessment practices. Teachers handling subjects with less external pressure, like Art or Music, were sometimes found to be less consistent in evaluating students. These findings suggest that institutional expectations and subject priority can inadvertently influence teacher effort and accountability.

Participation in co-curricular activities also emerged as a strong performance indicator. Teachers involved in sports, drama, clubs, or mentorship roles were frequently praised by school leaders and students alike. Such involvement was viewed as enhancing teacher-student relationships and contributing to a more vibrant school culture. Teachers who actively supported extracurricular programs were seen as more interested in the holistic development of learners.

The study also revealed the differences in teacher workload and role distribution. In many rural schools of Gulu District, teachers were expected to take on multiple responsibilities due to staffing shortages. While this often led to fatigue, it also created opportunities for teachers to display leadership and innovation. The key informant mentioned teachers who not only taught multiple subjects but also coached teams or ran clubs, describing them as essential to the functioning of the schools. These individual teachers were recognized for their adaptability and dedication.

An important insight from the study is that in schools with less support supervision, peer support supervision played a critical role in maintaining teacher performance. Teachers formed internal working groups with their colleagues to review lesson plans, observe each other's classes, and offer constructive feedback. This finding highlights the importance of professional collaboration and initiative in maintaining standards even when external oversight is limited.

Differences in resource availability also had a marked impact on teacher performance. Science teachers, for instance, often struggled with limited laboratory equipment, which affected their ability to conduct practicals. Nonetheless, those who improvised with local materials or integrated practical thinking into theory lessons were highly regarded as creative. Their resourcefulness and adaptability were noted as distinguishing features of strong performance, especially in situations where resources are limited.

The study findings further illustrate that constructive supervision can significantly improve teacher performance over time. The supervisors interviewed recounted instances where initially weak teachers became strong performers after receiving targeted support and feedback. One

supervisor (Inspector of schools) said that such transformations highlight the value of developmental supervision and the potential of every teacher to grow when well supported.

In the same way, during FGD2, respondents noted that;

Teacher 1: For me, I think the performance in most schools here is okay, but it's not the same everywhere. Even in our school here, you find some departments working very hard while others just do the basics. Most of us try to do what's required, but only a few go beyond that. Some really struggle, maybe because they are not motivated or they have too many challenges like big workloads and very little support.

Teacher 2: That's true. You find some of our colleagues coming late, or they don't prepare lessons well. Others teach but don't use interactive methods that involve the students. In the urban schools, you see better performance, probably because those schools have more supervision and better facilities. In rural areas, sometimes even transport for supervision is a problem resulting into inadequate supervision.

Teacher 3: When we look at performance, we consider things like: does the teacher come on time, is the lesson plan ready, how do they manage the class, and also the students' results in exams. In some schools, students also give feedback, and we have reports from the headteacher or department heads. Those things help us to know who is performing well and those who are not.

Teacher 4: I think training and follow-up support make a very big difference. In schools where the Headteacher is active and encourages the staff, the performance is much better. But where there's no strong supervision or teachers are overloaded, performance goes down. Honestly, I will say motivation is key. When a teacher feels appreciated and supported, they work harder.

Teacher 5: Exactly. Even a simple thank you from the administration can make a teacher put in more effort strive for success. But when you feel like no one notices your work, you just do the minimum without much effort.

During FGD3, respondents noted that;

Teacher 1: "Yes, thank you very much. I think teacher performance in Gulu District is generally improving. We have more teachers with proper lesson plans and trying new teaching methods. The problem is that it's not consistent; some teachers are really committed, while others just do enough to get by."

Teacher 2: "I'm not so sure if supervision is improving performance everywhere. In rural schools, the challenges are still too many because of poor facilities, no teaching aids, and sometimes even late payment of salaries. You can't expect the same level of performance when the environment is different and difficult than that of town schools."

Teacher 3: "But even in rural areas, there are teachers who perform very well. Some of us walk long distances but still arrive early and teach all our lessons. I think it depends more on the individual teacher's attitude than the location."

Teacher 4: "Yes, attitude matters, but supervision also plays a big role. In schools where the headteacher follows up regularly, performance is better. Where there is no follow-up, some teachers just relax."

Teacher 2: "I agree with that. And also, opportunities for training make a difference. When teachers go for workshops, they come back with new ideas. Without that, some people keep teaching the same way for years without improving for example like the new curriculum that requires a lot."

Teacher 1: "Another thing that is also important is co-curricular activities. I've seen teachers who take part in sports, clubs, or drama, and it really boosts the relationship between them and the students. It also makes learning real, meaningful and more interesting."

Teacher 3: "But you know, those extra activities can also add to the workload. Sometimes you find yourself marking papers late at night because you spent the afternoon in the football field."

Teacher 4: "True, but at the end of the day, when we feel appreciated and supported, we can manage both academics and co-curricular work well. The real challenge is motivation without it, even the best teacher can lose interest."

In conclusion, the study reveals that teacher performance in Gulu District is multifaceted, shaped by both individual effort and systemic conditions. The key themes identified preparation of pedagogical materials, punctual and consistent attendance, regular student assessment, and participation in co-curricular activities as the primary indicators of performance. Geographical location, resources, and the strength of supervision systems influence variations across schools and subjects. Therefore, addressing these disparities through improved training, equitable resource allocation, and support-oriented supervision can significantly enhance teacher effectiveness and learning outcomes.

