

Principals' Supervisory Skill and Teachers' Effectiveness In Public Secondary Schools In The South West Region Of Cameroon

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Abstract

*This study was designed to examine the impact of principals' supervisory skill on teachers' effectiveness in public secondary schools in the South West Region of Cameroon. To achieve the objective of the study, one research question and hypothesis guided the study. The study adopted a mixed-methods research approach specifically the concurrent survey research design. The population of the study comprised of teachers, principals and students from public secondary schools in the South West Region of Cameroon. The sample was made up of 280 teachers, 270 high school students and 18 principals. The purposive sampling technique and simple random sampling technique was adopted for the study. Questionnaire and semi-structured interview guide were the instruments used for the study. The questionnaire consisted of both close and open-ended questions for teachers and semi-structured interview guide for principals. The instruments were subjected to various validity and reliability checks as appropriate. Data from close ended questions were analysed using SPSS 23.0, with the aid of descriptive and inferential statistical tools while open ended questions were analysed thematically. The Spearman's rho was used to test the research hypotheses formulated in the study. Findings revealed that majority 81.3% of teachers indicate that their principals' supervisory skill influences their effectiveness in public secondary schools while 18.7% do not. Also, the findings reveal that teachers and principals generally perceive effective principal supervisory skills as essential for improving teachers' effectiveness. Teachers' responses indicate that supervision promotes orderliness by ensuring teachers perform their duties correctly, prepare lessons, and contribute to the smooth functioning of the school. Supervision was also viewed as a source of teacher motivation and encouragement, as principals' guidance, presence, and recognition encourage teachers to be more committed and responsible. Furthermore, respondents emphasized teacher accountability and performance, noting that regular follow-up and monitoring help teachers meet expectations, identify weaknesses, and improve their work. The findings also highlight the role of supervision in professional growth, as principals' guidance, feedback, and support enhance teachers' skills, job satisfaction, and instructional practices. Through supervisory techniques and practices such as classroom checks, observations, and monitoring, principals help teachers remain focused and effective. Although a few teachers disagreed, arguing that personal commitment and professional conscience are more important than supervision, the majority acknowledged its positive influence. Principals' responses further support these views, showing that they use classroom observations, feedback and evaluation, encouragement of innovation, collaborative planning, and monitoring of implementation to guide teachers. Their supervisory skills enhance instructional effectiveness by providing targeted feedback, facilitating professional development, fostering collaboration and peer support, and cultivating a positive learning environment where teachers feel supported and motivated to improve their practices. The hypothetical statistics showed that there is a significant, positive and strong relationship between principals' supervisory skill and teachers' effectiveness in public secondary schools (R -value 0.573**, p -value $< 0.000 < 0.05$). The positive sign of the correlation value implies that effective principals' supervisory skill will contribute to the enhancement of teachers' effectiveness in public secondary schools. Thus, the null hypothesis was rejected while the alternative that states there is a significant relationship between principals' supervisory skill and teachers' effectiveness in public secondary schools was accepted. Based on the findings, it is recommended that the Ministry of Secondary Education, in collaboration with relevant educational authorities, should organize continuous professional development programmes for principals to strengthen their supervisory skills,*

particularly in areas such as instructional leadership, constructive feedback, classroom observation, teacher mentoring, and collaborative supervision, so that they can effectively support and improve teachers' effectiveness in public secondary schools.

Keywords: Principal, Supervisory Skill, Teachers' Effectiveness and Public Secondary Schools.

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1. Introduction

Teachers' effectiveness in public secondary schools remains a fundamental determinant of educational quality and students' academic achievement. Effective teachers possess the knowledge, pedagogical skills, commitment, and professional competence necessary to facilitate meaningful learning and achieve curriculum objectives. Their effectiveness is reflected in lesson preparation, classroom management, instructional delivery, learner assessment, and the ability to motivate students towards academic success. Despite the implementation of educational reforms in Cameroon, public secondary schools continue to face challenges related to teacher effectiveness, including inadequate instructional practices, low motivation, poor classroom management, and inconsistent curriculum implementation. Recent studies have emphasized that improving teacher effectiveness is essential for enhancing students' learning outcomes and achieving sustainable educational development (Timona, Ndanu, & Kimotho, 2024). In the South West Region of Cameroon, these concerns have been compounded by contextual challenges that have affected the quality of teaching and learning, thereby increasing the need for effective school leadership and supervision. The effectiveness of teachers is strongly influenced by the supervisory skills of school principals, who serve as instructional leaders responsible for ensuring quality teaching and learning. Principals' supervisory skills encompass classroom observation, monitoring lesson planning, checking professional records, providing constructive feedback, mentoring teachers, and facilitating continuous professional development. Contemporary educational leadership recognizes supervision as a collaborative and developmental process rather than a fault-finding exercise. According to Sunaryo (2023), effective instructional supervision enhances teachers' professional competence, confidence, and instructional practices.

Similarly, Siahaan (2025) argue that supportive supervision encourages reflective teaching, strengthens instructional quality, and improves teachers' performance through continuous guidance and professional support. These supervisory practices create an enabling school environment where teachers can improve their instructional effectiveness and contribute to better student outcomes.

In the South West Region of Cameroon, where public secondary schools continue to experience educational disruptions and varying levels of teacher performance, the supervisory role of principals has become increasingly significant. Recent empirical evidence by Mokini, Endeley, and Lyonga (2024) revealed that regular classroom visitations and instructional supervision significantly improve teachers' effectiveness in implementing the competency-based approach in secondary schools within the region. Likewise, Njouny (2026) found a strong positive relationship between principals' instructional supervisory practices—including classroom visitation, lesson preparation supervision, record checking, and instructional demonstration and teachers' performance in secondary schools in Buea Municipality. Although these studies provide valuable insights, there remains a need for broader investigation into how principals' supervisory skills influence teachers' effectiveness across public secondary schools in the South West Region of Cameroon.

