

SUPPORTIVE SUPERVISION AND TEACHER PERFORMANCE IN SELECTED SECONDARY SCHOOLS IN SIRONKO DISTRICT

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
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DECLARATION

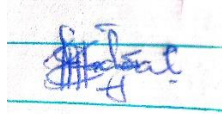
I, Nakayenze Sandra, hereby declare that this is my original work, is not plagiarised and has not been submitted any other institution for any award.

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APPROVAL

I certify that this dissertation titled 'Supportive Supervision and Teacher Performance in Selected Secondary Schools in Sironko District, Reg. No. RM22/MUC/MED/004 has been compiled under my supervision and guidance and I confirm that it's ready for submission for further examination.



Signed:

07/10/2025

DR. OKURUT DAVID

Date

Supervisor

DEDICATION

This dissertation is dedicated to my family, whose unwavering support, patience, and encouragement have been my greatest source of strength throughout this academic journey. To my parents, for instilling in me the values of perseverance and education. Your sacrifices and love have shaped the person I am today. To my husband for your understanding, motivation, and constant belief in my abilities, even during the most challenging moments. To my friends and colleagues, for your inspiration, insightful discussions, and encouragement that kept me going. Finally, to all educators and school leaders striving to improve the quality of education—may this work contribute in some way to your noble efforts.

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LIST OF ACRONYMS

CVI	content validity Index
PLCs	Professional Learning Communities
UACE	Uganda Advanced Certificate of Education
UCE	Uganda Certificate of Education

ABSTRACT

This study examined the effect of head teachers' supportive supervision on teacher performance in selected secondary schools in Sironko District, Uganda. Guided by Herzberg's Two-Factor Theory, the study focused on three key dimensions of supportive supervision: head teachers' supervision characteristics, supervision practices, and collaborative supervision approaches. A mixed-methods approach was employed, combining quantitative data from questionnaires administered to 175 respondents (12 head teachers and 163 teachers) with qualitative insights from interviews. Quantitative data were analyzed using descriptive statistics, Pearson correlation, and regression analysis, while qualitative data were thematically analyzed. Findings revealed a moderate positive correlation between head teachers' supervision characteristics and teacher performance ($r = 0.334$, $p < 0.01$), suggesting that head teachers' leadership, conflict resolution skills, and professional guidance influence teacher effectiveness. Supervision practices, including lesson observations, performance target setting, and feedback provision, also showed a significant impact on teacher performance ($r = 0.303$, $p < 0.01$). However, variations in supervision implementation and teachers' perception of supervision as punitive rather than developmental were noted as challenges. Collaborative supervision practices, such as joint decision-making and peer coaching, were less pronounced but demonstrated potential for enhancing teacher engagement. The study concludes that head teachers' supportive supervision significantly influences teacher performance, particularly in fostering instructional quality, professional growth, and accountability. It recommends strengthening professional development programs, promoting a culture of constructive feedback, and enhancing collaboration between supervisors and teachers. These findings contribute to the ongoing discourse on educational leadership and teacher effectiveness in resource-limited settings, offering practical insights for policymakers, school administrators, and educators.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The study examines the effect of Supervision on Teacher Performance in Selected Secondary Schools in the Sironko District. Morrison (2005) identifies four functions of supervision: the management function, which aims at improving staff competence, and accountable performance/practice; personal support; continuous professional development; and mediation, which engages the individual with the organisation. Supportive supervision is a crucial intervention that strengthens education systems, empowers teachers to provide quality and effective teaching, and enhances performance. Regretfully, research indicates that many low-income nations lack adequate supervision procedures (Avortri, Nabukalu, & Nabyonga-Orem, 2019). This chapter presents the background of the study, statement of the problem, general objective of the study, specific objective of the study, research questions, hypotheses of the study, significance of the study, conceptual framework, justification of the study, scope of the study and operational definitions.

1.2 Background to the Study

The background to the study is presented in four perspectives: historical, theoretical, contextual and conceptual background.

1.2.1 Historical Background

The historical background of teacher performance is rich, and practices have changed throughout time. Teachers were graded even in antiquity. In the 5th century B.C., for example, Socrates' students probably had ideas regarding his methods of instruction. Formalised assessment methods, however, were not popular during this time. Students such as Tom Brown recounted their perceptions of the

efficacy of their teachers in the mid-Victorian English grammar schools (Shinkfield & Stufflebeam, 1995). These assessments were frequently subjective and informal. Teacher evaluation became more well-known in the 20th century. Evaluating teacher performance was covered in ERS Circular No. 2 (Washington, DC), with a focus on student feedback, classroom observations, and satisfaction with assignments and grading schemes (Azeem & Omar, 2018). Early teacher evaluation efforts primarily centered on accrediting teacher qualifications, emphasising knowledge, credentials, experience, and personal characteristics. The underlying assumption was that recruiting more talented individuals or improving existing teachers' qualifications would lead to better educational outcomes for students (Fernández & Martínez, 2022). These days, teacher performance evaluation uses a variety of techniques to promote professional development, enhance student learning, and improve the quality of instruction. However, assessing teachers is a difficult task, and knowing the background information aids in improving our methods going forward (Gurl et al., 2016). Although teacher performance is a critical factor in shaping student outcomes, in many low- and middle-income countries, teachers often lack the necessary skills to teach effectively (Popova, Evans, Breeding, & Arancibia, 2021). In summary, addressing teacher performance requires targeted professional development, evaluation, and a focus on evidence-based practices to enhance student learning outcomes.

1.2.2 Theoretical Background

Herzberg's motivation-hygiene theory, which holds that different sets of factors influence job satisfaction and unhappiness in the workplace, served as the foundation for this study. The conventional belief that contentment and discontent are correlated is challenged by these elements, which function independently of one

another (Nickerson, 2023; Shikalepo, 2021). Herzberg's research identified fourteen factors related to job satisfaction, classifying them as either hygiene or motivation factors. While hygiene factors prevent dissatisfaction, motivators enhance job satisfaction (Nickerson, 2023). Achievement, acknowledgement, chances for development, and fulfilling employment are a few examples of motivators. When they are there, motivators help teachers feel fulfilled and pleased in their work. Therefore, understanding motivation is crucial for enhancing their performance. Teachers' motivation is influenced by various factors, including self-determined and non-self-determined motivation. However, adequate resources, good communication, moral and emotional support, and fair compensation play a significant role in motivating teachers (Kumari & Kumar, 2023). Schools with effective motivation strategies can foster harmony, prosperity, and increased student enrolment. Recognising and addressing both motivators and hygiene factors can lead to motivated teaching staff and improved education quality (Kumari & Kumar, 2023). This can be achieved through supportive supervision, a process that promotes effective resource management by encouraging communication, planning, and monitoring results. It ensures sustainable and efficient use of resources (Health4Africa, 2013). By strengthening communication, problem-solving, and teamwork, supportive supervision enhances service quality and motivates teachers to improve their performance (JSI, 2021).

1.2.4 Conceptual Background

Supportive supervision encourages open, two-way communication and fosters team approaches for problem-solving. It focuses on monitoring performance toward goals, using data for decision-making, and involves regular follow-up with staff to ensure correct implementation of new tasks (WHO, 2008). In schools, supportive supervision

is an effective strategy for encouraging staff members' professional development. It creates a healthy school climate and promotes a positive school culture. Prioritising monitoring in their practices can help educators and administrators establish supportive workplaces. Teachers can have a deliberate conversation, exchange experiences, and improve their teaching practices—especially through reflective supervision (Lawrence, 2020). Supportive supervision involves: encouraging continuous learning and improvement among teachers and staff (Professional Growth), providing opportunities for educators to discuss challenges, successes, and strategies (Reflective Spaces), and addressing the mental health needs of teaching staff through supportive structures (Mental Health and Wellbeing), and creating supervision models to support teachers (Creating Green Shoots of Practice). By prioritizing supportive supervision, schools can contribute to healthier and more effective learning environments for both students and teachers (NASSP, 2019). On the other hand, teacher performance refers to the work of teachers, broadly defined. It encompasses various aspects of teaching, such as lesson delivery, classroom management, and instructional strategies (Fernández & Martínez, 2022). Unlike teacher effectiveness, which is a teacher's ability to produce gains in student achievement scores, teacher performance refers to how well a teacher carries out their duties and responsibilities, considering their authority and abilities (Akram, Munir, & Bilal, 2021; Özgenel & Özkan, 2019; Fernández & Martínez, 2022).

1.2.4 Contextual Background

The Ugandan government has established policy guidelines for instructional supervision. These guidelines task head teachers with several responsibilities such as upholding good education standards, monitoring the implementation of the

national curriculum, overseeing adequate syllabus coverage and ensuring quality teaching and learning in schools to achieve national educational objectives (Omaali, Nabukeera, & Ejuu, 2021; MOES, 2019). However, addressing resource gaps and ensuring effective assessment practices are ongoing challenges (Okia, Naluwemba, & Kasule, 2021). The quality of education in Uganda is being impacted, according to the 2019 National Teachers Policy, by "under-professionalisation of the teaching profession and inadequate quality assurance and standards". Zikanga, Anumaka, Tamale, and Mugizi (2024) emphasised the importance of other non-financial elements in improving teacher performance. The ministry in its Circular Letter No.1 of 2020 issued standardised performance management tools and guidelines intended to help head teachers cultivate a performance culture and promote accountability among teaching staff. Studies have emphasised the importance of monitoring what happens during teaching and learning processes (Malunda, Onen, Musaazi, & Oonyu, 2016) as it significantly impacts teachers' pedagogical practices in public secondary schools in Uganda (Brennan, 2017). However, focusing solely on the teacher during lesson observations overshadows other critical aspects that impact teacher performance (Ani-Asamoah, Carter, Colenbrander, Rose, & Leonard, 2020). It was upon this background that the study sought to investigate the effect head teachers' supportive supervision has on teachers' performance.

1.3 Statement of the Problem

The 2019 National Teacher Policy (NTP) aim was to professionalise the teaching profession and improve teaching and learning across the entire education system. However, teacher performance is still below average. The government has enhanced science teachers' salaries, retooled teachers, and provided instructional materials. However, teachers' lesson delivery, classroom management, and instructional

strategies have not improved. Sironko district continues to post poor performance in the UACE and UCE examinations year after year. Head teachers' supportive supervision could explain this phenomenon. The 2023 Secondary School Inspection Report faults head teachers' supervision. Therefore, the study investigated the effect head teachers' supportive supervision has on teachers' performance

1.4 Purpose of Study

The general objective of the study was to investigate the effect head teachers' supportive supervision has on teachers' performance of government-aided secondary schools in Sironko District.

1.5 Objectives of Study

The specific objectives of the study are:

1. To analyse the effect head teacher's supervision characteristics have on teachers' performance of government-aided secondary schools in Sironko District.
2. To examine the effect head teacher's supervision practices have on teachers' performance of government-aided secondary schools in Sironko District.
3. To assess the effect collaborative supervision practices have on teachers' performance of government-aided secondary schools in Sironko District.

1.6 Research Hypotheses

The study tested the following null hypotheses:

H01: There is no statistically significant effect of head teacher's supervision characteristics on teachers' performance of government-aided secondary schools in Sironko District.

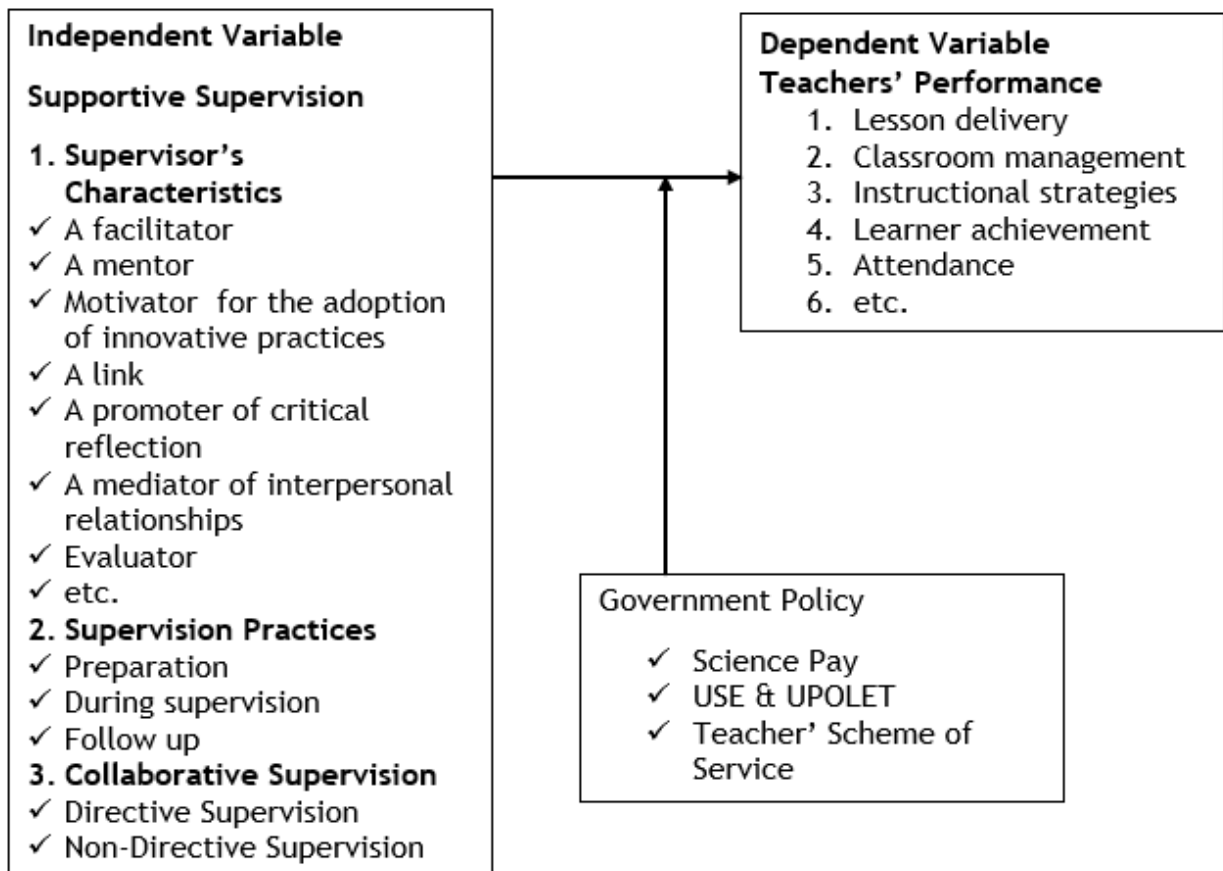
H02: There is no statistically significant effect of head teacher’s supervision practices on teachers’ performance of government-aided secondary schools in Sironko District.