4.3 The relationship between support supervision and teachers' performance in secondary schools in Gulu District

The study findings indicate a positive relationship since most respondents, i.e. teachers, supervisors, and respondents who all agreed that when supervision is regular, supportive, and focused on development rather than fault-finding, it leads to improved teaching practices. Teachers explained that structured feedback sessions and classroom observations often pushed them to reflect on their instructional approaches and implement better strategies.

Under the theme of government policy, the study revealed that national education guidelines emphasize regular support and supervision in schools as a tool for improving teaching standards. Supervisors noted that their visits are aligned with Ministry of Education guidelines, which allow

termly monitoring of effective teaching and learning. However, the implementation of these policies varies across schools due to logistical constraints.

During an interview, a respondent noted that;

The Headteacher 1 said that “In my school, I’ve noticed that when supervision is regular and supportive, teachers improve their teaching practices. For instance, after a classroom observation and structured feedback session, some teachers started using more interactive methods like group work. One of them told me that after adopting group work, their students became more engaged, and even exam results improved. So, I would say when supervision is constructively done, it motivates teachers to reflect and change.” (Head Teacher)

Headteacher 2 also said Yes, that inconsistency really shows the teachers’ level of performance. In schools that receive regular visits aligned with policy, teachers tend to be more consistent with lesson planning and assessment. But in schools where supervision is irregular, teachers feel neglected, and it reflects in their work. Some lose the drive to improve because they feel unsupported” (Head Teacher 2).

The findings show that inconsistencies in applying government supervision guidelines sometimes result into uneven performance outcomes. Teachers in schools that receive frequent, policy-compliant supervision are often more consistent in lesson planning and assessment. Whereas, those in under-served schools feel neglected and unsupported, leading to stagnation or decline in performance in such schools. This suggests that the success of supervision, as outlined in policy, is highly dependent on how well it is implemented and resourced at the district level.

Moving to the school environment, the study highlights that the internal culture and support systems within schools greatly influence how supervision impacts performance. In schools with collaborative cultures where supervision is seen as part of professional growth rather than inspection, teachers were more open to feedback than before. It was noted that schools that

promote transparency and learning from supervision create fertile ground for academic improvement.

However, the study also found that in schools where the environment is tense or punitive, supervision can have unintended consequences. Some teachers described feeling anxious or demoralized after observations that focused only on mistakes without constructive feedback. A teacher shared that in such settings, supervision fails to achieve its intended purpose and may even destroy the teacher's morale towards work.

The leadership style of supervisors emerged as a critical factor in shaping supervision's effectiveness. Supervisors who adopted a mentoring or coaching approach, rather than a top-down, authoritarian style, were more successful in influencing teacher behaviour positively. Teachers respected supervisors who offered practical suggestions, shared personal teaching experiences, and followed up on previous recommendations than those who are aggressive and rude.

By contrast, a rigid or judgmental leadership style during supervision was often counterproductive. Teachers described such experiences as intimidating and demotivating. In extreme cases, they felt unfairly criticized and disengaged from efforts to improve. These findings reinforce the importance of leadership training for supervisors, especially in interpersonal communication, empathy, and professional support techniques.

During an interview with one respondent, a Headteacher noted that;

“Yes, sometimes teachers prepare lessons only to impress supervisors during observation. They polish up just for that day, but afterwards, they go back to their usual methods. This creates a false picture of teaching quality. (Headteacher).

Another powerful theme was the supervisor-teacher relationship, which was widely cited as a key determinant of how supervision affected performance. Trust and mutual respect were consistently mentioned as essential to meaningful supervision. When teachers felt that supervisors understood their challenges and were there to support not to police them, they were more likely to take feedback seriously and implement changes accordingly.

The data also revealed that in schools where supervisors built strong relationships with staff, the impact of even the few visits was lasting. In contrast, in schools with weak or transactional relationships, frequent supervision visits often failed to result in lasting change. This underlines the value of relational trust in professional development through supervision.

Some unintended consequences of supervision were also noted during the interviews. In a few cases, teachers said they began teaching to please supervisors rather than to engage learners, especially during known observation periods. This performative behavior can mask real gaps in pedagogy and distort the true picture of teaching quality. These findings suggest a need for more authentic, formative supervision rather than high-stake evaluation.

Equally, it was noted during the FGD4 that;

Teacher 1: From my experience, support supervision has a very direct impact on our performance. When we know that supervisors will be checking on our work regularly, we take extra effort in preparing lessons, ensuring we are punctual, and even managing our classes better. Like in our school here, many of us face challenges like large class sizes and limited teaching resources, so supervision helps to keep us focused and accountable. Personally, I find that when supervision is done in a friendly and constructive way, it motivates me to improve my teaching methods.

Teacher 2: I agree. For example, last term, after a round of supervision and classroom observation by the headteacher, I received feedback that really helped me. The Headteacher pointed out how I could make my lessons more interactive instead of relying too much on lectures. After applying those suggestions, I noticed my students were more engaged and their performance improved. This shows that in our secondary schools here in Gulu District, supervision, when done supportively, can directly translate into better learning outcomes.