In essence, effective teachers are indispensable to the achievement of quality education because they translate curriculum objectives into meaningful learning experiences through proper lesson planning, appropriate instructional strategies, effective classroom management, continuous assessment, and professional commitment. Ideally, teachers in public secondary schools are expected to demonstrate high levels of instructional competence, punctuality, regular classroom attendance, effective implementation of the

Competency-Based Approach (CBA), and commitment to learners' academic and moral development. Such effectiveness is expected to improve students' academic achievement and facilitate the realization of Sustainable Development Goal 4 (SDG 4) on inclusive and equitable quality education. However, teacher effectiveness remains a major concern globally and particularly in Sub-Saharan Africa, where UNESCO estimates that the region will require about 15 million additional teachers by 2030, while the world faces a shortage of 44 million primary and secondary teachers. These shortages, coupled with inadequate professional support and supervision, continue to undermine the quality of teaching and learning in many education systems, including Cameroon (UNESCO, 2024). From observation effective teaching has been challenged by numerous contextual factors such as the socio-political crisis, teacher absenteeism, inadequate instructional supervision, increased workload, limited professional development opportunities, and insufficient teaching resources. These challenges have negatively affected teachers' classroom performance and the effective implementation of the Competency-Based Approach. Recent empirical evidence from the South West Region revealed that although principals undertake supervisory activities, only 57.1% of teachers acknowledged active supervision of lesson preparation, indicating that a substantial proportion (42.9%) perceived supervision as inadequate. Similarly, studies conducted in the region established that principals' classroom visitation, record checking, lesson supervision, and instructional support have significant positive relationships with teachers' performance, suggesting that weaknesses in supervisory practices directly affect teacher effectiveness. Consequently, ineffective teaching has contributed to declining learner achievement, reduced instructional quality, poor curriculum implementation, and diminished school effectiveness in many public secondary schools.

Recognizing these challenges, the Government of Cameroon, through the Ministry of Secondary Education (MINESEC), has introduced several reforms aimed at improving teacher effectiveness. These include the implementation of the Competency-Based Approach curriculum, continuous professional development programmes, pedagogic seminars, in-service training, deployment of pedagogic inspectors, school inspections, and strengthening principals' instructional leadership responsibilities. National education sector reforms have equally emphasized school leadership, teacher quality improvement, monitoring, and accountability as essential strategies for improving educational outcomes. Despite

these efforts, evidence suggests that teacher effectiveness remains below expected standards in many public secondary schools in the South West Region because supervisory practices are often irregular, inconsistent, or insufficiently supportive. The persistence of poor instructional delivery, weak lesson preparation, inadequate classroom monitoring, and inconsistent professional guidance indicates that the problem has not been adequately resolved. It is against this background that this study seeks to examine the influence of principals' supervisory skills on teachers' effectiveness in public secondary schools in the South West Region of Cameroon, with the expectation to answer the question,

- How does principals' supervisory skill influence teachers' effectiveness in public secondary schools?

With lone general hypothesis

Ho: There is no significant relationship between principals' supervisory skill and teachers' effectiveness in public secondary schools

2. Literature Review

Supervisory skill refers to the ability of school leaders to effectively manage and support the work of teachers and other staff members, including providing feedback, setting expectations, and facilitating professional development (Glickman, Gordon, & Ross-Gordon, 2014). Ojo (1991) defined supervision in the school context as "a process which dynamic and on-going in outlook towards realizing the creative ability of children, teacher and the community for the development of the best possible educational programmes. The principals are however, the overall supervision of the school programmes and will help to influence the administrative effectiveness of principals as a whole. Supervisory skill involves the capacity to observe and evaluate classroom instruction, provide constructive feedback to teachers, and use data to inform instructional decision-making (Marzano, Frontier, & Livingston, 2011). Instructional supervision is a leadership process through which principals provide guidance, support, and direction to teachers to improve instructional delivery and achieve educational goals. It promotes teachers' professional growth, enhances teaching methods, aligns curriculum with educational standards, and encourages continuous learning and data-driven decision-making (UDE, 2005). Supervision is therefore not merely an administrative function but a developmental process that strengthens teacher effectiveness through collaboration, observation, feedback, and professional dialogue (Glickman, Gordon, & Ross-

Gordon, 2018). These supervisory practices ensure that teaching and learning remain the central focus of school improvement.

Effective principals demonstrate a range of supervisory skills that directly influence teachers' instructional performance. These include problem-solving, instructional observation, constructive feedback, coaching, monitoring, evaluation, and problem diagnosis, all of which help teachers identify challenges, improve classroom practices, and refine instructional strategies (Zachariah, 2013). Regular classroom observation provides evidence for meaningful feedback, while coaching encourages reflective practice and professional growth through supportive rather than authoritarian supervision (Glickman et al., 2018). Continuous monitoring and evaluation further ensure that teachers adhere to instructional standards and make necessary improvements to enhance student learning (Jacob & Lefgren, 2018). Effective supervision ensures that teachers remain professionally competent, motivated, and accountable while continuously improving their instructional practices. Principals who effectively supervise teaching through planning, monitoring, evaluation, motivation, and instructional leadership create conditions that enable teachers to achieve educational objectives and improve students' learning outcomes (Bell, 2011). Consequently, the success of secondary education largely depends on principals' ability to exercise sound supervisory skills that enhance teacher effectiveness and overall school performance.

