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SCHOOL-BASED SUPERVISORY PRACTICES AND TEACHERS'JOB EFFECTIVENESS IN SOME PUBLIC SECONDARY SCHOOLS IN YAOUNDE MFOUNDI DIVISION

A dissertation submitted and defended on the 26th July 2023 in fulfilment of the requirements for the award of a master's degree in education.

Option: **Management of education**
Specialisation: **School Administration**

By

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Dedication

To my parents;

MR KEMBUYA JULIUS

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List of Abbreviations and Acronyms

C R TV	:	Cameroon Radio Television
E.S A	**:**	Education Standards Agence
H.O D	**:**	Head of Department
I CT	:	Information Communication Technology
MINSEC	:	Ministry of Secondary Education
NCLB	**:**	No Child lift Behind Act
P S I	:	principal supervision initiative
Q A S O	:	Quality assurance and standard officers
T SC	**:**	Teachers service commissioners
TALIS	:	Teaching and Learning International Survey
U SA	**:**	United State of America
UNESCO:		United Nations Educational, Scientific and Cultural Organisation

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Abstract

This study was conducted to explore and subsequently describe school based supervisory practices and teacher job effectiveness in selected public secondary in Mfoundi division of the central region of Cameroon. The objective of the study was to examine principal classroom observation, and it impact on teachers job effectiveness, assess principal supervision of instructional Aid and impact on teacher job effectiveness and explore principal supervision of teacher collaborative teaching and impact on teacher job effectiveness. To this end, the researcher opted for a qualitative and quantitative approach. Thus, with a semi structure interview guide, an exploratory qualitative research was conducted. Using the simple random sampling technique, a sample size of 3013 participants is selected for the study, composed of 7 principals, and 306 teachers. In order to support the arguments derived from the data collected from the field, the researcher convoked theory such as the XY by McGregor theory, analysing the data by concomitantly combining a manual and automated analysis of the content analysis. The results show that principal classroom observation has a statistically significant effect on teacher's job effectiveness. The findings also reveal that principal supervision of instructional aids have a statistically significant effect on teacher's job effectiveness. The findings again show that principal supervision of teachers collaborative teaching and principal supervision of statutory records has a statistically significant effect on teacher's job effectiveness. This implies that the administrator plays a vital role in the teachers' job effectiveness. It is recommended that secondary principal should ensure the pay a regular class room visit to observe teacher delivery lessons to class room.principals of secodery schools should always ensure that instructional aid in their are regulary assessed.

Keywords: supervision, classroom observation, team teaching, instructional material, statutory records, teachers' job effectiveness.

Resume

Cette étude a été menée pour explorer et ensuite décrire les pratiques de supervision en milieu scolaire et l'efficacité du travail des enseignants dans le secondaire public sélectionné dans la division du Mfoundi de la région centrale du Cameroun. L'objectif de l'étude était d'examiner l'observation principale en classe et son impact sur l'efficacité du travail des enseignants, d'évaluer la supervision principale de l'aide pédagogique et son impact sur l'efficacité du travail des enseignants et d'explorer la supervision principale de l'enseignement collaboratif des enseignants et son impact sur l'efficacité du travail des enseignants. Pour cela, le chercheur a opté pour une approche qualitative et quantitative. Ainsi, avec un guide d'entretien semi- directif, une recherche qualitative exploratoire a été menée. En utilisant la technique d'échantillonnage aléatoire simple, un échantillon de 306 participants a été sélectionné pour l'étude, composé de 7 directeurs et 306 enseignants. Afin d'étayer les arguments tirés des données recueillies sur le terrain, le chercheur a convoqué une théorie telle que la théorie XY par McGregor, analysant les données en combinant concomitamment une analyse manuelle et automatisée de l'analyse de contenu. Les résultats montrent que l'observation de la classe principale a un effet statistiquement significatif sur l'efficacité au travail de l'enseignant. Les résultats révèlent également que la supervision principale des aides pédagogiques a un effet statistiquement significatif sur l'efficacité au travail de l'enseignant. Les résultats montrent à nouveau que la supervision principale des enseignants, l'enseignement collaboratif et la supervision principale des dossiers statutaires ont un effet statistiquement significatif sur l'efficacité au travail des enseignants. Cela implique que l'administrateur joue un rôle essentiel dans l'efficacité du travail des enseignants.

*Mots- clés : **supervision, équipe d'observation de classe enseignant du matériel didactique registres statutaires, efficacité au travail des enseignants.***

CHAPTER ONE
INTRODUCTION

Education plays an integral part in a nation-building (Arop et al., 2020). Teachers are vital constituents of any educational set up (Ricard & Pelletier, 2016). Due to the importance of teachers in providing quality education, research in the last two decades has consistently focused on teacher's job effectiveness (Aduma et al., 2022; Lai & Peng, 2019). The present-day emphasis among educational practitioners from all over the world on teacher's job effectiveness is the provision of supervisory practices in the teaching and learning system (Aldaihani, 2017).

It is assumed that there is a need for educational stake- holders to supervise educational practices to achieve consistent beneficial outcomes in order to provide a proactive and quality educational system for individual community and national (Elenwo, 2018). The prerequisite for quality and efficient education therefore requires school base supervisory structures (Rosato et al., 2018). To that end, supervisory assessment of teaching staff helps educators to get the help they need to excel, evaluate and consider the benefits and demerits of various educational approaches and strategies effective teaching and learning (Ngole & Mkulu, 2021).

The pervasive high stakes accountability movement (Jacobs, Burns, & Yendol-Hoppey, 2015), in which many schools are held accountable for promoting high student academic achievement, has curiously propelled heightened interest in supervision as instructional leadership. It is commonly understood that student improvement and achievement require high-quality instruction (Klar, Huggins, &. Roessler, 2016), and high-quality instruction requires constant instructional leadership and supervisory interventions (Arlestig & Tornsen, 2014; Mette, Range, Anderson, Hvidston, & Nieuwenhuizen, 2015).

School base supervision ensures that adequate educational standards are met in schools and promotes the professional development of teachers to meet the learning needs of students (Ampofo et al., 2019 Mulatu, 2016,). In addition, supervision is primarily seen as behaviorally oriented, process-focused educational leadership, contributes to organizational actions, coordinates interactions, provides for enhancements and maintenance of educational programs, and evaluates its achievements (Mensah et al., 2020).

According to Soto-Pérez et al. (2020), school base supervisors are considered as having the best ideas, possessing the greatest understanding of situations and providing the best guidance. School principals are responsible for supervision of teachers with an aim of ensuring that school objectives are achieved through effective teaching and efficient learning (Owan & Agunwa, 2019). In this regard, the principals assist teachers in refining their competencies essential for better teaching of the disciplines (Heaton, 2016). School principals with better supervision take feedback and then further guide and move teachers towards desired work and objectives (Zepeda, 2014). According to Kotirde and Yunos (2015). Principals are important players in the judicious administration of human and material capital for the successful operation of schools. Thus, principals facilitate the implementation of the various sets of instructional activities geared towards an effective and qualitative educational system that improve the teaching-learning situation (Akah et al., 2022).

School base supervision act as a key instrument for monitoring and improving the quality of teachers   School-based supervisory practices include classroom observation, supervision of instructional aids, supervision of team teaching and supervision of statutory records (Al-Kiyumi & Hammad, 2019; Barahona, 2019; Burns et al., 2016; Marey et al., 2020; Owan, Asuquo, et al., 2022). There is no question that educational supervision increases the academic performance of students, the quality of teachers and teaching, and helps supervisors to control the instructional work of teachers (Murage et al., 2017).