Teacher 3: “That’s true, but I also think that the way supervision is conducted makes a big difference. Sometimes, supervision here feels more like faults-finding than support. If the feedback is too harsh or critical, it discourages teachers. I’ve seen colleagues lose morale because instead of guiding them, the supervisors only pointed out weaknesses. In such cases, performance does not improve but it worsens. So yes, supervision is important, but the approach matters a lot in most cases, thanks”.

Teacher 4 stated: “I want to add that in most schools in Gulu District including ours here there is inconsistency. Supervision is often irregular due to factors like lack of transport or busy schedules of inspectors. When supervision happens once in a while, it doesn’t sustain teacher improvement. For example, in my school, supervision is usually concentrated towards the end of the term, yet teachers need regular follow-up throughout the term to keep them on track. Without that consistency, the effect on performance is limited”.

Teacher 5 said: “Another issue we’ve noticed is the emphasis on paperwork. Supervisors often spend more time checking schemes of work and lesson plans rather than observing actual teaching. While documentation is important, it doesn’t always reflect how learning is happening in the classroom. In some cases, teachers just prepare documents for the sake of passing supervision, but this does not necessarily translate into better teaching performance. Effective supervision should strike a balance between paperwork and practical classroom observation”.

From what you are saying, would you conclude that supervision helps to improve performance in secondary schools in Gulu District?

Teacher 1: Yes, but only when it is supportive, consistent, and focused on real teaching practices. If done properly, supervision motivates us, improves lesson delivery, and even boosts student learning.

Teacher 2: Exactly. But if it is irregular, faults-finding, or focused only on paperwork, then it has little positive effect and sometimes discourages teachers.

In conclusion, therefore, the study findings strongly indicate that there is a significant relationship between support supervision and teacher performance. The relationship between support supervision and teacher performance is evident but shaped by various contextual and interpersonal factors. The themes of government policy, school environment, supervisory leadership style, and supervisor-teacher relationships collectively influence whether supervision is constructive or counterproductive. The findings suggest that for supervision to truly improve teacher performance, it must be consistently implemented, supportive in nature, contextually responsive, and grounded in trust-based professional relationships between the teachers and supervisors.

4.4 Conclusion

The findings of this study clearly demonstrate that support supervision plays a vital role in shaping teacher performance in secondary schools within Gulu District, though its effectiveness is highly dependent on how it is structured and implemented. While the Ministry of Education and Sports has established comprehensive policies and frameworks to guide supervision, the actual practice on the ground is often inconsistent, irregular, and constrained by logistical challenges such as limited transport and inadequate resources. This gap between policy and

practice has resulted in uneven teacher performance, with urban schools benefiting from more regular supervision while rural and hard-to-reach schools remain under-served.

Despite these challenges, the study revealed that when supervision is regular, constructive, and geared towards professional development rather than faults-finding, it motivates teachers to improve lesson planning, classroom management, and learner engagement. Teachers reported positive changes in their teaching approaches, particularly when supervision was framed as mentorship, with emphasis on feedback and collaboration. Conversely, authoritarian or paperwork-focused supervision discouraged teachers, sometimes leading to performative teaching that masked genuine challenges. Ultimately, the relationship between supervision and performance is not automatic but contingent on consistency, supportive leadership styles, and strong supervisor-teacher relationships built on trust and respect. Strengthening logistical facilitation, fostering collaborative school cultures, and reorienting supervision towards mentorship rather than inspection are therefore essential steps to enhance teacher performance and improve learning outcomes in secondary schools across Gulu District.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION OF THE FINDINGS

5.0 Introduction

This chapter presents a summary of the key findings from the study on the role of support supervision in influencing teacher performance in secondary schools in Gulu District. It synthesizes the insights of the data collected and analyzed in the previous chapter, drawing connections between supervision practices, teacher effectiveness, and contextual factors affecting both. The chapter also provides a well-grounded conclusion based on the study objectives and discusses actionable recommendations aimed at improving the quality and consistency of support supervision. These recommendations are intended to guide policymakers, school administrators, and education stakeholders in enhancing teacher performance through more effective and responsive supervisory practices.

5.1 Discussion of the findings

5.1.1 The Status of Support Supervision in Secondary Schools in Gulu District.

The findings of this study reveal that support supervision in secondary schools in Gulu District operates within a formally established framework, but its practical implementation remains uneven and, at times, superficial. While supervision is guided by clear district policies, structured schedules, and standardized tools, the reality on the ground suggests that these mechanisms often emphasize compliance rather than meaningful instructional improvement. The tendency to rely on checklists limits deeper engagement with classroom dynamics, leaving critical teaching and learning challenges insufficiently addressed. This finding was in line with Gupta et al. (2023),

who found that although supervision systems in secondary schools were structured, they often prioritized administrative compliance over instructional support, thereby limiting teachers' professional growth and effectiveness in the classroom.

In addition, the study highlights that the supervision process typically involving document review, classroom observation, and feedback is generally appreciated by teachers when implemented effectively. Many teachers acknowledged that constructive feedback contributes to their professional development and enhances classroom practice. However, inconsistencies in how supervision is conducted across schools undermine these benefits. Some teachers receive regular and meaningful support, while others, particularly in remote areas, are largely neglected. This disparity reflects systemic inequities in the distribution of supervisory services. The finding was consistent with Singh and Raj (2021), who observed that hierarchical and bureaucratic supervision systems often fail to address the specific needs of teachers, thereby limiting the effectiveness of support at the school level.

