



Research Paper

Instructional Supervision and Teachers' Performance in Bidibidi Refugee Settlement Primary Schools in Yumbe District-Uganda: A Conceptual Paper

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Abstract

The decline in teachers' performance is a global concern, particularly in regions like Bidibidi Refugee Settlement in Yumbe District, Uganda. In response to this challenge, this study investigates the relationship between instructional supervision and teachers' performance in Bidibidi primary schools. Drawing on Donald Schön's Reflective Practice theory, which emphasizes continuous reflection and improvement, the study adopts a mixed-methods approach, integrating quantitative data from structured questionnaires and qualitative insights from interviews and focus group discussions. The research aims to identify gaps in current instructional supervision practices, explore teachers' performance, and propose evidence-based solutions to enhance teaching quality. The study's significance lies in offering valuable insights for educational policymakers and administrators, guiding the formulation of effective supervision policies, and ultimately improving the learning environment and academic outcomes in the region.

Key words: Instructional Supervision; Teachers' Performance; Teaching Quality; Teacher Effectiveness

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I. Introduction

The decline in teachers' performance has been a global concern, characterized by issues such as absenteeism, inadequate lesson preparation, and rote-teaching (Kitunga, 2009; Tao, 2013; Wandira, Onen & Kimoga, 2015). The Education for All Global Monitoring Report also highlights the poor quality of learning at the primary level, leading to students leaving school without essential skills (UNESCO, 2015). To improve schooling quality, it is crucial to investigate the influence of instructional supervision on teachers' performance. Instructional supervision has a historical background, starting as external inspection aimed at enhancing teacher performance (Shaw, Newton & Aikin, 2003).

In developed countries like the UK and the US, inspection received more attention than school supervision (Lee, Dig & Song, 2008). The term "inspector" is widely used in various countries, including UK, US, European nations, Lesotho, Senegal, Tanzania, and Nigeria (Adewale, Adenowo, Toyin & Rotim, 2014). Drawing on Pavlov's Theory of classical conditioning, which demonstrates the association between instructional supervision and teachers' performance, this study focuses on Bidibidi refugee settlement primary schools in Yumbe District, Uganda. Teachers' performance in this context has been a concern, warranting investigation into the relationship between instructional supervision by head teachers and teachers' performance. The research aims to contribute to the improvement of instruction and academic performance in learning institutions.

II. Theoretical review

The theoretical framework of instructional supervision is closely associated with Donald Schön's concept of "Reflective Practice." Schön, a prominent figure in education and professional development, introduced the idea that practitioners engage in continuous reflection on their actions and experiences to enhance their professional performance (Schön, 1983). This theory asserts that through reflective dialogue with supervisors or peers, teachers can critically analyze their instructional strategies, identify areas for improvement,

and implement meaningful changes in their teaching practices. Schön's theory assumes that teachers possess inherent knowledge and expertise, which can be uncovered through reflective dialogue and effectively applied in the classroom. It also recognizes that teachers' professional growth is an ongoing process, and learning from experiences, both successes and failures, is crucial for improving instructional effectiveness (Schön, 1983). The strength of Schön's Reflective Practice lies in its emphasis on experiential learning, self-awareness, and critical analysis, empowering teachers to be adaptable and responsive to diverse teaching and learning situations, fostering a culture of lifelong learning among educators. Numerous empirical studies, such as Austin's (2010) research on instructional supervision, have shown that this approach facilitates reflective dialogue between teachers and supervisors, leading to improved instructional practices and increased teacher motivation. Similarly, studies like Rodriguez et al.'s (2015) have highlighted how instructional supervision contributes to teachers' professional growth and adaptation to unique needs in marginalized communities. The theoretical reviews consistently emphasize the value of Reflective Practice in instructional supervision, lauding its focus on professional development and its encouragement for teachers to draw upon their practical knowledge and experiences to address real-world classroom challenges effectively. By aligning with the evolving nature of educational contexts and emphasizing continuous reflection, Schön's Reflective Practice holds considerable promise in improving teachers' performance and promoting ongoing professional growth among educators (Schön, 1987). In conclusion, instructional supervision theory, rooted in Schön's Reflective Practice, provides a valuable framework for enhancing teachers' effectiveness and enriching the quality of education in diverse settings.