Background of the study

The background of this study comprises of the historical, contextual, conceptual and theoretical background

The historical emergence of school based supervisory practices

The pivotal role of the school principal emerged in the educational system by the mid-nineteenth century. Since then, the role of the principal has evolved over time in response to "changing demographics, conflicting societal values, and shifting expectations" (Brown, 2005).

1840-1940: Origin of the principalship. Early accounts in history describe schools as sungraded, one-room classrooms run by a handful of teachers (Brown, 2005; Cuban, 1988). The teachers oversaw schools with slight oversight from local school boards. However, by the

mid-eighteenth century, student enrollment increased, and a graded school structure emerged "where students were classified by age and achievement and placed in separate classrooms under a single teacher" (Rousmaniere, 2007). Consequently, the graded organizational structure of schools became complex and prompted the need for someone to be in charge.

City school boards would appoint a master, head, or principal-teacher to classify students, complete records, care for the furniture and school equipment, hire a janitor, make purchases, distribute supplies, handle the most difficult of the student disciplinary problems, and teach. Principal-teachers still taught three-quarters to fulltime, but they also received more money than teachers, assuring differences in social status. The job was created to give school trustees someone at the school site who would carry out their orders and insure that teachers did what the trustees asked.

However, due to the rising student enrollment, the principal-teachers were relieved from their teaching duties and were given the charge of supervising curriculum and instruction in addition to their administrative duties (Cuban, 1988). Thus, emerged the role of the principal and the "hierarchical, bureaucratic organizational" structure of schools (Brown, 2005). According to Rousmaniere (2007), "the creation of the principal's office revolutionized the internal organization of the school from a group of students supervised by one teacher to a collection of teachers managed by one administrator". Thus, the power shifted from the classroom teacher to the principal (Kafka, 2009). It created an image of the principal as the bureaucratic middle-manager who served as a "conduit between the district and the classroom" (Rousmaniere, 2007).

Towards the end of the 19th and early 20th century, the role of the principal quickly gained momentum and prestige within the educational system. According to Kafka (2009), principals gained such prestige by earning autonomy to make local school decisions, working towards professionalizing the position through credentialing, and by "increasing their supervisory position over teachers". The latter was indeed an additional catalyst towards the promotion of a principal's prestige and the clear delineation of roles between the principal and teacher (Cuban, 1988; Kafka, 2009). In fact, during the late 1800s, superintendents and school boards expected principals to visit classrooms, provide feedback on lessons, confer with teachers on curriculum design and instructional practices, and evaluate their teaching performance (Kafka, 2009). However, in the early 1900s, schools came under greater pressure to improve academic

outcomes of students. As a result, principals were expected to be efficient managers of the organization charged with implementing a standardized school curriculum and monitoring teacher effectiveness (Brown, 2005). Yet, their focus on operational aspects of school took precedence. The actions of the principal became managerial and bureaucratic in nature and further removed principals from their instructional leadership role and more towards autocratic leadership (Brown, 2005).

1940-1960: Democratic principal. With a heavy emphasis on the efficient management of schools and on monitoring teachers in the early 1900s, the role of the principal once again shifted during the mid-twentieth century. Brown (2005) asserted, "The new focus on faculty and staff morale caused the supervisory role of the principalship to shift from monitoring to providing assistance to teachers to improve instruction, from educational specialist and bureaucrat to facilitator and counselor". The emphasis was back on instructional leadership. Additionally, the principal's role became more prominent in the 1940s as the community looked to schools for teaching American values during World War II. According to Beck and Murphy (1993), the principal was viewed as a "spiritual" and "democratic" leader (as cited in Kafka, 2009).

The 1960s ushered in the era of the federal government's role in education during the Civil Rights Movement. In response to the may 17 1954 *Brown v. Board of Education* court decision, Harris, Ladd, Smith, and West (2016) stated, "the federal government passed an assortment of laws establishing programs, funding, and requirements to educate underprivileged children" (p. 2). Several federally mandated policies and initiatives were put into effect including The Bilingual Education Act in 1968, The Elementary and Secondary Education Act (ESEA) of 1965, Title I, Title IX of the Education Amendments of 1972, and "The Rehabilitation Act of 1973, together with the Education for All Handicapped Act of 1975 (now the Individuals with Disabilities Act, or IDEA)" (Harris et al., 2016, p. 3). The changes once again brought complexity to the role of principal. On one hand, they were expected to be instructional leaders, yet on the other, they became compliance officers enforcing federal and state policies.

1980-2000: Compliant principal. In 1983 under the Ronald Reagan administration, the report entitled *A Nation at Risk: The Imperative for Educational Reform* was published by The National Commission on Excellence in Education. The findings of the report shed light on the then quality of elementary and secondary public schools and cited deficiencies in the

taught and assessed curriculum, the expected knowledge and skills of graduates, and the insufficient time spent on active learning. Principals were targeted as one of the reasons for the poor academic performance of students. In response, top- down reform efforts from state-legislators called for "educational leaders to refocus on academic achievement and the preparation of students for the workplace and for principals to engage more actively in leading the school's instructional programme and in focusing staff attention on student outcomes" (Brown, 2005). However, policymakers pointed to the lack of expertise of principals in curriculum and instruction and urged new principal standards to be developed to improve their instructional leadership (Brown, 2005). The principal's managerial role was to take a backseat and instructional leadership needed to be the driver of improving academic performance. However, the increasing pressures continued well into the 21$^{\text{st}}$ century through federally-mandated reform efforts.

2000-Present: Accountable principal. In 2001, No Child Left Behind Act (NCLB) made its debut and ushered in another era of federal accountability reform (USDOE, 2001). The goal of NCLB was to improve student outcomes for all students including English-language learners, students in special education, and socio-economically disadvantaged students and to close the academic achievement gap among student groups. Yearly state-standardized tests were administered to measure the academic performance of all students, and if any student group underperformed, the school was held liable and serious sanctions were imposed. NCLB brought greater pressure on school districts and school principals to improve instruction at schools. The principal role once again shifted to focus on instructional leadership (Brown, 2005). With the recent re-authorization of NCLB in 2015, now titled Every Student Succeeds Act (ESSA), the emphasis on closing achievement gaps between student groups and improving the school's overall success continues to be the assumed work of principals today.

The history of the principalship revealed the many roles a principal has undertaken to lead schools and continue to do so today. They are "managers, administrators, supervisors, instructional leaders, and politicians" in the grand scope of the principalship (Kafka, 2009, p. 329). Which role they perform has been directly in response to the expectations of the federal, state, and local entities and policy reforms (Portin, Schneider, DeArmond, & Gundlach, 2003). As accountability pressures rise, principals once again "find themselves at the nexus of accountability and school improvement with an increasingly explicit expectation that they will function as 'instructional leaders.'" (Hallinger, 2005, p. 222). However, unclear

expectations and definitions of instructional leadership have further complicated the role of the principal as an instructional leader.