A major concern emerging from the study is the irregular frequency of supervision visits, which is largely influenced by logistical and resource constraints. Despite policy guidelines recommending at least one supervisory visit per term, this standard is not consistently met. Challenges such as poor road networks, inadequate transportation, and limited funding significantly hinder supervisors' ability to reach all schools, especially those in rural and hard-to-reach areas. Consequently, some schools go for extended periods without any supervision, negatively affecting teacher performance and morale. This finding aligns with Jacob and Richard (n.d.), who identified similar challenges in Nigeria, including poor transportation infrastructure,

inadequate funding, and insufficient supervisory resources, all of which constrained effective supervision practices.

The study further underscores the importance of the interpersonal dimension of supervision. It was evident that the manner in which feedback is delivered greatly influences its impact. Supervisors who adopt a supportive, respectful, and mentoring approach tend to foster teacher motivation, openness, and professional growth. In contrast, overly critical or authoritative approaches discourage teachers and limit their willingness to embrace change. This relational aspect of supervision plays a crucial role in determining whether supervision leads to genuine improvement or mere compliance. This finding was in agreement with Ubogu (2024), who found that poor interpersonal relationships between supervisors and teachers significantly weakened the effectiveness of instructional supervision, highlighting the need for more collaborative and supportive supervisory approaches.

Finally, the study shows that despite the limitations of formal supervision systems, alternative mechanisms such as peer support supervision and the involvement of external stakeholders (e.g., NGOs and Boards of Governors) provide valuable supplementary support. Peer mentoring fosters collaboration among teachers and ensures continuous professional development even in the absence of regular external supervision. Similarly, NGOs and BOGs contribute to accountability and capacity building. However, the overall system remains constrained by inconsistencies and insufficient focus on professional development. This finding was in line with Okia et al. (2021), who found that support supervision in Uganda was often irregular and less focused on professional development, limiting its impact on teacher effectiveness and student learning outcomes. Overall, the findings suggest that while the framework for support

supervision exists in Gulu District, there is a critical need to strengthen its implementation to ensure it is consistent, context-responsive, and development-oriented.

5.1.2 The Level of Teachers' Performance in Secondary Schools in Gulu District

The findings of this study indicate that the level of teacher performance in secondary schools in Gulu District is generally moderate but showing gradual improvement. Performance is largely assessed through observable professional practices such as lesson preparation, punctuality, student assessment, and participation in school activities. Teachers who demonstrate consistency in these areas are perceived as more effective, while those who fall short tend to struggle in delivering meaningful learning experiences. However, the variation in performance across schools and individuals suggests that teacher effectiveness is not uniform but shaped by both personal commitment and contextual factors. This finding was in line with Nakintu et al. (2021), who found that although mechanisms to improve teacher performance existed in Uganda, disparities in implementation and resource allocation led to uneven outcomes across schools.

A key theme emerging from the study is the central role of pedagogical preparation in determining teacher performance. Teachers who maintained updated lesson plans and schemes of work were consistently identified as high performers, as their lessons were more structured, coherent, and effective. In contrast, inadequate preparation often resulted in disorganized teaching and poor content delivery. This reinforces the idea that planning is a fundamental component of instructional effectiveness. This finding aligns with Asamoah et al. (2023), who found that teachers' approaches to classroom practices, particularly assessment and preparation, varied significantly, influencing the overall quality of instruction and learning outcomes.

The study also emphasizes the importance of punctuality and regular attendance as critical indicators of teacher performance. Teachers who reported to work early and consistently were seen as more organized, committed, and productive, contributing to a smooth running of school activities. On the other hand, late coming disrupted lesson schedules and negatively affected students' attitudes towards learning. Furthermore, geographic disparities were evident, with urban teachers generally demonstrating better punctuality due to improved access to infrastructure and transportation. This finding was consistent with Nakintu et al. (2021), who highlighted how structural challenges, especially in rural areas, hinder teachers' ability to perform effectively despite existing policy frameworks.

Another significant finding relates to student assessment practices and their contribution to teacher performance. Teachers who regularly assessed learners, provided timely feedback, and used results to adjust their teaching were regarded as more effective. However, disparities were observed across subjects, with core subjects like Mathematics and English receiving more attention compared to others such as Art and Music. This uneven emphasis reflects institutional priorities that shape teacher accountability and effort. The finding was in agreement with Khan et al. (2023), who found a strong relationship between effective teaching practices, particularly student-centered approaches and assessment, and improved student engagement and learning outcomes.

Finally, the study highlights that teacher performance is influenced by broader systemic and motivational factors, including workload, resource availability, supervision, and professional support. Teachers in rural schools often faced heavier workloads and limited resources, which affected their ability to perform optimally, although some demonstrated resilience and

innovation. Additionally, participation in co-curricular activities and peer collaboration enhanced teacher-student relationships and overall school environment. Motivation both intrinsic and extrinsic emerged as a critical driver of performance. This finding was in line with Adeyemi et al. (2021), who found that both financial and non-financial incentives significantly influence teacher motivation and effectiveness, and that unequal access to such incentives leads to variations in teacher performance. Overall, the findings suggest that improving teacher performance in Gulu District requires a holistic approach that addresses both individual competencies and systemic constraints.