III. Statement of the Problem

Despite the recognized importance of instructional supervision in enhancing teachers' performance, inadequate supervision persists in the Bidibidi region of Uganda due to complacency among head teachers and other authorities (Walid, 2016). This has led to various challenges in the teaching environment, including absenteeism, laxity among teachers, poor time management, inadequate classroom control, and unprofessional practices. Moreover, reported cases of drunkenness among teachers further exacerbate the learning environment and hinder syllabus coverage (Walid, 2016). Efforts to motivate teachers through timely payment of salaries have not yielded the desired improvements (Walid, 2016). Interventions like peer coaching training and support supervision by district inspectors of schools have been introduced, but their effectiveness remains uncertain (Ayandoja et al., 2017). Given the pressing need to address the declining teacher performance in Bidibidi, this study aims to explore the relationship between instructional supervision and teacher performance. It seeks to identify the gaps and challenges in the current situation, evaluate the effectiveness of existing interventions, and propose evidence-based solutions to enhance teacher performance. Ultimately, the study aims to improve the learning environment and academic outcomes for students in the region, ensuring enhanced educational opportunities and regional development.

IV. Objectives

This study seeks to evaluate and strengthen the impact of instructional supervision on teacher performance in primary schools located in the Bidibidi Refugee Settlement, Yumbe District, Uganda, with the ultimate aim of improving teaching quality and addressing inadequate teacher performance. The specific objectives involve assessing the current state of instructional supervision, analyzing teachers' performance, and exploring the intricate relationship between instructional supervision and teacher performance within the context of Bidibidi Refugee Settlement primary schools. Through these objectives, the research aims to provide valuable insights that can contribute to enhancing the educational landscape in the settlement.

V. Significant of the Study

This study holds significant implications for educational stakeholders and policymakers in Yumbe District, Uganda. By investigating the relationship between instructional supervision and teachers' performance in Bidibidi Refugee Settlement primary schools, it offers valuable insights for improving the teaching quality and addressing poor teacher performance. The findings of this study will serve as a guide for educational managers and administrators, enabling them to enhance instructional supervision practices, thereby elevating teachers' performance. Additionally, responsible government bodies, including the Ministry of Education and Sports, will benefit from evidence-based recommendations to formulate and implement policies that foster effective instructional supervision and, consequently, improved teacher performance. Moreover, this study contributes to the existing body of knowledge by providing researchers, educators, and policymakers with new insights into the dynamics between instructional supervision and teachers' performance in a unique context, offering potential avenues for enhancing educational outcomes and overall academic excellence.

VI. Framework showing the Relationship between Instructional Supervision and Teacher Performance

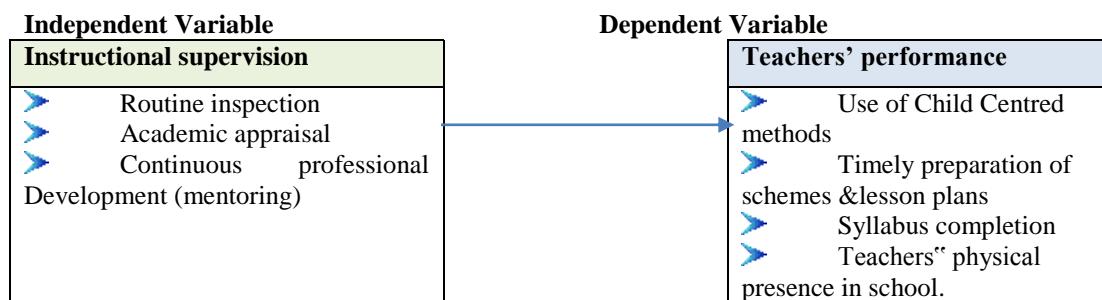


Figure 1: showing the Relationship between Instructional Supervision and Teacher Performance
Source: Adapted from Decenzo and Stephens (1998) and modified by the researcher 2023 for this study.

The **Figure 1** shows the relationship between supervision and teachers' performance and the intervening variable which can affect the independent variable and Dependent Variable. The two variables, the independent variable and the dependent variable result to technical skills, experience of the teachers and the head teachers alike. The head teacher as the principal of the schools is the first instructional supervisor who is to direct the teachers in planning to teachers and provided technical advice.

VII. Literature review

7.1 The Status of Instructional Supervision of Teachers

Education is the process of receiving or giving systematic instruction, especially at a school or university, "course of study" the field of study that is concerned with the pedagogy of teaching and learning. Teachers' continuous learning assists them to be more efficient and effective. Teachers in schools may have different perceptions on their supervisor's technique used to improve their instructional supervision. According to Khuninkeeree et al. (2019), a recent study in Malaysia shows mixed result in which knowledge and technical skills of teachers are found related to positive attitude to supervision, while interpersonal skills were the barriers. To Hvidston et al. (2019), it is important to link supervision to evaluation into a seamless process to be more effective. According to Khuninkeeree et al. (2019), attitude on the teachers to supervision and interpersonal skills are barriers that the study conducted in Malaysia which the current researcher thinks is not the cause in Bidi bidi.