Contextual background

There has been an accelerated quest for quality education which has become a top priority in sub Saharan African countries, Cameroon in particular (Oketch & Ngware, 2014).Cameroon takes interest in the development of man power (human capital) so as to measure up with world buoyant economic nations (Cameroon Vision 2035). According to Harbison (1973), a country which is unable to develop the skills and knowledge of its people and to utilize them effectively in the national economy will be unable to develop anything else. Tambo (2003) states that the educational policy in Cameroon has emphasized the extension of education up to the entire population, the forging of national unity and man power development for economic, social and political needs of the city. According to the Sector Wide Approach Document (2006), the 1961 Addis-Ababa Conference on Education in Africa, in its recommendation on economy, stated that "teaching in a good condition must be a productive investment which contributes to economic growth". In this respect education is considered the nerve centre of the country.

The Cameroonian educational system, born out of a double English and French sub system heritage is varied and multifaceted. In spite of this diversity, the supervision of the Cameroonian educational system is done by the state (government). By way of legislation or regulation, the state, defines the system of education; decides on the programme contents and textbooks to used; fixes the creation, opening, functioning and financing modalities of both schools and private training institutions; decides on the systems and evaluation modalities of pupils and students, organizes all national official examinations, and draws up the academic calendar for the entire country; controls private training schools and institutions.

The principal in public secondary schools are seen as the head or chief executive of a secondary or high school, the principal is expected to provide quality education for all students and job satisfaction and motivation to the teaching and non-teaching staff (Mbua, 2003). The global trend toward the acquisition of quality education has created heated debate on and worries about the contemporary and vital leadership needs of principals in Cameroon.

There has been an increased government attention on education since the mid-1990s, evidenced by the 1995 National Education Forum held in Yaoundé - Cameroon. The 1995

Education Forum in Cameroon brought a landmark to the system as compared to the 1910 conference where the Germans issued the first education ordinance to control education in the whole colonial territory (Shu, 2000). The Forum was "a consultative body aimed at making proposals for the formulation of a new educational policy for Cameroon (Ndongko, 2000). The 1995 Forum gave rise to the 1998 Education law and other related policy such as the special status for Teachers (Decree No. 2000/359 of 5th December 2000), the organization of government schools and appointment of school administrative personnel (Decree No. 2001/041 of 19th February 2001) and school syllabus. This decree also includes the respective functions and roles of the school heads such as principals, vice principals, discipline masters, etc.

One major document that supports the way schools are to be managed by school administrators is the "Handbook for Heads of Secondary and High Schools (MINEDUC, 1996). This handbook was conceived and compiled by the then Minister of Education, Dr. Robert Mbella Mbappe, to help both the new and the old principals. It was to assist Heads of Secondary Schools and their collaborators in carrying out their duties, functions, and hence, increasing efficiency and rigour. A good example in Cameroon is the Handbook for Heads of secondary Schools (MINEDUC, 1996). Law No. 98/004 of 14th April 1998 Section 2 in Cameroon states that Education shall be the top priority of the nation. Part III, Chapter 1, and Section 27; says "the head of an educational establishment shall be responsible in the maintaining of order in their establishments". Vision 2035 from the President of the Republic, H.E. Paul Biya, says that in order to improve youth employability, it is urgent to increase in secondary school and higher education. This entails increasing in the number of school administrators to manage the schools. In order to achieve such ambition, bold actions are needed to ensure early guidance and counselling of students and use techniques for knowledge, communication and further training.

The responsibilities of the head of establishment are contained in article 31 of the February 19 /2001 decree 2001/041 carrying public academic organization of establishments and laying down the attributions of those responsible of the academic administration. The administrative responsibilities of principals consist of the following:The principals ensure the strict compliance with the inter-ministerial order setting the academic year calendar. School supervisors also ensure scrupulous respect of registration instructions and recruitment contained in the circular No 17/09/MINESEC/IGS of April 20, 2001, which has the effect of

curbing anarchy and corruption in the recruitment of students and to reduce overcrowding in classrooms.

The principals ensure hygiene and sanitation in the school environment by investing in systematically prosperous school grounds. He also ensures the health care of students by strict sanitary police, systematic medical visits, and the purchase of basic necessary medications, medical consumables and other first aid materials for the school infirmary. The principals raise awareness on the preservation of good governance and wage a merciless struggle against corruption in the schools. The principals ensure the promotion of the educational community through greater involvement in the harmonious functioning of the councils of the establishment. The principals ensure strict compliance with the schedule for sending periodic documents. The principal observed the obligation of reserve and comply with provisions contained in the different context. The principals ensure the administrative follow up of all teaching councils as well as teaching. The principals hold board meetings regularly with the board of directors of the establishment once a week with his principal collaborators, with the effect of monitoring and evaluating activities carried out and results obtained during the period.

School base supervisors are is solely responsible for signing and certifying documents coming from the establishment such as: Official text and regulations,Programs and teaching guides, the synoptic tables showing the personnel and the various bodies of the establishment,School enrolment,Time tables,Internal rules,Personal files. More so the principle controls the teaching and learning process through: Regulatory text, Hours and programs, Time table, Official instructions, Academic manual, Workshop, laboratory, specialized halls, Utility work, Organization of exams.

The pedagogic responsibilities of the principal entail that: Make lessons a priority in all actions to be carried out and lay particular emphasis on the quantitative and qualitative coverage of the programs, notably the start of effective classes on school resumption day while avoiding as much as possible interruptions without authorization from the hierarchy throughout the academic year. Provide close pedagogical support for teachers, councilor orientation and students. Ensure that the libraries are equipped in updated works and in conformity with the programs. Ensure quality sequential evaluations by taking more seriously the elaboration of tests and correction of copies. Watch out regularly at the moral education, civic during student gatherings on the occasion of the colours raising ceremony. Ensure the

rational use of the workshops, laboratories and to the availability of the material as well as the effective start of practical work by the end of the month September. Ensure regular consultation meetings at all levels of responsibility within the academic establishment. Ensure strict application of text reorganizing the teaching of physical education and sports (coefficient, evaluation, etc). Make all efforts to ameliorate academic results.The Sector Wide Approach Draft document (2005) states that the key is to strengthen teacher quality as part of a comprehensive strategy towards efforts aimed at improving the quality of educational services.

Conceptual background

Supervision: Supervision in education, according to some researchers (Mohanty, 2008; Marecho, 2012; Panigrahi, 2012; Thakral, 2015) still carries the same old meaning and general concept as in Douglass and Bent's (1953) definition which means "to oversee, to superintend or to guide and to stimulate the activities of others, with a view of their improvement". The concept can be applied to either academic and administrative functions (Mohanty, 2008) of school heads, school administrators, educational administrators, or those who manage education at various levels or sectors.

In a school setting, there are consisting differences between the academic and administrative functions of supervision. Whereas the academic aims of supervision include tasks such as: monitoring of instruction, guiding teachers to improve the teaching and learning process, assessment of students' learning outcomes, evaluating goals of programs, and many others, the administrative goals of supervision aimed at proper management of the school facilities and resources (Thakral, 2015).

Supervision is basically directed at two aspects, namely academic and managerial supervisions (Ibrahim, 2018). Academic supervision focuses on the supervisor's observation of academic activities, in the form of learning both inside and outside the classroom. Managerial supervision focuses on observations on aspects of school management and administration that function as supporting elements of learning implementation.

School based supervisors: School base supervisors are those persons who manage and manoeuvre teachers through their supervision practices (Heaton, 2016). Thus, if their supervision is on the right track, it may activate teachers' efficiency and productivity. Supervision practices, for instance, may encompass; checking attendance, develop and design

curriculum and work schema, lecture delivery patterns, lecture preparatory drills, plan and manage school resources, developing effective communication (School-based Management Document, 2006).