5.1.3 The Relationship Between Support Supervision and Teacher Performance in Secondary Schools in Gulu District

The findings of this study demonstrate that there is a clear and positive relationship between support supervision and teachers' performance in secondary schools in Gulu District. Most respondents agreed that when supervision is conducted regularly, in a supportive manner, and with a focus on professional development rather than fault-finding, it leads to noticeable improvements in teaching practices. Teachers reported that classroom observations and structured feedback sessions encouraged them to reflect on their instructional methods, adopt more interactive approaches, and improve learner engagement. This finding was in line with Nsubuga et al. (2022), who found that consistent and constructive supervision significantly improved lesson planning, instructional delivery, and time management among teachers in Ugandan secondary schools.

However, the study also revealed that the effectiveness of this relationship is highly dependent on the consistency of supervision practices and adherence to government policy guidelines.

While national education frameworks emphasize regular supervision as a tool for improving teaching standards, implementation remains uneven across schools due to logistical challenges. Schools that received frequent and policy-aligned supervision showed higher levels of teacher consistency in lesson preparation and assessment, whereas those with irregular supervision experienced stagnation in performance. This finding supports Kofi and Boateng (2021), who found that regular supervision enhances accountability and improves teaching outcomes, although inconsistencies in implementation can limit its overall impact.

The school environment further shapes how supervision influences teacher performance. In schools where supervision is embedded within a collaborative and supportive culture, teachers tend to perceive it as an opportunity for growth rather than evaluation. Such environments encourage openness to feedback, peer learning, and continuous improvement in teaching practices. Conversely, in schools where supervision is perceived as punitive or overly critical, teachers often become defensive, anxious, or demotivated, which undermines performance improvement efforts. This finding aligns with Rahim et al. (2021), who observed that collaborative supervision models foster positive school environments, enhance teacher confidence, and improve instructional quality.

Another critical factor influencing the relationship between supervision and performance is the leadership style of supervisors. The study found that supervisors who adopt mentoring and coaching approaches are more effective in influencing positive teacher behavior. Teachers responded better to supervisors who provided practical guidance, demonstrated empathy, and maintained follow-up on recommendations. In contrast, authoritarian or judgmental supervision approaches were found to discourage teachers and reduce their willingness to improve. This

finding was consistent with Kaya et al. (2023), who found that collaborative and mentorship-oriented supervision significantly enhances teaching quality and teacher engagement compared to directive or rigid supervisory styles.

Finally, the study highlights that the relationship between support supervision and teacher performance is also mediated by relational trust and authenticity in the supervision process. Strong, respectful relationships between supervisors and teachers enhance the uptake of feedback and lead to sustained improvements in performance. However, unintended consequences such as “performative teaching,” where teachers temporarily improve practices only during supervision periods, were also observed, particularly when supervision is irregular or overly focused on compliance. This finding was in line with Zhang et al. (2023), who noted that excessive administrative focus in supervision can undermine teacher motivation and reduce its effectiveness. Overall, the findings confirm that while support supervision has significant potential to improve teacher performance in Gulu District, its impact depends on consistent implementation, supportive leadership, and trust-based professional relationships.

5.2 Summary of the findings

5.2.1 The Status of Support Supervision in Secondary Schools in Gulu District

The status of support supervision in selected secondary schools in Gulu District presents a system that is formally structured but inconsistently applied. Policies from the Ministry of Education and sports provide clear guidelines, including standardized checklists and scheduled visits, with District Education Officers, Headteachers, and principals at the forefront of implementation. On paper, the system appears strong and well-organized, covering areas such as lesson planning, classroom management, and learner assessment. However, in practice,

supervision often remains superficial focusing more on ticking boxes than addressing real classroom challenges. This has created gaps between what is prescribed by policy and what teachers actually need for professional growth.

Inconsistency in the frequency and quality of supervision is a major challenge across the District. While some schools particularly those located in urban areas receive regular visits, rural and hard-to-reach schools in Gulu District often go long periods without formal supervision due to logistical barriers such as poor road infrastructure, lack of transport, and resource shortages. This unequal distribution of attention contributes to uneven teacher performance outcomes, with under-served schools experiencing decline in performance. Moreover, the effectiveness of supervision depends heavily on the approach used. Constructive, respectful, and mentoring-oriented supervision builds trust and motivates teachers, while harsh, faults-finding approaches lead to defensiveness, discouragement, and in some cases, performative teaching aimed only at pleasing supervisors rather than improving learner engagement.

Despite these challenges, supervision remains an important tool for professional development when executed effectively. Peer supervision within schools, NGO-led training, and involvement of Board of Governors have helped fill the gaps left by irregular official visits. Where supervision is consistent, feedback sessions and follow-up have encouraged teachers to adopt interactive and learner-centred teaching methods, contributing to better classroom practices and good performance in schools. However, the unevenness of support across schools highlights the urgent need for improved investment in logistical facilitation, supervisor training, and community involvement. Addressing these weaknesses could change supervision from a compliance exercise into a genuine driver of teacher growth and improved learning outcomes in secondary schools of Gulu District.

