

## Head Teacher's Instructional Supervisory Practices and Teacher's Performances In Primary Schools In Kumba I Sub- Division

Dr. Asah Jacob Fotoh

Higher Technical Teachers Training College (HTTTC) Kumba of the University of Buea Cameroon

Tawah Ebali Comfort

Government Nursery School Nkamlikum, Kumba, Meme Divison Cameroon

Received: 13 Jan 2025 | Received Revised Version: 20 Jan 2026 | Accepted: 28 Feb 2026 | Published: 04 Mar 2026

Volume 08 Issue 03 2026 | Crossref DOI: 10.37547/tajssei/Volume08Issue03-01

### Abstract

*This study aims to explore head teachers' instructional supervisory practices and their impact on teachers' performances in primary schools within the Kumba I Sub-Division. By answering the following questions; to what extent does head teachers' classrooms visitation, head teachers checking of records and head teachers' provision of teaching/learning resources impact teachers' performances in primary schools in Kumba I Sub-Division? The study employs a descriptive survey research design. The main population of the study was made up of all teachers and head teachers of Meme division. The accessible population was made up of 246 teachers and 20 head teacher in GS Nkamlikum, GBPS Kumba Mbeng, St John Primary School Kumba town, Presbyterian Primary school Kumba town, Team Foundation First Choice Primary school, GPS Kumba Town, GS Station, Victory Primary School, Metropolitan Primary School, Catholic Primary School Buea road and Our Lady Primary School giving a total of 268 accessible population. The sample size was made up of 200 teachers and 15 head teachers of Pubic, Confessional and Lay Private Schools. The simple random sampling technique was used in this study. The instruments used for data collection were a questionnaire for the teachers and head teachers. Data was analysed descriptively and the Chi square test was used to test the research hypothesis formulated for the study. Findings showed that head teachers and teachers did not significantly differ in their perception on classroom visit on teachers' performance ( $P=0.0123$ ), whereby, majority of the head teachers 11 (76.0%) and teachers 144 (72.0%) of almost the same proportion strongly agree and strongly agree that classroom visits by head teachers impact teachers performance while a minority of the head teachers 4 (24.0%) and teachers 56 (28.0%) disagree and strongly disagree. Findings also showed that head teachers and teachers did not significantly differ in their perception on records checking on teachers' performance ( $P=0.09117$ ), whereby, majority of the head teachers 11 (73.0%) and teachers 144 (72.0%) of almost the same proportion strongly agree and agree that record checking by head teachers impact teachers performance while a minority of the head teachers 4 (27.0%) and teachers 56 (28.0%) disagree and strongly disagree. Finally, findings showed that head teachers and teachers did not significantly differ in their perception provision of resources to teachers' performance ( $P=0.3074$ ), whereby, majority of the head teachers 11 (73.0%) and teachers 120 (60.0%) of almost the same proportion strongly agree and agree that provision of teaching and learning resources impact teachers performance while a minority of the head teachers 4 (27.0%) and teachers 80 (40.0%) disagree and strongly disagree. Based on the research findings, it is recommended that head teacher should visit classroom more often to awaken the teachers for effective teaching and learning. Inform teachers when necessary for effective preparation and correct teaching errors where necessary.*

Keywords: Head Teachers, Instructional Supervisory Practices, Teacher's Performances and Primary Schools.

© 2026 Dr. Asah Jacob Fotoh & Tawah Ebali Comfort. This work is licensed under a Creative Commons Attribution 4.0 International License (CC BY 4.0). The authors retain copyright and allow others to share, adapt, or redistribute the work with proper attribution.

**Cite This Article:** Dr. Asah Jacob Fotoh, & Tawah Ebali Comfort. (2026). Head Teacher's Instructional Supervisory Practices and Teacher's Performances In Primary Schools In Kumba I Sub- Division. The American Journal of Social Science and Education Innovations, 8(03), 1–14. <https://doi.org/10.37547/tajssei/Volume08Issue03-01>

## 1. Introduction

Teacher performance in primary schools is a critical factor influencing pupils learning outcomes and overall academic success. Effective teaching not only promotes knowledge acquisition but also fosters skills development, critical thinking, and socialization among young learners. According to Darling-Hammond (2000), a well-prepared teacher can significantly enhance student engagement and academic achievement. In the context of Kumba I Sub-Division, South West Region of Cameroon, the quality of teaching is intertwined with various systemic elements, particularly the instructional supervisory practices of head teachers. The role of head teachers extends beyond administrative tasks; they are pivotal in fostering an environment conducive to effective teaching and learning. As described by Hallinger and Heck (1998), instructional leadership involves guiding and supporting teachers to improve their instructional practices, thus directly impacting student performance. The head teacher's ability to supervise and mentor teachers strategically can influence their pedagogical approaches and, ultimately pupils' outcomes. Therefore, understanding the relationship between head teachers' supervisory practices and teacher performance is essential for educational improvement in the region.

Research by Adekola (2013) highlights that effective supervision should consider local contexts, including societal expectations and the availability of resources. In this respect, head teachers must adapt their supervisory practices to meet the unique needs of their teachers and students. The implications of this alignment can lead to enhanced teacher morale, higher performance levels, and improved student learning experiences. Instructional supervision is an important aspect of educational management as it can enhance the quality of educational organizations (Maldrine & Kiplangat, 2020). This agreed with (İlğan, 2015) who stated that school heads' instructional supervision behaviours was one of the factors that significantly impacted the teacher's level of job satisfaction. Supervisory duties such as classroom visitation, records checking and provision of resources are vital instruments that contributes in school improvement. Moreover, school heads' supervision is a contributory factor to their work performance (Baluyos et al., 2019).

In essences the Cameroon government recognises the importance of instructional supervision in enhancing quality education. Since 2012, the government has made concerted efforts to improve school supervision to mitigate the falling standards of education, due to free primary education (FPE)

(Lyonga, 2018). In spite of these efforts, there is public clamour for effective supervision in schools. This is an indication that there is some laxity among teachers. Supervision of instruction plays a vital role in steering teachers to perform well but due to the ineffectiveness of head teacher's instructional supervision, teacher's performance is poor as this is reflected in pupil's academic achievement. It is against this backdrop that this study seeks to investigate the impact of head teacher's instructional supervision on teachers' performance to see if head teachers' classroom visitation, head teachers checking of records and head teachers' provision of teaching/learning resources can improve teachers' performance. In light of these considerations, this study aims to explore head teachers' instructional supervisory practices and their impact on teachers' performances in primary schools within the Kumba I Sub-Division. By answering the following questions and backed by three research hypotheses;

- i. What is the impact of head teachers' classrooms visitation on teachers' performances in primary schools in Kumba I Sub-Division?
- ii. What is the impact of head teachers checking of records on teachers' performances in primary school in kumba I sub division?
- iii. What is the impact of head teachers' provision of teaching/learning resources on teachers' performances in Kumba I Sub-Division?