Effectiveness: effectiveness as the ability to be successful and produce the intended results. Effectiveness means that the aim of any organizational programme is required to be achieved. According to Okorie (2009), effectiveness is the achievement of the plan of a group. It also brings about the satisfaction of individuals teachers and students. (Mba & Pepple, 2021). According to Okoroma (2007), there are certain variables set down for the attainment of the goals and objectives of an educational institutions. These variables include, motivation, responsibilities, achievements, the organization climate and structure, this entails that effectiveness of an organization is relying on the success of these variables. Ukeje in Mba & Pepple (2021) stated that administrators should as a matter of fact maintain institutional harmony relationship to enhance organizational effectiveness. This harmony is needed in supervision between the supervisor and the supervisee. Since no effective supervision can succeed in disharmony. Koko (2005) added that evaluation entails the assessment of students and teachers' effectiveness as regards set goals. In other words, the effectiveness of the teacher is determined by proper evaluation.

Teacher effectiveness: Teacher effectiveness is defined as a teacher's ability to make use of appropriate approaches, strategies, connections to students, and a particular set of attitudes that lead to improved student learning and achievement. Mba & Pepple (2011) sees teachers' effectiveness as the accomplishment of the objectives of an educational institution through improved performance of the learners. Koko (2006) added that teacher effectiveness can be measured by the knowledge of subject-matter, lesson plan, accurate use of language, use of questions for various purposes, use of appropriate instructional materials and methods, setting and grading of an achievement tests.

Ololube (2015) opined that teacher effectiveness may vary with individuals' students and subjects in a learning situation. Ololube added that a teacher may not be effective with all learners, some may learn better and some may not in a particular subject, but what is important is the professional disposition of the teacher and the conducive environment that will lead to improved learning and outputs. This is so because individual students do not achieve the same academic achievements. Therefore, teacher effectiveness is the ability of a teacher to use different techniques of teaching to ensure that students, the institutional

organization as well as himself to achieve their goals and objectives. When this is done, they have succeeded in contributing effectiveness to the school, students and to themselves, with resultant effect of being satisfied.

Teachers' job effectiveness: Teachers' job effectiveness refers to the degree to which school instructors demonstrate the ability to carry out core responsibilities of modifying students' affective, cognitive and psychomotor attributes (Al-Kiyumi & Hammad, 2019; Bassey et al., 2019). Therefore, an effective teacher is associable, communicable and accessible, teaches frequently, maintains standard records, is fluent and encourages self-actualisation among students (Arop et al., 2019).

Theoretical background

This study is anchored on theory X and theory Y propounded by Douglas McGregor in 1960. McGregor (1960) used these theories to describe two contrasting models of employee motivation (Ololube 2019). Theory x postulates that employees are always lazy and will avoid work if they can, lack ambition and a desire for responsibility, are selfish and resistant to change and dislike work. Base on this, the average employee is more efficient under strict supervision. Therefore, the supervision style required for theory x employees should involve the hard approach of the supervisor being coercive, requiring close supervision practice and tight control (Zikenga, et al, (2021). Therefore, the supervisory behavior needed in theory x should be strict.

On the other hand, theory y postulates that work is as natural as play or rest provided the work environment is favourable. (Ololube, 2019). Employees enjoy working, exercise self-direction and self- control in the service of the objectives to which they are committed, people have the capacity to exercise imagination and creativity, they are not by nature passive or resistant to organizational needs but are willing to accept responsibility.

The y theory suggests that supervisors have to employ supervision approaches that are supportive and communicative.Therefore, from the foregoing, it implies that theory x employees (teachers) portray pessimistic behaviour at workplace by disliking work. Because of this human characteristic to dislike work, these employees (teachers) must be coerced, controlled, directed and threatened with punishment in order to gain their compliance to achieve organizational goals. This is done so as to prevent wastage of both human and

material resources. Since, theory x employees (teachers) resist change and discourage innovation, few organizations will need them.

The theory x employees will continue to lose tangible rewards from the management because they are seen as stubborn and unproductive teachers or employees.Conversely, theory y employees (teachers) portray optimistic behaviour at workplace since they love to work, accept responsibility, encourage change and innovation. The management allows them to exercise self-control and self-direction in accomplishing organizational goals and objectives. They are giving the opportunity to participate in management in the area of decision making. Theory y employees (teachers) consistently enjoy tangible rewards such as promotion among others. Many organisations use theory y employees (teachers). With knowledge of McGregors' theories of x and y, the management or the supervisor will be able to know the leadership style to use especially when he observes these two dimensions of employees in the workplace.

Statement of the problem

Like in any other country, Secondary education in Cameroon absorbs graduates from primary education, and prepares them for access into higher educational institutions. Such uniqueness, permits secondary education to occupy an indispensable central position and leading role in the education ladder (Etomes, and Molua, 2018). At the same time, Teaching is getting more and more complex and challenging these days. There by putting the teachers in a very difficult position to deal with new challenges like: large class size and inclusive education, lack of content knowledge in new disciplines like competence-based approach and ICTs, etc. While teachers' challenges are on the rise, students' performances drop. Poor performance in secondary education which is reflected in students' output, such as; repetition, low skills acquired, dropout amongst others have adverse effects on the student in particular and the Cameroon society in general(Etomes, and Molua, 2018).

Most research points out that, teachers play a pivotal role in the achievement of educational goals and objectives given that their effectiveness determines students output. This is also backed by Section 37(1) of Law No. 98/004 of 14th April 1998 to lay down the guidelines of education in Cameroon which states that; "the teacher shall be the principal guarantor of quality education". Though there are other factors that contribute to teachers' effectiveness, principals as head of secondary schools has a paramount role to play in teachers' job effectiveness (Etomes, and Molua, 2018). Generally Cameroon secondary schools officially

headed by school principals and directly by assisted vice-principals while other administrative positions like discipline master, school cashers, sectary etc complement the school leadership. Principals are the main administrators of staff and students who are at the center of school improvement; teachers are at the center of the teaching-learning process while students are the major stakeholders in education since their performance informs the educational community on how the school is faring (Etomes, and Molua, 2018).

According to Shann (2001), "teacher job effectiveness has been shown to be a predictor of teacher retention, determinant of teacher commitment, and, in turn, a contributor to school effectiveness." This implies that teacher job effectiveness is an important phenomenon for secondary school teachers, their employers and students at large. The task of maintaining an effective machinery of a functional school system in Cameroon in general and in Centre Region in particular is one that demands a great deal of attention on the part of principals. The need for dedicated principals who are effective to encourage staff productivity cannot be over-emphasized (Tambo, 2003). principal supervision occupies a very important position in the educational system of a country for checking quality control, quality assurance, enforcing adherence to standard of teaching and instruction, which are to be achieved for the betterment of students, parents, government and professional development. The complexities, systemic workings and dynamic nature of education necessitates that there should be a selected and special instructional supervision within the secondary school system that is internally managed within the control and authority of the school principal Mbua (2003). In spite of the potential contributions principal supervision can make towards the strengthening of performance, literature search reveals that little has been done to investigate the extent of school based supervisory practices on teacher's job effectiveness in secondary school principals in Mfoundi Division.

Purpose of the study

This study aims to investigate the impact of school based supervisory practices on teacher's job effectiveness in Mfoundi Division.