Principals' supervisory effectiveness is further strengthened by democratic leadership, planning, motivation, communication, and interpersonal skills. Involving teachers in decision-making, maintaining open communication, and fostering trust create a positive school climate that encourages collaboration, commitment, and instructional improvement (Angelo & Cross, 2012). Strategic planning, organization, and follow-up ensure that supervisory activities are purposeful, recommendations are implemented, and teachers remain accountable for instructional quality (Ismail, 2015). Additionally, motivating teachers through recognition, encouragement, and professional development opportunities increases their commitment and effectiveness in achieving school objectives (Abidan, 2010). Despite its numerous benefits, the effectiveness of instructional supervision depends largely on the competence and commitment of principals. Excessive supervision or micromanagement may reduce teachers' creativity and autonomy, while inadequate supervision limits professional collaboration and

instructional improvement (Umaru & Aliyu, 2018). Nevertheless, when supervisory skills are applied appropriately, they enhance teachers' instructional competence, improve student achievement, strengthen organizational effectiveness, and contribute to sustainable educational development (Jacob & Lefgren, 2018). Thus, principals' supervisory skills remain a critical determinant of teachers' effectiveness and the overall success of secondary schools.

Teachers' effectiveness is central to achieving the goals of secondary education because it determines the quality of teaching, student learning, and preparation for higher education. Effective teachers possess the knowledge, skills, attitudes, and commitment required to deliver meaningful instruction, participate actively in school activities, and promote students' academic and personal development (Nnebedum & Akinfolarin, 2017). Educational effectiveness also depends on organizational factors such as motivation, responsibility, achievement, school climate, and harmonious relationships among staff, all of which create a conducive environment for teaching and learning (Mba & Pepple, 2021). Consequently, teacher effectiveness extends beyond individual performance to include contributions toward the overall achievement of school objectives. The effectiveness of teachers is strongly influenced by principals' leadership and managerial practices. Research indicates that teachers' commitment, discipline, and instructional performance improve when principals provide effective supervision, motivation, and supportive school management (Jumintono et al., 2018). Principals' conceptual, technical, and interpersonal competencies contribute to positive school climates, improved communication, and stronger organizational culture, which in turn enhance teachers' work commitment and instructional effectiveness (Maryati et al., 2019). Conversely, issues such as absenteeism, lateness, and reduced commitment among teachers highlight the need for principals to strengthen managerial practices that foster professionalism and positive work attitudes (Nnebedum, 2017).

Teacher effectiveness encompasses multiple dimensions, including instructional competence, assessment practices, classroom management, subject matter knowledge, pedagogical skills, and the ability to create a positive learning environment (Stronge, Ward, & Grant, 2011). Effective teachers employ diverse teaching strategies, personalize instruction to meet learners' needs, integrate technology, manage classrooms effectively, and use assessment to improve learning outcomes (Refugido, 2015).

Furthermore, teachers' expectations significantly influence students' academic achievement, as positive expectations encourage greater participation, motivation, and improved performance through supportive interactions and constructive feedback (Rosenthal & Jacobson, 1968; Harris & Rosenthal, 1985). Experienced teachers possess stronger pedagogical skills and classroom management techniques that improve student engagement and achievement, although continuous reflection and professional growth remain essential regardless of years of service (Hanushek, 2011). Sustained professional development enhances teachers' instructional knowledge, collaborative practices, and adaptability to changing educational demands (Desimone, 2009). Ultimately, quality education depends on effective teachers who continuously improve their professional practice, supported by effective school leadership, to achieve educational goals and improve student outcomes (Bakwaph & Anyanwu, 2020).

Teacher quality is widely recognized as the most significant in-school factor influencing students' academic achievement, while principals enhance teacher effectiveness through instructional leadership, teacher evaluation, professional development, and human resource management. According to Dunkin (1990), effective teachers possess a combination of characteristics, including strong subject matter knowledge, adaptability, communication skills, commitment to continuous improvement, empathy, emotional intelligence, and the ability to motivate students toward achieving desired learning outcomes. These qualities collectively enable teachers to deliver quality instruction and foster meaningful student achievement. A key characteristic of effective teachers is mastery of subject matter combined with pedagogical knowledge. Teachers who possess deep content knowledge and understand how to teach it effectively are better able to explain complex concepts, stimulate critical thinking, and engage students using appropriate instructional strategies (Darling-Hammond, 2000). Equally important are adaptability and flexibility, which enable teachers to respond to diverse learning needs, differentiate instruction, and adjust teaching methods according to classroom dynamics and technological changes (Tomlinson, 2001). Strong communication skills further enhance teaching effectiveness by promoting clear instruction, active listening, and collaborative classroom interactions that encourage student participation and understanding (DeVito, 2016).

Effective teachers also demonstrate a strong commitment to continuous professional growth through lifelong learning,

reflective practice, and ongoing professional development. By regularly evaluating and refining their instructional methods, teachers remain responsive to educational innovations and improve their classroom practices, ultimately benefiting student learning and school effectiveness (Guskey, 2002). In addition, empathy and emotional intelligence enable teachers to build trusting relationships with students, recognize their academic and emotional needs, and create supportive learning environments that foster student engagement, well-being, and social development (Brackett et al., 2019). Also, effective teachers maintain high expectations for all learners and motivate students through constructive feedback, encouragement, and the promotion of a growth mindset. By setting challenging but attainable goals, they cultivate resilience, accountability, and a commitment to academic excellence among students (Hattie, 2012). Furthermore, effective teachers are expected to demonstrate core professional competencies, including theoretical knowledge of learning, positive attitudes toward human relationships, mastery of subject content, and technical teaching skills that facilitate effective learning (Nessipbayeva, 2012). Together, these characteristics form the foundation of effective teaching and contribute significantly to improved educational outcomes.