According to Kayıkçıl et al. (2017), a study on effectiveness of clinical supervision in Turkey reported that it enhances learning and teaching processes in schooling but takes long time to evaluate a teacher. Therefore, this Researcher was right, because evaluation helps to find out whether instructional supervision has an impact after the teacher being supported.

Researchers, Kholid and Rohmatika, (2019), urged that besides many researchers claim that supervision has the capability to improve classroom practices and lead to student success by improving teachers' professional growth and their work performance. In these days, supervision does not aim to inspect or evaluate the teachers' performance, but it moves its direction into a technical process which is aiming for the continual teachers' development (Ahmad et al., 2013). This research was conducted in Indonesia which says learners' behaviour in learning is influenced by the teacher, while teacher's behaviour is influenced by the supervisor of Principal it only talked about clinical supervision but have not mentioned teachers' performance in terms of improved instructions for better performance.

The National Open University of Nigeria (NOUN, 2016) shares this view, observing that supervision provides opportunities for teachers to be groomed through critical study of instructional processes as well as classroom interactions to carry out their teaching tasks in a professional way. This means that through supervision and subsequent feedback, teachers are awakened to their professional tasks of scheme of work preparation, lesson plan preparation and organization of teaching/learning aids necessary for effective performance. Ayandoja, Aina, and Idowu (2017) maintain that to achieve quality learning, academic supervision is important to ensure that teachers, students, and management are guided towards achievement of school goal. Noun conducted his research in Nigeria while this study will be in Bidibidi. He also looked only on professional growth, preparation like schemes of work, but the current research will investigate instructional activities like to be undertaken by the teacher.

According to Basic Requirements and Minimum Standards in Education (BRMS) - MoES (2009), for effectiveness, every teacher should have a scheme of work for each subject and class taught. In support of this view, Musingafi, Mhute, Zebron, and Kaseke (2015) emphasize that to achieve success in formal education, the selection and sequencing of learning content together with the accompanying methodologies should be done. Thus, scheme of work preparation is a major duty of a teacher which every school administration should supervise to ensure high teacher performance in terms of accomplishing tasks, syllabi coverage and time management. Malunda et al. (2016), observes that many teachers have abandoned the use of recommended pedagogical practices like lesson planning and scheming associating this to Head teachers' lack of instructional supervision. Yet Head teachers are responsible for ensuring that teachers apply sound teaching practices that are effective in improving pupils learning outcomes performance in the schools. This research didn't mentioned child centred methods of teaching although the talked of pedagogical practice.

The government of Uganda has instituted policy guidelines on instructional supervision challenging Head teachers to be custodians of good education and high standards, effective implementers of the national curriculum, monitors of adequate syllabus coverage and quality teaching/learning in schools to achieve the national objectives of education (The Republic of Uganda, 2002; The Republic of Uganda, 2008; Ministry of Education and Sports, 2019). If Head teachers fail to meet the required standards and expectations in the management of instruction, the objective of providing equitable access to quality education for citizens will not be realized. According to the policy, head teachers are custodian of good education, but here the research is specifically looking at head teachers' roles on conduction instructional supervision as a major role to improve performance of the teachers.

Uganda National Examination Board (2015); Education, Encyclopaedia (2020) point out the growing demand for heads of schools to ensure effective teaching results from the on-going decline in the quality of teaching in schools as evidenced by low grades in the national examinations. Malunda et al. (2016) attributes this to teachers' use of ineffective pedagogical practices such as teacher centred teaching approach, teaching without lesson planning or scheming and lack of assessment due to reluctance of Head teachers to supervise instruction. The research is not specifically looking at assessment but how the teacher's performance should be improved through instructional supervision when carrying his or her roles as a teacher.

Anike, Eyiene and Mercy (2015), observe that instructional supervision practices include: classroom observations, scrutinizing schemes of work, lesson plans, learners' notebooks, attendance of teachers to lessons, conferencing with teachers before, during and after they have taught and carrying out quality assessment of learners. I agreed with this researcher, learners not book be checked and marked, however, the research mentioned scrutinizing schemes of work/lesson, but schemes of work are normal checked by the instructional supervisor for guidance and approval.