Objectives of the study

Specifically, this study seeks to:

- Examine principal classroom observation and it impact on teacher's job effectiveness

- Assess principal Supervision of Instructional Aids and it impact on teacher's job effectiveness

- Explore principal supervision of teachers collaborative teaching and it impact on teacher's job effectiveness

- Investigate principal supervision of statutory records and it impact on teachers' job effectiveness

Research question

- What is the effect of principal classroom observation on teacher's job effectiveness?

- What is the effect of principal supervision of instructional aids on teacher's job effectiveness?

- What is the effect of principal supervision of teachers collaborative teaching and it impact on teacher's job effectiveness?

- What is the effect of principal supervision of statutory records on teachers job effectiveness?

Research hypotheses

H_{a1}: principal classroom observation has a statistically significant effect on teacher's job effectiveness

H_{o1}: principal classroom observation does not have a statistically significant effect on teacher's job effectiveness

H_{a2}: principal supervision of instructional aids has a statistically significant effecton teacher's job effectiveness

H_{O2}: principal supervision of instructional aids does not have a statistically significant effecton teacher's job effectiveness

H_{a3}: principal supervision of teachers collaborative teaching has a statistically significant effect on teacher's job effectiveness

H$_{O3}$: principal supervision of teachers collaborative teaching does not have a statistically significant effect on teacher's job effectiveness

H$_{a4}$: principal supervision of statutory records has a statistically significant effect on teacher's job effectiveness

H$_{O4}$: principal supervision of statutory records does not have a statistically significant effect on teacher's job effectiveness

Scope of the study

The study was delimited geographically to Mfoundi division. School supervision has become a vital tool for checking teachers' job effectiveness. The use of principals in the study was because they are the internal supervisors who give support and encouragement to the teachers because they play a major role in the instructional supervision of their schools. The study was delimited to the teachers as they are subjects of the supervisory roles of the principal. The teachers are able to share information relating to various ways of implementing the curriculum in view of helping the students in their learning activities.

Significant of the study

The findings and recommendations of this study may be of immense benefit to stakeholders in education such as the Educational administrators, government, teachers, parents, students and the general public who may device means of applying the recommendations of this study in the effective supervision of institutions particularly public secondary schools in improving and enhancing teachers job effectiveness as well as students' academic attainment.

Again, the findings of this study would open the eyes of the educational administrators, principals to the relevance of classroom visitation, workshops technique and demonstration techniques. Similarly, the government through the findings of this study may get pertinent information on the influence of principal's supervisory technique as correlate of teacher's job effectiveness in public secondary schools and device means of ameliorating the difficulties faced by principals

Furthermore, having teachers appraise supervisory practices, and other components of their work, is not, for the most part, a regular practice in Cameroon. In this light, the study seeks to create awareness of the need for regular monitoring of the work of education personnel in

general, and pedagogic inspectors in particular. Not doing so constitutes evidence of poor management.

In addition, having teachers, the primary targets of instructional supervision, suggest strategies for improvement is a step towards encouraging greater workplace democracy and enriching the quality of the knowledge base for the improvement of supervisory practices. This way, improvement strategies are not assumed but collected from those supposed to be closest to and directly affected by supervisors. Information is important for the maintenance and growth of an educational system. For the most part, vital information in the form of indicators of the health of various components of Cameroon's educational system is hard to find (Republic of Cameroon 2005).

The findings from the study may help teachers to improve their classroom instruction and enhance their professional growth and development. The teachers of secondary schools may also get to know the instructional role of their principals and adjust their roles accordingly. The students will benefit as there will be a positive effect to the teacher's job performance through correct usage of instructional supervisory strategies by the principals. The studies will be of benefit to the community as major stakeholder through the students' improved academic performance.

The findings might assist planners in Quality Assurance and Standards Officers (QASO) in enhancing educational quality in learning institutions. The QASO may also benefit from the findings and hence can make improvements towards teacher supervision. The study may also benefit the Teachers Service Commissioners (TSC) in pointing out the existing challenges principals' face when carrying out instructional supervision and evaluating teachers based on their performance.

Finally, the findings and recommendations of this study may expand the frontiers of knowledge by contributing to the knowledge bank on the likely influence of principals' supervisory skills as correlate of teachers' job effectiveness in public secondary schools and stimulate further research on the subject matter and related areas. From a general perspective, this study is important because the provision of quality education is a priority of the nation, and teachers acknowledged as the guarantors of quality education (Republic of Cameroon 1998). By providing findings that could be used to improve supervisory practices, this study

could contribute to the world of knowledge and practice, especially within the context of Cameroon.

Operational Definitions of Key Terms

Principal: A high school leader entrusted with the responsibility of heading the school with the intention of achieving the goals and objectives set.

Supervisory role: deals with monitoring teachers in relation to instructional related duties such as classroom visitation to observe on teacher lessons delivery, provision of teaching and learning resources, checking of teachers' professional records like lesson plans, working schemes records of work, preparation of lesson notes and aiding and support to teachers to do their work effectively.

Effectiveness: Getting the desired result and achieving the attainable goals through using best, scientific and systematic techniques of supervision and by empowering or building the capacity of supervisors.

Classroom visit: has been described as a collegial and integrative meeting between supervisors and teachers with the sole aim of improving instructions

Instructional aids: Instructional aides are used in the classroom to encourage learning and thereby make it easier and interesting.

Teachers collaborative teaching: Collaborative teaching, also known as cooperative teaching or team teaching is the way by which two or more teachers teach, instruct and mentor the same group of students together**.**

CHAPTER TWO
LITERATURE REVIEW

This chapter present the review of related literature on school based supervisory practices. This chapter starts by presenting the conceptual framework on supervisory practices and on teacher's job effectiveness. It also present literature on the four constructs of principal supervisory practices (classroom observation, supervision of instructional aids, Supervision of teachers collaborative teaching and Supervision of statutory records), theoretical frame and empirical studies on principal supervisory practices.

Conceptual framework

School based supervision

Supervision is the regarded as the process of guiding, directing, explaining, supporting facilitating, experimenting and encouraging. (Jaja, et al., 2015). This shows that supervision is an element of administration. It is also a service to help teachers. It involves evaluation because of its implications for the process of improvement. It is democratic rather than autocratic affair. It goes on through the process of overseeing or controlling subordinates known as teachers.School-based supervision is an important element in the entire education system and needed to be given special attention. According to Okendu (2012), school-based supervision is referred to as the process of enhancing the professional growth of the teachers, the curriculum and improving the methods of teaching in the classroom through democratic interactions between the teachers and supervisor. National Open University of Nigeria (NOUN, 2006) sited in Usman ((2015), observed that if schools are not supervised adequately the effect will tell on the students' outputs negatively and educational objectives may not be attained. Oyewole and Alonge, (2013) stated that school-based supervision is one of the various strategies employed in achieving educational objectives.

Orenaiye et al., (2014) define supervision as a formally designated behavior system that interacts with the teacher behavior systems, in order to improve the probability that the goals of teaching will be achieved. This statement suggests that cooperative attitudes and behaviors must be established between the teacher and internal instructional supervisors for achieving positive results as an individual, group and organization. Odo and Udu (2016) consider school-based supervision to imply a set of activities that is carried out within the school set up in order to improve the teaching and learning. They add that Internal School-based

supervision (school-based supervision) is concerned with overseeing the work of a teacher directly and regularly with the aim of assisting teachers to improve on their competencies. This is in light of the assertion by Assefa (2016) that all teachers are not qualified enough and as such they need support from instructional leaders. Indeed, every school set up consists of novice teachers who need to be sharpened up.