Teachers' effectiveness in secondary educational institutions is influenced by multiple organizational and leadership factors that shape instructional quality and student achievement. Although measuring educational effectiveness is complex because different stakeholders hold varying expectations (Steers, 1997; Scott, 1992), effective schools consistently demonstrate characteristics such as strong leadership, shared vision and goals, high expectations for students, an orderly learning environment, frequent monitoring of teaching and learning, collaboration, and active family and community involvement (Glickman et al., 1998). These factors create supportive conditions that promote teachers' commitment, professional growth, and improved educational outcomes. Strong instructional leadership by principals is one of the most important determinants of teachers' effectiveness. Effective principals provide a clear vision, involve staff in decision-making, foster collaboration, evaluate teachers meaningfully, manage school resources efficiently, and create a positive school climate that supports teaching and learning (Stronge, Richard, & Cantano, 2008). Research further indicates that schools with shared goals, collegial relationships, and continuous monitoring of instruction are more successful because teachers work collaboratively, maintain consistent instructional standards, and receive the support needed to

improve their professional practice (Levine & Lezotte, 1990; Brookover et al., 1979). Such leadership enhances teacher commitment while contributing to higher student achievement.

Teacher effectiveness is also influenced by professional development, teaching experience, work environment, interpersonal relationships, and motivation. Continuous in-service training equips teachers with updated pedagogical knowledge and skills, while teaching experience enhances instructional competence and student performance (Yin-Cheong et al., 2002; Podolsky et al., 2019). In addition, supportive school climates, effective instructional management, adequate facilities, and positive relationships among teachers, administrators, parents, and students create favorable conditions for effective teaching (Toor, 2014). Teachers who are well-adjusted to their work environments and have access to appropriate instructional materials are also more likely to achieve better learning outcomes. Furthermore, teachers' effectiveness depends on motivation and the principal's ability to provide both intrinsic and extrinsic rewards that encourage commitment and professional excellence. Recognition, constructive feedback, seminars, workshops, and opportunities for career development strengthen teachers' morale and instructional performance (Toor, 2014). Effective schools require proactive principals who establish a clear mission, encourage participatory leadership, maintain open communication, and implement evidence-based instructional supervision to improve teacher performance and student achievement (Rallis & Highsmith, 1987). These interconnected factors demonstrate that teacher effectiveness is not solely an individual attribute but also a product of effective school leadership, supportive working conditions, and continuous professional development.

Teachers' effectiveness in secondary schools can be measured using multiple evaluation strategies that provide comprehensive evidence of instructional quality and professional performance. According to Berk (2005), effective assessment should incorporate ratings from supervisors, peers, students, and teachers' self-evaluations to obtain balanced judgments of teaching performance. Similarly, Stringer and Irwing (1998) argue that teacher effectiveness can be assessed through changes in students' knowledge, motivation, adjustment, and stress-management abilities. Regular evaluation enables schools to identify teachers' strengths and areas for improvement, thereby informing interventions that enhance instructional effectiveness (Pagani & Seghieri, 2002). However, effective assessment requires knowledgeable, objective, and

unbiased evaluators with clear evaluation criteria, as teaching effectiveness cannot be judged solely on classroom performance or student perceptions (Madhu & Gunjan, 2021). Several models have been proposed to measure teachers' effectiveness more comprehensively. The Goal and Task Model evaluate teachers based on the extent to which they achieve instructional goals and effectively utilize available resources, while the Resource Utilization Model assesses teachers' ability to maximize school resources and overcome instructional challenges (Madhu & Gunjan, 2021). The Working Process Model focuses on teachers' instructional practices, including teaching style, lesson planning, classroom management, interpersonal relationships, and professional attitudes. In contrast, the Accountability Model emphasizes teachers' responsibility for their instructional practices, professional competence, and performance, whereas the Absence of Problem Model considers teachers effective when they achieve instructional objectives with minimal weaknesses, failures, or disciplinary issues. The Continuous Learning Model further highlights teachers' adaptability, reflective practice, and willingness to embrace continuous professional growth as essential indicators of effectiveness (Madhu & Gunjan, 2021).

Improving teachers' effectiveness requires supportive leadership and positive working conditions. School principals play a crucial role by motivating teachers through recognition, promotions, incentives, job security, and effective management of relationships with parents and other stakeholders (Wani, 2017). Healthy interpersonal relationships among teachers, students, parents, colleagues, and supervisors also contribute significantly to teaching effectiveness, while shared responsibilities and collaborative work environments reduce stress and enhance professional commitment. Such supportive conditions encourage teachers to remain dedicated to their profession and improve their instructional performance. Furthermore, continuous professional development is essential for sustaining teachers' effectiveness. In-service training programs, social skills development, and innovative instructional approaches such as micro-teaching enable teachers to strengthen their pedagogical knowledge, refine classroom practices, and receive constructive feedback for continuous improvement (Habib, 2017). These professional learning opportunities help teachers identify instructional gaps, adapt to changing educational demands, and improve teaching strategies. Overall, systematic evaluation combined with ongoing professional support and development provides an effective framework for enhancing teachers' effectiveness and improving

educational outcomes in secondary schools (Berk, 2005).

Budling on Ludwig von Bertalanffy's general systems theory, introduced in 1954, provides a framework for understanding organizations as interconnected and interdependent systems rather than as isolated parts. The theory emerged from the idea that biological, social, and organizational phenomena can be understood through the relationships among their components. Bertalanffy argued that a system consists of interrelated elements that work together toward achieving common goals, and that changes in one part of the system can influence the functioning of the entire system. The major principles of the theory include interdependence of parts, where each component affects and depends on others; wholeness, which suggests that the whole system is greater than the sum of its individual parts; interaction with the environment, where systems receive inputs, transform them through internal processes, and produce outputs; and feedback mechanisms, which enable systems to regulate, improve, and maintain effectiveness (Bertalanffy, 1954). The theory further emphasizes openness, adaptability, and continuous adjustment, suggesting that successful systems must respond to internal and external changes to achieve their objectives (Bertalanffy, 1968). In relation to principals' supervisory skills and teachers' effectiveness in public secondary schools, the Systems Theory views the school as an organized social system where principals, teachers, students, policies, and resources represent interconnected components. The principal serves as a key coordinating element whose supervisory practices provide direction, feedback, and support that influence teachers' instructional performance and professional growth. Through classroom observations, evaluation, professional development, collaboration, and corrective feedback, principals create feedback mechanisms that help teachers improve their effectiveness. When principals apply effective supervisory skills, they strengthen the relationship between different parts of the school system, promoting accountability, motivation, innovation, and improved teaching outcomes. Conversely, weak supervision can disrupt the functioning of the system by reducing coordination and limiting teachers'

professional improvement. Therefore, Systems Theory provides a useful lens for explaining how principals' supervisory skills contribute to teachers' effectiveness by maintaining balance, communication, and continuous improvement within public secondary schools (Bertalanffy, 1954; Hoy & Miskel, 2013).