H03: There is no statistically significant effect of collaborative supervision practices on teachers’ performance of government-aided secondary schools in Sironko District.

1.7 Conceptual Framework

The study’s Conceptual Framework shows a linear relationship between supportive supervision, the independent variable and Teachers’ Performance, the dependent variable. It is illustrated in Figure 1.1 below.

Figure 1.1: Conceptual Framework



Source: Developed by the researcher based on ideas from Herzberg’s Two-Factor Theory (Nickerson, 2023)

Figure 1.1: Conceptual Framework

Figure 1:1 shows the relationship between the supportive supervision and teachers' performance. It shows supportive supervision in schools as a valuable practice for enhancing performance of teachers. Teachers and supervisors who aim to create supportive environments can benefit from implementing strategies that prioritise supervision. Reflective supervision, in particular, provides a space for educators to engage in thoughtful dialogue, share experiences, and enhance their teaching practices. By prioritizing supportive supervision, schools can contribute to healthier and more effective learning environments for both students and teachers. According to Herzberg's Two-Factor Theory Hygiene Factors supervisors should strike a balance between being fair and reasonable. Clear communication of supervision rules and expectations, along with consistent application of rules fosters a positive supervision environment. Additionally, a conducive working environment enhances teachers focus and engagement. Further, building positive supervisor-supervisee relationships is essential. Head teachers should listen actively, show empathy, and create a supportive atmosphere. Still, teachers need stability to focus on teaching. By not attaching supervision to their job security reduces anxiety and allows them to concentrate on their roles. Acknowledging teachers' efforts boosts morale. Supervisors should celebrate achievements or improvements, whether big or small, publicly or privately. Encourage professional growth by setting achievable goals. When teachers see progress, they feel fulfilled. Besides, supervision should provide avenues for career advancement. Opportunities for workshops, conferences, and leadership roles motivate teachers. Supervisors should empower teachers with decision-making authority. Involving them in supervision design fosters a sense of ownership. Lastly, through supervision the head teacher should help teachers connect their work to a larger purpose. Show how their efforts impact students'

lives. Conclusively, supportive supervision can create an environment where teachers feel valued, motivated, and committed to their profession.

1.9 Scope of Study

This was conceptualized in terms of geographical scope, content scope, and time scope.

1.9.1 Geographical Scope

The study was carried out among government-aided secondary schools in Sironko District. Sironko District has continued to post poor performance at both UCE and UACE (Asiteza, 2024). Besides, performance of teachers in the district was very poor as 40% teachers still used old curriculum approaches of teaching (DES, 2023). Found in Eastern Uganda, Sironko District is adjoined by Bulambuli District to the north, Kapchorwa and Kween Districts to the north-east, Kenya to the east, Bududa District to the south-east, Mbale District to south-west, and Bukedea District to the west.

1.9.2 Content Scope

The study's focus was on how the supportive supervision of head teachers affects the performance of secondary school teachers in the Government-Aided Secondary Schools located in the Sironko district of Uganda. The supervisory traits, protocols, and collaborative supervision practices of head teachers have been conceptualised as supportive supervision. One of the four functions of supervision is to provide support. Teachers can enhance their teaching skills, conduct purposeful conversations, and share experiences with one another through supportive supervision (Lawrence, 2020). Research indicates that a head teacher serving as a supervisor needs to possess specific qualities, particularly in terms of lesson observation (Coimbra, Pereira, Martins, & Baptista, 2020). Following supervision

protocols was necessary since the goal of a supportive supervision should evolve over time (Alive & Thrive, 2020). In collaborative supervision, supervisors and teachers participate equally in the process and share duties. Teachers can function at their peak when they have a close peer relationship with their supervisor (Wiyono, Rasyad, & Maisyaroh, 2021). Meanwhile, teacher performance refers to the work of teachers such as lesson delivery, classroom management, and instructional strategies (Fernández & Martínez, 2022). Teacher performance, as defined by Cash (2016), is the teacher's proven influence on students' learning as measured by employer or student questionnaires, student achievement test results, and observable pedagogical practices.

1.9.3 Time Scope

The study was limited to a period between, 2020 and, 2024. The period was chosen because it is when the New Lower Secondary Curriculum introduced and the researcher was interested in the performance of teachers under the new curriculum.

1.10 Significance of the Study

The study is a requirement for the award of a Master's degree from Uganda Christian University.

The Ministry of Education's planners and implementers may find the study useful in determining how to strengthen supervision in order to improve secondary school teachers' performance.

The study might provide head teachers with ideas about how to modify their supervision in order to improve teachers' performance.

1.11 Justification of the Study

Teachers are still having difficulty implementing the New Lower Secondary Curriculum at the time of the study's conduct. There is a dearth of empirical research on the effects of supervisor profiles, supervision procedures, and collaborative supervision on teachers' performance in government-aided secondary schools in Uganda, despite studies showing that instructional supervision, collaboratively planned and communicated in a collegial and supportive manner, is a critical factor in enhancing teachers' performance (Malunda, Onen, Musaazi, & Oonyu, 2016).

1.12 Definition of Key Terms and Concepts

This part deals with the operational definition of key terms as used in the study:

Teacher performance refers to how well teachers perform their work in terms of lesson delivery, classroom management, and instructional strategies etc.

Government grant aided school is “a school not founded by the Government but which receives statutory grants in the form of aid from Government and is jointly managed by the foundation body and Government” (Education Act, 2008; Brown, Kelly, & Mabugu, 2017).

Supportive supervision is the monitoring of teachers' performance toward goals, using data for decision-making, and involves regular follow-up with teachers to ensure correct implementation of new tasks

Supervisor's Characteristics refers to those qualities of a pedagogical supervisor that contribute to a dialogic and innovative approach, fostering professional development among teachers that can impact the effectiveness of supervision.

Supervision procedures is the system or process or mechanism used in monitoring and assessing teachers' performance

Collaborative supervision is the behavioural approach that the supervisor uses to carry out supervision in which teachers and supervisors participate equally and share responsibilities.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of related literature concerning the pedagogical supervisor profile, supportive supervision protocols and collaborative supervision practices and teachers' performance. The literature was reviewed from journals, textbooks, publications, internet sources, and official reports related to the teachers' performance. It has been reviewed according to the study objectives. The chapter also includes the conceptual review and the definitions of the variables in the study according to professional scholars.

2.2 Theoretical Review

In 1959, behavioural scientist Frederick Herzberg introduced the Two-Factor Theory, which is often referred to as the Motivator-Hygiene Theory. Herzberg asserts that some work-related elements promote job happiness while preventing job dissatisfaction (Juneja, 2008). Motivators include possibilities for achievement, recognition, responsibility, and personal development. Motivators have a good impact on a person's overall work experience. Although they are important in minimising job unhappiness, hygiene factors do not always result in job satisfaction. They have more to do with working circumstances and environments than they do with human development. Pay, job stability, benefits, environment of employment, corporate regulations, and interpersonal connections are a few examples. While their absence can lead to discontent, the presence of hygiene variables does not substantially boost contentment.

Herzberg's argument casts doubt on the conventional wisdom that holds that job happiness and discontent are related. As an alternative, he suggests that these two

features are influenced by different sets of causes and exist on different continua (Nickerson, 2023). Content theories of motivation include Herzberg's notion. In content theories, people's responses to various stimuli are examined together with the interplay between internal and external elements. On the other hand, process theories concentrate on how internal variables result in particular behaviours.

Herzberg's framework is still used in various regions of the world to inform management practices and research, despite the emergence of more recent theories of motivation (Kurt, 2022; Nickerson, 2023).

2.3 Conceptual Review

Supportive Supervision

Teachers are routinely assisted to reflect on their practice, relationships, the emotional demands of their profession, and the effects of these and the larger education system on their psychological wellbeing through the collaborative, nonjudgmental process (Lawrence, 2020). It gives teachers a secure place to discuss doubts and challenges they are facing at work, making them feel confined and supported. In contrast to line management or performance management, supervision emphasises professional development and emotional support, both of which have a big impact on teachers' well-being (Ellis & Wolfe, 2020).

In these trying times, especially with the New Lower Secondary Curriculum, supportive supervision becomes even more crucial for teachers to navigate their roles effectively and maintain their own welfare through having this space to reflect on their experiences and challenges.

Teachers' Performance

Teacher performance refers to the observable outcomes in the classroom resulting from training, development, or the lack thereof. It encompasses a teacher's actions,

attitudes, and behaviors within the teaching-learning environment (Fernández & Martínez, 2022). These outcomes directly impact educational goals for students (Teacher Academy, 2022). In other words, how a teacher behaves and interacts with students significantly influences their academic success or failure.

Unlike teacher effectiveness, which is a teacher's ability to produce gains in student achievement scores, teacher performance refers to how well a teacher carries out their duties and responsibilities, considering their authority and abilities (Akram, Munir, & Bilal, 2021; Özgenel & Özkan, 2019; Fernández & Martínez, 2022).

2.3 Supportive Supervision and Teachers' Performance

The empirical review was guided by the three key themes forming the basis for specific objectives that guided the study.

2.3.1 The Pedagogical Supervisor Characteristics and teachers performance

In a school setting, the function of a pedagogical supervisor is essential because they help teachers, promote teamwork, and guarantee good teaching methods. According to a study, some supervisory abilities have an effect on how well teachers perform at work (Hoque, Kenayathulla, Subramaniam, & Islam, 2020). Findings demonstrated a strong and favourable relationship between teachers' job performance and their pedagogical supervision skills, effective communication skills, and problem-solving abilities. These abilities had a major favourable impact on teachers' performance.

Amadi and Akpo (2022) conducted a study that examined the abilities of administrators in connection to the performance of teachers. The findings show a moderate relationship between teachers' performance and supervisory competencies. However, in a study related to English teaching in Peru, a high

correlation was found between supervision and teachers' performance (Neyra, Fuster-Guillen, Tataje, & Sanchez Castro, 2021).

These varying findings could be because interpersonal relationships between supervisors and teachers affect, particularly during class observations, supervision (Coimbra, Pereira, Martins, & Baptista, 2020). It is worth noting that interpersonal relationships are determined by individual characteristics. The qualities of the educational supervisor connected to a constructive and reflective supervision method are defined as mediation, leadership, collaboration, and reflexivity (Oliveira e Sá & de Castro, 2020). These qualities support a creative and dialogic viewpoint, which advances teachers' professional growth.

While teachers' pedagogical development has received a lot of attention, it's equally critical to comprehend how supervisors support this process. The study by Lindström, Löfström, and Londén (2022) clarifies how supervising teachers view supervision. Among supervisors, the teaching orientation was the most prevalent one; however, emphasis should be placed on instructors and supervisors having positive connections.

In conclusion, supervisors' attitudes, beliefs, and behaviours have a significant impact on the outcomes of their supervision, especially teacher performance. This is because supervisors set an example for their supervisees, carry out the highest responsibility of safeguarding the public, and act as the profession's gatekeeper, making sure supervisees meet competency standards necessary for satisfactory job performance (APA, 2018). However, studies still have not reached a consensus on the extent to which pedagogical supervisor characteristics affect teacher performance.

2.3.2 The Supportive Supervision procedures on teachers performance

According to Coimbra, Pereira, Martins, and Baptista (2020), the line separating teacher performance evaluation from supervision is still not quite clear. For some teachers, supervision still carries connotations of evaluation and formalities. Even though it has been thoroughly researched and refined since the end of the 20th century, this technique is still largely untested in the field of education. As a result, it falls short of giving educators the same level of assistance as other humanitarian professionals (Kaneva, 2022).

In order to make supervision easier, Lindström, Löffström, and Londén (2022) emphasise the management of the supervision process. Stronger teamwork, increased employee morale, and greater care are all impacted by effective supervision in organisations (Talaguit, 2023).

Supervisors may encourage dedication and performance from their staff by using techniques including clear communication, expectation-setting, and accomplishment recognition. To improve employee performance and professional management, there is no better approach than putting Standard Operating Procedures and supervision into practice (Rahareng, 2021). Effective supervision is essential for enabling workers to provide high-quality care and support, according to Morton (2020).

APA, (2014) contends that adherence to supervision guidelines, supervisors contribute to the development of competent and ethical staffs. It helps address gaps in knowledge or skill sets, ultimately improving clinical performance and patient care quality (Snowdon, Leggat, & Taylor, 2017).

In summary, adherence to supervision guidelines positively impacts staff performance and contributes to better care outcomes. Whether in healthcare or

other fields, effective supervision fosters continuous improvement and ensures high-quality services.

2.3.3 The Collaborative Supervision Practices on teachers' performance

Several studies have investigated how supervision impacts teachers' performance and attitude. A Malaysian study looked at the connections between secondary school teachers' performance and attitudes and supervision. Three methodologies were used to classify supervisory practices: nondirective, collaborative, and directive. The findings demonstrated that, generally, there was no substantial correlation between teachers' performance and attitudes and supervision procedures. On the other hand, it was discovered that directive supervision positively and significantly correlated with teachers' performance and attitudes (Hoque, Kenayathulla, Subramaniam, & Islam, 2020).