According to Ogba and Igu (2014) supervision has been identified as one of the approaches to teacher effectiveness. This calls for supervision of instructional procedure in secondary schools. Supervision according to Modebelu (2008) is a process of assisting, directing, stimulating and motivating teachers to enhance teaching and learning process in educational institution. Ogbo (2015) defined supervision as the maximum development of the teacher into the most professionally efficient and effective person he is capable of becoming. This definition recognizes that a teacher has potentials that needed help, guidance and directing. Walker (2016) and Clark (2015) on the other hand see supervision as a task of improving instruction through regular monitoring and in-service education of teachers.

According to Eya and Leonard (2012) indicate that supervision is all about promoting leadership and teacher growth in educational practices. School-based supervision according to Ekundayo, Oyerinde and Kolawole (2013), Olorunfemi (2008) and Okobia (2015) is a helping relationship whereby the supervisor guides and assists the teachers to meet the set targets. This definition describes school-based supervision from the point of establishing the relationship with stakeholders in the school system for the purpose of achieving the set objectives.

In addition, Ekundayo et al., (2013) describe supervision as a means to help guide, stimulate and lead teachers through criticism, appraisal and practices in their education and procedures. This definition mainly focuses on the teachers' attitudes over other vital elements that present themselves during the process of teaching and learning. They add that it is a service activity that exists to help teachers do their job effectively as well as the opinion that it is a behavior that is officially designed which directly affects teacher behavior in such a way as to facilitate student learning and achieve the goals of the school system.

In general, according to Mecgley (2015) the major function of the supervisor is to assist others to become efficient and effective in the effectiveness of the assigned duties. According Oyedeji (2012) the functions of school supervisors include: making classroom visits,

supervising heads of departments and teachers by checking their schemes of work and lesson notes, checking teachers' classroom attendance, checking absenteeism and rewarding hardworking teachers and punishing indolent ones by assigning administrative duties to them as means of encouraging them to do the right things at the right time.

Firz (2006) identified two types of supervision as internal and external supervision. Internal supervision is carried out by the school administrators (head teacher/assistant head teacher or principal/vice principal), while government and delegated agents conduct the external supervision. Modebelu (2008) and Walker (2016) were of the opinion that external supervision is more effective in promoting teacher instructional effectiveness in schools. However, Eya and Leonard (2012) postulate that internal supervision is more conversant, their reasons being that it helps teachers to be dedicated to their duties and helps the less effective and inexperienced teachers to improve their teaching.

According to Tedele and Roelande (2014) school-based supervision is a type of school-based (in-school) supervision carried out by the school staff (principals, department heads, senior teachers, and assigned supervisors) aimed at providing guidance, support, and continuous assessment to teachers for their professional development and improvement in the teaching and learning process. school-based supervision should be given much attention since Orenaiya et al., (2014) observe that there is a growing conviction that empowerment of school site supervision can make schools respond to the needs of students. This is in congruent with Wanzare (2011) and Jeptanus (2014) who observe that supervision focuses on teachers' instructional improvement which in turn improves students' academic achievement. This is because the practice betters the skills of teachers there by leading to quality teaching that is evident by good and quality grades of the students. This is further clarified by Oranaiya et al., (2014) who propound that effectiveness in teaching will produce academically good students.:

School-based supervision in Secondary Schools

In secondary education, supervision is one of the functions of the school operations the principal uses as part of administration to oversee the school. This supervisory role is challenging and it involves consistent process of helping teachers to enhance their instructional effectiveness (Abubakar, 2018). They added that one of the main administrators at the educational institutions are educational supervisors who are also the principals or head teachers. Supervision according to Jaja, et al, (2015) is aided effort given to teachers in

carrying out professional tasks so that students can learn better from the teachers. Supervision has a function to direct, coordinate, develop, guide and organize others for achievement of school objectives. According to Isa and Jailani (2015) supervision is a process of guiding, directing, stimulating, growth with overall view of improving teaching and learning process better for the learner. They summarized this definition in two ways: firstly, supervision of instruction materials is educational process that focuses on the importance of teaching and learning in a good system. Secondly, supervision of instruction involves motivating the teacher to explore new instructional strategies to improved teaching and learning. The teacher should be aware of educational goals and standards to be implemented.

According to Iregbu & Eludo-Eyo (2016) in public secondary schools, there is always someone appointed to occupy the position of the school head which is known as the principal, and whose duty is to ensure quality control through regular and consistent supervision of instruction and other educational services. School-based supervision stimulates teachers' professional knowledge and promotes the effectiveness of teaching activities. (Chien-Chin, 2018). Principals inspire teachers to overcome challenges and changes in education. They identified four aims of school-based supervision which include;

Teachers job effectiveness

Effectiveness refers the ability to be successful and produce the intended results. Effectiveness means that the aim of any organizational programme is required to be achieved. According to Okorie (2009), effectiveness is the achievement of the plan of a group. It also brings about the satisfaction of individuals teachers and students. (Mba & Pepple, 2021). According to Okoroma (2007), there are certain variables set down for the attainment of the goals and objectives of an educational institutions. These variables include, motivation, responsibilities, achievements, the organization climate and structure, this entails that effectiveness of an organization is relying on the success of these variables. Ukeje in Mba & Pepple (2021) stated that administrators should as a matter of fact maintain institutional harmony relationship to enhance organizational effectiveness. This harmony is needed in supervision between the supervisor and the supervisee. Since no effective supervision can succeed in disharmony. Koko (2005) added that evaluation entails the assessment of students and teachers' effectiveness as regards set goals. In other words, the effectiveness of the teacher is determined by proper evaluation.

Generally, teacher effectiveness is defined as a teacher's ability to make use of appropriate approaches, strategies, connections to students, and a particular set of attitudes that lead to improved student learning and achievement.Mba & Pepple (2011) sees teachers' effectiveness as the accomplishment of the objectives of an educational institution through improved effectiveness of the learners. Koko (2006) added that teacher effectiveness can be measured by the knowledge of subject-matter, lesson plan, accurate use of language, use of questions for various purposes, use of appropriate instructional materials and methods, setting and grading of an achievement tests.

Ololube (2005) opined that teacher effectiveness may vary with individuals' students and subjects in a learning situation. Ololube added that a teacher may not be effective with all learners, some may learn better and some may not in a particular subject, but what is important is the professional disposition of the teacher and the conducive environment that will lead to improved learning and outputs. This is so because individual students do not achieve the same academic achievements. Therefore, teacher effectiveness is the ability of a teacher to use different techniques of teaching to ensure that students, the institutional organization as well as himself to achieve their goals and objectives. When this is done, they have succeeded in contributing effectiveness to the school, students and to themselves, with resultant effect of being satisfied.

The focus on the classroom teacher is moving away from the highly qualified to the highly effective teacher. Orenaiya et al., (2014) propounds that the most significant criteria or factor directly influencing the quality of education a child receives is the quality of his teacher. There are many criteria that can be used to gauge the most effective teacher. These include deep understanding of subject matter, learning theory and student differences, planning classroom instructional strategies, knowing individual students and assessment of students' understanding and proficiency with learning, a teacher's ability to reflect, collaborate with colleagues and continue ongoing professional development.

