

Classroom Observation as A Supervisory Mechanism for Secondary School Teachers' Job Performance in Kumba I Municipality

Rev Dr. Asah Jacob Fotoh

Department of Science of Education of the Higher Technical teachers' Training College Kumba (HTTTC), of the University of Buea, Cameroon

Mary Afuetchap

Department of Science of Education of the Higher Technical teachers' Training College Kumba (HTTTC), of the University of Buea, Cameroon

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Abstract

This study was designed to examine classroom observation as a supervisory mechanism for secondary school teachers' job performance in Kumba I Municipality. The study was guided by one objective and supported by the clinical supervision/clinical feedback theory developed by W. Robert Goldhammer (1969) a systematic and collaborative approach to improving classroom instruction through direct observation and constructive feedback. The quantitative research approach specifically the descriptive survey research design was adopted for the study. The population of the study comprise of the 105 teachers from secondary schools in Kumba I Municipality. The purposive and simple random sampling techniques was adopted for the study. The instrument use for data collection was a questionnaire. Data was analysed using SPSS 23.0, with the aid of descriptive and inferential statistical tools. The hypothesis of the study was tested using a Pearson Product Moment Correlation and regression analysis presented at 95% level of confidence interval with alpha set at 0.05 levels accepting 5% margin of error. The descriptive findings show that classroom observation as a supervisory mechanism is largely 87.1% perceived positively by secondary school teachers for their effectiveness in Kumba I Municipality while 12.9% do not. Overall, the descriptive statistics (mean = 2.429, SD = 0.458) reflect that teachers' responses cluster around this generally favourable perception of classroom observation in relation to job performance. The inferential results further confirm that classroom observation has a significant relationship with teachers' job performance. Although the hypothesis was stated as "no significant relationship," the Pearson Product Moment Correlation revealed a positive and significant correlation between classroom observation and teachers' job performance ($r = .356$, $p = .000$, significant at the 0.01 level). The reported explanatory power indicates that classroom observation accounts for a large portion of the association in terms of the Nagelkerke statistics (86.3%). In addition, the multiple regression analysis shows that classroom observation significantly predicts teachers' job performance ($\beta = .299$, $t = 3.701$, $p = .000$), with an $r^2 = 35.2\%$ meaning that classroom observation explains 35.2% of the variation in teachers' job performance, while other factors account for the remaining percentage. Collectively, these results imply that when classroom observation is conducted and perceived as constructive, it tends to enhance teachers' confidence and teaching effectiveness, thereby improving overall job performance. Based on the findings, it is recommended that school administrators and educational supervisors in Kumba I Municipality should strengthen the implementation of classroom observation as a supportive and developmental supervisory mechanism by ensuring that it is conducted in a non-threatening, collaborative, and feedback-driven manner. Supervisors should prioritize pre-observation discussions, classroom-based mentoring, and constructive post-observation feedback that focuses on improving instructional practices rather than fault-finding or control. This approach will help reduce teachers' fear and resistance toward supervision, improve their perception of classroom observation, and enhance their instructional effectiveness and overall job performance.

Keywords: Classroom Observation, Supervisory, Secondary School, and Teachers' Job Performance.

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1. Introduction

Teachers' job performance is a critical determinant of learners' achievement and the overall effectiveness of teaching and learning in any education system. In Cameroon's secondary schools, the quality of instruction, lesson delivery, classroom management, assessment practices, and teacher professionalism are expected to reflect not only teachers' competence but also the extent to which instructional leadership guides and supports them. One supervisory strategy widely discussed in education is classroom observation, which typically involves structured visits to teachers' classrooms to appraise teaching practices against defined standards, provide evidence-based feedback, and encourage continuous improvement (Okumbe, 2011). In this way, classroom observation functions as a supervisory mechanism that may strengthen teachers' effectiveness by promoting accountability, improving instructional methods, and identifying professional development needs. Relevant scholarship underscores that when supervision is systematic and supportive, it can influence teachers' performance and contribute to improved instructional outcomes (Acheson & Gall, 2003). In the Cameroon's South West Region, understanding classroom observation as a supervisory mechanism becomes especially important for enhancing secondary school teacher performance and sustaining educational quality. Effective classroom observation is not limited to fault-finding; rather, it can be used to guide supervision through planning, observation, feedback, follow-up, and documentation, thereby helping teachers refine their pedagogical skills over time (Sergiovanni & Starratt, 2002). Recent research and ongoing debates in educational supervision emphasize that the impact of classroom observation depends on factors such as the frequency and clarity of observation procedures, the competence and fairness of school supervisors, the professionalism of feedback, and the availability of follow-up support (Glickman, Gordon, & Ross-Gordon, 2018).