The research conducted by Coimbra, Pereira, Martins, and Baptista (2020) highlights the critical role that collaborative pedagogical supervision plays in improving teacher performance. Collaborative supervision techniques enable teachers to truly establish learning communities that prioritise action research, reflection, and feedback. Similarly, Wiyono, Rasyad, and Maisyaroh (2021) observe that while collaborative supervision approaches do not directly or indirectly alter student learning outcomes, they have a major impact on performance-based learning.

Additionally, the collaborative and constructive nature of educational supervision may be impacted by the fact that individuals under supervision do not always agree on the definition of regulation (Oliveira e Sá & de Castro, 2019).

Equally, Owan, et al., (2023) underscore the significance of all-encompassing supervisory methodologies in bolstering the efficacy of teachers. They contend that

head teachers are more successful in advancing high-quality education when they use a variety of supervisory strategies.

In a nutshell, studies highlight the importance of collaborative supervision practices in supporting teachers' growth and ultimately benefiting student learning outcomes. Effective supervision fosters professional development and contributes to educational excellence.

2.4 Summary of Literature Review

A quick scan of related literature reveals that much as studies appreciate supportive supervision, most of these studies are in other fields and there was a dearth of studies on how the supportive supervision enhances teachers performance in a school setting.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

In this chapter, the research design, study population, sample size, sampling techniques, data collection instruments, data quality control methods, data analysis techniques that were used in carrying out the study and ethical considerations, have been presented.

3.2 Research Design

The researcher adopted a cross sectional research design research design to gather data from samples of the teachers and head teachers of different schools. According to Bhandari (2023), the research design examines associations between two variables without the researcher influencing or controlling any of them to ascertain the relationship's strength and/or direction, which may be either positive or negative. The study employed a mixed method that combines qualitative and quantitative methods. According to Creswell (2014), a mixed methodologies approach offers a greater grasp of the issue or subject than either approach alone. The study mostly used quantitative data, but it also included qualitative information from in-depth interviews.

3.3 Study Population

The study population comprised of all head teachers and , teachers drawn from all government secondary schools in Sironko District. The head teachers were chosen because they are charged with monitoring and appraisal of teacher performance while the teachers are the beneficiaries of the supportive supervision. The schools were picked because reports had indicated Sironko schools head teachers hardly conduct instructional supevision (DES, 2023), schools continued posting of poor UCE and UACE results (Asiteza, 2024) and being government-aided. The total study population was 326 respondents drawn from the 12 government secondary schools in Sironko District.

3.4 Sample Size

According to Cooper and Schindler (2008), a sample is a collection of instances, participants, events, or data that represent the target population in some way. The study's sample size comprised 175 respondents: 12 head teachers and 163 teachers. The sample size was based on Morgan and Krejcie (1970) table of determining sample

size for research activities. The sample population, sample size, and sampling techniques are presented in Table 3.1.

Table 3.1: Target Population, Sample Size, and Sampling Techniques

Respondent	Sample Popn	Sample Size	Sampling technique	Instrument
Head teachers	12	12	Purposeful sampling	Interview guide & Questionnaire
Teachers	314	163	Simple random sampling	Interview guide & Questionnaire
Total	326	175		

Source: Primary Data, 2024

3.5 Sampling Techniques

The researcher used purposeful sampling and simple random sampling techniques to select the required sample.

3.5.1 Purposeful Sampling

Twelve (12) Head teachers were purposefully selected for the study because as instructional supervisors they understand the concepts of supervision and teacher performance and the research question.

3.5.2 Simple Random Sampling

The researcher used a simple random sample, in which each individual in the population has an equal probability of being selected (Creswell, 2014). The researcher select 14 teachers from each school based on West's (2016) recommendations. When the researcher reaches at a school, she got the teachers' sampling frame. She then assigned a sequential number to each subject in the sampling frame. Finally, using computer generated random numbers, she created the sample selection. In case of a small sample frame compared to the required sample size, she sampled more participants from a subsequent school with a bigger sample frame.

3.6 Data Collection Methods and Instruments

The researcher used both quantitative and qualitative methods to collect data i.e., questionnaires and interviews, and the data collected were triangulated for analysis and interpretation.

3.6.1 Questionnaire Survey Method

The researcher used a questionnaire to collect Quantitative data. In this method, the researcher set closed-ended questions, which the respondents answered. This method has been chosen because of its cost-effectiveness and convenience. The researcher gave head teachers and teachers the questionnaires to answer and then picked them later.

3.6.2 Interview Method

For qualitative data, the researcher used the interview method to collect the data. Unstructured and open-ended questions were put across to the respondents in a face-to-face session. This method was used to elicit views and opinions from the participants about the supportive supervision and teacher performance in the government-aided secondary schools. These interviews were conducted after the collection and analysis of qualitative data.

3.7 Instruments for Data Collection

The research used two data collection instruments i.e. a questionnaire and interview guide

3.7.1 Questionnaire

The researcher designed a self-administered questionnaire with closed-ended questions for collecting primary data from the head teachers and teachers. The researcher used a questionnaire to get a large amount of data from a large number of respondents quickly and cheaply (Bowling, 2005). The instrument consisted of two parts; the first part featuring an explanation of the purpose of the study and second part with two sections: A and B. Section A was about demographic data of respondents. Section B consisted of four subsections. Subsection one had 10 items on teacher performance, Subsection two had 12 items on supervisor's profile, Subsection three had 15 items on supportive supervision protocols, and Subsection four with 10 items on collaborative supervision practices. Items were measured according to a five-point-Linkert scale where 1=strongly disagree (SD), 2=disagree (DA) 3= Neutral (N), 4=agree (A) 5=strongly agree (SA).

3.7.2 Interview Guide

An interview guide was used to collect data from head teachers and teachers. Responses from interviews were used to complement quantitative data. The use of this tool and method provides an opportunity for the researcher to probe the

participants in case of unclear responses and for in-depth information. Question items in the interview guide guide the researcher in carrying out face-to-face interviews. It contained semi-structured questions. A sample of the Head teachers and teachers from schools in the ten government-aided secondary schools in Sironko District were interviewed because it is the depth of the interview that counts (Cresswell, 2014). The researcher clarified any misunderstandings and provide deeper explanations of the questions thanks to the interviews (Amin, 2005). The interview sessions were for about 20-30 minutes and carried out from the respective schools. The researcher recorded audios with consent from the respondents and the responses were later transcribed for thematic analysis.

3.8. Validity and Reliability of Instruments

The study ensured the validity and reliability of both qualitative and quantitative data collection instruments.

3.8.1 Validity and Reliability of Quantitative Data

The study established both validity—the degree to which a notion is accurately measured—and reliability—the degree to which a research tool consistently produces the same results when utilised in the same circumstance repeatedly (Heale & Twycross, 2015) of the quantitative study.

3.8.1.1 Validity of Instrument

The validity of the instrument refers to its ability to measure what it is supposed to measure Creswell (2005). The questionnaire and interview guide were created with the help of professionals in the study's field to guarantee their validity. In order to guarantee construct validity, three separate experts reviewed them. The experts independently assessed the questionnaire items' relevance to the research objectives using the relevant (R) and irrelevant (IR) categories. The study then computed the validity of the questionnaire through the content validity Index (CVI). The Content Validity Index is presented in table 3.2 below.

Table 3.2: Content Validity Index

Scale	No. of Items	Valid	CVI
Teacher Performance	7	5	0.71
Head Teacher Characteristics	7	6	0.86
Supportive Supervision Protocols	8	7	0.88
Collaborative Supervision	8	7	0.88
Overall	30	25	0.83

Source: Primary Data, 2025

Results from table 3.2 above shows that the CVI was 0.83 which is higher than the value of 0.7; therefore, it was deemed appropriate and valid for use as recommended by Bowling, (2014).

3.8.1.2 Reliability of Instruments

According to Ahuja (2000), reliability refers to the overall consistency of a measure. A measure is said to have a high reliability if it produces similar results under same conditions. In this study, reliability was established by pre-testing the instruments in school X in Mbale City, where 15 teachers and a head teacher were given a similar set of questionnaires. Data was analysed using SPSS version 20 to generate Cronbach alpha coefficient used to determine internal consistency. Table 3.3 shows results of a Cronbach Alpha coefficient.

Table 3.3: Cronbach Alpha coefficient

Scale	Reliability Statistics		
	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Overall	.810	.806	25

Source: Primary Data, 2025

Table 3.3 shows the overall Cronbach Alpha coefficient of .810, which is larger than 0.7. According to Paulsen & BrckaLorenz (2017), a Cronbach Alpha coefficient it was deemed adequate.

3.8.2 Validity and Reliability of Qualitative Data

According to Creswell (2014), validity in qualitative research refers to how accurate the results are from the perspective of the researcher, the participant, or the readers of an account whereas reliability is the consistency of the approach across different researchers and different projects. Therefore, the researcher ensured that the findings are:

Trusted and credible, which according to Lincoln, Lynham, and Guba (2011), credibility is the degree to which data gathering and analysis can be believed in, trusted, and taken as true. The researcher ensured credibility and trust by crosschecking and verifying the information gathered by interviews.

Dependable, the study achieved this through detailed reporting of every step that was taken to finish the study and the researcher shared the tools with experts in the field and adjustments made according to their recommendations.

Unbiased and conforming, is the extent to which the respondents shape the findings of the study and not the researchers' interest (Kivunja & Kuyini, 2017). The researcher ensured the study findings are a result of the shared individual experiences of participants and not her feelings to minimize bias.

Transferability is the extent to which the findings of a study can be represented as generalizable (Lincoln, Lynham, & Guba, 2011). The researcher provided information about herself (as a research tool), the research context, processes, and sample that enables the reader to generalize the findings in his/her own context.

3.9 Data Collection Procedure

After the defence of the research proposal and approval, the researcher obtained an introductory letter from the Uganda Christian University–Mbale University College to the respective head teachers of secondary schools in Sironko District seeking permission to collect data.

It is after head teachers granting permission that the researcher proceeded to carry out the study. However, before administering tools the researcher introduced herself to the respondents and explain the purpose of the study to them to seek their consent. While in the field, the researcher used simple random sampling techniques of computer-generated samples for teachers. Both head teacher and

teachers were given questionnaires to complete, and the researcher retrieved them at a later time. The research scheduled interviews with head teachers and teachers bearing consideration for time and venue of their convenience. Face-to-face interviews were conducted. She recorded interview sessions with their consent, then later transcribe into text and thematically analyse the responses. Data from the questionnaires was entered online using Google forms or SurveyCTO App, downloaded onto the computer in excel format for data cleaning and entered into SPSS for analysis.

3.10 Data Analysis

The analysis of the data was in line with the specific objectives of the study

3.10.1 Quantitative Data Analysis

The study involved the collection of quantitative data. Data collection tools and items were coded, entered using SPSS software version 20, data cleaned for errors, negatively worded items were re-coded and finally 5-Likert scale data re-coded to 3-Likert scale with strongly disagree and disagree into disagree, Not Sure to Neutral, and strongly agree and agree into agree. Frequency distribution tables were generated for data presentation. Data was analysed using descriptive statistics of frequencies, percentages and means. The mean values used to interpret data were based on the developed legend presented in Table 3.2.

Table 3.4 Legend for Interpretation of Mean Values

Minimum	Maximum	Interpretation
4.21	5:00	Strongly Agree
3.41	4.20	Agree
2.61	3.40	Neutral
1.81	2.60	Disagree
1.00	1.80	Strongly Disagree

Source: Developed by the researcher (2025)

Information in Table 3.2 shows the established legend that was used to interpret mean values.

To ascertain the effect of the supportive supervision on teacher performance, the study used inferential statistics. A Pearson product-moment correlation coefficient and linear regression were used to determine the effect and direction of the relationship of the independent variable on the dependent variable.

3.10.2 Qualitative Data Analysis

Qualitative data from interviews with the school head teachers and teachers was analysed using conventional thematic analysis techniques. The researcher closely examined the data to identify common themes - topics, ideas and patterns of meaning that come up repeatedly. This involves familiarisation, coding, generating themes, reviewing themes, defining and naming themes, and writing up. The findings were analysed and then discussed. Conclusions were drawn from the observations based on the thematic data analysis. According to Amin (2005), the strength of qualitative data is based on researching people in their natural setting, stressing interpretations and meanings and achieving a deeper understanding of the respondent's knowledge of the study.

Ethical Considerations

The researcher observed ethical issues during data collection and reporting. First, Opinions that suggest bias based on gender, sexual orientation, racial or ethnic group, disability or use of specific research language sensitive to the stereotyped labels and knowledge participation of people in the study were avoided. Secondly, informed consent was obtained from the respondents before administering the tools to ensure that they were ready and willing to provide relevant information. In this case, a consent form stating the purpose, nature and benefits of the study was given

to the respondents and it is upon signing it that the respondents participated in the study. The questionnaire also contained an opening introduction requiring the cooperation of the respondent to provide information. Further, a plagiarism test was done to determine the level of originality of the study under investigation. Confidentiality was ensured by using pseudonyms to identify schools and participants. Lastly, the identity of respondents was not be revealed. Respondents were guaranteed the right to withhold information, liberty to access results, right to privacy, right to ask questions where necessary, and right to withdraw from the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.0 Introduction

This chapter presents the findings of the study on head teachers' supportive supervision and teachers' performance of government-aided secondary schools in Sironko District. The chapter is structured according to the study's objectives.

4.1 Questionnaire Return Rate

Table 4.1 illustrates the return rate of the questionnaires in this study, detailing both the total number of questionnaires distributed and the number of completed ones returned.