## 2. Literature Review

The critical concepts considered for review included: instructional supervision, classroom visitation, record checking, provision of resources and teacher performance.

### Instructional supervision

The word supervision is a coinage from two Latin words: 'super' and 'video' super means 'over' or 'above', while video means 'to see'. Therefore, taken together, super-video simply means to see from above or to 'oversee, (Marecho, 2012). Generally speaking, supervision may be defined as 'to oversee, to guide and to stimulate the activities, with a view of their improvement.' According to Mohanty (2008), in education supervision carries the same general concept and applies to both academic and administrative tasks. Administrative functions of supervision include providing physical facilities to the teachers, checking the safety and security of the school

plant, maintaining proper service conditions and redressing grievances of teachers in time, checking the accounts and records of the school and maintaining proper distribution of work load. The academic tasks included monitoring of instruction, providing guidance to teachers for improving teachings. supervision of instruction.

Many researchers believe that supervision of instruction has the potential to improve classroom practices and contribute to student success through the professional growth and improvement of teachers; (Sergiovanni & Starratt, 2002 and Sullivan & Glanz, 2000). Supervision should help teachers supply the latest research feeding on Education, relevant to their teaching. The ultimate goal of supervision is to achieve the improvement in the quality of learning by the learner's supervision from within and outside the school complement each other and are both necessary. Supervision is a way of stimulating, improving, refreshing, encouraging and overseeing certain groups with a hope of seeking their cooperation. Such practices aim at assisting supervisors in becoming successful in performing their supervisory tasks. Supervision is essential, a practice of monitoring the performance of school teachers noting the merits and demerits using benefiting and suitable techniques to better the flow of educational activities. School supervision is therefore a vital process and combination of activities which is concerned with the teaching and improvement of teaching in the school frame work.

Bondi and Wiles (2002) cited that supervision as a process is facilitated by leadership through which teacher helping by counseling, planning and talking with each other (collegiality) about how to improve the teaching/learning situation in school, its leadership, communication, curriculum development, capital development and dynamic cooperative enterprise. The principle of supervision indicates very clearly that school cannot learn very effectively when teachers are not able to realize their full potential and that effective learning may not take place if adequate supervision is not provided. The principle also shows that all teachers have the right and need for supervision (Sergiovanni & Stavrat, 2002). Generally, the purpose of supervision included, assessment of teachers work base on suitable criteria, providing a bases for concrete and constructive advice to improve the quality of educating children (Karuiki, 2003). Supervision helps teachers to learn their problems and seek the best method of solving them, encourages the school to make a systematic effort to help pupils understand themselves and their feelings and be able to monitor their behaviour. Effective supervision gives the teacher security and help them to

develop confidence in the ability to isolate, analyse problem and develop problem solving techniques. It helps to determine whether a teacher should be transferred, promoted, retained or dismissed. It helps in assessing the school in identifying some of its most urgent needs, know the effectiveness of classroom management by the teacher and provide a guide for staff development, (CPD).

### **Classroom Visitation**

Classroom visits by head teachers, also known as supervisory visits or observations, are crucial for improving teaching and learning. They provide an opportunity for principals or head teachers to observe instruction firsthand, engage with teachers and students, and make informed decisions about school improvement. Effective classroom observation can lead to better student outcomes and a more positive school climate. According to Fischer (2011), supervision of teachers through classroom visits may include walk-throughs, informal class observations and formal class observation. For Fischer, walk-through refers to an observation briefly which provides a quick look at teachers' performance and environmental factors in the classroom setting. Classroom visits also help to ensure teachers' regular attendance, punctuality and use of appropriate resources and methods. On the whole, the process ensures continuous improvement of the teacher, because of the regular interactions and exchange of ideas (Zepeda, 2003).

During class visits, the principal offers direct assistance to the teacher in a potentially difficult situation (Glickman et.al, 2013). It may be a daily affair in which the principal assists teachers personally with instructional materials, lesson planning, selection of teaching aids and methods, etc. This assistance can be formal or informal. Glickman et al. (2007) described direct assistance as the provision of personal ongoing contact with the individual teacher to observe and assist in classroom instruction. This kind of assistance provides support and reinforcements for teachers' pedagogical effectiveness. From the foregoing literature, it could be deduced that ineffective application of classroom visits likely to make a negative impact on the teaching and learning process in schools. In this study principals' classroom visit was the independent variable characterized by pre-observation conference, lesson observation, post-observation conference, and walk-throughs. The dependent variable, on the other hand, was teachers' pedagogical practices characterized by planning lessons, methods of teaching, instructions and feedback to pupils.

### **Checking of records by Head Teachers**

Checking teachers' records refers to act of going through the prepared work done by the teachers by the head teacher to see whether it goes hand in hand with the set recommendation from curriculum developers. In their study, Musungu and Nasongo (2008) found out that the head teacher's instructional role included checking lesson books, schemes of work, records of work covered, weekly attendance, sequential follow-up among others. The approach of checking records deals with head teachers' weekly plans and pupil's work, and reviewing test data (South worth, 2002). During this method of instructional supervision, the head teacher must be objective in the process and maintain confidentiality. It is also important for the head teacher to provide due feedback and appropriate resources for the teacher to utilize (Hunsaker & Hunsanker, 2009; Armstrong, 2003).

In a study with similar findings, South Worth (2002) observed that the head teacher can facilitate change through checking school records by providing legitimate, descriptive feedback for the teacher to consider and reflect upon. South Worth (2002) observed that the conditions by which head teachers might benefit from checking records are identified as: a teacher culture of collaboration, in which formal and informal professional dialogue is the norm, including challenge and debate; enquiry into pupils' perspectives on their own learning; provision of multiple opportunities for teacher mentoring, coaching of school development; explicit efforts to manage professional knowledge in the school through audits of teacher strengths, skills and needs. Other factors also identified include school management, leadership, availability of facilities, teacher qualifications and motivation among others (Musungu & Nasongo, 2008). Some of the factors that determine performance of primary schools included teacher preparation and homework for pupils. Shitseswa et al (2014) in their study found that instructional supervision practices such as certification of teachers work records was more thoroughly practiced in large schools. However, they found that Head teachers focused more on work records than on practical work done by teachers. Gongera et al (2013) conclude that presence of a well-functional diary does not contribute to quality teaching and learning.