In essence, teachers' job performance is widely acknowledged as the cornerstone of quality education and improved students' academic achievement. Effective

teacher job performance is reflected through adequate lesson preparation, timely classroom attendance, effective instructional delivery, proper assessment of learners, classroom management, and professional commitment (OECD, 2023). In Cameroon, the Ministry of Secondary Education (MINESEC) expects secondary school teachers to effectively implement the Competency-Based Approach (CBA) through regular lesson planning, learner-centred teaching, continuous assessment, and adherence to professional standards. Classroom observation is intended to serve as an instructional supervisory mechanism through which principals monitor classroom practices, provide constructive feedback, identify teachers' strengths and weaknesses, and promote continuous professional development. Studies have shown that effective classroom observation significantly enhances teachers' instructional practices and job performance. For example, Njouny (2026) found a strong positive relationship between principals' classroom visitation and teachers' job performance, while Mokini, Nalova and Lyonga (2024) reported that regular classroom visitation improves teachers' effectiveness in implementing the Competency-Based Approach in secondary schools in the South West Region of Cameroon.

Despite these expectations, teachers' job performance in many secondary schools in Cameroon, including those in Kumba I Municipality, continues to face numerous challenges. Evidence indicates persistent weaknesses in lesson preparation, instructional delivery, classroom management, assessment practices, and adherence to professional responsibilities, partly due to weak and inconsistent instructional supervision. Recent findings indicate that although about 62.5% of teachers reported that principals conduct classroom visits, only 55% indicated receiving feedback after observations, while only 50% reported that pre-observation conferences were conducted, suggesting inconsistencies in the implementation of classroom observation as a supervisory strategy (Njouny, 2026). Similarly, Oyono (2024) observed that administrative and management challenges within MINESEC negatively affect teacher effectiveness and students' academic performance. These supervisory gaps may contribute to poor instructional quality, reduced teacher

motivation, weak implementation of the Competency-Based Approach, and declining students' learning outcomes, especially in contexts already affected by socio-economic and security challenges.

To address these concerns, the Government of Cameroon, through the Ministry of Secondary Education, has introduced several measures, including the Competency-Based Approach, regular pedagogic inspections, continuous professional development programmes, school-based supervision, monitoring by regional and divisional pedagogic inspectors, and periodic evaluation of pedagogic activities. In 2024, MINESEC reaffirmed its commitment by conducting nationwide monitoring and evaluation of pedagogic activities across the ten regions to strengthen instructional quality and supervision. However, despite these interventions, reports continue to indicate variations in the regularity, quality, and effectiveness of classroom observation and feedback practices in secondary schools. Consequently, many teachers still receive inadequate instructional support needed to improve their classroom practices. While several studies have examined instructional supervision and teacher performance in municipalities such as Buea and other regions of Cameroon, there remains limited empirical evidence on how classroom observation specifically influences secondary school teachers' job performance in Kumba I Municipality. It is this knowledge gap that necessitated the present study;

□ To evaluate classroom observation as a supervisory mechanism for secondary school teachers' job performance in Kumba I Municipality.