Table 4.1: Return Rate of Questionnaires

Respondent	Questionnaires Distributed	Questionnaires Returned	Percentage
Head teachers	12	8	66.7
Teachers	163	162	99.4
Total	175	170	97.1

Source: Primary Data, 2025

A total of 175 questionnaires were distributed to head teachers and teachers, with 170 returned, resulting in 97.1% return rate.

Besides, 11 respondents (5 Head Teachers and 6 teachers) participated in the interviews. According to Creswell, (2014) the number in qualitative studies does not matter but the depth. Since there were no new data being derived from interviews the researcher deemed unnecessary to continue with interviews.

4.2 Background Information

The study was interested in the sex and Education Level of the respondents. The results are presented in table 4.2 below

Respondent's Sex

This section presents and interprets the gender distribution of respondents in the study on Supportive Supervision and Teacher Performance in Selected Secondary Schools in Sironko District. Understanding the gender composition of participants provides insights into the representativeness of the data and its implications for supervision and teacher performance. The table 4.2 below summarizes the gender distribution of respondents

Table 4.2: Respondents' Sex

Sex		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	96	56.5	56.5	56.5
	Female	74	43.5	43.5	100.0
	Total	170	100.0	100.0	

Source: Primary Data, 2025

The gender distribution in table 4.2 above reveals that both male 96 (56.5) and female 74 (43.5) teachers participated in significant numbers, ensuring diverse perspectives.

Respondent's Education level

This section presents and interprets the education level of respondents in the study on Supportive Supervision and Teacher Performance in Selected Secondary Schools in Sironko District. Understanding the academic qualifications of teachers provides insights into their preparedness, professional development, and the potential impact of supervision on performance. The table 4.3 below summarizes the education levels of respondents

Table 4.3: Respondents' Education Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	42	24.7	24.7	24.7
	Degree	118	69.4	69.4	94.1
	Masters	10	5.9	5.9	100.0
	Total	170	100.0	100.0	

Source: Primary Data, 2025

The education level distribution of respondents shows that most teachers in Sironko District hold bachelor's degrees 118 (69.4%), with a significant number having diplomas 42 (24.7%), and a few having master's degrees 10 (5.9%). This composition suggests that supportive supervision should be structured to meet the needs of teachers at different qualification levels, ensuring both career progression and enhanced teaching performance.

4.3.1 Independent Variable: Teachers' Performance

The researcher first examined key aspects of teacher performance based on a survey assessing their preparation, lesson execution, record-keeping, student assessment, and professional development engagement. The data presented includes responses in terms of Strongly Disagree (SD), Disagree (DA), Neutral (N), Agree (A), and Strongly

Agree (SA), with calculated mean scores and standard deviations (STD) for each item. The results are presented in table 4.4 below.

Table 4.4: Teachers' Performance

S/N	Item	SD	DA	N	A	SA	Mean	STD
1.	Teachers prepare up-to-date schemes of work.	18 (10.6%)	3 (1.8%)	6 (3.5%)	40 (23.5%)	103 (60.6%)	4.22	1.276
2.	Teachers develop lesson plans and lesson notes for every lesson.	4 (2.4%)	10 (5.9%)	27 (16.0%)	80 (47.3%)	48 (28.4%)	3.93	.946
3.	Teachers conduct all the lessons allocated to them and maintain up-to-date records of learner attendance and progress.	4 (2.4%)	9 (5.4%)	15 (9.0%)	85 (51.2%)	53 (31.9)	4.05	.920
4.	Teachers assess and provide feedback to learners and guide/counsel them effectively.	3 (1.8%)	4 (2.4%)	6 (3.6)	90 (53.3%)	66 (39.1)	4.25	.787
5.	Teachers enthusiastically participate in professional development and implement co-curricular activities.	12 (7.1%)	6 (3.5%)	22 (12.9%)	65 (38.2%)	65 (38.2)	3.97	1.138
Overall mean \bar{X}							4.08	1.013

Source: Primary Data, 2025

Legend for Interpretation of Mean Values

Minimum	Maximum	Interpretation
4.21	5:00	Strongly Agree
3.41	4.20	Agree
2.61	3.40	Neutral

1.81	2.60	Disagree
1.00	1.80	Strongly Disagree

Source: Developed by the researcher (2025)

The findings in table 4.4 show that 103 (60.6%) of respondents strongly agreed, and 40 (23.5%) agreed that teachers prepare up-to-date schemes of work, summing up to 143 (84.1%) positive responses. Only 18 (10.6%) strongly disagreed. With a mean of $\bar{X}=4.22$ and a standard deviation of 1.276, the high mean score and strong agreement suggest that the majority of teachers diligently prepare up-to-date schemes of work. However, the relatively high standard deviation indicates some variation in responses.

When considering whether teachers develop lesson plans and lesson notes for every lesson, 48 (28.4%) strongly agreed, 80 (47.3%) agreed, and 16.0% were neutral, while only 8.3% disagreed. The mean score of $\bar{X}=3.93$ and standard deviation of 0.946 indicate that the majority of teachers prepare lesson plans and notes, though a notable minority either disagreed or remained neutral. The lower standard deviation suggests a more consistent response pattern.

In terms of conducting all allocated lessons and maintaining up-to-date records of learner attendance and progress, 53 (31.9%) strongly agreed, 85 (51.2%) agreed, and 15 (9.0%) were neutral, with minimal disagreement at 13 (7.8%). The mean score of $\bar{X}=4.05$ and standard deviation of 0.920 indicate a high level of compliance with lesson delivery and record-keeping. The relatively low standard deviation suggests consistency in the responses.

Regarding the assessment and provision of feedback to learners, along with guiding and counseling them effectively, 66 (39.1%) strongly agreed, 90 (53.3%) agreed, and only 6 (3.6%) remained neutral, with minimal disagreement of 7 (4.2%). With a mean score of $\bar{X}=4.25$ and a standard deviation of 0.787, this item received the highest mean score, suggesting that assessment and student support are strong aspects of teacher performance. The low standard deviation indicates uniform agreement among respondents.

For participation in professional development and implementation of co-curricular activities, 65 (38.2%) strongly agreed, 65 (38.2%) agreed, while 22 (12.9%) remained neutral, with disagreement at 18 (10.6%). A mean score of $\bar{X}=3.97$ and standard deviation of 1.138 suggest a fair level of engagement in professional development

and co-curricular activities, though the relatively higher standard deviation indicates mixed opinions.

Overall, the findings reveal an overall mean score of $\bar{X}=4.08$ and a standard deviation of 1.013, suggesting that teachers generally exhibit high levels of commitment to their responsibilities, with particularly strong performance in student assessment and lesson preparation. The moderate to high standard deviations in some areas indicate variability, which may suggest differences in school policies, individual teacher motivation, or resource availability.

4.3.2 The effect head teacher’s supervision characteristics have on teachers’ performance

The researcher first examined key aspects of head teacher’s supervision characteristics based on a survey assessing their mediation, role model, and collaboration among others. The data presented includes responses in terms of Strongly Disagree (SD), Disagree (DA), Neutral (N), Agree (A), and Strongly Agree (SA), with calculated mean scores and standard deviations (STD) for each item. The results are presented in table 4.5 below.

Table 4.5: head teacher’s supervision characteristics

S/N	Item	SD	DA	N	A	SA`	Mean	STD
1.	The head teacher acts as a mediator among teachers, resolving conflicts and promoting a harmonious learning environment.	7 (4.1%)	24 (14.2%)	29 (17.2%)	37 (21.9%)	72 (42.6%)	3.85	1.234
2.	The head teacher guides, inspires, and encourages teachers’ professional growth and development.	7 (4.1%)	22 (12.9%)	20 (11.8%)	64 (37.6%)	57 (33.5%)	3.84	1.150
3.	The head teacher works closely with	10 (5.9%)	20 (11.8%)	28 (16.5%)	64 (37.6%)	48 (28.2%)	3.71	1.170

	teachers to co-create strategies and improve teaching practices.							
4.	The head teacher evaluates teachers' classroom performance objectively and provides constructive feedback.	16 (9.5%)	22 (13.0%)	32 (18.9%)	48 (28.4%)	51 (30.2%)	3.57	1.299
5.	The head teacher shows compassion, considers teachers' feelings, and handles stress effectively.	7 (4.1%)	26 (15.4%)	37 (21.9%)	69 (40.8%)	30 (17.8%)	3.53	1.080
6.	The head teacher helps teachers develop their pedagogical skills and reach their potential.	14 (8.4%)	25 (15.0%)	19 (11.4%)	50 (29.9%)	59 (35.3%)	3.69	1.317
Overall mean \bar{X}							3.70	1.208

Source: Primary Data, 2025

Legend for Interpretation of Mean Values

Minimum	Maximum	Interpretation
4.21	5.00	Strongly Agree
3.41	4.20	Agree
2.61	3.40	Neutral
1.81	2.60	Disagree
1.00	1.80	Strongly Disagree

Source: Developed by the researcher (2025)

The findings in Table 4.5 show that 72 (42.6%) of respondents strongly agreed and 37 (21.9%) agreed that the head teacher acts as a mediator among teachers,

resolving conflicts and promoting a harmonious learning environment. This sums up to 109 (64.5%) positive responses, while only 7 (4.1%) strongly disagreed. With a mean score of $\bar{X}=3.85$ and a standard deviation of 1.234, the relatively high mean indicates that most respondents recognize the head teacher's role in conflict resolution and fostering harmony. However, the standard deviation suggests some variation in perceptions.

Regarding whether the head teacher guides, inspires, and encourages teachers' professional growth and development, 57 (33.5%) strongly agreed, 64 (37.6%) agreed, and 20 (11.8%) remained neutral, while 29 (17%) disagreed. The mean score of $\bar{X}=3.84$ and standard deviation of 1.150 indicate a generally positive perception, though a notable proportion of respondents either disagreed or remained neutral, suggesting potential inconsistencies in leadership approaches.

On the aspect of the head teacher working closely with teachers to co-create strategies and improve teaching practices, 48 (28.2%) strongly agreed, 64 (37.6%) agreed, and 28 (16.5%) remained neutral, while 30 (17.7%) disagreed. With a mean score of $\bar{X}=3.71$ and a standard deviation of 1.170, the findings suggest that while collaboration in strategy development is acknowledged, there is room for improvement. The relatively high standard deviation highlights differing experiences among respondents.

In terms of the head teacher evaluating teachers' classroom performance objectively and providing constructive feedback, 51 (30.2%) strongly agreed, 48 (28.4%) agreed, and 32 (18.9%) were neutral, while 38 (22.5%) disagreed. The mean score of $\bar{X}=3.57$ and standard deviation of 1.299 indicate mixed opinions on feedback practices, with a notable proportion of respondents expressing neutrality or disagreement. The high standard deviation suggests a wide range of perspectives, which may indicate inconsistencies in feedback mechanisms.

Regarding the head teacher's ability to show compassion, consider teachers' feelings, and handle stress effectively, 30 (17.8%) strongly agreed, 69 (40.8%) agreed, and 37 (21.9%) were neutral, while 33 (19.5%) disagreed. The mean score of $\bar{X}=3.53$ and standard deviation of 1.080 suggest a generally positive perception, though a significant number of respondents remained neutral or disagreed, pointing to variations in how compassion and stress management are demonstrated.

On the role of the head teacher in helping teachers develop pedagogical skills and reach their potential, 59 (35.3%) strongly agreed, 50 (29.9%) agreed, and 19 (11.4%) were neutral, while 39 (23.4%) disagreed. The mean score of $\bar{X}=3.69$ and standard deviation of 1.317 indicate that while many respondents acknowledge the head teacher's support for pedagogical growth, the high standard deviation reflects varied experiences among teachers.

The findings reveal an overall mean score of $\bar{X}=3.70$ and a standard deviation of 1.208, suggesting that head teachers play a moderately effective role in teacher support supervision. The strongest aspect observed was conflict resolution, while evaluation and feedback received the lowest rating, indicating the need for improvement in this area. The relatively high standard deviations in some aspects suggest variability in experiences, which may stem from differences in leadership styles, school environments, or individual teacher expectations.

H₀₁: There is no statistically significant effect of head teacher's supervision characteristics on teachers' performance of government-aided secondary schools in Sironko District.

The hypothesis states that there is no statistically significant effect of head teacher's supervision characteristics on teachers' performance in government-aided secondary schools in Sironko District. To examine this relationship, the Pearson Product-Moment Correlation Coefficient was computed, and the results are presented in Table 4.6 below.

Table 4.6: Pearson Product-Moment Correlation between Head Teacher Characteristics and Teacher Performance

Correlations			
		Teacher Performance	Head Teacher Characteristics
Teacher Performance	Pearson Correlation	1	.334**
	Sig. (2-tailed)		.000
	N	164	158

****.** Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data, 2025

The Pearson correlation coefficient between head teacher supervision characteristics and teacher performance is 0.334, indicating a positive and moderate relationship between these variables. This suggests that as the quality of head teachers' supervision characteristics improves, there is a moderate tendency for teachers' performance to improve as well. The significance value (p-value) is 0.000,

which is less than 0.01, meaning the correlation is statistically significant at the 1% level. Consequently, the relationship observed is unlikely to have occurred due to chance.

These findings suggest that head teachers' supervision characteristics play a role in shaping teachers' performance. The positive correlation implies that better supervision, which may include instructional guidance, regular feedback, and professional development support, is associated with better teacher performance in government-aided secondary schools in Sironko District. Given that the p-value is less than 0.01, the null hypothesis is rejected, leading to the conclusion that there is a statistically significant effect of head teachers' supervision characteristics on teachers' performance.