#### **Provision of teaching and learning resources**

The provision of teaching and learning resources involves supplying educators and students with materials that support and enhance the learning process, including textbooks, visual aids, digital resources, and more. These resources are crucial for creating engaging and effective learning environments. Teaching and Learning Resources

refer to basic school facilities, financing, personnel and the school's organizational environment including leadership. Archibong (2012) found that quality in teaching and learning results from interplay among a broad range of success factors that have important consequences for effective teachers' performance and pupils learning. Such factors include; basic school facilities such as classrooms, standard libraries, staff offices, teaching facilities among others; financing such provision of funds to schools, staff remuneration, school budget and its implementation; personnel including quality and quantity, quality mind set and orientation among personnel usually resulting from organization's motivational efforts, staff satisfaction, commitment and morale among others; and the school's organizational environment including climate and leadership.

Head teachers influence classroom instruction by supplying teachers with necessary resources. Providing resources includes more than just monetary resources and materials. Providing resources includes scheduling, developing the curricular, hiring and correctly placing teachers, adopting textbooks and purchasing the necessary materials to support instruction. Head teachers influence pupils' achievement through helping teachers acquire necessary resources to support instruction. The lack of resources may be a barrier to the use of some instruction strategies by some teachers. Wiles and Bondi (2002) found that education environment in Kenya is similar to most of African countries, where teachers work under very deplorable conditions, with poor pay and no accommodation or textbooks. Head teachers are faced with poor staff morale and shortages of trained staff. Factors such as efficient leadership in the school administration and provision of educational facilities determine performance of primary schools. According to Gongera et al (2013), provision of teaching and learning resources influences performance of pupils greatly. Odhiambo (2008) notes that the professional performance of teachers cannot be separated from pupil's performance, there is need to invest regularly in the development of teachers as teachers need access to continuous professional development (CPD) and effective updating.

#### **Teacher Performance**

The word performs as to carry through, to achieve, to bring to completion, to execute, to accomplish and performance is the act of performing action or task (Didier, 2002). In contrary, performance somewhat individual leaves behind and that lives apart from the goal. Measurable action are considerable to comprise

performance and one has to make a distinction between the behaviours and the outcomes of performance. Whereas, the concept of teachers performance refers to teacher behaviour in the process of teaching learning environment, in such a way teachers successfully carry out assigned action or completed their task (Duze, 2012). The teacher's performances are the most significant contribution in educational process that whatever policies may be laid down; eventually the teacher has to interpret and implement these policies through the teaching learning process. The term is not only covering the effect or conduct of instruction, like student achievement or personal growth or also not teacher characteristics. Rather, teachers' performance is apprehensive, with progress variable rather than product variables (Taylor, 2012). According to Gibbs (2002) "Teachers need to be able to survive the demands, threats and challenges within the diverse circumstances of teaching." He stated that an effective teacher needs the capacity to be persistent, flexible, and innovative on new teaching approaches and be prepared in the case of failure.

From a theoretical standpoint, the developmental supervision model by Carl Glickman (1980), Glickman's developmental supervision calls for the instructional leader to use alternative supervisory approaches to help teachers improve their instruction and cognitive growth.' In the tactical phase of Glickman's model, the supervisor diagnoses the teacher's conceptual level (CL), then selects the most appropriate supervisory approach. The developmental supervisor initially uses a directive approach (directing and standardizing) with low-CL teachers, a collaborative approach (presenting, problem solving, and negotiating) with moderate-CL teachers, and a nondirective approach (listening, clarifying, encouraging, and reflecting) with high-CL teachers. In the strategic phase of developmental supervision, the supervisor fosters the teacher's growth in CL and problem-solving ability by gradually reducing the structure of the interactions with the teacher while gradually increasing the teacher's decision-making responsibility. The developmental supervisor attempts to move gradually from a directive approach to a collaborative approach and from a collaborative approach to a nondirective approach. The concept of tactically matching supervisory behaviors to teachers' developmental levels is the basis of the study reported here. In this study, supervisors diagnosed teachers' CL. high, moderate, or low.

They attempted to use nondirective approaches with high-CL teachers, collaborative approaches with moderate-CL teachers, and directive approaches with low-CL teachers. A paradigm of four teacher categories (dropouts, unfocused workers, analytical observers, and professionals) based on teacher commitment and level of abstract thinking is developed to help supervisors determine which supervisory orientation is appropriate for a specific teacher's developmental stage.

### 3. Methodology

The study employs a descriptive survey research design. This design was used because it provides foundational knowledge to guide further research. It captures trends and patterns in behaviour or phenomena. The main population of the study was made up of all teachers and head teachers of Meme division. The accessible population was made up of 246 teachers and 20 head teacher in GS Nkamlikum, GBPS Kumba Mbeng, St John Primary School Kumba town, Presbyterian Primary school Kumba town, Team Foundation First Choice Primary school GPS Kumba Town, GS Station, Victory Primary School, Metropolitan Primary School, Catholic Primary School Buea road and Our Lady Primary School giving a total of 268 accessible population. The sample size was made up of 200 teachers and 15 head teachers of Public, Confessional and Lay Private Schools, selected the simple random sampling technique was used in this study. The instruments used for data collection were a questionnaire the teachers and head teachers. Data was analysis descriptively and the Chi square test was used to test the research hypothesis formulated for the study.

### 4. Findings and Discussions

The findings were presented by research questions and hypothesis. Each table was briefly discussed bringing out implications to the problem under investigation. Findings for structured items were stretched to reflect all the responses options (strongly agree, agree, disagree, and strongly disagree). This was done so that readers should have an idea of the number of respondents who strongly agree, agree, disagree and strongly disagree.