2. Literature Review

Classroom observation is one of the most widely recognized instructional supervisory strategies used by school administrators to monitor, assess, and improve the quality of teaching and learning. It refers to the systematic process whereby school leaders, supervisors, or instructional experts visit classrooms to observe teachers' instructional practices, classroom management, learner engagement, assessment techniques, and overall pedagogical effectiveness for the purpose of providing professional support and improving instructional quality. According to Glickman, Gordon and Ross-Gordon (2018), classroom observation is a collaborative supervisory process designed to improve teachers' instructional competence through systematic observation followed by constructive feedback and professional dialogue. Similarly, Sergiovanni and Starratt (2020) describe classroom observation as a developmental supervision strategy aimed at enhancing

teaching effectiveness rather than merely evaluating teacher performance. Unlike traditional inspection, modern classroom observation emphasizes professional growth, reflective practice, mentorship, and continuous improvement of instructional practices.

The importance of classroom observation extends beyond monitoring teacher compliance with school regulations to promoting organizational effectiveness and school improvement. Effective classroom observation enables school leaders to identify teachers' instructional strengths and weaknesses, monitor curriculum implementation, assess the use of learner-centred teaching strategies, and ensure that educational standards are maintained. According to UNESCO (2023), instructional supervision, particularly classroom observation, is fundamental in strengthening teacher quality, improving instructional delivery, and enhancing learning outcomes in secondary schools. Likewise, OECD (2023) argues that schools characterized by regular instructional supervision and supportive classroom observation tend to demonstrate higher teacher commitment, improved instructional quality, stronger collaboration among teachers, and better student achievement. Consequently, classroom observation contributes not only to teachers' professional development but also to the overall effectiveness and productivity of educational institutions.

From a supervisory perspective, classroom observation serves as a mechanism for improving teachers' professional competence through continuous coaching, mentoring, and feedback. Goldhammer, Anderson and Krajewski (2019) explain that classroom observation should follow a clinical supervision cycle consisting of pre-observation conferences, classroom visits, analysis of observed instructional practices, post-observation conferences, and follow-up support. This process enables supervisors to provide individualized guidance based on actual classroom realities rather than assumptions. Effective feedback encourages teachers to reflect on their instructional practices, adopt innovative teaching strategies, improve classroom management, and address identified weaknesses. Zepeda (2022) further argues that supervision through classroom observation creates opportunities for professional learning communities where teachers and supervisors collaboratively solve instructional challenges, thereby promoting continuous professional growth.

Teachers' job performance refers to the extent to which teachers effectively execute their professional responsibilities to achieve educational goals. It encompasses lesson preparation, instructional delivery,

classroom management, learner assessment, record keeping, punctuality, professional ethics, curriculum implementation, learner motivation, and participation in school activities (Armstrong, 2021). According to Hoy and Miskel (2021), teachers' job performance is determined not only by subject knowledge but also by instructional competence, commitment to professional responsibilities, adaptability to educational reforms, and effective interaction with learners. High-performing teachers demonstrate effective classroom organization, utilize appropriate teaching methods, maintain positive learning environments, and continuously improve their instructional practices through professional development and supervision. Therefore, teachers' job performance remains a critical determinant of students' academic achievement and school effectiveness.

Classroom observation enhances secondary school teachers' job performance by providing continuous instructional support and evidence-based feedback that enables teachers to improve their classroom practices. During classroom visits, supervisors assess various dimensions of teaching, including lesson planning, instructional strategies, classroom interaction, use of teaching aids, learner participation, time management, and assessment methods. The feedback provided after observation helps teachers recognize areas requiring improvement while reinforcing effective instructional practices. Zepeda (2022) notes that teachers who receive regular constructive feedback through classroom observation are more likely to demonstrate improved instructional competence, increased confidence, greater professional commitment, and higher levels of job performance. Similarly, Hattie (2023) maintains that feedback derived from classroom observation is among the most powerful influences on teacher effectiveness because it promotes reflective teaching and continuous professional learning.