Table 4.7: A linear regression between between head teacher supervision characteristics and teacher performance

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change in R Square	F Change	df1	df2	Sig. Change	F Change
1	.334 ^a	.112	.106	2.94563	.112	19.645	1	156	.000	

a. Predictors: (Constant), Head Teacher Characteristics

b. Dependent Variable: Teacher Performance

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	170.450	1	170.450	19.645	.000 ^b
	Residual	1353.569	156	8.677		
	Total	1524.019	157			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Head Teacher Characteristics

Coefficients ^a									
Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	Correlations	Collinearity Statistics			
	B	Beta			Zero-order	Partial	Partial	Tolerance	VIF

1 (Constant)	14.644	1.327		11.036	.000					
Head Teacher Characteristics	.262	.059	.334	4.432	.000	.334	.334	.334	1.000	1.000

a. Dependent Variable: Teacher Performance

Source: Primary Data, 2025

Table 4.7 presents the results of a simple linear regression analysis used to predict teacher performance based on head teacher supervision characteristics. A significant regression equation was found ($F(1, 156) = 19.645, p = .000$), with an R^2 of 0.112. Teacher performance is equal to $14.644 + 0.262$ (head teacher characteristics). This suggests that for every unit increase in head teacher characteristics, teacher performance increases by 0.262 units. The predictor significantly explained variations in teacher performance ($\beta = 0.334, p = .000$).

The ANOVA results confirm that the regression model is statistically significant. The sum of squares for regression is 170.450, while the residual sum of squares is 1353.569, bringing the total sum of squares to 1524.019. The F statistic of 19.645 and the corresponding significance level of .000 indicate that the model meaningfully predicts teacher performance.

The coefficients table provides further insights into the relationship. The constant value of 14.644, with a significance level of .000, represents the expected teacher performance when head teacher characteristics are at zero. The standardized coefficient (Beta) of 0.334 underscores the predictor's relative importance. The t-value of 4.432 and the significance level of .000 confirm that head teacher characteristics have a statistically significant impact on teacher performance. Collinearity statistics indicate no concerns, with a tolerance of 1.000 and a VIF of 1.000.

Overall, the results suggest that head teacher supervision characteristics play a meaningful role in shaping teacher effectiveness. While the R^2 value of 0.112 indicates that other factors contribute to teacher performance, the statistically significant findings reinforce the idea that improvements in head teacher supervision characteristics can enhance teacher performance.

Findings from interviews indicate that the leadership style adopted by head teachers significantly influences teacher motivation and performance. Many teachers

emphasized that performance is measured by results and tangible outputs rather than mere presence in school. One interviewee stated,

We are not looking at what, what, but a high-performing teacher is a teacher who is producing results (Interviewee 1, 6 February 2025).

Some teachers noted that head teachers implement strict accountability mechanisms, requiring teachers to submit schemes of work, lesson plans, and records of work as key indicators of effectiveness.

First of all, you must have schemes of work, lesson plans, and a record of work to show what has been done and what remains (Interviewee 2, 6 February 2025).

Additionally, head teachers who prioritize continuous professional development through training programs contribute to improved teacher competency and morale. One respondent mentioned,

We send teachers for training, like seminars, to ensure they improve in areas where they are struggling (Interviewee 11, 20 February 2025).

However, some teachers expressed concerns that supervision is often perceived as punitive, focusing more on fault-finding rather than fostering improvement.

Sometimes people mistake supervision for witch-hunting, thinking it is about looking for mistakes rather than helping them improve (Interviewee 4, 6 February 2025).

This perception of supervision as policing rather than supportive engagement creates resistance and disengagement among teachers.

4.3.3 The effect head teacher's supervision practices have on teachers' performance.

The researcher first examined key aspects of head teacher's supervision practices based on a survey assessing their preparedness, communication, and feedback loops among others. The data presented includes responses in terms of Strongly Disagree (SD), Disagree (DA), Neutral (N), Agree (A), and Strongly Agree (SA), with calculated mean scores and standard deviations (STD) for each item. The results are presented in table 4.8 below.

Table 4.8: Responses on head teacher's supervision practices

S/ N	Item	SD	DA	N	A	SA	Mean	STD
1.	The head teacher prepares and shares a supervision schedule with staff and follows up on past recommendations .	15 (9.0%)	21 (12.6%)	27 (16.2%)	54 (32.3%)	50 (29.9%)	3.62	1.279
2.	The head teacher observes lessons, meets with learners, and gathers feedback on teachers' performance.	12 (7.2%)	18 (10.8%)	20 (12.0%)	74 (44.6%)	42 (25.3%)	3.70	1.173
3.	The head teacher sets and reviews performance targets with teachers and provides corrective and supportive feedback.	9 (5.4%)	20 (12.0%)	23 (13.9%)	70 (42.2%)	44 (26.5%)	3.72	1.142
4.	The head teacher provides instructional materials and capacity-building training as needed.	9 (5.5%)	24 (14.6%)	30 (18.3%)	58 (25.4%)	43 (26.2%)	3.62	1.179
5.	The head teacher uses observations and learner input to identify opportunities for improvement with teachers.	14 (8.5%)	29 (17.7%)	25 (15.2%)	54 (32.9%)	42 (25.6%)	3.49	1.280
6.	The head teacher ensures ongoing monitoring of weak areas and improvements with teachers.	14 (8.5%)	29 (17.7%)	25 (15.2%)	54 (32.9%)	42 (25.6%)	3.55	1.173

7.	The head teacher prepares and circulates supervision reports to teachers.	13 (7.7%)	28 (16.7%)	28 (16.7%)	49 (29.2%)	50 (29.8%)	3.57	1.284
Over all							3.61	1.216

Source: Primary Data, 2025

Legend for Interpretation of Mean Values

Minimum	Maximum	Interpretation
4.21	5.00	Strongly Agree
3.41	4.20	Agree
2.61	3.40	Neutral
1.81	2.60	Disagree
1.00	1.80	Strongly Disagree

Source: Developed by the researcher (2025)

The findings in Table 4.8 reveal that 50 (29.9%) of respondents strongly agreed and 54 (32.3%) agreed that the head teacher prepares and shares a supervision schedule with staff while following up on past recommendations. This results in 104 (62.2%) positive responses, whereas 15 (9.0%) strongly disagreed. With a mean score of $\bar{X}=3.62$ and a standard deviation of 1.279, the data suggests that while a majority acknowledge the practice, the high standard deviation indicates variability in the consistency of supervision scheduling and follow-ups.

Regarding whether the head teacher observes lessons, meets with learners, and gathers feedback on teachers' performance, 42 (25.3%) strongly agreed, 74 (44.6%) agreed, and 20 (12.0%) were neutral, while 30 (18.0%) disagreed. The mean score of $\bar{X}=3.70$ and standard deviation of 1.173 indicate that this practice is generally recognized, though variations in its implementation exist.

On the aspect of setting and reviewing performance targets with teachers while providing corrective and supportive feedback, 44 (26.5%) strongly agreed, 70 (42.2%) agreed, and 23 (13.9%) remained neutral, whereas 29 (17.4%) disagreed. The mean score of $\bar{X}=3.72$ and standard deviation of 1.142 suggest that performance review and feedback are relatively well-practiced, though not uniformly applied across all schools.

In terms of providing instructional materials and capacity-building training as needed, 43 (26.2%) strongly agreed, 58 (25.4%) agreed, and 30 (18.3%) remained

neutral, while 33 (20.1%) disagreed. The mean score of $\bar{X}=3.62$ and standard deviation of 1.179 suggest a mixed perception regarding the provision of necessary resources, with some schools possibly facing challenges in accessing instructional support.

With respect to the head teacher using observations and learner input to identify opportunities for improvement with teachers, 42 (25.6%) strongly agreed, 54 (32.9%) agreed, and 25 (15.2%) were neutral, while 43 (26.2%) disagreed. The mean score of $\bar{X}=3.49$ and standard deviation of 1.280 indicate a relatively lower level of agreement compared to other supervision aspects, with a high variation in responses suggesting inconsistent implementation.

On the head teacher's role in ensuring ongoing monitoring of weak areas and improvements with teachers, 42 (25.6%) strongly agreed, 54 (32.9%) agreed, and 25 (15.2%) were neutral, whereas 43 (26.2%) disagreed. The mean score of $\bar{X}=3.55$ and standard deviation of 1.173 suggest that monitoring weak areas is practiced but with notable differences in approach and effectiveness.

Lastly, regarding whether the head teacher prepares and circulates supervision reports to teachers, 50 (29.8%) strongly agreed, 49 (29.2%) agreed, and 28 (16.7%) were neutral, while 41 (24.4%) disagreed. The mean score of $\bar{X}=3.57$ and standard deviation of 1.284 indicate that while many teachers receive supervision reports, there is variation in how consistently this is done.

The findings reveal an overall trend of moderate effectiveness in head teachers' supervision practices, with mean scores of 3.61. The strongest aspect observed was the review of performance targets and provision of feedback, while the least rated practice was identifying improvement opportunities through learner input. The relatively high standard deviations in most items suggest variability in supervision practices, likely influenced by differences in school policies, resource availability, and individual leadership styles.

Ho2: There is no statistically significant effect of head teacher's supervision practices on teachers' performance of government-aided secondary schools in Sironko District.

A hypothesis was tested to determine whether there is a statistically significant effect of head teachers' supervision practices on teachers' performance in government-aided secondary schools in Sironko District. To examine this

relationship, a correlation analysis was conducted between supportive supervision protocols and teacher performance. The results are summarized in Table 4.9 below.

Table 4.9: A Correlation between Supportive Supervision Protocols and Teacher Performance

Correlations			
		Teacher Performance	Supportive Supervision Protocols
Teacher Performance	Pearson Correlation	1	.303**
	Sig. (2-tailed)		.000
	N	164	143

****.** Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data, 2025

The Pearson correlation coefficient between supportive supervision protocols and teacher performance is 0.303, indicating a positive and moderate relationship between these variables. This suggests that as supportive supervision practices improve, teacher performance also tends to improve. The p-value is 0.000, which is below 0.01, meaning the correlation is statistically significant at the 1% level. The likelihood of this relationship occurring by chance is minimal, reinforcing the significance of the findings.

These results suggest that supportive supervision practices, which may include mentorship, constructive feedback, and regular assessment, contribute to teacher performance. Given the statistical significance of the correlation, the null hypothesis is rejected, leading to the conclusion that head teachers' supervision practices have a significant effect on teachers' performance in government-aided secondary schools in Sironko District.

Table 4.10: Linear Regression between Supportive Supervision Protocols and Teacher Performance

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change in R Square	F Change	df	df2	Sig. Change	F Change
1	.303 ^a	.092	.085	2.97981	.092	14.239	1	14	.000	

a. Predictors: (Constant), Supportive Supervision Protocols

b. Dependent Variable: Teacher Performance

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	126.433	1	126.433	14.239	.000 ^b
	Residual	1251.980	141	8.879		
	Total	1378.412	142			

a. Dependent Variable: Teacher Performance
b. Predictors: (Constant), Supportive Supervision Protocols

Coefficients ^a												
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics		
		B	Std. Error				Beta	Zero-order	Partial	Partial	Tolerance	VIF
1	(Constant)	15.211	1.406		10.818	.000						
	Supportive Supervision Protocols	.208	.055	.303	3.773	.000	.303	.303	.303	1.000	1.000	1.000

a. Dependent Variable: Teacher Performance

Source: Primary Data, 2025

Table 4.10 presents the results of a simple linear regression analysis used to predict teacher performance based on supportive supervision protocols. A significant regression equation was found ($F(1, 141) = 14.239, p = .000$), with an R^2 of 0.092. Teacher performance is equal to $15.211 + 0.208$ (supportive supervision protocols). This indicates that for every unit increase in supportive supervision protocols, teacher performance increases by 0.208 units. The predictor significantly explained variations in teacher performance ($\beta = 0.303, p = .000$).

The ANOVA results confirm the statistical significance of the model. The sum of squares for regression is 126.433, while the residual sum of squares is 1251.980, leading to a total sum of squares of 1378.412. The F statistic of 14.239 and the significance level of .000 indicate that the model meaningfully predicts teacher performance.

The coefficients table provides additional insights into the relationship. The constant value of 15.211, with a significance level of .000, represents the expected teacher performance when supportive supervision protocols are at zero. The standardized coefficient (Beta) of 0.303 highlights the predictor's relative importance. The t-value of 3.773 and the significance level of .000 confirm that supportive supervision protocols have a statistically significant impact on teacher performance. Collinearity statistics indicate no concerns, with a tolerance of 1.000 and a VIF of 1.000.

These results suggest that supportive supervision protocols contribute to teacher effectiveness. While the R^2 value of 0.092 suggests that other factors influence teacher performance, the statistically significant findings indicate that improving supportive supervision protocols can enhance teacher performance.

Findings from interviews show that Head teacher supervision practices, including monitoring and assessment, play a fundamental role in ensuring adherence to pedagogical standards. Lesson planning and scheming emerged as essential components of teaching effectiveness, with some schools mandating that teachers submit the previous term's scheme before receiving approval for the next one.

No one is to receive a new scheme book before handing in the old one to prove they have been planning (Interviewee 5, 7 February 2025).

Classroom observations and the use of monitoring tools such as record books, lesson evaluations, and direct inspections were frequently cited as methods of assessing teacher performance.

We use monitoring tools where learners can assess teachers' performance.

The head teacher also checks schemes and lesson plans (Interviewee 6, 7 February 2025).

However, discrepancies between teacher attendance and student outcomes were highlighted, as some teachers demonstrated perfect attendance but failed to achieve satisfactory learner performance.

How can you get 100% in teacher presence and attendance, yet student performance is still below average? (Interviewee 1, 6 February 2025).

Teachers also pointed out resource constraints as a major challenge in meeting supervision expectations.

Lesson planning becomes a problem, especially when the materials needed for proper lesson preparation are not available (Interviewee 7, 7 February 2025).