#### 4.1 What extent does head teachers' classrooms visitation impact teachers' performances in primary schools?

**Table 1: Teachers perception of Head Teachers' Classroom Visitation impact on their performance**

Test items	Stretched				Collapse	
	SA	A	D	SD	S/A	D/SD
Regular classroom visit by Head Teacher improves teacher performance	76 (38.0%)	78 (38.0%)	24 (38.0%)	22 (11.0%)	154 (77.0%)	46 (23.0%)
Head Teachers' information before visit helps you prepare for effective teaching	80 (40.0%)	64 (32.0%)	30 (15.0%)	26 (13.0%)	144 (72.0%)	56 (28.0%)
The head teachers' friendly visit takes away fear during supervision	70 (35.0%)	58 (29.0%)	32 (16.0%)	40 (20.0%)	128 (64.0%)	72 (36.0%)
Head Teacher observing your teaching and makes corrections makes teaching effective	76 (38.0%)	76 (39.0%)	22 (11.0%)	26 (13.0%)	152 (77.0%)	48 (23.0%)
Feedback during Classroom visit by Head teacher improves your performance	70 (35.0%)	70 (35.0%)	32 (16.0%)	28 (14.0%)	140 (69.0%)	60 (31.0%)
<b>Total Response</b>	<b>372 (37.0%)</b>	<b>346 (35.0%)</b>	<b>140 (14.0%)</b>	<b>142 (14.0%)</b>	<b>718 (72.0%)</b>	<b>282 (28.6%)</b>

200n

Findings on the table above showed that majority of the teachers 154 (77.0%) strongly agree and agree that classroom visitation by head teachers improves their teaching performance while 46 (23.0%) of the teachers disagree and strongly disagree. Findings also showed that majority of the teachers 144 (72.0%) strongly agree and agree that Head teacher's information before visit helps them prepare for effective teaching while 56 (28.0%) strongly disagree and disagree. Findings also showed that majority of the teachers 128 (64.0%) strongly agree and agree that Head teachers friendly visit removes fear during supervision while 72 (36.0%) strongly disagree and disagree. These results align with instructional leadership theory, which emphasizes the role of school leaders in directly supporting teaching and learning through supervision and feedback (Hallinger, 2011). Empirical studies support this view; for instance, Glickman, Gordon, and Ross-Gordon (2018) argue that supervision focused on professional growth enhances teachers' reflective practice and classroom competence. Similarly, Sergiovanni (2009) notes that when head teachers provide advance notice of visits and clarify their purpose, teachers are better prepared

and less anxious, which promotes more effective lesson delivery.

Finding equally showed that majority of the teachers 152 (77.0%) Strongly agree and agree that Head teachers observing their teaching and making corrections improve their performance while minority 48 (23.0%) strongly disagree and disagree. Again, Findings showed that majority teachers 140 (69.0%) strongly agree and agree that Head teachers' feedback during visit improves their performance while minority strongly disagree and agree. In summary, finding showed that minority of the teachers 144 (72.0%) strongly agree and agree that Head teacher's visitation impacts their performance while 56 (28.0%) of the teachers disagree and strongly disagree. Research by OECD (2013) indicates that teachers are more likely to resist supervision when it is associated with fault-finding or administrative control rather than professional support. Furthermore, Leithwood, Harris, and Hopkins (2020) argue that instructional leadership is most effective when feedback is dialogic and collaborative; otherwise, it may generate stress and defensiveness among teachers.

**Table 2: Head Teachers’ Perception on Classroom Visitation impact on their performance**

Test items	Stretched				Collapse	
	SA	A	D	SD	S/A	D/SD
Regular classroom visit will improve teacher’s performance	4 (27.0%)	6 (40.0%)	3 (20.0%)	2 (13.0%)	10 (67.0%)	5 (33.0%)
You inform teacher before classroom visit will help them prepare better	6 (40.0%)	6 (40.0%)	1 (7.0%)	2 (13.0%)	12 (80.5%)	3 (20.0%)
Your friendly visit will remove fear from the teachers	7 (47.0%)	5 (33.0%)	2 (13.0%)	1 (7.0%)	12 (80.0%)	3 (20.0%)
Observing teachers teaching and making corrections will improve their performance	6 (38.0%)	5 (40.0%)	2 (11.0%)	2 (11.0%)	11 (73.0%)	4 (27.0%)
Feedback during visit improves teachers’ performance	4 (27.0%)	8 (53.0%)	2 (13.0%)	1 (7.0%)	12 (80.0%)	3 (20.0%)
<b>Total Response</b>	<b>27</b> <b>(36.0%)</b>	<b>30</b> <b>(40.0%)</b>	<b>10</b> <b>(13.0%)</b>	<b>8</b> <b>(11.0%)</b>	<b>57</b> <b>(76.0%)</b>	<b>18</b> <b>(24.0%)</b>

**15n**

Findings on the table above showed that majority of the head teachers 10 (67.0%) strongly agree and agree that regular classroom visits improves teachers’ teaching performance while 5 (33.0%) of the teachers disagree and strongly disagree. Findings also showed that majority of the head teachers 12 (80.0%) strongly agree and agree that informing teachers before classroom visit helps them prepare better while 3 (20.0%) strongly disagree and disagree. Findings also showed that majority of the head teachers 12 (80.0%) strongly agree and agree that friendly visit during supervision removes fear from the teachers while 3 (20.0%) strongly disagree and disagree. Blase and Blase (2004), argue that collegial and respectful supervision fosters trust and encourages teachers to reflect openly on their practice. Regular classroom observation coupled with constructive interaction positions head teachers as instructional leaders who directly influence classroom practices, as also noted by Bush (2013), who links effective school leadership with improved teaching and learning outcomes.

Finding equally showed that majority of head teachers 11 (73.0%) Strongly agree and agree that observing teachers’

teaching and making corrections improves their performance while minority 4 (27.0%) strongly disagree and disagree. Again, Findings showed that majority teachers 12 (80.0%) strongly agree and agree that giving feedback after visit improves teacher’s performance while majority 3 (20.0%) strongly disagree and agree. In summary, finding showed that majority of the head teachers 11 (76.0%) strongly agree and agree that their classroom visit will impact teachers’ performance positively while 4 (24.0%) of the teachers disagree and strongly disagree. Hattie and Timperley (2007) emphasize that feedback must be specific, timely, and focused on improvement to have a meaningful impact on performance. Therefore, while the majority perception among head teachers supports the effectiveness of classroom visitation, the mixed responses underscore the need for capacity building in supervisory skills and the adoption of reflective, teacher-centered feedback approaches to ensure consistent positive outcomes across schools.

Testing Hypothesis One: Head teachers’ classrooms visits does not significantly impact teachers’ performance.

**Table 3: Head Teachers’ and Teachers’ perception on classroom visit**

Head teachers’ classrooms visits impact teachers’ performances	Teachers’ perception		N	Head Teachers’ perception		N
	SA/A	SD/D		SA/A	SD/D	
	144(72.0%)	56(28.0%)	200	11 (76.0%)	4(24.0%)	15

Chi Square test=0.0123, df=1 P=0.9117 P < 0.01

Statistically, findings showed that head teachers and teachers did not significantly differ in their perception on

classroom visit on teachers’ performance (P=0.0123,) whereby, majority of the head teachers 11 (76.0%) and

teachers 144 (72.0%) of almost the same proportion strongly agree and agree that classroom visit by head teachers impact teachers performance while a minority of the head teachers 4 (24.0%) and teachers 56 (28.0%) disagree and strongly disagree. Therefore, the null hypothesis that states classroom visit does not significantly affect teachers’ performance was rejected and the alternative hypothesis that states classroom visit significantly affect teachers’ performance was accepted. The existence of a minority who disagreed indicates that

contextual factors such as the quality of supervision, interpersonal relationships, and the use of feedback may mediate the effectiveness of classroom visitation (OECD, 2013; Hattie & Timperley, 2007), underscoring the need for reflective and collaborative supervisory practices to sustain positive perceptions across stakeholders.