3. Methodology

The study adopted a mixed-methods research approach specifically the concurrent survey research design. The population of the study comprised of 7142 teachers and 222 principals from public secondary schools in the South West Region of Cameroon. The target population of the study comprised of public secondary school principals and teachers in Fako, Meme and Manyu Divisions of South West Region of Cameroon. The accessible population of the study comprised of 18 public secondary school principals, teachers and high School students in the Buea, Limbe I, and Tiko municipalities in Fako Division; Kumba I, II and III municipalities from Meme Division, Eyemojock, Mamfe and Akwaya municipalities from Manyu Division. Among the 18 secondary schools, 6 were sample from Fako division. The sample was made up of 280 teachers, 270 high school students and 18 principals. The purposive sampling technique and simple random sampling technique was adopted for the study. Questionnaire and semi-structured interview guide were the instruments used for the study. The questionnaire consisted of both close and open-ended questions for teachers and semi-structured interview guide for principals. The instruments were subjected to various validity and reliability checks as appropriate. Data from close ended questions were analysed using SPSS 23.0, with the aid of descriptive and inferential statistical tools while open ended questions were analysed thematically. The Spearman's rho was used to test the lone research hypotheses formulated in the study.

4. Findings and Discussions

The findings of the study are presented and supported by literature and the works of other researchers. Quantitative data is presented first followed qualitative data.

Table 1: Teachers Opinion on principals' supervisory skill

Statements	Stretched				Collapsed	
	SA	A	D	SD	SA/A	D/SD
Principals provide clear guidance on instructional practices that enhance my teaching effectiveness.	89 (32.4%)	132 (48.0%)	40 (14.5%)	14 (5.1%)	221 (80.4%)	54 (19.6%)
Regular feedback from my principal helps me improve my teaching strategies.	96 (34.9%)	139 (50.5%)	30 (10.9%)	10 (3.6%)	235 (85.5%)	40 (14.5%)
The professional development sessions organized by my principal are relevant and useful for my teaching.	92 (33.5%)	148 (53.8%)	24 (8.7%)	11 (4.0%)	240 (87.3%)	35 (12.7%)

My principal encourages a collaborative environment among teachers, which enhances our effectiveness.	118 (42.9%)	130 (47.3%)	16 (5.8%)	11 (4.0%)	248 (90.2%)	27 (9.8%)
I feel supported by my principal when I face challenges in my teaching practice.	59 (21.5%)	133 (48.4%)	63 (22.9%)	20 (7.3%)	192 (69.8%)	83 (30.2%)
My principal communicates expectations clearly, which helps me focus on my teaching goals.	103 (37.5%)	133 (48.4%)	24 (8.7%)	25 (5.5%)	236 (85.8%)	39 (14.2%)
The leadership style of my principal fosters a positive school culture that enhances teaching effectiveness.	91 (33.1%)	148 (53.8%)	31 (11.3%)	5 (1.8%)	239 (86.9%)	36 (13.1%)
My principal actively involves teachers in decision-making processes related to instructional practices.	38 (13.8%)	169 (61.5%)	58 (21.1%)	10 (3.6%)	207 (75.3%)	68 (24.7%)
Principals provide clear guidance on instructional practices that enhance my teaching effectiveness.	67 (24.4%)	157 (57.1%)	46 (16.7%)	5 (1.8%)	224 (81.5%)	51 (18.5%)
Regular feedback from my principal helps me improve my teaching strategies.	65 (23.6%)	130 (47.3%)	55 (20.0%)	25 (9.1%)	195 (70.9%)	80 (29.1%)
Multiple Responses Set (MRS)	818 (29.7%)	1419 (51.6%)	387 (14.1%)	126 (4.6%)	2237 (81.3%)	513 (18.7%)

n=275

The findings in Table 1 reveal that teachers generally agreed that principals' supervisory skill positively influence instructional practices and teachers' effectiveness. This implies that most teachers perceive principals' supervisory roles as essential in providing instructional guidance, improving teaching strategies, supporting professional development, and creating an effective teaching environment. The highest level of agreement was recorded for the statement that principals encourage a collaborative environment among teachers, with 248(90.2%) of respondents agreeing, followed by the relevance of professional development sessions organized by principals 240(87.3%) and the ability of principals' leadership styles to foster a positive school culture 239(86.9%). These findings suggest that effective supervision extends beyond classroom monitoring to include mentorship, collaboration, and capacity building among teachers. This is consistent with Elujekwute et al. (2021), who found that principals' supervisory techniques significantly correlate with teachers' job performance, emphasizing that supportive supervision enhances teachers' commitment and effectiveness in public secondary schools. Similarly, Yusuf and Ibrahim (2017) reported that principals' supervisory roles contribute significantly to teachers' job effectiveness by improving instructional practices and ensuring that teachers receive the necessary guidance to perform their duties effectively.