4.3.4 The effect collaborative supervision practices have on teachers' performance

The researcher first examined key aspects of collaborative supervision practices based on a survey assessing their involvement, shared vision, and conduciveness among others. The data presented includes responses in terms of Strongly Disagree (SD), Disagree (DA), Neutral (N), Agree (A), and Strongly Agree (SA), with calculated mean scores and standard deviations (STD) for each item. The results are presented in table 4.11 below.

Table 4.11: Responses on collaborative supervision practices

S/N	Item	SD	DA	N	A	SA	Mean	STD
1.	The head teacher and staff agree on the facilitators (designated staff members or external experts) for supervision.	13 (7.8%)	21 (12.6%)	18 (10.8%)	50 (29.9%)	65 (38.9%)	3.80	1.292
2.	The head teacher and staff clearly define the purpose of supervision and ensure understanding of its benefits.	12 (7.2%)	22 (13.2%)	21 (12.6%)	62 (37.1%)	50 (29.9%)	3.69	1.231
3.	The head teacher organizes supervision groups, considering factors like size, composition, and frequency.	17 (10.4%)	32 (19.5%)	28 (17.1%)	56 (34.1%)	31 (18.9%)	3.32	1.271

4.	The head teacher encourages open communication and feedback from staff during supervision.	17 (10.1%)	31 (18.3%)	29 (17.2%)	53 (31.4%)	39 (23.1%)	3.39	1.296
5.	The head teacher sets clear expectations and guidelines for supervision sessions.	15 (9.0%)	44 (26.5%)	16 (9.6%)	58 (34.9%)	33 (19.9%)	3.30	1.300
6.	The head teacher creates a conducive environment for supervision discussions and reflective practice.	12 (7.3%)	51 (30.9%)	20 (12.1%)	44 (26.7%)	38 (23.0%)	3.27	1.313
7.	The head teacher prepares for supervision sessions, ensuring all participants are engaged and have opportunities to reflect.	20 (11.8%)	45 (26.5%)	19 (11.2%)	43 (25.3%)	43 (25.3%)	3.26	1.394
8.	Overall mean \bar{X}							

Source: Primary Data, 2025

Legend for Interpretation of Mean Values

Minimum	Maximum	Interpretation
4.21	5:00	Strongly Agree
3.41	4.20	Agree
2.61	3.40	Neutral
1.81	2.60	Disagree
1.00	1.80	Strongly Disagree

Source: Developed by the researcher (2025)

The findings in Table 4.12 reveal that 65 (38.9%) of respondents strongly agreed and 50 (29.9%) agreed that the head teacher and staff agree on the facilitators for supervision, whether designated staff members or external experts. This results in 115 (68.8%) positive responses, while 13 (7.8%) strongly disagreed. With a mean score of $\bar{X}=3.80$ and a standard deviation of 1.292, the data suggests that most respondents recognize this collaborative approach, though the high standard deviation indicates variability in the implementation of this practice.

Regarding whether the head teacher and staff clearly define the purpose of supervision and ensure understanding of its benefits, 50 (29.9%) strongly agreed, 62 (37.1%) agreed, and 21 (12.6%) remained neutral, while 34 (20.4%) disagreed. The mean score of $\bar{X}=3.69$ and standard deviation of 1.231 indicate a generally positive perception, but the variation in responses suggests some inconsistencies in how the purpose of supervision is communicated across schools.

On the aspect of organizing supervision groups, considering factors like size, composition, and frequency, 31 (18.9%) strongly agreed, 56 (34.1%) agreed, and 28 (17.1%) remained neutral, whereas 49 (29.9%) disagreed. The mean score of $\bar{X}=3.32$ and standard deviation of 1.271 suggest a moderate level of agreement, with a significant proportion of respondents expressing disagreement, indicating that group organization could be an area for improvement.

In terms of encouraging open communication and feedback from staff during supervision, 39 (23.1%) strongly agreed, 53 (31.4%) agreed, and 29 (17.2%) remained neutral, while 48 (28.4%) disagreed. The mean score of $\bar{X}=3.39$ and standard deviation of 1.296 indicate moderate agreement, though the relatively high standard deviation suggests that open communication in supervision varies significantly across schools.

With respect to setting clear expectations and guidelines for supervision sessions, 33 (19.9%) strongly agreed, 58 (34.9%) agreed, and 16 (9.6%) remained neutral, while 59 (35.5%) disagreed. The mean score of $\bar{X}=3.30$ and standard deviation of 1.300 suggest that while many teachers recognize efforts to set supervision guidelines, a notable proportion of respondents feel this is not done effectively.

Regarding whether the head teacher creates a conducive environment for supervision discussions and reflective practice, 38 (23.0%) strongly agreed, 44

(26.7%) agreed, and 20 (12.1%) remained neutral, whereas 63 (38.2%) disagreed. The mean score of $\bar{X}=3.27$ and standard deviation of 1.313 suggest that this is one of the weaker aspects of collaborative supervision, with a high level of disagreement indicating that some teachers do not perceive supervision discussions as supportive or reflective.

Finally, in terms of the head teacher preparing for supervision sessions and ensuring all participants are engaged and have opportunities to reflect, 43 (25.3%) strongly agreed, 43 (25.3%) agreed, and 19 (11.2%) remained neutral, while 65 (38.3%) disagreed. The mean score of $\bar{X}=3.26$ and standard deviation of 1.394 indicate that while some schools may be effective in preparing for supervision, many teachers feel that engagement and reflection opportunities are not consistently provided.

The findings reveal an overall moderate effectiveness in collaborative supervision practices, with mean scores ranging between 3.26 and 3.80. The strongest aspect observed was the agreement on supervision facilitators, while the least rated practice was preparing for supervision sessions with engagement and reflection opportunities. The relatively high standard deviations across most items suggest variability in experiences, indicating that some schools implement collaborative supervision more effectively than others.

Ho3: There is no statistically significant effect of collaborative supervision practices on teachers' performance of government-aided secondary schools in Sironko District.

A hypothesis was tested to determine whether there is a statistically significant effect of collaborative supervision practices on teachers' performance in government-aided secondary schools in Sironko District. To examine this relationship, a correlation analysis was conducted between collaborative supervision and teacher performance. The results are summarized in Table 4.12 below.

Table 4.12: A Correlation between Collaborative Supervision and Teacher Performance

		Correlations	
		Teacher Performance	Collaborative Supervision
Teacher Performance	Pearson Correlation	1	.242**
	Sig. (2-tailed)		.003
	N	164	146

****.** Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data, 2025

The Pearson correlation coefficient between collaborative supervision and teacher performance is 0.242, indicating a positive but weaker relationship between these variables compared to previous findings. This suggests that as collaborative supervision improves, there is a slight increase in teacher performance. The p-value of 0.003, which is below 0.01, confirms that the relationship is statistically significant at the 1% level, meaning that the probability of this relationship occurring by chance is very low.

These results suggest that collaborative supervision practices, such as peer mentoring, joint lesson planning, and shared decision-making, have an influence on teacher performance, although the effect is relatively smaller than other supervision practices. Given the statistical significance of the correlation, the null hypothesis is rejected, leading to the conclusion that collaborative supervision practices have a statistically significant effect on teachers' performance in government-aided secondary schools in Sironko District.

Table 4.13: Linear Regression between Collaborative Supervision and Teacher Performance

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change in R Square	F Change	df1	df2	Sig. Change	F Change
1	.242 ^a	.058	.052	3.03380	.058	8.927	1	144	.003	

a. Predictors: (Constant), Collaborative Supervision
b. Dependent Variable: Teacher Performance

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	82.163	1	82.163	8.927	.003 ^b
	Residual	1325.371	144	9.204		
	Total	1407.534	145			

a. Dependent Variable: Teacher Performance
b. Predictors: (Constant), Collaborative Supervision

Coefficients ^a						
Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	Correlations	Collinearity Statistics

	B	Std. Error	Beta		Zer	Part	Pa	Tolera	VIF
					o-	ial	rt	nance	
					ord				
					er				
1 (Constant)	17.315	1.073		16.134	.000				
Collaborative Supervision	.129	.043	.242	2.988	.003	.242	.242	1.000	1.000

a. Dependent Variable: Teacher Performance

Source: Primary Data, 2025

Table 4.13 presents the results of a simple linear regression analysis used to predict teacher performance based on collaborative supervision. A significant regression equation was found ($F(1, 144) = 8.927, p = .003$), with an R^2 of 0.058. Teacher performance is equal to $17.315 + 0.129$ (collaborative supervision). This indicates that for every unit increase in collaborative supervision, teacher performance increases by 0.129 units. The predictor significantly explained variations in teacher performance ($\beta = 0.242, p = .003$).

The ANOVA results confirm the statistical significance of the model. The sum of squares for regression is 82.163, while the residual sum of squares is 1325.371, leading to a total sum of squares of 1407.534. The F statistic of 8.927 and the significance level of .003 indicate that the model meaningfully predicts teacher performance.

The coefficients table provides further insights into the relationship. The constant value of 17.315, with a significance level of .000, represents the expected teacher performance when collaborative supervision is at zero. The standardized coefficient (Beta) of 0.242 highlights the predictor's relative importance. The t-value of 2.988 and the significance level of .003 confirm that collaborative supervision has a statistically significant impact on teacher performance. Collinearity statistics indicate no concerns, with a tolerance of 1.000 and a VIF of 1.000.

These results suggest that collaborative supervision contributes to teacher effectiveness. While the R^2 value of 0.058 suggests that other factors influence teacher performance, the statistically significant findings indicate that improving collaborative supervision can enhance teacher performance.

Findings from the interviews show that the effectiveness of supervision is enhanced when it is collaborative rather than authoritarian. Peer and departmental

supervision emerged as an effective strategy for fostering professional growth. Some schools encourage teachers to conduct peer evaluations within their departments, allowing for constructive internal feedback.

Teachers themselves within the department can agree to supervise one another and provide feedback (Interviewee 3, 6 February 2025).

Team teaching and mentorship programs have also been introduced to assist teachers struggling with curriculum implementation and lesson planning.

We promote group teaching so that those struggling with certain topics can learn from colleagues (Interviewee 8, 12 February 2025).

Additionally, professional learning communities have been established through departmental meetings, where teachers share their challenges and collectively develop solutions.

We use departmental meetings for collaborative discussions, ensuring teachers support one another (Interviewee 9, 12 February 2025).

These collaborative approaches have contributed to improvements in lesson delivery and teacher engagement.

When supervision is structured as a collaborative effort, it fosters a positive teaching environment. Teachers who participate in joint supervision initiatives report feeling more valued and supported.

When teachers are actively involved in supervision, they take ownership of their performance and improvement (Interviewee 6, 7 February 2025).

Furthermore, collaborative supervision practices have been linked to enhanced teacher engagement, as they allow teachers to take ownership of their professional development. The study also found that when teachers are actively involved in supervision processes, they are more receptive to feedback and less resistant to evaluation.

Teachers are more open to feedback when they see supervision as a means of support rather than criticism (Interviewee 10, 20 February 2025).

4.3.5 General Objective: The effect head teachers' supportive supervision has on teachers' performance

This analysis examines the relationship between head teachers' supportive supervision and teachers' performance using multiple regression analysis. The

independent variables in the model are head teacher characteristics, supportive supervision protocols, and collaborative supervision, while the dependent variable is teacher performance. The results are presented in table 4.15 below

Table 4.15: Simple Multiple Regression of head teachers' supportive supervision and teachers' performance

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change in R Square	Statistics F	df1	df2	Sig.	F Change
1	.390 ^a	.152	.132	2.90325	.152	7.572	3	127	.000	

a. Predictors: (Constant), Collaborative Supervision, Head Teacher Characteristics, Supportive Supervision Protocols

b. Dependent Variable: Teacher Performance

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	191.462	3	63.821	7.572	.000 ^b
	Residual	1070.465	127	8.429		
	Total	1261.927	130			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Collaborative Supervision, Head Teacher Characteristics, Supportive Supervision Protocols

Coefficients ^a										
Model		Unstandardized Coefficients B	Standardized Coefficients Beta	t	Sig.	Correlations			Collinearity Statistics	
		Std. Error				Zero-order	Partial	Partial	Tolerance	VIF
1	(Constant)	12.261	1.737	7.057	.000					
	Head Teacher Characteristics	.192	.072	2.676	.008	.334	.231	.219	.795	1.258
	Supportive Supervision Protocols	.131	.065	2.009	.047	.303	.175	.164	.740	1.352

Collaborative Supervision	.026	.052	.049	.506	.614	.242	.045	.041	.706	1.417
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a. Dependent Variable: Teacher Performance

Source: Primary Data, 2025

The model summary in table 4.15 indicates a moderate positive relationship between head teachers’ supportive supervision and teacher performance, as shown by the multiple correlation coefficient ($R = 0.390$). The R Square value of 0.152 suggests that 15.2% of the variance in teacher performance is explained by the three predictors combined. Adjusted R Square, which accounts for the number of predictors in the model, provides a more accurate estimate of the proportion of explained variance at 0.132. The F Change statistic (7.572, $p = 0.000$) is significant, indicating that the model is a good fit and that the predictors collectively contribute to explaining teacher performance.

The ANOVA results further support this conclusion. The regression model significantly predicts teacher performance, with an F statistic of 7.572 and a p-value of less than 0.001. The model explains a meaningful portion of the variability in teacher performance, reinforcing the validity of the regression equation.

The regression coefficients provide further insight into the contribution of each predictor. Head teacher characteristics, with an unstandardized coefficient (B) of 0.192 and a p-value of 0.008, has a significant positive impact on teacher performance. A one-unit increase in head teacher characteristics is associated with a 0.192-unit increase in teacher performance. The standardized beta of 0.245 suggests that this is the strongest predictor in the model. Supportive supervision protocols also contribute positively, with a coefficient of 0.131 and a p-value of 0.047, indicating statistical significance. A one-unit increase in supportive supervision protocols results in a 0.131-unit increase in teacher performance, with a standardized beta of 0.191 suggesting a moderate effect. However, collaborative supervision, with a coefficient of 0.026 and a p-value of 0.614, does not have a statistically significant impact. The standardized beta of 0.049 indicates a negligible contribution.