**4.2 What extent does head teachers’ records checking impact teachers’ performances in primary schools?**

**Table 4: Teacher’s perception of Head Teachers’ Records Checking impact on their performance**

Test items	Stretched				Collapse	
	SA	A	D	SD	S/A	D/SD
Head teachers’ regular checks on your lesson plan and correcting them will improve your performance	60 (30.0%)	70 (35.0%)	30 (15.0%)	40 (20.0%)	130 (65.0%)	70 (35.0%)
Head teachers’ regular check on Scheme of work improves effective plan to teach	50 (25.0%)	80 (40.0%)	40 (20.0%)	30 (15.0%)	130 (65.0%)	70 (35.0%)
Head teacher regular check of pupils’ note book will improve assiduity in teaching	70 (35.0%)	58 (29.0%)	34 (17.0%)	38 (19.0%)	128 (64.0%)	72 (36.0%)
Head teacher regular check on class time table to ensure effective teaching improve performance	76 (38.0%)	80 (40.0%)	20 (10.0%)	24 (12.0%)	156 (78.0%)	44 (22.0%)
Head teacher hold meetings to direct on lesson writing and teaching strategies improves performance	100 (50.0%)	75 (35.5%)	15 (7.5%)	10 (5.0%)	175 (69.0%)	25 (10.0%)
<b>Total Response</b>	<b>356</b> <b>(36.0%)</b>	<b>363</b> <b>(36.0%)</b>	<b>139</b> <b>(14.0%)</b>	<b>142</b> <b>(14.0%)</b>	<b>719</b> <b>(72.0%)</b>	<b>281</b> <b>(28.0%)</b>

200n

Findings on table 4 showed that majority of the teachers 130 (65.0%) strongly agree and agree that head teachers regular check on lesson plans and correcting them will improve their performance while 70 (35.0%) of the teachers disagree and strongly disagree. Findings also showed that majority of the teachers 130 (65.0%) strongly agree and agree that Head teachers regular check on their scheme of work will improve their effectiveness while 70 (35.0%) strongly disagree and disagree. Findings also showed that majority of the teachers 128 (64.0%) strongly agree and agree that Head teachers regular check on pupils note books will improve their assiduity while minority of the teachers 72 (36.0%) strongly disagree and disagree. Studies by Aina and Adeogun (2019) and Ogunode and Musa (2020) similarly reported that consistent supervision of lesson plans and schemes of work helps teachers align classroom activities with curriculum objectives, leading to improved instructional delivery.

Finding equally showed that majority of the teachers 156 (80.0%) Strongly agree and agree that Head teachers regular check their time will improve their performance while minority 44 (20%) strongly disagree and disagree. Again, findings showed that majority teachers 175 (69.0%) strongly agree and agree that Head teachers holding of meetings to teach them how to write lesson plans and handling different teaching strategies will improve their performance while majority strongly disagree and agree. In summary, finding showed that majority of the teachers 144 (72.0%) strongly agree and agree that Head teachers checking of record impacts their performance while 56 (28.0%) of the teachers disagree and strongly disagree. Research by Gbogbo and Ahiatrogah (2018) found that head teachers who organize regular meetings and provide guidance on lesson planning and teaching strategies significantly improve teachers’ instructional competence and classroom confidence.

**Table 5: Head Teachers’ Perception of Records Checking and its impact on teachers’ performance**

Test items	Stretched				Collapse	
	SA	A	D	SD	S/A	D/SD
Your regular checks on teacher’s lesson plan and correcting them will improve their performance	7 (47.0%)	3 (20.0%)	3 (20.0%)	2 (13.0%)	10 (67.0%)	5 (33.0%)
your regular check on Scheme of work improves effective planning to teach	7 (47.0%)	5 (33.0%)	1 (7.0%)	2 (13.0%)	12 (80.0%)	3 (20.0%)
Your regular check of pupils’ notebooks will improve assiduity in teaching	6 (40.0%)	5 (33.0%)	1 (7.0%)	3 (20.0%)	11 (73.0%)	4 (27.0%)
your regular check on class time table to ensure effective teaching improve performance	4 (27.0%)	7 (47.0%)	2 (13.0%)	2 (13.0%)	11 (73.0%)	4 (27.0%)
Holding meetings to direct on lesson writing and teaching strategies improves performance	5 (33.0%)	6 (40.0%)	2 (13.0%)	2 (13.0%)	11 (73.0%)	4 (27.0%)
<b>Total Response</b>	<b>29</b> <b>(11.0%)</b>	<b>26</b> <b>(13.0%)</b>	<b>9</b> <b>(35.0%)</b>	<b>11</b> <b>(28.0%)</b>	<b>55</b> <b>(27.0%)</b>	<b>20</b> <b>(73.0%)</b>

15n

Findings on table 5 showed that majority of the head teachers 10 (67.0%) strongly agree and agree that regular checks on teachers’ lesson plan and correcting them will improve their performance while 5 (33.0%) of the teachers disagree and strongly disagree. Findings also showed that majority of the head teachers 12 (80.0%) strongly agree and agree that regular check on Scheme of work improves effective planning to teach while 3 (20.0%) strongly disagree and disagree. Findings also showed that majority of the head teachers 11 (73.0%) strongly agree and agree that regular check of pupils’ notebooks will improve assiduity in teaching while minority 4 (23.0%) strongly disagree and disagree. In their study, Musungu and Nasongo (2008) found out that the head teacher’s instructional role included checking lesson books, schemes of work, records of work covered, weekly attendance, sequential follow-up among others. The approach of checking records deals with head teachers’ weekly plans and pupil’s work, and reviewing test data (South worth, 2002).

Finding equally showed that majority of the teachers 11 (73.0%) Strongly agree and agree that regular check on class time table to ensure effective teaching improve performance while minority 4 (27%) strongly disagree and disagree. Findings showed that majority teachers 11 (73.0%) strongly agree and agree that Holding meetings to direct on lesson writing and teaching strategies improves performance while minority 4 (27%) strongly disagree and agree. In summary, finding showed that minority of the teachers (27.0%) strongly agree and agree that checking of record impacts teachers performance while (73.0%) of the head teachers disagree and strongly disagree. In a study with similar findings, South Worth (2002) observed that the head teacher can facilitate change through checking school records by providing legitimate, descriptive feedback for the teacher to consider and reflect upon.