5.2.2 The Level of Teachers' Performance in Secondary Schools in Gulu District

The study findings indicate that the overall level of teacher performance in secondary schools across Gulu District is moderate but steadily improving. Teachers were largely evaluated through four key indicators: preparation of teaching-learning materials, punctuality and regular reporting to work, consistent student assessment, and participation in co-curricular activities. Effective teachers were distinguished by well-prepared lesson plans, timely schemes of work, and interactive teaching methods, all of which enhanced classroom teaching and learner engagement. Punctuality was also strongly linked to good performance, with Head teachers and principals emphasizing that teachers who come early to school were more settled, better organized, and positively influenced school routines. Similarly, regular student assessment and quick feedback were praised as signs of strong performance, although variations existed across subjects with core subjects such as Mathematics and English receiving more rigorous oversight compared to others like Arts.

At the same time, teacher performance was shaped by contextual factors such as school location, resource availability, and supervision practices. Teachers in urban schools generally reported to work more consistently and demonstrated stronger assessment practices, while rural schools faced challenges related to transport, facilities, and limited supervision. Nonetheless, committed rural teachers who improvised and maintained discipline were highly regarded for their resilience. Participation in co-curricular activities further distinguished dedicated teachers and those that are not as it strengthened teacher-learner relationships and promoted holistic learning. However, issues such as workload pressures, inconsistent supervision, and low motivation limited performance for others leading some to do the bare minimum. These findings suggest that while individual commitment is critical, systemic interventions such as equitable resource

distribution, stronger supervision, and professional development opportunities are necessary to raise overall performance levels in secondary schools in Gulu District.

5.2.3 The Relationship Between Support Supervision and Teacher Performance in Secondary Schools in Gulu District

The study establishes a strong relationship between support supervision and teacher performance. The findings from secondary schools in Gulu District reveal that support supervision has a significant influence on teacher performance, but its impact largely depends on consistency, approach, and context. Teachers, Headteachers, and supervisors agreed that when supervision is regular, constructive and geared towards professional growth rather than faults-finding, it encourages teachers to improve their lesson planning, classroom management, and overall lesson delivery. For instance, teachers reported adopting more interactive methods, such as group work, after receiving structured feedback, which in turn boosted learner engagement and performance. However, the study also revealed that logistical constraints, such as limited resources and transport, often hinder regular supervision, resulting in long gaps between official visits. This inconsistency created disparities in teacher performance across schools: those receiving regular, policy-compliant supervision demonstrated better preparation and assessment practices, while those with irregular supervision often showed stagnation or decline, feeling neglected and unsupported. These findings underscore that while policy frameworks exist to ensure effective supervision, the challenges of implementation significantly reduce their impact at school level.

Beyond frequency, the effectiveness of supervision was also shaped by school culture, leadership style, and the quality of supervisor-teacher relationships. Schools that fostered a collaborative culture, where supervision was framed as a developmental process, reported greater openness

among teachers to embrace feedback and share strategies. Conversely, schools with punitive or authoritarian supervision environments saw teachers lose morale, sometimes engaging in performative teaching preparing only to impress supervisors rather than genuinely improve learner outcomes. Leadership style emerged as a particularly strong determinant: mentoring or coaching approaches inspired trust and motivated teachers, while rigid or judgmental supervision created anxiety and disengagement. Teachers repeatedly emphasized that trust, respect, and empathy were essential for them to take feedback seriously and translate it into improved practice. However, concerns were also raised about the overemphasis on paperwork during supervision, which at times overshadowed practical classroom observation. This practice led some teachers to prepare documents only for compliance purposes, without corresponding improvements in teaching. Collectively, these insights highlight that the relationship between supervision and teacher performance is not automatic but contingent on its consistency, supportive nature, and relational foundation.

5.2 Conclusion

The study highlighted the significant yet uneven role of support supervision in influencing teacher performance in secondary schools across Gulu District. While a structured framework exists with DEOs, headteachers, and principals as key actors, the implementation is marred by logistical challenges, inconsistent follow-through, and limited resources. The use of standardized tools provides a foundation for monitoring, but their rigid and generalized application often fails to address school-specific needs. Moreover, disparities between urban and rural schools, exacerbated by inadequate transport and staffing result in unequal access to supervision and developmental feedback.

The findings also reveal that teacher performance improves when supervision is regular, empathetic, and growth-oriented. Teachers benefit most when supervisors act as mentors rather than critics, fostering a culture of trust and continuous learning. However, the positive effects of supervision are diminished in schools where the approach is authoritarian or sporadic. Peer supervision and NGO interventions have helped bridge some gaps, but the overall picture highlights an urgent need for reform. For supervision to fulfill its potential, it must be responsive to school contexts, adequately resourced, and grounded in professional respect and mutual accountability.

5.3 Recommendations

The following are the recommendations to the various stakeholders:

To the Ministry of Education and Sports:

Increase funding and logistical support for District-level supervision activities, especially in rural schools. This includes providing transportation for supervisors and digital tools for real-time feedback to ensure consistent, equitable support across all regions in this Country.