Researchers agree that teaching effectiveness mainly involves student learning which can be measured in terms of student scores and grades. In view of this, Barry (2010) observes that studies and models for teaching effectiveness have subtle differences but all of them agree that the gauge for teaching effectiveness is student learning. Yet again, there are numerous indicators of student learning that may be used to evaluate a teacher's effectiveness. The most predominant is students' effectiveness as evident through results of standardized tests.

Principal Supervisor Leadership

Developing principals' instructional leadership capacity has come to the forefront in many school districts across the globe as well as that of the United States Department of Education USDOE, (2016) perceives the role of the principal supervisor as the one who fosters principals' capacity to be instructional leaders first and then to be managers of daily operations and compliance in schools. Recently, a major study commissioned by the Wallace Foundation focused on the role of the principal supervisor in six urban school districts (Goldring et al., 2018). Each district participated in the Principal Supervisor Initiative (PSI) where attention was given to transforming the principal supervisor position to one that focuses more on the development of principals' instructional leadership capacity thus enhancing principal effectiveness and increasing student achievement outcomes (Goldring et al., 2018). According to the study's findings, "The districts revised the job descriptions for principal supervisors, reduced the span of control, implemented new training programs, and restructured roles and responsibilities in the central office to support changes to the principal supervisor role" (Goldring et al., 2018). As a result, the principal supervisors' time and responsibilities were reoriented from working on administrative, operational, and compliance-related tasks to focusing more on "participating in classroom walk-throughs, coaching principals, and providing ongoing feedback" (Goldring et al., 2018).

Principal Supervisor Roles

As the demand increases to raise student effectiveness, the principals are under intense pressure to strengthen their instructional leadership capacity. To fill this need requires coaching, mentoring, and guidance from principal supervisors Goff, Guthrie, Goldring, & Bickman, 2014; Mendels, 2016; Saphier & Durkin, 2011). However, most studies have found that the principal supervisor position is a dichotomy between the role of instructional leader and administrative manager (Burch & Danley, 1980; Corcoran et al., 2013; Honig, 2012).

Instructional leader. The role of instructional leader for principal supervisors has been defined in the extant literature as encompassing responsibilities which support principals in leading their schools. These responsibilities include: brokering services and resources and communicating and clarifying information.

Brokering services and distributing resources. According to extant literature, connecting principals with the services and resources they need to lead schools emerged as a major

responsibility of principal supervisors (Burch & Danley, 1980; Corcoran et al., 2013; Honig et al., 2010; Honig, 2012; Ovando & Huckestein, 2003). Honig et al. (2010) define brokering as the principal supervisors "serving as a broker between principals and external resources, by bridging or connecting principals to sources of assistance, and buffering them from negative external influences, both in service of supporting principals' instructional leadership" (p. 19). A study conducted by Honig (2012) in school districts focused on redesigning the work of central office personnel found that the Instructional Leadership Directors (also known as principal supervisors) brokered services by "strategically bridging principals to or buffering them from resources and influences" which were external to the direct working relationship between the school supervisorand the principal. The school supervisor most often bridged principals to personnel resources including instructional and operational central office staff and to other principals in the district (Honig, 2012). They also connected principals to external resources for professional learning and training.

Several other studies have also cited brokering of services and distribution of services as role responsibilities of principal supervisors as instructional leaders. Burch and Danley (1980) defined "resource allocation" as "making materials and human resources to those who need them, and facilitating acquisition and distribution of resources" as a role responsibility of central office supervisors. Moreover, Corcoran et al. (2013) also observed that "some principal supervisors provide direct technical assistance while others function more as brokers of central office resources, able to connect principals to instructional or operational specialists depending on the nature of their needs". Researchers Ovando and Huckestein (2003) also cited "resource provider" as an emerging role of central office supervisors in supporting principals.

Communicating and clarifying information. Extant literature also cites the responsibility of sharing of instructional information and clearly communicating expectations from central office with principals as another role responsibility of principal supervisors (Burch & Danley, 1980; CCSSO, 2015; Honig, 2012). Researchers Burch and Danley (1980) define this role responsibility as "information and dissemination" which includes actions such as "attending professional meetings, sharing information on new ideas and practices, and providing support to those in need".

Providing clarity of the district's vision, goals, and expectations is another responsibility of principal supervisors as presented and proposed in extant literature (Burch & Danley, 1980;

CCSSO, 2015; Honig, 2008; Honig, 2012). For example, Burch and Danley (1980) identified the role of "formal communications" for central office supervisors as one that includes "providing official and policy information to individuals and groups, officially representing the views of the system, and ensuring proper information flow".

In addition, the CCSSO's MPSS standards developed in 2015 suggest that "Principal Supervisors advocate for and inform the coherence of organizational vision, policies and strategies to support schools and student learning" (CCSSO, 2015). To support principals in leading their schools, studies have found that principal supervisors assist principals in interpreting ambiguous information from central office (Honig, 2009; Honig, 2012). By principal supervisors clearly communicating the expectations, the principals are better able to engage in instructional leadership work in a more purposeful and tangible way (Honig, 2009; Honig, 2012).

Administrative manager. Though the aim of the principal supervisors' position is to develop principals' instructional leadership capacity, they also spend time managing the administrative and operational aspects of the district central office and schools. Based on existing studies, the principal supervisor's administrative manager responsibilities include: ensuring compliance to policies and addressing crisis and conflicts.

Ensuring compliance to policies. According to existing studies, one of the responsibilities of principal supervisors as administrative managers includes guiding and supporting principals in meeting the requirements of local district and state policies. The CCSSO (2015) found that though principal supervisors' roles are orienting more towards instructional leadership, "traditionally, principal supervisors have focused on ensuring that school leaders, and the buildings they run, complied with local policies and state regulations". Additionally, researchers have also found that principal supervisors are often directed to engage in more compliance-oriented tasks "such as ensuring principals have submitted appropriate forms for budgeting and state accountability, checking on the completion of school improvement plans, and monitoring whether Individualized Education Plans are up to date" (Goldring et al., 2018). Researchers Burch and Danley (1980) define this role responsibility of central office supervisors as "maintenance" which consists of "completing routine reports and paperwork, handling office details and routine correspondence, and follow-up on requests and questions". They also found that central office supervisors spend a generous amount of time in the "maintenance" role (Burch & Danley, 1980).

Addressing crisis and concerns. Studies have also concluded that another role responsibility of principal supervisors as administrative manager includes assisting principals in addressing campus crises and attending to student or parent conflicts (Burch & Danley, 1980; Casserly et al., 2013; Goldring et al., 2018). Burch and Danley (1980) identified "crisis management" as role responsibility of principal supervisors.

Crisis management is defined as "coping with the day-to-day problems, resolving personnel conflicts, negotiating with others to gain maximum commitment to established priorities and being involved in situations or conflict or controversy" (Burch & Danley, 1980). Goldring et al.'s (2018) study asserted that principal supervisors were accountable for resolving issues which had escalated from the campus-level to the district level. Similarly, Casserly et al. (2013) also found that principal supervisors spend time assisting principals in responding to parent and community concerns.

Principal Leadership Roles

As the historical review of literature presented, the many demands and expectations of the principalship require principals to take on numerous leadership roles. Some of the leadership roles include instructional, transformational, and administrative management.