The results further indicate that teachers acknowledged the importance of principals' feedback, communication, and involvement in instructional decision-making as important dimensions of supervision. Specifically, 235(85.5%) of teachers agreed that regular feedback from principals improves their teaching strategies, while 236(85.8%) agreed that clear communication of expectations helps them focus on teaching goals. In addition, 207(75.3%) of respondents

agreed that principals actively involve teachers in decision-making processes related to instructional practices. These findings demonstrate that teachers value participatory and developmental supervision, where principals act as instructional leaders rather than merely administrative controllers. The relatively lower agreement level concerning teachers feeling supported by principals during teaching challenges 192(69.8%) may indicate that some principals still need to strengthen their mentoring and supportive roles. This finding corresponds with Abubakar et al. (2020), who established that principals' supervision is significantly associated with teachers' effectiveness because effective supervisory practices provide direction, encouragement, and opportunities for improvement. Furthermore, Ekaette and Eno (2016) found that teachers exposed to effective principals' instructional supervision demonstrated higher levels of effectiveness compared with those who experienced limited supervisory support, highlighting the importance of continuous instructional assistance from school leaders.

The overall pattern of responses, with a substantial majority (81.3%) agreeing and a minority (18.7%) disagreeing, indicates that principals' supervisory skills are widely perceived as a major contributor to teacher effectiveness. The findings suggest that when principals provide clear instructional guidance, organize meaningful professional development, encourage teamwork, and maintain effective communication, teachers become more motivated and capable of improving their classroom performance. However, the presence of disagreement among 18.7% of respondents suggests that supervisory practices may not be uniformly experienced across schools, possibly due to differences in principals' leadership competencies, commitment, or approaches to supervision. Therefore,

improving principals' supervisory capacity remains important for strengthening teacher effectiveness. This supports the conclusion of Elujekwute et al. (2021) that principals' supervisory techniques serve as a critical factor influencing teachers' job performance, while Yusuf and Ibrahim (2017) emphasized that consistent and constructive

supervision enhances teachers' effectiveness in achieving educational goals. Overall, the findings affirm that effective principal supervision should be continuous, supportive, and professionally oriented rather than limited to inspection and control.

Table 2: Teachers Opinion if principal supervisory skills will improve teacher's effectiveness

Respon	Theme	Sample quatetion
Yes	Orderliness	"Yes because it brings orderliness in school and makes the school function well." "Yes it is important because teachers are actually doing their work correctly." "Yes the principal's supervisory skills will help improve teachers' effectiveness." "Yes it encourages teachers to always prepare their lessons before coming to class."
	Teacher Motivation	"Yes it would because teachers would prepare very well to teach, and as the principal motivates, teachers would do better." "Yes create more awareness and build a sense of responsibility." "Yes the fear of being punished by the boss would definitely play an important role in improving teacher effectiveness." "Yes if a teacher knows that he or she is being supervised by the principal because of fear or other reasons, the teacher's effectiveness may improve."
	Teacher Accountability and Performance	"Yes because it makes the teachers know they have to meet up with the expectations of the hierarchy." "Yes when there is a strict follow-up of teachers by the principal, the teachers will become accountable for their duties and hence effectiveness." "Yes it helps to check effective work coverage by teachers." "Yes the principal's supervisory skills improve teachers' effectiveness. It will help the teacher know where he or she is failing in order to sit up."
	Teachers encouragement	"Yes as a worker, one fixed salary supervision is always necessary." "Yes good supervisory skills from the principal would encourage teachers as they become more conscious." "A good leader will surely bring forth a good teacher." "Yes, but some of them don't do it, although in my school, the supervisory skill is done at a distance."
	Professional Growth	"Yes the reason being that it has a direct impact on the teachers' overall job satisfaction." "Yes it improves teacher skill because they would not be lazy and even absent because the principal is always present to supervise." "Yes it will because knowing that your principal is always around will make you follow up with your syllabus." "Yes meaningful incentives and awards would encourage effectiveness."
	Supervisory Techniques and Practices	"Yes the principal going around the school from time to time surprising teachers in their periods, especially periods after break, makes the teachers sit upright and carry out their duties diligently." "Yes frequent checks and supervision from the principal will always motivate teachers to do everything possible to be in class and do their job well." "Yes the principal who always follows up and checks on his WhatsApp whenever teachers are absent or ill would enhance their effectiveness." "Yes it will help to control teachers."
No	"I don't think so because, in my opinion, the love of an individual for his or her vocation doesn't warrant supervision. Conscience and the love for what you are doing make you effective without any supervision". "No because there is no supervisory skill".	

Teachers' views indicate a strong belief that principals' supervisory skills contribute significantly to improving teacher effectiveness through the creation of orderliness, motivation, accountability, professional growth, and the

application of appropriate supervisory practices. The respondents perceived supervision as a mechanism that promotes commitment and ensures that teachers perform their duties according to institutional expectations. This

finding suggests that effective principal supervision does not only involve monitoring teachers but also providing direction, encouragement, and professional support that enhance classroom practices. For instance, one teacher stated, “Yes it would because teachers would prepare very well to teach, and as the principal motivates, teachers would do better.” This implies that supervision combined with positive leadership behaviours can strengthen teachers’ willingness to improve their instructional responsibilities. Similarly, another participant noted, “Yes because it makes the teachers know they have to meet up with the expectations of the hierarchy.” This reflects the view that supervision creates a sense of accountability and responsibility among teachers. These findings align with the argument of Zachariah (2013), who emphasized that instructional leadership practices, including supervision and monitoring, influence teaching quality by establishing clear expectations and supporting teachers’ professional activities. Furthermore, Umaru & Aliyu (2018) found that leadership practices directly linked to teaching and learning, such as teacher evaluation and instructional guidance, have stronger effects on student and teacher outcomes than general administrative leadership. Therefore, the respondents’ perceptions demonstrate that principal supervisory competence can serve as a critical factor in promoting teacher effectiveness when it is implemented constructively.