To District Education Officers and Inspectors:

Education Officers should adopt a more flexible and context-sensitive way of supervision by customizing checklists and feedback mechanisms to reflect individual school environments. They should also prioritize developmental rather than evaluative supervision to foster growth and trust among the secondary school teachers.

To School Administrators and Principals:

Institutionalize peer support supervision and mentorship programs within their schools by identifying experienced teachers to guide their colleagues. Encourage collaborative learning environments that sustain performance even in the absence of external supervision.

To NGOs and Development Partners:

The study recommends initiatives to continue supporting capacity-building for supervisors and teachers by offering training on effective supervision techniques and emotional intelligence. Expand such programs to under-served rural areas where government reach is limited.

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Appendices

Appendix 1: Interview Guide (For Key Informants like Headteachers, District Education Officers, Inspectors, and Senior Teachers)

Introduction

Dear sir/madam,

My name is Akello Jackline, a postgraduate student at Uganda Christian University, Mukono currently conducting a research study titled "**The Influence of Support Supervision on Teachers' Performance in Uganda: A Case Study of selected Secondary Schools in Gulu District**" as part of the requirements for the award of a Master of Education in Management and Administration.

The purpose of this study is to examine how support supervision practices affect the performance of teachers in secondary schools within Gulu District. Your insights as a key informant are highly valuable in helping us understand the current supervision structures, their effectiveness, and how they relate to teacher performance.

This interview is expected to take approximately **20 to 25 minutes**. Please note that your responses will be treated with strict confidentiality and will be used solely for academic purposes. You are free to decline answering any question or to withdraw from the interview at any point if you wish.

With your permission, I would also like to record this session to ensure accuracy in capturing the information you provide. Do I have your consent to proceed and to record the interview?

Section	Questions	Purpose
Introduction	<ul style="list-style-type: none"> - Explain research objectives and confidentiality. - Obtain consent for recording (if applicable). 	The researcher will establish trust and clarify expectations.
Status of Support Supervision	<ol style="list-style-type: none"> 1. How is support supervision currently conducted in secondary schools in Gulu District? 2. Who are the key actors involved in the process? 3. How often are supervisory activities carried out? 	To evaluate the current state and implementation of support supervision.
Effectiveness of Supervision	<ol style="list-style-type: none"> 4. What areas of teaching do supervisory visits typically focus on? 5. How do teachers respond to supervision activities? 6. What challenges affect the effectiveness of supervision? 	To assess perceptions of how supervision affects teaching practices.
Teachers' Performance	<ol style="list-style-type: none"> 7. In your opinion, how would you describe the general level of teachers' performance in your school/district? 8. What indicators do you use to assess performance? 9. Are there variations in performance across schools or subjects? 	To analyze how teacher performance is measured and perceived in the district.
Relationship between Supervision & Performance	<ol style="list-style-type: none"> 10. Do you think there is a link between support supervision and teacher performance? Please explain. 11. Can you provide examples where supervision led to improved teaching outcomes? 12. Are there any unintended consequences of supervision? 	To explore the perceived relationship between supervision efforts and performance outcomes.
Gaps and Recommendations	<ol style="list-style-type: none"> 13. What are the key gaps or weaknesses in current supervision practices? 14. What improvements would you suggest to make supervision more effective? 15. What role can school leadership or district authorities play in strengthening supervision and performance? 	To identify areas for improvement and gather expert-informed recommendations.

Thank you for your time

Appendix 2: Focus Group Discussion (FGD) Guide

Introduction

Dear sir/madam,

My name is Akello Jackline, a postgraduate student at Uganda Christian University, Mukono. I am currently conducting a research study titled "The Influence of Support Supervision on Teachers' Performance in Uganda: A Case Study of Secondary Schools in Gulu District" as part of the requirements for the award of a Master of Education in Management and Administration.

The purpose of this study is to examine how support supervision practices affect the performance of teachers in secondary schools within Gulu District. Your insights as a key informant are highly valuable in helping us understand the current supervision structures, their effectiveness, and how they relate to teacher performance.

This interview is expected to take approximately 25 to 40 minutes. Please note that your responses will be treated with strict confidentiality and will be used solely for academic purposes. You are free to decline answering any question or to withdraw from the interview at any point if you wish.

With your permission, I would also like to record this session to ensure accuracy in capturing the information you provide. Do I have your consent to proceed and to record the interview?

Section 2: Status of Support Supervision

Purpose: To evaluate the current state and implementation of support supervision.

Questions:

1. How is support supervision currently conducted in secondary schools in Gulu District?
2. Who are the key actors involved in the supervision process?
3. How often are supervisory activities carried out in your school?

Section 3: The level of teachers' performance in secondary schools in Gulu District."

1. How would you describe the overall level of teacher performance in your school or across the district?
2. What criteria or indicators are commonly used in your school to assess teacher performance?
3. In your opinion, what factors contribute to differences in teacher performance across schools or subjects?

Section 5: Relationship Between Supervision & Performance

Purpose: To explore the perceived relationship between supervision and teacher performance outcomes.

Questions:

1. Do you think there is a link between support supervision and teacher performance?
Please explain.
2. Can you share any examples where supervision led to improved teaching or learning outcomes?
3. Have there been any unintended or negative consequences of support supervision?