Malunda et al. (2016) observes that many teachers have abandoned the use of recommended pedagogical practices like lesson planning and scheming associating this to Head teachers' lack of instructional supervision. Yet Head teachers are responsible for ensuring that teachers apply sound teaching practices that are effective in improving students learning outcomes. Its teachers abandoned recommended then nothing will be achieved to ensure effective performance. The current proposed research disagrees with the researcher, teachers have not abandoned the recommended pedagogical practices, but they are not encouraged to practice by the head teachers or the instructional supervisors.

Scholars suggest that Head teachers take on a variety of instructional supervision roles to achieve effective teaching. Mpungu (2018) emphasizes that Head teachers are responsible for: providing direction in the implementation of the approved curriculum in accordance with the Ministry of Education and Sports, ensuring that teachers prepare schemes of work, lesson plans, and teaching-learning aids, checking on pupils' workbooks, projects, practical lessons, and assignments on a regular basis, and ensuring that learners' exercise books are marked.

Manaseh (2016) agrees with the scholarly viewpoint that the role of the Head teacher is to coordinate the curriculum, monitor teaching activities throughout the school, conduct lesson observation, and participate in curriculum review. Head teachers are responsible for promoting teacher professional development by enhancing their knowledge through classroom observations, communicating high expectations, and ensuring that the school environment is conducive to learners (Wyatt, 2017). Omaali et al. (2019) define the role of the Head teacher in ensuring effective teaching as holding teachers accountable for what they do in class and ensuring better lesson planning and delivery, thereby promoting efficiency in the teachers. Ekaette and Eno (2016) advise that giving constructive feedback to teachers requires Head teachers to possess the relevant knowledge and capacity to enforce and mobilize their teachers for the exercise.

Adotevi and Taylor (2019), the Directorate of Education Standards (DES) confirms this scenario in its report, stating that the quality of teaching in schools is linked to the quality of instructional leadership (Ministry of Education and Sports, 2012). It is further confirmed by Dangara (2015) who contends that in schools where Head teachers are reluctant in monitoring teaching activities, ineffective pedagogies are employed which affect

the quality of teaching thus leading to poor performance by students. Several studies revealed that classroom observation is the most recommended instructional supervision practice by a number of studies: Anike et al. (2015); Manaseh (2016); Mpungu (2018); Dangara (2015); Mulunda et al. (2016) and Charles et al. (2012) recommend that teachers should be observed regularly to ensure that they: plan for lessons early, effectively use teaching aids, relate well with students and ensure strict adherence to the curriculum requirements. Teachers are supposed to be made to plan as a team for a period of a month or team and calls for the support of the school administrators.

COVID-19 has impacted instruction supervision and all nations resorted to online learning. According to Lieberman (2020), as early as February 2020 at onset of the spread of COVID-19 the Centre for Disease control (CDC) virus would drastically impact operational system of schools. Singh and Thurman, (2019) as a result of the physical closures, schools were tasked with creating online learning experiences for students. It is important to note that the concept of online learning is not new. Garcia and Weiss, (2020) now that students are required to learn from home, research is showing not only that the opportunity gap between peers is widening, but also that the limitations of standardized testing has once again highlighted the labelling of children based largely on access to resources and specialized instruction.

One approach is what Haberman (2020), calls a mindfulness-based approach to supervision, where supervisors meet the present challenges of instruction by being consciously aware and connected to their students and their communities, as well as their own inner struggles. As Sterrett et al. (2020), describe teacher and preparation models continue to be isolated from each other and often operate in silos. This negatively impacts how preparation programs might be better able to align educational outcomes and address issues of equity through the supervision provided to pre- service educators and aspiring principals. Garman (2020), states that, the ultimate job of the supervisor of today is help educators keep inquiry, not performance, at the center of supervision and to ensure issues of fairness and social justice remain the focal point of the feedback exchange between teachers and supervisors.

Malunda et al. (2016), observes that many teachers have abandoned the use of recommended pedagogical practices like lesson planning and scheming associating this to Head teachers' lack of instructional supervision. Yet Head teachers are responsible for ensuring that teachers apply sound teaching practices that are effective in improving students learning outcomes. Therefore, this study is to establish the status of instructional supervision in Bidibidi Refugee settlement. Kholid and Rohmatika (2019), states that many researchers claim supervision has the capability to improve classroom practices and lead to student success by improving teachers' professional growth and their work performance.