**Testing Hypothesis Two: Head teachers’ record checking does not significantly impact teachers’ performance.**

**Table 6: Head Teachers’ and Teachers’ perception on Record Checking**

Head teachers’ record checking impact teachers’ performances	Teachers’ perception		N	Head Teachers’ perception		N
	SA/A	SD/D		SA/A	SD/D	
	144(72.0%)	56(28.0%)	200	11(73.0%)	4(27.0%)	15

Chi Square test=0.0123, df=1 P=0.9117 P < 0.01

Statistically, findings showed that head teachers and teachers did not significantly differ in their perception on records checking on teachers’ performance (P=0.09117,) whereby, majority of the head teachers 11 (73.0%) and teachers 144 (72.0%) of almost the same proportion

strongly agree and agree that record checking by head teachers impact teachers performance while a minority of the head teachers 4(27.0%) and teachers 56(28.0%) disagree and strongly disagree. Therefore, the null hypothesis that states record checking does not significantly affect teachers’

performance was rejected and the alternative hypothesis that states record checking significantly affect teachers' performance was accepted. South Worth (2002) observed that the conditions by which head teachers might benefit from checking records are identified as: a teacher culture of collaboration, in which formal and informal professional

dialogue is the norm, including challenge and debate; enquiry into pupils' perspectives on their own learning; provision of multiple opportunities for teacher mentoring, coaching of school development; explicit efforts to manage professional knowledge in the school through audits of teacher strengths, skills and needs.

**4.3 What is the impact of head teachers' provision of teaching/learning resources on teachers' performances?**

**Table 7: Teachers perception of Head Teachers' Provision of Resources impact on their performance**

Test items	Stretched				Collapse	
	SA	A	D	SD	S/A	D/SD
Provision of incentives to meritorious teachers by the Head teachers improves teachers' performance	90 (45.0%)	50 (25.0%)	30 (15.0%)	30 (15.0%)	140 (70.0%)	60 (30.0%)
Head teachers' provision of relevant textbooks will facilitate writing of lesson plan	97 (48.5%)	28 (14.0%)	40 (20.0%)	35 (17.5%)	125 (62.0%)	75 (37.5%)
Organizing indoor seminars by Head teacher will improve your teaching performance.	90 (45.0%)	55 (27.5%)	25 (12.5%)	30 (15.0%)	145 (72.5%)	55 (27.5%)
Inviting specialists by the head teacher to teach subjects difficult to handle by the class teacher will improve teacher performance	84 (42.0%)	106 (53.0%)	4 (2.0%)	6 (3.0%)	190 (95.0%)	10 (5.0%)
Head teachers' provision of teaching/learning resources enhances teacher performance	60 (30.0%)	94 (47.0%)	18 (9.0%)	28 (14.0%)	154 (77.0%)	46 (13.0%)
<b>Total Response</b>	<b>421</b> <b>(42.0%)</b>	<b>333</b> <b>(33.0%)</b>	<b>117</b> <b>(12.0%)</b>	<b>129</b> <b>(13.0%)</b>	<b>754</b> <b>(75.5%)</b>	<b>246</b> <b>(25.6%)</b>

200n

Findings showed that majority of the teachers 140 (70.0%) strongly agree and agree that Provision of incentives to meritorious teachers by the Head teachers improves teachers' performance, while 60 (30.0%) of the teachers strongly disagree and disagree. Findings also showed that majority of the teachers 125 (62.0%) strongly agree and agree that Head teachers' provision of relevant textbooks will facilitate writing of lesson plan while 75 (38.0%) strongly disagree and disagree. Findings also showed that majority of the teachers 145 (72.5%) strongly agree and agree that Organizing indoor seminars by Head teacher will improve your teaching performance. while minority 55 (27.5%) of the teachers strongly disagree and disagree. Wiles and Bondi (2002) found that education environment in Kenya is similar to most of African countries, where teachers work under very deplorable conditions, with poor pay and no accommodation or textbooks. Head teachers are faced with poor staff morale and shortages of trained staff. Factors such as efficient leadership in the school administration and provision of educational facilities determine performance of primary schools.

Conclusion equally showed that majority of the teachers 190 (95.0%) Strongly agree and agree that Inviting specialists by the head teacher to teach subjects difficult to handle by the class teacher will improve teacher

performance while minority strongly disagree and disagree. Again, Findings showed that majority teachers 154 (77.0%) strongly agree and agree that Head teachers' provision of teaching/learning resources enhances teacher performance while minority strongly disagree and agree. In summary, finding showed that majority of the teachers (75.5%) strongly agree and agree that Head teachers' provision of resources impacts their performance positively while (24.5%) of the teachers disagree and strongly disagree. The provision of teaching and learning resources involves supplying educators and students with materials that support and enhance the learning process, including textbooks, visual aids, digital resources, and more. Archibong (2012) found that quality in teaching and learning results from interplay among a broad range of success factors that have important consequences for effective teachers' performance and pupils learning. Such factors include; basic school facilities such as classrooms, standard libraries, staff offices, teaching facilities among others; financing such provision of funds to schools, staff remuneration, school budget and its implementation; personnel including quality and quantity, quality mind set and orientation among personnel usually resulting from organization's motivational efforts, staff satisfaction, commitment and morale among others; and the school's organizational environment including climate and

leadership.