Empirical studies conducted in different educational contexts further demonstrate the positive relationship between classroom observation and teachers' job performance. In Cameroon, Mokini, Nalova and Lyonga (2024) found that regular classroom visitation by principals significantly improved teachers' implementation of the Competency-Based Approach, instructional delivery, and classroom management in secondary schools in the South West Region. Likewise, Njouny (2026) established a strong positive relationship between principals' classroom visitation and teachers' job performance ($r = 0.804$, $p < 0.05$), concluding that teachers who receive regular classroom supervision accompanied by constructive

feedback perform significantly better than those who experience limited instructional supervision. Similar findings have been reported by Ibrahim and Daniel (2022) in Nigeria, who observed that effective classroom observation positively influenced teachers' lesson preparation, instructional delivery, classroom discipline, and professional accountability. These findings suggest that classroom observation functions as both a quality assurance mechanism and a professional development strategy capable of enhancing teacher effectiveness.

Despite its numerous advantages, scholars caution that the effectiveness of classroom observation depends largely on how it is implemented. When classroom observation is perceived as fault-finding, punitive, or merely evaluative, teachers may become anxious, defensive, and resistant to supervision, thereby reducing its developmental value (Sergiovanni & Starratt, 2020). Conversely, when supervisors establish trust, conduct pre-observation discussions, use objective observation instruments, provide timely and constructive feedback, and follow up with coaching and professional support, classroom observation becomes a powerful tool for improving teachers' job performance and organizational effectiveness (Zepeda, 2022). In the context of secondary schools in Cameroon, where educational reforms such as the Competency-Based Approach require continuous instructional support, classroom observation remains an indispensable supervisory mechanism for strengthening teachers' instructional competence, promoting accountability, and improving the quality of teaching and learning. However, variations in the consistency and quality of classroom observation practices across schools justify continued research into how this supervisory mechanism influences secondary school teachers' job performance, particularly in Kumba I Municipality.

From a theoretical point of view, the clinical supervision/clinical feedback theory developed by W. Robert Goldhammer (1969) as a systematic and collaborative approach to improving classroom instruction through direct observation and constructive feedback. The theory emerged from the belief that effective supervision should focus on enhancing teachers' instructional practices rather than merely evaluating their performance. Goldhammer proposed that supervision should follow a structured cycle consisting of five sequential stages: the pre-observation conference, classroom observation, analysis and interpretation of observation data, the supervisory (feedback) conference, and post-conference analysis. During the pre-observation conference, the supervisor and

teacher jointly establish the objectives and focus of the observation. This is followed by systematic classroom observation, where objective evidence of teaching behaviours is collected. The supervisor then analyses the data before engaging the teacher in a feedback conference characterized by dialogue, reflection, and collaborative problem-solving. Finally, both parties evaluate the supervision process to improve future supervisory practices. Goldhammer emphasized that clinical supervision is based on trust, objectivity, professional dialogue, mutual respect, reflective practice, and continuous instructional improvement rather than fault-finding or authoritarian inspection (Goldhammer, 1969). The Clinical Supervision Theory is highly relevant to the present study on classroom observation as a supervisory mechanism for secondary school teachers' job performance because it provides the theoretical foundation for understanding how effective classroom observation enhances teachers' professional competence and instructional effectiveness. The theory views classroom observation as a developmental process in which supervisors collect objective evidence of classroom practices and provide constructive feedback that enables teachers to reflect on their strengths and areas requiring improvement. Through collaborative feedback and professional coaching, teachers become more confident, refine their teaching strategies, improve classroom management, and adopt more effective instructional methods, leading to enhanced job performance. This theoretical perspective supports the study's assumption that

classroom observation contributes positively to teachers' effectiveness when implemented as a supportive and reflective supervisory practice rather than a fault-finding exercise. Therefore, Goldhammer's (1969) theory provides a strong conceptual framework for explaining how systematic classroom observation and meaningful supervisory feedback can promote continuous professional development and improved teaching performance among secondary school teachers.