7.2 Assessing the Level of Teachers' Performance

Whereas the role of Head teachers is to ensure effective teaching, literature shows they face a lot of challenges in the implementation of instructional supervision. Manaseh (2016) points out lack of support in acquiring the required skills as a major challenge which hampers Head teachers from performing the supervisory role. Feye (2019) blames instructional supervision challenges on Head teachers themselves. To him heads of schools have always failed to follow work plans and they usually conflict with staff members; they lack transparency and do not collaborate with the surrounding communities for support. Manaseh conducted his research in Nigeria but the current on will be in Yumbe were all the head teachers deployed to head the schools are well trained and it has not to do in acquiring skills to perform instructional supervision.

Manaseh (2016), points out lack of support in acquiring the required skills as a major challenge which hampers Head teachers from performing the supervisory role. Feye (2019) blames instructional supervision challenges on Head teachers themselves. To him heads of schools have always failed to follow work plans and they usually conflict with staff members; they lack transparency and do not collaborate with the surrounding communities for support.

Wieczorek and Manard (2018) study conducted Midwestern U.S. state in their study identified difficulty in fitting into the community: time management constraints, uncertainty of roles and limited resources as a common challenge that beginner Head teachers face. The researchers' view is that some head teachers find it hard to manage time effectively and limit resource, I don't think managing time defeat supervisors and resources to me are not responsible when coming to instructional supervision.

Malunda et al. (2016), recommend that Head teachers closely supervise the instructional process to ensure that teachers adhere to the standards established by the Directorate of Education Standards (DES) and the National Curriculum Development Centre (NCDC). Only through close monitoring of teaching is Uganda's goals of providing high-quality secondary education be realized. Study found out that, despite schools having qualified Head teachers who are supposed to supervise instruction, the quality of teaching and learning outcomes is low. This challenge is confirmed from studies by Omaali et al. (2019); Malunda et al. (2016) and Uganda National Examination Board (2015).

Malunda et al. (2016), as well as a report by the Ministry of Education and Sports (2012), this report stipulates that Head teachers are not carrying out instructional supervision as required. Failure to carry out instructional supervision as required is attributed to several challenges that Head teachers face. Manaseh (2016), points out lack of support to professionally develop Head teachers in acquiring the required supervisory skills as a major challenge. Wiczorek and Manard (2018), place these challenges on Head teachers' failure to fit into the community and manage time well. Besides, the Head teachers face uncertainty of roles and limited resources. On the other hand, Feye (2019), identified lack of work plans, transparency, conflicts with staff members, and collaboration with the community as a cause for Head teachers' failure in implementing instructional supervision. Therefore, the study is aiming at finding out to why head teachers are not doing.

According to UNESCO (2015), stated that teachers who have an adequate subject and pedagogical knowledge are essential to ensure the quality of teaching-learning provided in schools. Recognising this imperative, UNESCO (2015b) recommended that all countries ensure that qualified, professionally trained, motivated, and well-supported teachers should be available to address today's education challenges in the world. Notwithstanding its importance, currently the quality of education in Ethiopia is under serious challenges. These include inadequate teaching competency and inadequate pedagogical content knowledge amongst teachers, inadequate support systems (Eshetu, 2019; UNESCO 2015b) and difficulties with language, especially English in use as the language of instruction (Eshetu et al., 2016). Therefore, qualification is a determiner for effectiveness to doing their work and with this; I would like to find out whether qualified teachers has been one of the problems.

Beside internal supervision by the school head, it is also important for the external supervisors like the inspectors of schools and other stakeholders to monitor teaching and learning. Walker (2016); Ikegbusi and Eziamaka (2016), found out that external instructional supervision helps the teachers to handle the pupils effectively, it has great impact in improving teaching skills of teachers and it promotes effective learning of pupils. According to Aldaihani (2017); Ayandoja et al. (2017), studies show that supervision activities cannot be separated from teaching achievement and profession. As teachers fail to understand that supervision facilitates professional growth and improving students' learning, the notion of supervision can be detrimental. This reveals that teachers' attitude toward supervision is an important aspect that needs to be concerned. A proper supervisory approach is fundamental to change their perception which can influence their attitudes.

The role of the principal as an instructional supervisor has now more than ever before become very crucial on the issue of instructional improvement towards effective learning in secondary schools. The National Policy on Education (2004) in Nigeria recognizes the need to ensure quality control through regular inspection and continuous supervision of instruction and other services if the laudable national educational objectives are to be meaningfully achieved. The modern approach to supervision has given the principal a greater responsibility which imposes upon him the duties of planning, organizing, coordinating, supervising, directing and controlling the quality of the various activities necessary to accomplish the goals of the school.