**Table 8: Head Teachers’ Perspective of Provision of Resources and its impact on teachers’ performance**

Test items	Stretched				Collapse	
	SA	A	D	SD	S/A	D/SD
Your Provision of incentives to meritorious teachers will improves their performance	7 (47.0%)	5 (33.0%)	2 (13.0%)	1 (7.0%)	12 (80.0%)	3 (20.0%)
providing of relevant textbooks will facilitate teachers’ writing of lesson plan	5 (33.5%)	4 (27.0%)	3 (20.0%)	3 (20.5%)	9 (60.0%)	6 (40.0%)
Organizing indoor seminars will improve teachers’ teaching performance.	7 (47.0%)	5 (33.0%)	1 (7.0%)	2 (13.0%)	12 (80.0%)	2 (20.0%)
Inviting specialists to teach subjects difficult to handle by the class teacher will improve teacher performance.	6 (40.0%)	3 (20.0%)	3 (20.0%)	3 (20.0%)	9 (60.0%)	6 (40.0%)
Provision of teaching learning resources will enhance teachers’ performance	9 (60.0%)	3 (20.0%)	2 (13.0%)	1 (7.0%)	12 (80.0%)	3 (20.0%)
<b>Total Response</b>	<b>34 (45.0%)</b>	<b>21 (28.0%)</b>	<b>11 (15.0%)</b>	<b>9 (12.0%)</b>	<b>55 (73.0%)</b>	<b>20 (27.0%)</b>

15n

Results on table 9 showed that majority of the head teachers 12 (80.0%) strongly agree and agree that Provision of incentives to meritorious teachers will improves their performance, while 3 (20.0%) of the head teachers strongly disagree and disagree. Findings also showed that majority of the head teachers 9 (60.0%) strongly agree and agree that providing of relevant textbooks will facilitate teachers’ writing of lesson plan while a minority of 4 (40.0%) strongly disagree and disagree. Outcomes also showed that majority of the head teachers 12(80.0%) strongly agree and agree that Organizing indoor seminars will improve teachers’ teaching performance, while minority of the teachers 3 (20.0%) strongly disagree and disagree. According to Gongera et al (2013), found that provision of teaching and learning resources influences performance of pupils greatly. Odhiambo (2008) note that the professional performance of teachers cannot be separated from pupil’s performance, there is need to invest regularly in the development of teachers as teachers need access to continuous and effective updating.

Finding equally showed that majority of the head teachers 9 (60.0%) Strongly agree and agree that Inviting specialists to

teach subjects difficult to handle by the class teacher will improve teacher performance, while minority 4 (20.0%) strongly disagree and disagree. Again, Findings showed that majority teachers 12 (80.0%) strongly agree and agree that provision of teaching learning resources will enhance teachers’ performance while minority 3 (20.0%) strongly disagree and agree. In summary, finding showed that majority of the head teachers 11(73.0%) strongly agree and agree that provision of teaching leaning resources impacts teacher’s performance positively while 4(27.0%) of the head teachers disagree and strongly disagree. For instance, Ndambo et al., (2021) indicated that while resources are important, their mere availability might not show a statistically significant relationship with performance if not managed or utilized correctly. The strong endorsement by head teachers, who are often responsible for resource allocation and strategic staffing, further validates that these factors are viewed as critical levers for improving the overall performance within the school system.

Testing Hypothesis Three: Head teachers’ provision of resources does not significantly impact teachers’ performance.

**Table 9: Head Teachers’ and Teachers’ perception on Record Checking**

Head teachers’ record checking impact teachers’ performances	Teachers’ perception		N	Head Teachers’ perception		N
	SA/A	SD/D		SA/A	SD/D	
	120(60.6%)	80(40.4%)	200	11(73.0%)	4 (27.0%)	15

Chi Square test=1.042, df=1 P=0.3074 P<0.01

Statistically, results showed that head teachers and teachers did not significantly differ in their perception provision of

resources to teachers’ performance (P=0.3074,) whereby, majority of the head teachers 11 (73.0%) and teachers 120 (60.0%) of almost the same proportion strongly agree and agree that provision of teaching and learning resources impact teachers performance while a minority of the head teachers 4(27.0%) and teachers 80 (40.0%) disagree and strongly disagree. Therefore, the null hypothesis that states provision of resources does not significantly affect teachers’ performance was rejected and the alternative hypothesis that states classroom visit significantly affect teachers’ performance was accepted. The findings align closely with Carl Glickman's Developmental Supervision Model (1980). This model emphasizes collaborative development and shared responsibility in professional growth, where head teachers and teachers work together to improve instructional practices. Glickman argued that resource allocation should be a joint effort, fostering a sense of community and collective efficacy within schools (Glickman, 1985).

**5. Conclusion**

This study sought to investigate the impact of Head Teachers’ Instructional Supervision Practices on Teachers’ Performance in Primary Schools in Kumba I Sub-Division of The South West Region of Cameroon. From the findings it is evident that head teachers’ instructional practices are very vital as it improves on teachers’ performance and definitely pupils’ performance. Supervisors should

endeavour to carry out regular visits to classrooms, check teachers record and provide the necessary instructional materials to facilitate teaching and learning for better performance. Based on the research findings, it is recommended that head teacher should visit classroom more often to awaken the teachers for effective teaching and learning. Inform teachers when necessary for effective preparation and correct teaching errors where necessary. A consistent and regular checks on school records should be done to ensure teachers are not diverting from the stated goals and objectives of the curriculum. Teaching and learning materials should be promptly provided to assist teachers carry out effective teaching. This study contributes to knowledge in the following ways; Effective instructional supervision can improve the performance of teachers and pupils in primary schools. This is a vital way of revamping our basic education which is the foundation of every child. The findings highlighted the need for effective supervision which are often overlooked by some head teachers in basic education, as most of them concentrate in office duties that the classroom. Another contribution of the study is its emphasis on the need for continuous in-service training for teachers especially in the writing of lesson plans and teaching of lessons. The Study will enlighten Stakeholders should supply Head teachers with teaching learning resources well ahead for early distribution and effective teaching. The model below explains the contribution to knowledge.

**Instructional Supervision Model**



**Researcher, 2026**

The above model states that instructional supervision enhances teachers' performance in that classroom visit. Records checking and provision of teaching learning resources will produce effective note writing, effective teaching and effective usage of provided resources.