The analysis of multicollinearity diagnostics confirms that the predictors do not exhibit multicollinearity issues, as shown by tolerance values greater than 0.1 and variance inflation factors (VIF) below 10.

These findings suggest that improving head teacher competencies and implementing structured supervision protocols could enhance teacher performance. Since collaborative supervision does not significantly impact teacher performance in this model, further research may be needed to explore additional factors influencing teacher performance beyond supportive supervision.

Findings from interviews highlight the complex relationship between head teacher supervision and teacher performance. Leadership characteristics that emphasize accountability, training, and constructive feedback contribute to positive teacher outcomes. However, supervision practices that are perceived as punitive rather than supportive generate resistance among teachers. Collaborative supervision approaches such as peer review, team teaching, and professional learning communities foster an environment of mutual growth and engagement. To enhance teacher performance, it is essential for head teachers to adopt a balanced approach that integrates structured monitoring with professional support.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

This chapter presents the discussion on the findings of the study where the results are compared with some of the results in the literature and accounts for the similarity or differences. The results are discussed in the following sections.

5.2. The effect head teacher's supervision characteristics have on teachers' performance

The results of this study highlight the significant role head teachers' supervision characteristics play in shaping teacher performance. The findings provide insight into how aspects such as mediation, role modeling, collaboration, and feedback influence teacher effectiveness, reinforcing previous studies that emphasize the link between supervision and teacher job performance (Hoque et al., 2020).

The data presented in Table 4.5 reveal that head teachers are generally perceived as effective mediators in resolving conflicts and fostering a harmonious learning environment. A combined 64.5% of respondents agreed or strongly agreed with this statement, yielding a mean score of $\bar{X}=3.85$ (STD = 1.234). This suggests that teachers largely recognize head teachers' ability to manage disputes and create a conducive atmosphere for teaching and learning. The findings align with Coimbra et al. (2020), who argue that interpersonal relationships between supervisors and teachers significantly impact the effectiveness of supervision, particularly in fostering collaboration and reducing conflict. However, the standard deviation indicates some level of variability in responses, pointing to differing experiences among teachers, which could be influenced by individual head teachers' leadership styles.

Similarly, the role of the head teacher in guiding and inspiring teachers' professional growth received a mean score of $\bar{X}=3.84$ (STD = 1.150), with 71.1% of respondents agreeing or strongly agreeing. While the mean score suggests a generally positive perception, the presence of neutrality (11.8%) and disagreement (17%) highlights inconsistencies in how this role is executed across different schools. These findings support Oliveira e Sá & de Castro (2020), who highlight that qualities such as leadership, mediation, and collaboration contribute to constructive supervision that fosters teacher growth. Regarding collaboration, where head teachers work with

teachers to co-create strategies and improve teaching practices, the mean score of $\bar{X}=3.71$ (STD = 1.170) suggests a moderate level of agreement. The relatively high standard deviation again underscores the variability in responses, suggesting that while some teachers experience strong collaboration, others may not perceive it as effectively implemented. These findings resonate with studies by Amadi and Akpo (2022), which show a moderate correlation between teachers' performance and supervisory competencies.

The aspect of evaluating teachers' classroom performance and providing constructive feedback had the lowest mean score (3.57, STD = 1.299), indicating a mixed perception of head teachers' feedback mechanisms. The high standard deviation suggests that experiences with feedback vary considerably. This finding aligns with qualitative data where some teachers expressed concerns that supervision is perceived as punitive rather than developmental. Similar concerns are echoed in studies by Lindström, Löfström, and Londén (2022), which emphasize that supervision should foster positive relationships rather than create resistance. The role of head teachers in showing compassion and handling stress effectively was rated at a mean of 3.53 (STD = 1.080), with 58.6% of respondents agreeing or strongly agreeing. However, a notable proportion remained neutral or disagreed, highlighting potential gaps in emotional intelligence and stress management, a concern that has been documented in previous literature on the impact of emotional support in supervision (Oliveira e Sá & de Castro, 2020). Lastly, head teachers' role in helping teachers develop pedagogical skills and reach their potential received a mean score of $\bar{X}=3.69$ (STD = 1.317), reflecting moderate agreement but also substantial variation in responses. The variability in responses may relate to differing supervision styles, a factor that has been noted in studies exploring the relationship between supervision and performance (Hoque et al., 2020).

The Pearson correlation coefficient ($r = 0.334$, $p = 0.000$) between head teacher supervision characteristics and teacher performance indicates a positive and moderate relationship. This suggests that as the quality of head teacher supervision characteristics improves, teacher performance also tends to improve. The significance level ($p < 0.01$) confirms that this relationship is statistically significant, allowing for the rejection of the null hypothesis (H_0), which stated that there is no statistically significant effect of head teacher supervision characteristics on teacher

performance. These findings are consistent with those of Neyra et al. (2021), who found a significant correlation between teacher supervision and teacher performance, although the strength of the relationship may vary across different educational contexts.

The linear regression analysis presented in Table 4.7 further supports this finding. The regression model ($F = 19.645$, $p = 0.000$) indicates that head teacher supervision characteristics significantly predict teacher performance. The R^2 value of 0.112 suggests that while supervision characteristics account for about 11.2% of the variance in teacher performance, other factors contribute to the remaining 88.8%, implying that additional variables such as teacher motivation, resource availability, and institutional policies may also play crucial roles. The regression equation:

$$\text{Teacher Performance} = 14.644 + 0.262(\text{Head Teacher Characteristics})$$

indicates that a one-unit increase in head teacher supervision characteristics leads to a 0.262 increase in teacher performance. The significant beta coefficient ($\beta = 0.334$, $p = 0.000$) confirms the strength of this relationship. These findings reinforce previous studies that suggest supervision is an important determinant of teacher effectiveness but not the sole factor influencing performance (Hoque et al., 2020; Amadi & Akpo, 2022).

Interviews provided deeper insights into the quantitative findings. Teachers emphasized that performance is measured not only by compliance with school policies but also by tangible outputs such as student performance. Many respondents acknowledged that head teachers enforce accountability mechanisms, including lesson planning and record-keeping, as key indicators of teacher effectiveness. Professional development was another area highlighted in interviews. Teachers appreciated head teachers who facilitated training opportunities to enhance their skills. However, concerns were raised about the punitive perception of supervision. Some teachers viewed supervision as fault-finding rather than supportive, leading to resistance and disengagement. This aligns with the lower ratings observed in the survey for evaluation and feedback mechanisms and resonates with findings by Coimbra et al. (2020), who emphasize the importance of interpersonal relationships in supervision to mitigate negative perceptions.

The findings align with existing literature, which underscores the impact of pedagogical supervision on teacher performance. Hoque et al. (2020) established a

strong relationship between supervision skills and teacher job performance, particularly in communication and problem-solving. Similarly, Amadi and Akpo (2022) found a moderate relationship, consistent with the correlation coefficient (0.334) observed in this study. However, Neyra et al. (2021) identified a higher correlation in the context of English teaching in Peru, suggesting that the effect of supervision may vary across different educational contexts. The variability in teacher perceptions of supervision characteristics can be explained by Coimbra et al. (2020), who emphasized that interpersonal relationships between supervisors and teachers significantly influence the effectiveness of supervision. The findings also resonate with Oliveira e Sá & de Castro (2020), who emphasized mediation, leadership, and collaboration as essential qualities of effective supervision.

5.3. The effect head teacher's supervision practices have on teachers' performance

The study's findings on head teacher supervision practices and their impact on teacher performance align with existing literature on supportive supervision. This discussion contextualizes the results within the broader framework of supervisory practices, emphasizing their implications for teacher effectiveness and performance improvement.

According to Coimbra, Pereira, Martins, and Baptista (2020), the distinction between teacher performance evaluation and supervision remains unclear for many educators, often resulting in skepticism toward supervision efforts. The findings reveal a moderate level of adherence to supervision procedures, with 62.2% of respondents acknowledging that head teachers prepare and share a supervision schedule while following up on past recommendations. However, the standard deviation (1.279) suggests variability in consistency. This supports Kaneva's (2022) assertion that, despite extensive research, supervision in education remains underutilized compared to other professions. Lindström, Löfström, and Londén (2022) emphasize the importance of management in supervision processes, highlighting the role of structured guidelines in fostering teamwork and improving morale. The study findings indicate that while some head teachers observe lessons, gather learner feedback, and set performance targets, the high variation in responses suggests inconsistency in these practices across schools. Talaguit (2023) also underscores that effective supervision enhances employee morale, a factor that

could explain the positive but moderate correlation ($r = 0.303$, $p = 0.000$) between supportive supervision and teacher performance.

The findings indicate that the head teacher's role in reviewing performance targets and providing corrective feedback was the most positively rated supervision practice (mean = 3.72, STD = 1.142). This aligns with Rahareng's (2021) argument that setting clear expectations and offering feedback enhances professional performance. Additionally, APA (2014) and Snowdon, Leggat, & Taylor (2017) stress that adherence to supervision guidelines fosters professional competence and ethical standards. The significant correlation found in this study supports the notion that feedback mechanisms within supervision contribute to teacher development. However, inconsistencies were noted in the use of learner input to assess teachers (mean = 3.49, STD = 1.280). This suggests that while some head teachers effectively gather student perspectives, others fail to integrate this practice into their supervision approach. This inconsistency could hinder the identification of performance gaps, as emphasized by Morton (2020), who highlights the necessity of structured monitoring processes in maintaining high-quality instructional delivery.

The provision of instructional materials and capacity-building training was rated with a mean score of $\bar{X}=3.62$ and a standard deviation of 1.179, reflecting mixed perceptions among teachers. Some respondents noted that resource limitations negatively impacted lesson planning and the execution of pedagogical supervision. This aligns with findings from interviews, where teachers reported challenges in accessing lesson preparation materials. Kaneva (2022) argues that without sufficient support structures, supervision remains ineffective, as teachers struggle to meet expectations due to inadequate resources. Moreover, head teachers' reliance on traditional monitoring tools, such as lesson schemes and direct inspections, was noted in the interviews. While these approaches provide a structured assessment of teacher preparedness, they may not fully capture instructional effectiveness. The concern raised about discrepancies between teacher attendance and student outcomes suggests that supervision practices should extend beyond compliance monitoring to evaluating actual instructional quality and student learning outcomes. The correlation analysis ($r = 0.303$, $p = 0.000$) and regression results ($R^2 = 0.092$, $B = 0.303$, $p = 0.000$) confirm that supportive supervision has a statistically significant impact on teacher performance. Although the R^2 value suggests that supervision

alone explains only 9.2% of the variance in teacher performance, its significant influence indicates that improved supervision protocols can enhance educational outcomes. This supports Talaguit's (2023) argument that structured supervision fosters accountability and professional growth. The hypothesis test results led to the rejection of the null hypothesis (H02), affirming that head teacher supervision practices significantly affect teacher performance. These findings align with APA (2014), which underscores that adherence to supervision standards enhances staff competency and professional integrity. Furthermore, Morton (2020) highlights that structured supervision protocols contribute to the continuous improvement of instructional practices, a key determinant of teacher effectiveness.

5.4. The effect collaborative supervision practices have on teachers' performance

The study's findings on collaborative supervision practices and their impact on teacher performance align with existing literature on supportive supervision. This discussion contextualizes the results within the broader framework of supervisory practices, emphasizing their implications for teacher effectiveness and performance improvement.

Several studies have investigated how supervision impacts teachers' performance and attitudes. A Malaysian study by Hoque, Kenayathulla, Subramaniam, and Islam (2020) explored the relationship between secondary school teachers' performance, attitudes, and supervision methodologies. The study classified supervision into nondirective, collaborative, and directive approaches, concluding that there was no substantial correlation between teachers' performance and attitudes and supervision procedures overall. However, directive supervision demonstrated a positive and significant correlation with teacher performance. In contrast, the findings of this study indicate that collaborative supervision has a statistically significant, albeit weak, impact on teacher performance ($r = 0.242$, $p = 0.003$). This suggests that while collaborative supervision may not be as strongly correlated with performance as directive supervision, it still plays a meaningful role in teacher development.

The research conducted by Coimbra, Pereira, Martins, and Baptista (2020) highlights the critical role that collaborative pedagogical supervision plays in improving teacher performance. Collaborative supervision techniques enable teachers to truly

establish learning communities that prioritize action research, reflection, and feedback. The findings of this study align with this perspective, as teachers who engaged in collaborative supervision reported feeling more valued and supported. However, inconsistencies in structuring supervision, particularly in creating a conducive environment for reflective practice (mean = 3.27, STD = 1.313), indicate that collaborative supervision is not uniformly implemented across schools.

Similarly, Wiyono, Rasyad, and Maisyaroh (2021) observe that while collaborative supervision approaches do not directly or indirectly alter student learning outcomes, they have a major impact on performance-based learning. This supports the study's finding that collaborative supervision enhances teacher engagement, professional development, and receptiveness to feedback. However, the variability in responses suggests that its implementation differs significantly among schools.

Additionally, Oliveira e Sá and de Castro (2019) argue that the collaborative and constructive nature of educational supervision may be impacted by the fact that individuals under supervision do not always agree on the definition of regulation. This aligns with the findings of this study, where inconsistencies were noted in how supervision is structured, particularly in terms of setting clear expectations and ensuring consistent communication. The role of structured guidelines, as emphasized by Lindström, Löfström, and Londén (2022), is crucial in fostering teamwork and improving morale. The high standard deviations observed in the study suggest that the lack of uniform guidelines may contribute to variations in the effectiveness of collaborative supervision.