3. Methodology

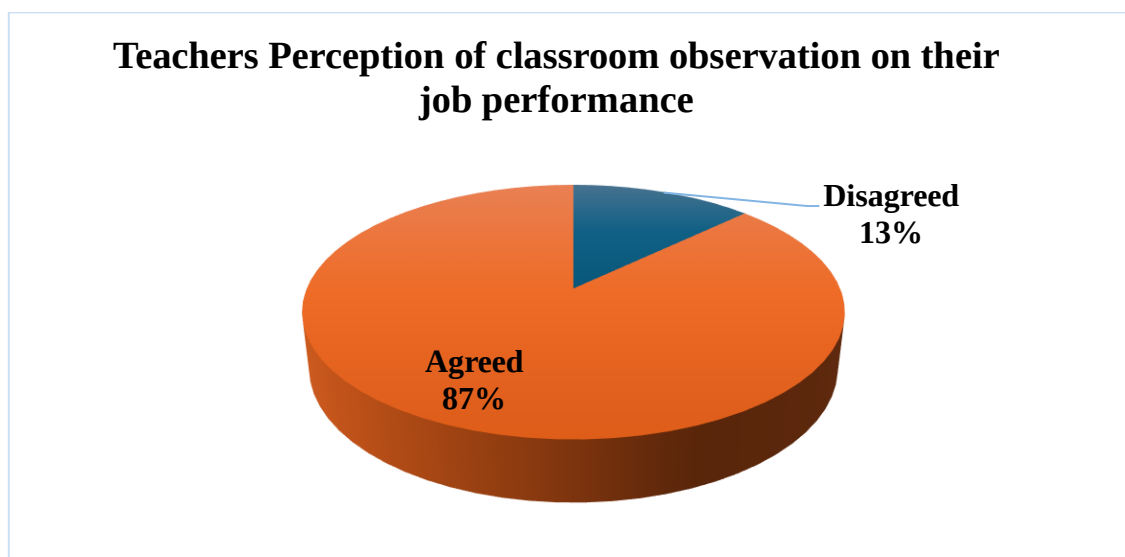
The quantitative research approach specifically the descriptive survey research design was adopted for the study. The population of the study comprise of the 105 teachers from secondary schools in Kumba I Municipality. The purposive and simple random sampling techniques was adopted for the study. The instrument use for data collection was a questionnaire. Data was analysed using SPSS 23.0, with the aid of descriptive and inferential statistical tools. The hypothesis of the study was tested using a Pearson Product Moment Correlation and regression analysis presented at 95% level of confidence interval with alpha set at 0.05 levels accepting 5% margin of error.

4. Findings and Discussion

The findings of the study are presented and supported by literature and the works of other researchers.

Table 1: Teachers Perception of classroom observation on their job performance

ITEM	SD	D	A	SA	Collapse set	
					Disagreed	Agreed
I see supervision as a fault-finding exercise	8 (7.6%)	8 (7.6%)	42 (40.0%)	47 (44.7%)	16 (15.2%)	89 (84.7%)
I see supervision as a means to be bossy	9 (8.6%)	10 (9.5%)	46 (43.8%)	40 (38.1%)	19 (18.1%)	86 (81.9%)
I avoid teaching when I know supervision will take place.	16 (15.2%)	3 (2.9%)	45 (42.9%)	41 (39.0%)	19 (18.1%)	86 (81.9%)
I appreciate classroom supervision because it helps improve my teaching	2 (1.9%)	2 (1.9%)	53 (50.5%)	48 (45.7%)	4 (3.8%)	101 (96.2%)
I feel confident teaching when a supervisor is present in my class	3 (2.9%)	7 (7.8%)	68 (64.8%)	27 (25.7%)	10 (9.5%)	95 (90.5%)
Multiple response set	28 (5.3%)	30 (5.7%)	254 (48.4%)	203 (38.7%)	68 (12.9%)	457 (87.1%)

Figure 1: Perception of classroom observation

The findings in Table 1 and figure 1 indicate that teachers have contradictory perceptions of classroom observation as a supervisory mechanism for improving their job performance. Although a substantial 84.7% of the respondents agreed that they view supervision as a fault-finding exercise, the overall agreement level of 87.1% across the items suggests that teachers generally acknowledge the importance of classroom observation. The perception of supervision as fault-finding implies that many teachers associate the process with criticism and evaluation rather than professional support. Such perceptions may discourage openness during classroom observation and weaken the intended developmental purpose of supervision. Sergiovanni and Starratt (2013) argued that when supervision is implemented in a controlling and judgmental manner, teachers are more likely to develop negative attitudes, resulting in reduced collaboration and limited instructional improvement. Therefore, supervisors should adopt supportive approaches that promote trust and professional growth rather than fear.