7.3 Relationship between Instructional Supervision and Teachers' Performance

Tsakeni, Munje and Jita, (2020); Habtamu and Eshetu, (2019), according to them study conduct in Ethiopia primary schools, recognising the importance of a well organised and structured support systems in schools, numerous studies have illustrated how Instructional Supervision can meet developmental needs of teachers, help ensure effective working conditions, and provide them with information and resources that facilitate classroom practices to ensure students' learning and achievement. There is no connection to teachers' need to improve on their performance other than commitment.

According to UNESCO (2015a & 2015b) study conducted in Ethiopia argued that professional competencies of teachers, leadership, supervision and support system, students' characteristics, parental involvement, instructional resources, institutional factors, the language of instruction, and policies, are major factors contributing to the quality of teaching and learning. Among those, perhaps the most important factor, with a long-lasting impact on students' learning, is the teacher. This particular research is to establish the relationship between instructional supervision in general and teachers' performance.

Mercy (2015) observes that instructional supervision practices include: classroom observations, scrutinizing schemes of work, lesson plans, attendance of teachers to lessons, conferencing with teachers before, during and after they have taught and carrying out quality assessment of learners. These practices are in corroboration with Charles, Chris and Kasgei (2012) who emphasize that teachers should be observed regularly to ensure that they: plan for lessons early, effectively use teaching aids, relate well with learners and ensure strict adherence to the curriculum.

Baffour-Awuah, (2011); Kholid and Rohmatika (2019), besides, many researchers claim that supervision has the capability to improve classroom practices and lead to student success by improving teachers' professional growth and their work performance. According to James, Massiah and Khun-inkeeree et al. (2019), stated that few studies indicated that supervision improves teachers' performance; other studies reported

teachers' mixed reaction toward supervision. Though studies indicate that supervision helps teachers to develop their teaching skills, it is still doubtful whether teachers can improve their teaching performance in classroom. Thus, this study attempts to address the impact of supervision on teachers' performance and attitude towards their professional practices.

A study on effectiveness of clinical supervision in Turkey reported that it enhances learning and teaching processes in schooling but takes long time to evaluate a teacher (Kayıkçı et al., 2017). James and Massiah (2019) also found clinical supervision as time-consuming, teachers' lack of training and competence, and distrust. Aldaihani and Ayandoja et al. (2017), studies show that supervision activities cannot be separated from teaching achievement and profession. As teachers fail to understand that supervision facilitates professional growth and improving students' learning, the notion of supervision can be detrimental. This reveals that teachers' attitude toward supervision is an important aspect that needs to be concerned. A proper supervisory approach is fundamental to change their perception which can influence their attitudes. Nzegebulem and Anyaogu (2016), observed that instructional supervision helps to provide adequate conditions that are essential for effective learning through effective teaching methods. It also helps to improve teachers' capacity and methodology of impacting knowledge to the pupils. Ogbuagu (2016) posits that instructional supervision aims at seeing how the teacher manages the classroom, teachers' mastery of the subject matter and lesson delivery. The finding in Turkey in terms of geographical scope may not be the same with Yumbe situation.

Malunda, Onen, Musaaazi and Oonyu (2016), in practice however, inappropriate pedagogies that hamper the attainment of effective learning are being employed by teachers in many schools. Yet globally it is recognized that instructional supervision practice of the Head teacher could encourage teachers to apply research-based teaching practices such as lesson planning that has been proven to positively improve students' learning outcomes. The researchers here they talked of inappropriate pedagogies which is different from instructional supervision and there is no connection.

Sule et al. (2015) revealed that: there was a significant positive relationship between instructional supervisory practice of classroom observation and teachers' role effectiveness; there was a significant positive relationship between instructional supervisory practice of checking of teachers' lesson notes and teachers' role effectiveness; and a closer, regular and continuous instructional supervisory practice rather than snappy, unscheduled and partial supervision is what was urgently needed for effective implementation of any school curriculum. Therefore, it is important to establish the relationship between the two clearly.

According to Beare et al. (2018), instructional supervision is a function which provides professional development opportunities for teachers to effectively manage teaching and learning process. Similarly, Shakuna et al. (2016) defines the process as a teacher self-development towards effective teaching methods. According to Adam et al. (2018), supervision is closely connected to professional learning and development, which promotes teachers' lifelong learning and growth mind sets. As such, the function of supervision is generally viewed as an approach that can improve their teachers' teaching as well as used as a quality control mechanism to ultimately improve student learning (Glanz & Heimann, 2018). If teachers improve on their skills then learners will do better because effectiveness of teachers means good performance.