Owan et al. (2023) underscore the significance of all-encompassing supervisory methodologies in bolstering the efficacy of teachers. They contend that head teachers are more successful in advancing high-quality education when they use a variety of supervisory strategies. The findings of this study suggest that collaborative supervision, while beneficial, should be complemented with other supervisory strategies to maximize its impact. This supports the argument that multi-faceted supervision approaches are more effective in enhancing teacher performance.

The correlation analysis ($r = 0.242$, $p = 0.003$) and regression results ($R^2 = 0.058$, $\beta = 0.242$, $p = 0.003$) confirm that collaborative supervision has a statistically significant impact on teacher performance. Although the R^2 value suggests that supervision alone explains only 5.8% of the variance in teacher performance, its

significant influence indicates that improved supervision protocols can enhance educational outcomes. This reinforces Talaguit's (2023) argument that structured supervision fosters accountability and professional growth. The hypothesis test results led to the rejection of the null hypothesis (H03), affirming that collaborative supervision practices significantly affect teacher performance.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

The purpose of the study was to investigate the **effect head teachers' supportive supervision has on teachers' performance in Sironko District.**

6.1 Conclusions

The researcher based the conclusions on the premise of the research objectives.

6.1.1: The effect head teacher's supervision characteristics have on teachers' performance

The results suggest that head teachers' supervision characteristics have a significant but moderate impact on teacher performance. The most positively rated characteristic was mediation, indicating that head teachers play a crucial role in resolving conflicts and maintaining a positive work environment. However, areas such as evaluation and feedback require improvement, as teachers expressed concerns about the effectiveness and fairness of assessment practices. Given the regression model's predictive power, it is evident that strengthening head teacher supervision characteristics can enhance teacher performance.

6.1.2. The effect head teacher's supervision practices have on teachers' performance

The study confirms that head teacher supervision practices moderately impact teacher performance, with structured feedback, lesson observation, and performance target setting emerging as the most effective components. However, inconsistencies in supervision implementation, particularly regarding learner feedback integration and resource provision, highlight areas needing improvement. The statistical significance of the relationship between supervision and teacher performance underscores the need for standardized protocols to ensure uniformity in supervisory practices across schools. The findings suggest that school administrators should prioritize structured supervision mechanisms, provide necessary instructional resources, and adopt a holistic approach that includes both teacher compliance monitoring and instructional quality assessment.

6.1.3 The effect collaborative supervision practices have on teachers' performance

The findings illustrate that collaborative supervision has a positive effect on teacher performance, though its impact remains moderate. The strongest collaborative supervision practice observed was the agreement on supervision facilitators, whereas the weakest was the preparation for supervision sessions and ensuring teacher engagement. The statistical analysis confirms that while collaborative supervision significantly predicts teacher performance, other factors also contribute to overall teacher effectiveness. The qualitative data further supports these findings by highlighting how collaborative supervision enhances teacher engagement, professional development, and receptiveness to feedback. However, the variability in responses suggests that the implementation of collaborative supervision differs across schools. Future research should explore additional factors influencing teacher performance to provide a more comprehensive understanding of supervision's role in educational outcomes.

6.2 Recommendations

6.2.1 The effect head teacher's supervision characteristics have on teachers' performance

- ✓ Training programs should be provided to head teachers on conflict resolution strategies to ensure a more consistent approach to fostering a harmonious teaching environment.
- ✓ Head teachers should be encouraged to participate in leadership development programs to enhance their ability to inspire and support teachers' professional growth.
- ✓ Schools should institutionalize regular meetings where teachers and head teachers co-develop strategies for teaching improvement to strengthen collaboration.
- ✓ Head teachers should adopt structured, constructive, and non-punitive feedback approaches to make supervision more developmental rather than fault-finding.
- ✓ Professional development workshops on emotional intelligence and stress management should be integrated into head teacher training programs.

6.2.2 The effect head teacher's supervision practices have on teachers' performance

- ✓ The Ministry of Education should develop clear guidelines for supervision that ensure uniformity across schools to minimize inconsistencies.
- ✓ Schools should implement structured lesson observation tools that focus on instructional quality rather than mere compliance.
- ✓ Supervision should incorporate learner feedback and performance data to identify gaps and improve teacher effectiveness.
- ✓ Government and education stakeholders should ensure adequate provision of teaching materials and resources to enhance the effectiveness of instructional supervision.
- ✓ Head teachers should integrate modern supervisory tools such as peer coaching, teacher self-assessments, and student progress tracking.

6.2.3 The effect collaborative supervision practices have on teachers' performance

- ✓ Schools should establish Professional Learning Communities (PLCs) where teachers engage in peer coaching, reflection, and action research to improve instruction.
- ✓ Head teachers should provide spaces for teachers to discuss challenges and solutions, encouraging a culture of continuous improvement.
- ✓ Policies should be put in place to standardize collaborative supervision, ensuring all schools consistently implement teamwork-driven approaches.
- ✓ A blended approach that incorporates directive, collaborative, and non-directive supervision should be adopted to address varying teacher needs and maximize effectiveness.

6.3. Areas for further research

Based on the findings and discussions in this study, the following areas for further research are suggested:

1. Explore the link between supervision practices and teacher job satisfaction, retention, and overall well-being in secondary schools.
2. Conduct a comparative study of supervision approaches in different educational contexts (e.g., rural vs. urban schools, public vs. private schools) to identify best practices.
3. Examine how a school's organizational culture shapes the way supervision is perceived and implemented by both head teachers and teachers.

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Appendix 1: Head Teacher’s Questionnaire

Dear Respondent,

I am a student at Uganda Christian University undertaking research on the topic **“Supportive Supervision and Teacher Performance in Selected Secondary Schools in Sironko District”**. The information am seeking is for academic purposes. Participation is entirely out of your will, volition, and necessary for the success of this work. I request you to respond with truthfulness, honesty and patriotism for the success of the research. The information provided will be treated with maximum confidentiality.

Signed:

.....
Nakayenze Sandra

Please tick the most appropriate scale SD=Strongly Disagree, DA= Disagree, N=Neutral, A=Agree and SA=Strongly Agree

Teacher Performance	SD	DA	N	A	SA
Teachers prepare up-to-date schemes of work.					
Teachers develop lesson plans and lesson notes for every lesson.					
Teachers conduct all the lessons allocated to them and maintain up-to-date records of learner attendance and progress.					
Teachers assess and provide feedback to learners and guide/counsel them effectively.					
Teachers enthusiastically participate in professional development and implement co-curricular activities.					
Head Teacher’s Characteristics					
I act as a mediator among teachers, resolving conflicts and promoting a harmonious learning environment.					
I guide, inspire, and encourage teachers' professional growth and development.					

I work closely with teachers to co-create strategies and improve teaching practices.					
I evaluate teachers' classroom performance objectively and provide constructive feedback.					
I show compassion, consider teachers' feelings, and handle stress to maintain productivity and well-being.					
I help teachers develop their pedagogical skills and reach their potential.					
Supportive Supervision Protocol					
I review teachers' performance based on monthly reports and follow up on previous recommendations.					
I select teachers to supervise based on their current performance and set clear performance targets.					
I arrange supervision with selected teachers to observe lessons, interview students, and meet with staff.					
I prepare and share a supervision schedule and materials for the supportive supervision visit.					
I observe lessons, meet with learners for feedback, and provide necessary instructional materials and training.					
I provide corrective and supportive feedback on performance and ensure continuous monitoring of improvements.					
I prepare and circulate supervision reports to teachers.					
Collaborative Supervision Approach					
My staff and I agree on facilitators, whether designated staff members or external experts.					
My staff and I clearly define the purpose of supervision and ensure everyone understands its benefits.					
I organize supervision groups, considering factors like size, composition, and frequency.					
I have established a regular schedule for supervision sessions and encourage open communication from staff.					
I create a conducive environment for supervision discussions and set clear expectations for sessions.					
I begin and end each supervision session with a check-in and check-out, fostering reflective practice.					
I prepare thoroughly for supervision sessions and encourage reflection from all participants.					

Appendix 2: Teacher’s Questionnaire on supportive supervision and teacher performance

Dear Respondent,

I am a student at Uganda Christian University undertaking research on the topic **“Supportive Supervision and Teacher Performance in Selected Secondary Schools in Sironko District”**. The information am seeking is for academic purposes. Participation is entirely out of your will, volition, and necessary for the success of this work. I request you to respond with truthfulness, honesty and patriotism for the success of the research. The information provided will be treated with maximum confidentiality.

Signed:

.....
Nakayenze Sandra

Please tick the most appropriate scale SD=Strongly Disagree, DA= Disagree, N=Neutral, A=Agree and SA=Strongly Agree

Teacher Performance	SD	DA	N	A	SA
I prepare up-to-date schemes of work.					
I develop lesson plans and lesson notes for every lesson.					
I conduct all the lessons allocated to me and maintain up-to-date records of learner attendance and progress.					
I assess learners and provide timely feedback to them.					
I enthusiastically participate in professional development and implement co-curricular activities.					
Head Teacher’s Characteristics					
The head teacher acts as a mediator among teachers, resolving conflicts and promoting a harmonious learning environment.					
The head teacher guides, inspires, and encourages teachers’ professional growth and development.					
The head teacher works closely with teachers to co-create strategies and improve teaching practices.					

The head teacher evaluates teachers' classroom performance objectively and provides constructive feedback.					
The head teacher shows compassion, considers teachers' feelings, and handles stress effectively.					
The head teacher helps teachers develop their pedagogical skills and reach their potential.					
Supportive Supervision Protocol					
The head teacher prepares and shares a supervision schedule with staff and follows up on past recommendations.					
The head teacher observes lessons, meets with learners, and gathers feedback on teachers' performance.					
The head teacher sets and reviews performance targets with teachers and provides corrective and supportive feedback.					
The head teacher provides instructional materials and capacity-building training as needed.					
The head teacher uses observations and learner input to identify opportunities for improvement with teachers.					
The head teacher ensures ongoing monitoring of weak areas and improvements with teachers.					
The head teacher prepares and circulates supervision reports to teachers.					
Collaborative Supervision Approach					
The head teacher and staff agree on the facilitators (designated staff members or external experts) for supervision.					
The head teacher and staff clearly define the purpose of supervision and ensure understanding of its benefits.					
The head teacher organizes supervision groups, considering factors like size, composition, and frequency.					
The head teacher encourages open communication and feedback from staff during supervision.					
The head teacher sets clear expectations and guidelines for supervision sessions.					
The head teacher creates a conducive environment for supervision discussions and reflective practice.					
The head teacher prepares for supervision sessions, ensuring all participants are engaged and have opportunities to reflect.					

Appendix 3: Interview Guide for Head Teachers on Supportive Supervision and Teachers' Performance

Designation of Interviewee.....

Designation of Interviewee.....

Date of Interview.....

Place of Interview.....

Duration of Interview.....

Self-introduction and Explanation of the Rationale of the Study

1. What does teachers' performance mean to you?
2. What are those key outputs that determine teachers' performance?
3. On a scale of 1 to 10, what is the rate of your teachers' performance?
4. What is your view of supervision?
5. What does supportive supervision mean?
6. As a pedagogical/instructional supervisor, what are the ideal characteristics that you must possess for effective supportive supervision?
7. In which ways do the characteristics of a pedagogical / instructional supervisor affect teachers' performance?
8. As a pedagogical / instructional supervisor, what are the steps or procedures you must follow for an effective supportive supervision?
9. Do you think those supportive supervision procedures affect teachers' performance? Will you please elaborate?
10. Will you please explain what collaborative supervision means?
11. What practices do you have in place that helps you to tell that you are implementing collaborative supervision in your school?
12. In which ways do your collaborative supervision practices affect teachers' performance?

Thank you

Appendix 4: Interview Guide for Teachers on Supportive Supervision and Teachers' Performance

Designation of Interviewee.....

Designation of Interviewee.....

Date of Interview.....

Place of Interview.....

Duration of Interview.....

Self-introduction and Explanation of the Rationale of the Study

1. What does teachers' performance mean to you?
2. What are those key outputs that determine teachers' performance?
3. On a scale of 1 to 10, what is the rate of your performance?
4. What is your view of supervision?
5. What does supportive supervision mean?
6. What are the ideal characteristics that a pedagogical/instructional supervisor must possess for effective supportive supervision?
7. In which ways do the characteristics of a pedagogical / instructional supervisor affect teachers' performance?
8. What steps or procedures a pedagogical / instructional supervisor must follow for an effective supportive supervision?
9. Do you think supportive supervision procedures affect teachers' performance? Will you please elaborate?
10. Will you please explain what collaborative supervision means?
11. What are those practices that would help you tell that there is an ongoing collaborative supervision in school?
12. What effects does collaborative supervision practices have on teachers' performance?

Thank you

Appendix 5: Sampling Frame

Sample sizes(s) required for the given population sizes (n)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Source: Adapted from Krejcie & Morgan (1970): Determining sample size for research activities

Appendix 6: Permission Letter to Collect data



**UGANDA CHRISTIAN
UNIVERSITY**

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 MBALE UNIVERSITY COLLEGE.

Office of the Academic Registrar

To

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. NAKAYENZE SANDRA
Of Registration Number REG. NO RJ22/MUC/MED/004 pursuing a Masters'
Degree/Postgraduate Diploma / Bachelor's Degree.

OF EDUCATIONAL MANAGEMENT AND PLANNING.

He/ she is required to carry out academic research on the topic
SUPPORT SUPERVISION AND TEACHER PERFORMANCE
IN SELECTED SECONDARY SCHOOLS IN SIRONKO DISTRICT.

and thereafter produce a well bound hard cover research report (MAROON) in color for
undergraduate and three (BLACK)copies for Postgraduate students as a university
requirement for the award of a degree/diploma in the academic discipline that he /
she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,


.....
Mr. Akampurira Timothy

Academic Registrar



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P.O Box, Mbale, Uganda, email: academicregistrar@mbale.ucu.ac.ug