Similarly, 81.9% of the respondents agreed that they perceive supervision as a means for supervisors to be bossy, while an equal proportion (81.9%) admitted that they avoid teaching whenever they know classroom observation will take place. These findings suggest that teachers experience considerable anxiety during supervisory visits, which may cause them to alter their normal classroom practices or become reluctant to participate fully in instructional activities. Such reactions reduce the effectiveness of classroom observation because supervisors may not obtain

an accurate picture of teachers' routine instructional practices. According to Blase and Blase (2004), supervisory behaviours characterized by excessive authority and limited teacher involvement often create fear, resistance, and low morale among teachers. Consequently, instructional supervision should emphasize dialogue, mutual respect, and professional coaching to minimize anxiety and encourage authentic teaching during classroom observations.

In contrast to these negative perceptions, the findings reveal an overwhelmingly positive appreciation of classroom observation, with 96.2% of the respondents agreeing that they appreciate supervision because it helps improve their teaching. This suggests that teachers are able to distinguish between negative supervisory behaviours and the professional benefits derived from constructive classroom observation. The high level of appreciation indicates that teachers value feedback and guidance that contribute to improved instructional competence and classroom effectiveness. Danielson (2013) maintained that classroom observation becomes a powerful tool for professional development when it is followed by constructive feedback, reflective dialogue, and opportunities for instructional improvement. This perspective supports the finding that teachers generally recognize the developmental value of classroom observation despite concerns about how supervision is sometimes conducted.

Furthermore, 90.5% of the respondents indicated that they feel confident teaching when a supervisor is present in their classroom, reinforcing the overall multiple-response

agreement of 87.1% compared to only 12.9% disagreement. This finding suggests that although many teachers initially perceive supervision as intimidating, the majority have sufficient professional confidence to perform effectively during classroom observation. It also implies that teachers increasingly recognize classroom observation as an accountability and professional development mechanism that can enhance job performance when implemented

Verification of Hypothesis: There is no significant relationship between classroom observation as a supervisory mechanism and Teacher's job performance.

Table: Relationship between classroom observation as a supervisory mechanism and Teacher's job performance.

		Classroom observation as a supervisory mechanism	Teacher's job performance	Explanatory power of relationship in terms of percentage (Nagelkerke statistics)
Pearson Product Moment Correlation	R-value	1	.356**	86.3% (0.863)
	p-value	.	.000	
	N	105	105	

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

The results of the Pearson Product Moment Correlation reveal a statistically significant positive relationship between classroom observation as a supervisory mechanism and teachers' job performance ($r = .356$, $p = .000$, $N = 105$). Since the p-value (.000) is less than the 0.01 significance level, the null hypothesis stating that there is no significant relationship between classroom observation as a supervisory mechanism and teachers' job performance is rejected. Although the correlation coefficient ($r = .356$) indicates a moderate positive relationship, the Nagelkerke explanatory power of 86.3% suggests that classroom observation, as implemented within the study context, substantially contributes to variations in teachers' job performance. This implies that effective classroom observation provides teachers with opportunities to improve instructional practices through professional guidance,

constructive evaluation, and reflective teaching. These findings are strongly supported by Goldhammer's (1969) Clinical Supervision Theory, which posits that classroom observation is most effective when it follows a systematic cycle comprising pre-observation conferencing, classroom observation, data analysis, supervisory conference, and post-conference analysis. Goldhammer argued that clinical supervision is intended not to identify teachers' faults but to promote instructional improvement through objective feedback, collaborative reflection, and professional dialogue. Consequently, when supervisors implement classroom observation using the principles of clinical supervision, teachers become more receptive to feedback, refine their instructional practices, and enhance their overall job performance, thereby explaining the significant positive relationship observed in this study.