The past studies mentioned above have provided valuable data to understand the state of teachers' professional growth. All the above studies showed certain relation between supervision, professional learning and teachers' growth (Glanz, 2018). Ghavifekr et al. (2017), argued none of the selected studies emphasized the instructional supervision process to offer a variety of professional development possibilities to satisfy teachers' professional growth, as well as to gain educational goals and objectives at various levels in school. In school settings principals and head teachers have rules and regulations that guide them in monitoring the quality and quantity of teaching and learning in their institutions. Effective supervisory relationship enables the principal to constantly monitor and receive feedback about student's performance. This requires the principals and head teachers to demonstrate effective leadership as teachers are more likely perform their roles based on how they view the school principal as a leader, and how they perceive and relate to the school environment (Okorie, 1995 cited in Udebunu, 2015).

According to studies, instructional supervision is linked to long-term improvements in the quality of learning outcomes, which creates valuable educational opportunities for students' academic progression. Head teachers, according to Norhayati, Mohd Shaladdh, Noor Rohana, and Mohd (2017), are important people in spearheading change by carrying out instructional supervision practices to promote effective teaching. The quality of instructional supervision provided by the Head teacher determines the quality of teaching and, as a result, influences students' learning outcomes. According to UNEB (2015); Adotevi and Taylor (2019), report which show that in schools where teachers did not prepare lesson plans or schemes of work or practical lessons, low academic outcomes in performance by students were exhibited compared to those where these practices were performed. It is further confirmed by Dangara (2015) who contends that in schools where Head teachers are reluctant in monitoring teaching activities, ineffective pedagogies are employed which affect the quality of teaching thus leading to poor performance by students.

Teachers Capacity: According to Nzegbulem and Anyaogu (2016), observed that instructional supervision helps to provide adequate conditions that are essential for effective learning through effective teaching methods. It also helps to improve teachers' capacity and methodology of impacting knowledge to the pupils. Ogbuagu (2016) posits that instructional supervision aims at seeing how the teacher manages the classroom, teachers' mastery of the subject matter and lesson delivery. This implies that instructional supervision makes the teachers to be effectively in-charge of the lesson to be taught and how to make the classroom conducive for the delivery of the lesson.

Glickman et al. (2017) view another aspect of supervision and defines it as the act of directing, assessing, overseeing, and evaluating employees to achieve the organizational goals. Glickman et al., further add that, it is the link between the needs of the teacher and the goals of the organization, through work done harmoniously to achieve the school's vision. Glickman et al. (2017) add their voices on this and propose instructional supervision as a function that brings together all the elements of instructional supervision involving the whole school system.

A recent study in Malaysia shows mixed result in which knowledge and technical skills of teachers are found related to positive attitude to supervision, while interpersonal skills were the barriers (Khun-inkeeree et al., 2019). Thus, it is important to link supervision to evaluation into a seamless process to be more effective (Hvidston et al., 2019). Studies show that supervision activities cannot be separated from teaching achievement and profession Aldaihani (2017) and Ayandoja et al. (2017). As teacher fail to understand that supervision facilitates professional growth and improve student learning, the notion of supervision can be detrimental. Ekpoh and Eze (2015) in a study to investigate the relationship between principals' supervisory techniques and teachers' job performance found that a significant relationship exists between principal's supervisory techniques and teachers' job performance in secondary schools. In a related study, Aldaihani (2017) found that supervision has a positive effect on the professional performance of teachers and the supervisors' observations help teachers to identify their shortcomings and adjust for better performance. Thus, this study set out to establish the relationship between supervision and teachers' performance in the primary schools. All developmental and planning activities need guidance and direction at every stage. The right type of supervision is thus concerned with helping teachers in planning, in the selection of strategies and resources, and in monitoring and evaluating those strategies time or no time to instructional matters.

VIII. Methodology

8.1 Paradigm and design

This study adopts a mixed-methods research paradigm, combining both quantitative and qualitative approaches, to investigate the relationship between instructional supervision and teachers' performance in Bidibidi Refugee Settlement primary schools in Yumbe District, Uganda. The quantitative phase utilizes a cross-sectional design and a structured questionnaire to collect data on instructional supervision practices and teachers' performance indicators. Concurrently, the qualitative phase employs a phenomenological design through in-depth interviews and focus group discussions with selected participants to explore teachers' and school administrators' perceptions and experiences related to instructional supervision. Integrating data from both approaches will provide a comprehensive understanding of the phenomenon, yielding valuable insights for educational policymakers and school administrators to enhance instructional practices and teacher performance in similar contexts.