However, although the majority of teachers acknowledged the positive influence of principals’ supervisory skills, the findings also reveal that the effectiveness of supervision

depends on the manner in which it is practiced. Some respondents associated supervision with fear of punishment and strict control, suggesting that excessive emphasis on compliance may encourage temporary improvement rather than genuine professional commitment. One teacher expressed this concern by stating, “I don’t think so because, in my opinion, the love of an individual for his or her vocation doesn’t warrant supervision. Conscience and the love for what you are doing make you effective without any supervision.” This perspective highlights the argument that teacher effectiveness is also influenced by intrinsic motivation, professional ethics, and personal dedication, rather than supervision alone. Additionally, the response “Yes the principal going around the school from time to time surprising teachers in their periods, especially periods after break, makes the teachers sit upright and carry out their duties diligently” demonstrates that some teachers view supervision as a corrective measure that promotes discipline. These findings support the work of Glickman, Carl D. et al. (2018), who argued that effective supervision should focus on collaboration, professional development, and reflective practice rather than merely controlling teachers’ behaviour. Similarly, Jacob & Lefgren, (2018) maintained that successful school leadership improves teacher performance when leaders build trust, provide support, and create conditions that encourage teachers’ professional growth. Thus, while the findings affirm the importance of principal supervisory skills, they also suggest that supervision should be developmental, supportive, and balanced with teachers’ internal motivation to achieve sustainable effectiveness.

Table 3: Principals Opinion on How they carry out supervisory activities in school

Theme	Sample quation
Classroom Observations	“I conduct regular classroom observations to assess teaching practices and provide constructive feedback.” “During observations, I focus on specific criteria, such as student engagement and instructional strategies, to guide my feedback.” “I use a standardized observation tool to ensure consistency in evaluating teaching effectiveness across different classrooms.” “I hold regular classroom observations check-ins to discuss any challenges teachers may be facing, providing support as needed.”
Feedback and Evaluation	“After each observation, I hold feedback sessions with teachers to discuss strengths and areas for improvement.” “I encourage teachers to self-reflect on their practices during feedback meetings, promoting a culture of continuous improvement.” “I provide written reports summarizing my observations, ensuring that teachers have a clear record of feedback for future reference.” “I analyze student performance data to identify trends and areas needing improvement, which informs my supervisory focus.”
Encouraging Innovation	“I encourage teachers to experiment with new teaching methods, providing them with the freedom to innovate.” “I celebrate innovative practices in staff meetings, showcasing successful strategies and encouraging others to try them.”

	"I provide resources and materials that support innovative teaching practices, ensuring teachers have what they need to succeed."
Collaborative Planning	"I participate in collaborative planning sessions with teachers to align instructional goals and strategies." "I encourage teams to develop common assessments, promoting consistency in evaluating student learning." "I provide support in creating lesson plans that incorporate best practices observed in other classrooms."
Monitoring Implementation	"I regularly check in on the implementation of new initiatives, providing guidance and support where necessary." "I ensure that all staff are aware of new policies and practices, holding them accountable for implementation." "I conduct follow-up observations to assess whether changes made after initial feedback are being implemented effectively."

The findings indicate that principals conduct supervisory activities through systematic classroom observations, feedback mechanisms, and evaluation processes aimed at improving teaching effectiveness. Classroom observation emerges as a central supervisory practice, enabling principals to gather evidence about instructional practices and provide relevant support to teachers. The statement, "During observations, I focus on specific criteria, such as student engagement and instructional strategies, to guide my feedback," shows that principals adopt a structured approach rather than relying on subjective judgments. This suggests that effective supervision requires clear standards for assessing instruction and identifying areas for professional improvement. However, while observation can promote accountability and instructional growth, its effectiveness depends on whether teachers perceive it as supportive rather than punitive. When combined with reflective feedback, supervision can encourage teachers to analyze their practices and make meaningful adjustments. This finding supports Hallinger (2011), who noted that effective instructional leadership involves monitoring classroom instruction and using evidence from teaching practices to support school improvement. Additionally, feedback and evaluation processes reported by principals demonstrate the importance of continuous professional dialogue, where teachers receive guidance and opportunities for self-reflection rather than simply being assessed.

The findings further reveal that principals' supervisory activities involve encouraging innovation, supporting collaborative planning, and monitoring the implementation of instructional improvements. By promoting experimentation and teamwork, principals create opportunities for teachers to share ideas, develop common instructional goals, and adopt effective teaching strategies. The quotation, "I encourage teachers to experiment with new teaching methods, providing them with the freedom to innovate," highlights a supervisory approach that values teacher autonomy and creativity. Nevertheless, innovation requires adequate resources, professional support, and follow-up supervision to ensure that new practices translate into improved classroom outcomes. Principals' monitoring of new initiatives and follow-up observations demonstrates an understanding that supervision should be an ongoing cycle of planning, implementation, evaluation, and improvement. This aligns with Madhu & Gunjan (2021), who emphasized that leadership practices focused on teacher learning, collaborative problem-solving, and instructional improvement have significant effects on the quality of teaching and learning. Therefore, the findings suggest that principals' supervisory activities are most effective when they combine accountability with professional support, enabling teachers to continuously enhance their instructional practices.

Table 4: Principals opinion on how their supervisory skills guide teachers' instructional practices and effectiveness

Theme	Sample quotation
Providing Targeted Feedback	"I conduct regular classroom observations to assess instructional practices, providing detailed feedback to help teachers improve." "I emphasize specific strengths in teaching, allowing teachers to recognize what works well and replicate those strategies." "After observations, I hold debrief sessions where we discuss actionable steps for enhancing instructional effectiveness." "I encourage a growth mindset by framing feedback as opportunities for development rather than criticism."
Facilitating Professional Development	"I identify trends in instructional challenges through observations and tailor professional development sessions to address those needs."