Table 4: Multiple linear regression analysis

	B (β)	SE	T	P
Classroom Observation	0.288 (0.299)	0.078	3.701	0.000
$r^2 = 35.2\%$ $f(3,101) = 18.298^{**}$				

Multiple linear regression analysis revealed that classroom observation is a statistically significant predictor of teachers' job performance ($\beta = 0.299$, $B = 0.288$, $SE = 0.078$, $t = 3.701$, $p = 0.000$). The positive beta coefficient demonstrates that improvements in classroom observation

practices are associated with corresponding improvements in teachers' job performance. Since the p-value (0.000) is below the conventional significance level of 0.05, classroom observation significantly predicts teachers' job performance and its effect is unlikely to have occurred by

chance. Furthermore, the model explains 35.2% ($R^2 = 0.352$) of the variance in teachers' job performance, indicating that while classroom observation makes a meaningful contribution to teacher effectiveness, other factors account for the remaining 64.8% of the variation. The overall regression model is statistically significant ($F(3, 101) = 18.298, p < .01$), confirming that the predictor contributes significantly to explaining changes in teachers' job performance. These findings are consistent with Acheson and Gall (2003), who argued that effective classroom observation is a central component of clinical supervision because it provides systematic evidence about instructional practices, facilitates constructive feedback, and promotes reflective teaching. They emphasized that observation should be developmental rather than judgmental, enabling supervisors and teachers to collaboratively identify instructional strengths and areas for improvement. Consequently, the significant positive predictive effect observed in this study supports the view that well-planned classroom observation enhances teachers' professional competence and instructional effectiveness, thereby improving overall job performance.

5. Conclusion and Recommendations

Based on the findings, the study highlights that classroom observation is a significant determinant of teachers' instructional effectiveness and overall job performance. Although teachers initially demonstrate mixed perceptions viewing supervision in some instances as fault-finding, authoritarian, and anxiety-inducing they simultaneously acknowledge its developmental value in improving teaching practice and enhancing instructional confidence. This dual perception suggests that the effectiveness of classroom observation depends largely on how it is implemented by school administrators. The inferential results further confirm a statistically significant positive relationship between classroom observation and teachers' job performance, with classroom observation emerging as a meaningful predictor of improved instructional delivery and professional effectiveness. This aligns with the position of Hattie (2023), who asserts that feedback from instructional supervision is one of the most powerful influences on teacher performance because it promotes reflective practice and continuous improvement. Similarly, Zepeda (2022) emphasizes that classroom observation enhances teaching quality when it is structured as a supportive and developmental process rather than a punitive exercise.

Generally, the study concludes that classroom observation is an effective supervisory mechanism for enhancing secondary school teachers' job performance in Kumba I

Municipality when properly implemented. The evidence suggests that structured observation, coupled with constructive feedback, contributes significantly to improving teachers' instructional competence, classroom management, and professional accountability. However, the persistence of negative perceptions among teachers highlights the need for supervisors to strengthen trust, communication, and collegial relationships during the supervision process in order to maximize its impact. In this regard, Sergiovanni and Starratt (2020) argue that instructional supervision is most effective when it is developmental, collaborative, and focused on professional growth rather than control. Likewise, UNESCO (2023) maintains that effective instructional supervision improves teacher quality and learning outcomes when it is continuous, supportive, and embedded within school improvement processes. Therefore, enhancing the quality of classroom observation practices remains essential for sustaining teacher performance and improving educational outcomes in the study area. Based on these findings, it is recommended that school administrators and educational supervisors in Meme should strengthen the implementation of classroom observation as a supportive and developmental supervisory mechanism by ensuring that it is conducted in a non-threatening, collaborative, and feedback-driven manner. Supervisors should prioritize pre-observation discussions, classroom-based mentoring, and constructive post-observation feedback that focuses on improving instructional practices rather than fault-finding or control. This approach will help reduce teachers' fear and resistance toward supervision, improve their perception of classroom observation, and enhance their instructional effectiveness and overall job performance.

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