8.2 Data collection instrument

Variables in the Instrument	Constructs	Number of Items	Reliabilities	Source of Questions
Instructional Supervision	Frequency of Supervision	10	0.85	Adapted from: Gibson & Dembo (1984)
	Quality of Feedback	8	0.78	Adapted from: Hattie & Timperley (2007)

	Supportive Environment	6	0.72	Adapted from: Hoy & Tschannen-Moran (1999)
	Professional Development	7	0.79	Adapted from: Guskey (2000)
	Overall Satisfaction	5	0.86	Adapted from: Frase & Sheidecker (1991)
Teachers' Performance	Classroom Engagement	9	0.87	Adapted from: Fredricks et al. (2004)
	Student Outcomes	6	0.81	Adapted from: Marzano et al. (2003)
	Professional Growth	7	0.75	Adapted from: Glickman et al. (2014)
	Time Management	5	0.71	Adapted from: Caposey (2013)
	Pupil Discipline	4	0.68	Adapted from: Emmer & Aussiker (2011)
	Lesson Preparation	6	0.79	Adapted from: Stronge et al. (2018)
	Record Keeping	4	0.73	Adapted from: Danielson (2007)
	Overall Effectiveness	5	0.82	Adapted from: Veenman (1984)

Table 1 presents key variables in the research instrument, their constructs, item numbers, reliabilities (Cronbach's alpha), and sources of questions. The study investigates instructional supervision and teachers' performance in Bidibidi Refugee Settlement primary schools in Uganda. Five instructional supervision constructs are examined: Frequency of Supervision (10 items, $\alpha = 0.85$), Quality of Feedback (8 items, $\alpha = 0.78$), Supportive Environment (6 items, $\alpha = 0.72$), Professional Development (7 items, $\alpha = 0.79$), and Overall Satisfaction (5 items, $\alpha = 0.86$). Seven teachers' performance constructs are evaluated: Classroom Engagement

(9 items, $\alpha = 0.87$), Student Outcomes (6 items, $\alpha = 0.81$), Professional Growth (7 items, $\alpha = 0.75$), Time Management (5 items, $\alpha = 0.71$), Pupil Discipline (4 items, $\alpha = 0.68$), Lesson Preparation (6 items, $\alpha = 0.79$), and Record Keeping (4 items, $\alpha = 0.73$). The questions' adaptation from established sources ensures validity and reliability, while high and acceptable reliabilities demonstrate the instrument's robustness in assessing instructional supervision and teachers' performance in this unique context.

Note: The above table indicates the variables in the research instrument, their respective constructs, the number of items for each variable, the reliability coefficients (Cronbach's alpha) for each construct, and the sources from which the questions were obtained. The questions were adapted from well-established scales and research studies in the field of instructional supervision and teacher performance to ensure the validity and reliability of the instrument.

8.3 Data management

Data management for this quantitative study will involve meticulous organization and secure storage of the collected data. The data will be obtained through structured questionnaires administered to a representative sample of teachers in Bidibidi Refugee Settlement primary schools. Once collected, the data will be carefully entered into a database, ensuring accuracy and completeness. Data cleaning techniques will be applied to detect and rectify any errors or inconsistencies, ensuring the reliability of the dataset. The data will be coded and categorized based on the research variables, facilitating efficient analysis. Ethical considerations will be strictly adhered to, ensuring the confidentiality and anonymity of the participants. The use of statistical software will aid in data management, enabling efficient retrieval and analysis of the quantitative data, and contributing to the robustness of the study's findings.

IX. Conclusion

In light of the global concern over declining teachers' performance, the investigation into instructional supervision and its impact on teachers' performance in Bidibidi Refugee Settlement primary schools is of great importance. The adoption of Donald Schön's Reflective Practice theory as the theoretical framework emphasizes the value of continuous reflection and professional growth among teachers. The mixed-methods research approach, integrating both quantitative and qualitative data, ensures a comprehensive understanding of the phenomenon, providing valuable insights for educational policymakers and administrators to enhance instructional practices and teacher performance. The study's findings hold significant implications for improving teaching quality and addressing the challenges faced by teachers in Bidibidi, ultimately contributing to enhanced educational opportunities and regional development. By focusing on evidence-based solutions, the study endeavors to foster a culture of continuous improvement and empower teachers to deliver high-quality education in this unique context.

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