	"I organize workshops led by experienced educators to share best practices and innovative teaching strategies." "I promote collaborative learning communities where teachers can engage in ongoing professional development together." "I provide access to online resources and courses, ensuring teachers have varied opportunities for growth."
Fostering Collaboration and Peer Support	"I facilitate peer observation programs, allowing teachers to learn from one another and adopt effective practices." "I encourage team teaching initiatives where teachers can collaborate and share their expertise in the classroom." "I establish regular team meetings focused on instructional planning, enabling teachers to align their strategies and goals." "I create an environment where teachers feel comfortable sharing challenges, fostering a sense of community and support."
Cultivating a Positive Learning Environment	"I model effective communication strategies during meetings, setting an example for teachers to follow in their classrooms." "I celebrate teachers' successes publicly, reinforcing effective practices and motivating others to strive for excellence." "I encourage a culture of experimentation, where teachers feel safe to try new instructional methods without fear of failure." "I prioritize building strong relationships with teachers, ensuring they feel supported and valued in their professional roles."

The findings reveal that principals' supervisory skills significantly influence teachers' instructional practices through targeted feedback and continuous professional development. The principals' emphasis on classroom observations, constructive feedback, and reflective discussions indicates that supervision is perceived as a process of instructional improvement rather than merely a mechanism for evaluation. One principal stated, "I conduct regular classroom observations to assess instructional practices, providing detailed feedback to help teachers improve," demonstrating that observation-based feedback enables principals to identify instructional strengths and areas requiring enhancement. Such practices encourage teachers to reflect on their methods, refine their approaches, and improve classroom effectiveness. This finding is supported by Darling-Hammond (2000), who argued that instructional leadership is effective when principals actively engage in supervising teaching, monitoring instruction, and supporting teachers' professional growth. Similarly, Robinson (2011) emphasized that leadership practices involving teacher development and feedback have a strong influence on improving instructional quality and student learning outcomes. Therefore, the findings suggest that supervisory skills become a vital tool for enhancing teacher competence when feedback is specific, developmental, and linked to classroom practices.

Furthermore, the findings indicate that principals'

supervisory roles extend beyond feedback provision to include fostering collaboration, peer support, and a positive professional learning environment. The emphasis on collaborative activities demonstrates that principals recognize teachers' collective learning as essential for improving instructional effectiveness. This is reflected in the statement, "I facilitate peer observation programs, allowing teachers to learn from one another and adopt effective practices," which highlights the importance of shared expertise and collaborative reflection among teachers. Through professional learning communities, mentoring, and supportive relationships, principals create conditions where teachers can exchange ideas, experiment with new strategies, and develop professionally. According to Leithwood et al. (2020), successful school leaders build organizational conditions that encourage collaboration, trust, and collective responsibility for improving teaching and learning. Thus, the findings imply that effective supervision is not limited to monitoring individual teachers but involves creating a school culture where continuous learning, innovation, and mutual support enhance overall instructional effectiveness.

Verification of Hypothesis

Ho: There is no significant relationship between principals' supervisory skill and teachers' effectiveness in public secondary schools

Table 5: Relationship between principals' supervisory skill and teachers' effectiveness in public secondary schools

		Principals' supervisory skill	Teachers' effectiveness
Spearman's rho	R-value	1.000	.573**
	p-value	.	.000
	N	275	275

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

The hypothetical statistics showed that there is a significant, positive and strong relationship between principals' supervisory skill and teachers' effectiveness in public secondary schools (R- value 0.573**, p-value < 0.000 < 0.05). The positive sign of the correlation value implies that effective principals' supervisory skill will contribute to the enhancement of teachers' effectiveness in public secondary schools. Thus, the null hypothesis was rejected while the alternative that states there is a significant relationship between principals' supervisory skill and teachers' effectiveness in public secondary schools was accepted. The findings are in line with that of Abubakar et al. (2020) who investigated the' Principals' Supervision as a correlate of teachers' effectiveness in senior secondary schools in Yobe State, Nigeria and revealed that supervision in senior secondary schools in Yobe State is moderate and teachers' effectiveness is high in senior secondary schools in Yobe State. Principals' supervision and teachers' effectiveness were found to have a statistically significant relationship in senior secondary schools in Yobe State.

5. Conclusion

The study concludes that principals' supervisory skills play a significant role in enhancing teachers' effectiveness in public secondary schools in the South West Region of Cameroon. The findings revealed that a majority of teachers perceived that principals' supervisory skills influence their effectiveness. The significant, positive, and strong relationship established between principals' supervisory skills and teachers' effectiveness further confirms that effective supervision contributes to improved teacher performance. The findings demonstrate that supervisory practices such as classroom observation, constructive feedback, monitoring, professional support, collaborative planning, and encouragement of innovation promote orderliness, teacher motivation, accountability, professional growth, and improved instructional practices. This conclusion is consistent with Ludwig von Bertalanffy's General Systems Theory, which views organizations as interconnected systems where the effectiveness of one component influences the functioning of the entire system (Bertalanffy, 1954). In the context of schools, principals,

teachers, students, and educational processes operate as interdependent components, meaning that effective coordination and feedback from principals can strengthen the overall performance of the school system. Furthermore, principals' supervisory skills function as an important feedback mechanism within the school system, enabling teachers to identify weaknesses, improve instructional practices, and achieve professional development. According to Bertalanffy's General Systems Theory, open systems survive and improve through continuous interaction, adaptation, and feedback between their components and the environment (Bertalanffy, 1968). Therefore, when principals provide regular guidance, evaluation, and support, they create a balanced and adaptive school environment that promotes teachers' commitment and effectiveness. The findings support the view that supervision should not only focus on controlling teachers but should serve as a developmental process that encourages collaboration, innovation, and continuous improvement. Hence, strengthening principals' supervisory competencies is essential for improving the quality of teaching and learning in public secondary schools in the South West Region of Cameroon. Based on the findings, it is recommended that the Ministry of Secondary Education, in collaboration with relevant educational authorities, should organize continuous professional development programmes for principals to strengthen their supervisory skills, particularly in areas such as instructional leadership, constructive feedback, classroom observation, teacher mentoring, and collaborative supervision, so that they can effectively support and improve teachers' effectiveness in public secondary schools.

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