**References**

1. Adekola, B. O. (2013). Instructional supervision and teachers' effectiveness in secondary schools. *Journal of Education and Practice*, 4(8), 21–28.
2. Aina, K. J., & Adeogun, A. A. (2019). Instructional supervision and teachers' effectiveness in public secondary schools. *International Journal of Educational Management and Policy Studies*, 11(2), 12–20. <https://doi.org/10.5897/IJEMAPS2019.0584>
3. Archibong, F. I. (2012). Instructional supervision in the administration of secondary education: A panacea for quality assurance. *European Scientific Journal*, 8(13), 61–70.
4. Armstrong, M. (2003). *A handbook of human resource management practice* (9th ed.). London, England: Kogan Page.
5. Baluyos, G.R., Rivera, H.L. and Baluyos, E.L. (2019) Teachers' Job Satisfaction and Work Performance. *Open Journal of Social Sciences*, 7, 206-221. Retrieved from: <https://doi.org/10.4236/jss.2019.78015>
6. Behlol, M. G., Yousuf, M. I., Parveen, Q., & Kayani, M. M. (2011). Concept of Supervision and Supervisory Practices at Primary Level in Pakistan. *International Education Studies*, 4(4), 28-35.
7. Blase, J., & Blase, J. (2004). *Handbook of instructional leadership: How successful principals promote teaching and learning* (2nd ed.). Corwin Press. (<http://lib.themico.edu.jm/cgi-bin/koha/opac-showmarc.pl?id=24498&viewas=html>)
8. Bondi, J., & Wiles, J. (2002). *Supervision: A guide to practice* (6th ed.). Upper Saddle River, NJ: Prentice Hall.
9. Bush, T. (2014). Instructional leadership and leadership for learning: global and South African perspectives. *Education as Change*, 17(sup1), S5-S20.
10. Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1), 1–44. <https://doi.org/10.14507/epaa.v8n1.2000>
11. Didier, N., (2002). *Manager les performances an edition of Manager les performances*. Saga
12. Duze, C. O. (2012). Leadership styles of principals and job performance of staff in secondary schools in Delta State of Nigeria. *AFRREV IJAH: An International Journal of Arts and Humanities*, 1(2), 224-245
13. Esia-Donkoh, K., & Baffoe, S. (2018). Instructional Supervisory Practices of Headteachers and Teacher Motivation in Public Basic Schools in Anomabo Education Circuit. *Journal of Education and e-Learning Research*, 5 (1), 12-26
14. Fischer, Y. (2011). The sense of self-efficacy of aspiring principals: Exploration in a dynamic concept. *Social Psychology of Education*, 14[1], 93-107. DOI: 10.1007/s11218-010-9136-9
15. Gbogbo, S., & Ahiatrogah, P. D. (2018). Instructional leadership roles of head teachers and their influence on teachers' classroom practices. *Journal of Education and Practice*, 9(23), 48–55.
16. Gibbs, G.R. (2002) *Qualitative Data Analysis: Explorations with NVivo*. Open University Press, Buckingham.
17. Glickman, C. D. (1980). The developmental approach to supervision. *Educational Leadership*, 38(2), 178-180.
18. Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2013). *Super vision and instructional leadership: A developmental approach* (9th ed.). Pearson. (<https://www.scirp.org/reference/referencespapers?referenceid=3878773>)
19. Glickman, D., Gordon, S. P., & Gordon, J. M. R. (2007). *Supervision and instructional leadership, a developmental approach*. Pearson.
20. Glicksman, J.T. (1985) *An Endonasal Approach to the Resection of a Papillary Seromucous Adenocarcinoma of the Eustachian Tube*. *Journal of Otolaryngology—Head and Neck Surgery*, 42, 12.
21. Gongera, E. G., Mindila, R., Nyakwara, S., and Ouma, B. (2013). An Evaluation of Economic Strategies in Budget Deficit Reduction in Kenya. *Journal of Economic and Sustainable Development*, 4(5), 1-16.
22. Hallinger, P. (2011). Leadership for learning: Lessons from 40 years of empirical research. *Journal of educational administration*, 49(2), 125-142. (<https://scholar.google.com/citations?user=F4NOfpUAAA&hl=en>)
23. Hallinger, P., & Heck, R. H. (1998). Exploring the principal's contribution to school effectiveness: 1980–1995. *School Effectiveness and School Improvement*, 9(2), 157–191. <https://doi.org/10.1080/0924345980090203>

24. Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>
25. Ilgan, A. (2015), The relationship between teachers' psychological well-being and their quality of school work life. *The Journal of Happiness & Well-Being* 3 (2), 159-181
26. Kariuki, D.K. (2003) Determinants of Fixed Capital Formation in Kenya. M.A. Thesis, Makerere University, Kampala.
27. Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5–22. <https://doi.org/10.1080/13632434.2019.1596077>
28. Lyonga, N. A. N. (2018). Supervision and Teachers' Work Performances in Primary Schools in Konye Sub Division in Cameroon. *Journal of Educational and Social Research*, 8, 2.
29. Maldrine, T., & Kiplangat, H.K. (2020). Relationship between Supervisor and Job Satisfaction among public secondary school teachers in Nakuru West sub country, Kenya. *European Journal of Education Studies*, 7(11), 1-15
30. Marecho, H. (2012). Challenges facing instructional supervision in public primary schools in Nyamira District. Kenya.
31. Mohanty, J. (2008). Educational administration supervision and school management. New Delhi: Deep & Deep Publications.
32. Musungu, L. L., & Nasongo, J.W. (2008). The head teacher's instructional role in academic achievement in secondary schools in Vihiga District, Kenya. *Educational Research and Review*, 3 (10), 316 – 328
33. Ndambo, W. O., Mugambi, M. M., & Muthaa, G. M. (2021). School resources management and academic performance in public secondary schools. *International Journal of Educational Research and Policy Making*, 6(1), 1–10.
34. Odhiambo, N.M. (2008) Energy Consumption and Economic Growth Nexus in Tanzania: An ARDL Bounds Testing Approach. *Energy Policy*, 37, 617-622
35. OECD. (2013). *Education at a Glance 2013: OECD Indicators*. OECD Publishing.
36. Ogunode, N. J. and Musa, R. (2020). *Electronic Research Journal of Social Sciences and Humanities*, 2, 84-94.
37. Ogunode, N. J., & Musa, A. (2020). Instructional supervision and teachers' job performance in secondary schools. *International Journal of Research in Education and Sustainable Development*, 3(2), 23–31.
38. Sergiovanni, T. J. (2009). *Building Community in Schools*. Jossey-Bass.
39. Sergiovanni, T. J., & Starratt, R. J. (2002). *Supervision: A redefinition* (7th ed.). Boston, MA: McGraw-Hill.
40. Shitseswa E A. & Demtila N. (2014). Management Strategies and Performance in Kenya Certificate of Primary Education (Kcpe) In Kakamega Central District, Kenya. *Elixir International Journal - Elixir Leadership Mgmt*. 72 25220-25225
41. Sullivan, S., & Glanz, J. (2000). *Supervision that improves teaching: Strategies and techniques*. Thousand Oaks, CA: Corwin Press.
42. Taylor, E. S. (2012). "The Effect of Evaluation on Teacher Performance." *American Economic Review* 102 (7): 3628–51.
43. Tesfaw, T. A., & Hofman, R. H. (2012). *Instructional Supervision and Professional Development: Teachers' perception of their relationship*. LAP LAMBERT Academic Publishing.
44. Wiles, J., & Bondi, J. (2002). *Curriculum development: A guide to practice* (6th ed.). Upper Saddle River, NJ: Prentice Hall.
45. Zepeda, W, (2003). *Instructional Supervision Applying Tools and Concepts* Larchmont, NY: Eye on Education