Appendix 3: CONSENT FORM

Title of Study: "The Influence of Support Supervision on Teachers' Performance in Uganda: A Case Study of Secondary Schools in Gulu District" by Akello Jackline (RJ23M06/075).

No.	Name of Investigator	Designation	Address/Telephone/Email	Institution of Affiliation
1.	Akello Jackline	Principal Investigator	+256 / [email.....]	Uganda Christian University, Mukono
2.		Academic Supervisor	+256 / [email.....com]	Uganda Christian University, Mukono
3.		Co-Investigator	+256 / [email.....com]	Uganda Christian University, Mukono

1. Introduction and rationale of the Study

This study seeks to examine the influence of support supervision on teachers' performance in secondary schools in Gulu District. The study aims at contributing knowledge that can improve supervision practices and enhance educational outcomes in Ugandan schools. Understanding this relationship is important for educational managers, policymakers, and other stakeholders seeking to raise academic performance and professional standards among teachers.

2. Description of the Research

This study will employ a qualitative case study design, focusing on interviews with key education stakeholders, including head teachers, district education officers, inspectors, and senior

teachers. The data collected will be analyzed thematically to identify patterns related to support supervision and its impact on teachers' performance.

3. Participation

Participants will include head teachers, education officers, inspectors, and senior teachers in selected secondary schools across Gulu District. These individuals are selected because of their direct experience and knowledge of school supervision and teacher performance.

4. Potential Risks and Discomforts

There are minimal risks associated with participating in this study. Some participants may feel discomfort when discussing sensitive topics such as performance challenges or systemic gaps. To mitigate this, participation is entirely voluntary, and participants may skip any question or withdraw at any point without any consequences.

5. Potential Benefits

While there may be no direct personal benefit, the information you provide will contribute to a better understanding of effective support supervision practices. The findings may inform policy reforms, improve school management, and benefit the broader education system in Uganda.

6. Confidentiality

All information provided will be kept strictly confidential. Names and personal identifiers will not be used in any reports or publications. Responses will be anonymized, and only used for academic purposes. You are free to decline answering any specific questions during the interview.

7. Procedure

The interview will take approximately 20 to 25 minutes and will involve open-ended questions about your experiences and views regarding support supervision and teacher performance. With your consent, the interview may be recorded to ensure accuracy.

8. Voluntary Participation

Your participation in this study is entirely voluntary. Choosing not to participate will not affect your job, role, or any services you may receive.

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

You have the right to withdraw from the study at any point without any penalty. You may also decline to answer specific questions. This ensures your full control over your participation.

10. Reimbursements

Participants may receive a modest reimbursement equivalent to UGX ..,000 to cover transport and time-related costs.

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

a) Prior Ethical approvals and permissions.

This study has been reviewed and approved by the Uganda Christian University Research Ethics Committee (UCUREC) and registered with the Uganda National Council for Science and Technology (UNCST).

For any ethical concerns or inquiries, please contact:

b) Local authorities and approvals.

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 or your rights-related concerns or inquiries, please contact UCUREC Chairperson,

Prof. Peter Waiswa, 0772405357, pwaiswa@musph.ac.ug or UCUREC Manager, Mr. Osborn Ahimbisibwe, 0775737627 or oahimbisibwe@ucu.ac.ug. UNCST: Tel; +256 414 705500, info@uncst.go.ug

STATEMENT OF CONSENT

Do you agree to be recorded?

Yes

No

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

Yes

No.

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

Name of Participant:

Signature:

Date:

Name of Researcher/designee:

Signature:

Date:

NOTE: Depending on the nature of participants, witnesses or guardians (for minors & other vulnerable groups) will be required.

**Appendix 4: REC
REPORT**



UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa.

Office of the Vice Chancellor
Research Ethics Committee UG-026



30th June, 2025

AKELLO JACKLINE,
Uganda Christian University
+256 772 375058
Email: jaakello1980@gmail.com

UG-REC-026 APPROVAL NOTICE

To: Akello Jackline, Principal Investigator

Re: UCU-REC Application titled: *The Influence of Support Supervision on Teachers' Performance in Uganda: a Case Study of Secondary Schools in Gulu District*

Application Number: UCUREC-2025-1695-2

Version: 4.1

- Type: [] INITIAL REVIEW
[] Protocol Amendment
[] Letter of Amendment (LOA)
[] Continuing Review
[] Material Transfer Agreement
[] Other, Specify:



I am pleased to inform you that the UG-REC-026; UCUREC approved the above referenced application.

Approval of the research is for the period from 30th June, 2025, to 30th June, 2026

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 correspondence.
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.

1 of 2

Research and Ethics

P.O. Box 4, Mukono, Uganda, Plot 67-173, Bishop Tucker Road, Mukono Hill
Tel: +256 (0) 312 350 885 Fax: +256 (0) 4142 90 800 Email: rec@ucu.ac.ug Web: www.ucu.ac.ug
UCUREC is accredited by Uganda National Council for Science & Technology, FDA, and National Institutes for Health of the United States of America



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Office of the Vice Chancellor
Research Ethics Committee UG-026



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 30th June, 2026 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 Master's 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.	Protocol	English	1.0	2025-02-02
2.	Questionnaire	English	1.0	2025-06-02
3.	Informed consent form	English	1.0	2025-06-02

Signed and Stamped

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