Instructional leadership. During the 1980s, "instructional leadership emerged as a popular *model of cho*ice" for principals to embrace (Hallinger, 2003). Although no clear agreement exists on how to define instructional leadership, according to Marks and Printy (2003), it can simply be defined as "leadership functions directly related to the facilitation of teaching and learning". However, others assert that instructional leadership is any action, instructional or managerial, a principal takes to enhance students' academic growth and to improve teachers' instructional practices (Hallinger & Murphy, 1985; Hallinger, 2005; Grissom & Loeb, 2011; Marks & Printy, 2003).

Several instructional leadership frameworks have been developed to articulate the functions of an instructional leader (i.e. Bossert, Dwyer, Rowan, & Lee, 1982; CCSSO, 2015; Hallinger & Murphy, 1985; The Wallace Foundation, 2013). Researchers Hallinger and Murphy (1985) originally proposed the Instructional Leadership Framework which designated three dimensions for the instructional leadership role of the principal. Hallinger (2003) further refined the dimensions to state the following:

⇒ Defining the school's mission.

⇒ Managing the instructional program

⇒ Promoting a positive school- learning climate.

Similarly, The Wallace Foundation (2013) suggested that effective principals employ five key practices that demonstrate instructional leadership. The Wallace Foundation (2013) stated the practices were as follows:

⇒ Shaping a vision of academic success for all students;

⇒ Creating a climate hospitable to education;

⇒ Cultivating leadership in others;

⇒ Improving instruction;

⇒ Managing people, data, and processes to foster school improvement.

Furthermore, the principal's instructional leadership actions can also foster the professional growth and capacity of the teachers leading to increasing student effectiveness. An extensive six-year study conducted by Wahlstrom et al. (2010) concluded that "leadership effects on student learning occur largely because leadership strengthens professional community; teachers' engagement in professional community, in turn, fosters the use of instructional practices that are associated with student achievement. Additionally, through a synthesis of the research on principals, Lemoine, Greer, McCormack, and Richardson (2014), stated that "as an instructional leader, the principal works with curriculum and instruction; the school leader presents focused and on-going professional development, encourages instructional innovations, utilizes proactive change processes, and frequently monitors and evaluates teachers and student learning. Thus, the instructional leadership capacity of the principal is imperative to enhancing the teachers' instructional practice and improving student learning. However, the principal is not only tasked with the role of an instructional leader, but he or she must also practice transformational leadership and administrative management.

Transformational leadership. Transformational leadership emerged as a form of leadership practice nearly four decades ago. Burns (1978) defined transformational leadership as a phenomenon which "occurs when one or more persons engagewith others in such a way that leaders and followers raise one another to higher levels of motivation and morality. Leithwood and Jantzi's (2000) approach to transformational leadership "fundamentally aims to foster capacity development and higher levels of personal commitment to organizational

goals on the part of leaders' colleagues. Though the definition of transformational leadership has since evolved, researchers (Balyer, 2012; Leithwood, 1994; Valentine & Prater, 2011) have identified the following characteristics of a transformational school principal as one who:

⇒ Creates a collaborative culture.

⇒ Serves the needs of others.

⇒ Develops talent and leadership capacity.

⇒ Models best practices and communicates respect of others.

⇒ Inspires others and provides support and encouragement.

⇒ Builds a vision, establishes goals, and sets expectations for success.

⇒ Utilizes the expertise and leadership of teachers and staff through collective decision making for school improvement.

Moreover, Valentine and Prater (2011) identified the three most influential transformational leadership factors that have the greatest relationship in increasing student achievement: "providing a model," "identifying a vision," and "fostering group goals. Specifically, Valentine and Prater (2011) stated:

The three factors involve behavior on the part of the principal that sets an example for staff members to follow consistent with the values the leader espouses, inspiring others with his or her vision of the future, and fostering a group set of goals that transcend personal ambitions. Principals exhibiting these factors are able to genuinely interact with people to lead by doing rather than by simply telling.

Principals who practice transformational leadership break down the bureaucratic red tape of schools and instead promote a culture of collective and shared leadership (Balyer, 2012). Essentially, the principal as a transformational leader fosters a culture of collaboration, nurtures talent, promotes equity, empowers all, removes barriers and positively impacts the school climate.

Administrative management leadership. Although the ideal principal is the instructional and transformational leader, the individual must also be skilled in managing the day-to-day operations of the school. Miller (2013) stated, "As administrative leaders, principals set budgets, manage the school facility, and develop relationships with the broader community.

Through a study of the leadership practices of more than 155 high school principals, Valentine and Prater (2011) found:

Day-to-day managerial skills such as effectively organizing tasks and personnel, developing rules and procedures, evaluating employees, and providing appropriate information to staff and students are vital to a successful school operation and cannot be overlooked when discussing a comprehensive model of principal leadership.

Principals who are unable to manage the school in the areas described above will certainly find their work to be challenging and may also compromise their instructional leadership capacity and credibility.

Principal Supervisor Practices

Only a handful of studies have focused on the practices principal supervisors utilize to enhance the instructional leadership capacity of principals (Goldring et al., 2018; Honig, 2008; Honig et al., 2010; Honig, 2012; Ovando & Huckestein, 2003; Thessin et al., 2018). These studies have identified some notable practices employed by principal supervisors that strengthen principals' skills as instructional leaders. These practices include: coaching and modeling, providing training and professional development, collaborating through joint work, differentiating support, and conducting campus and classroom walk-throughs.

Figure 1: Principal supervisor practices
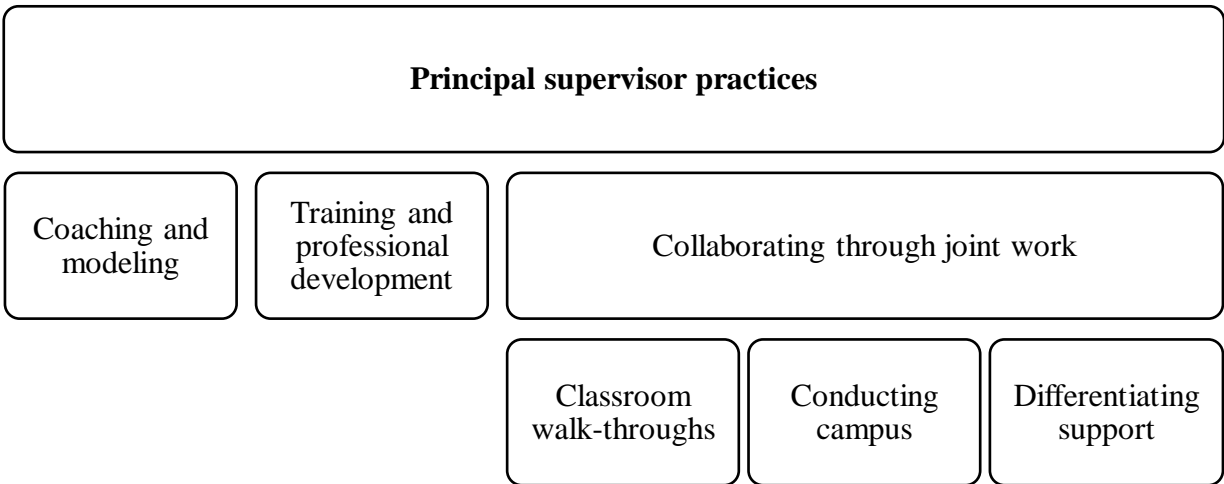
Coaching and modeling. According to studies (Burch & Danley, 1980; Casserly et al., 2013; Honig, 2012; Thessin et al., 2018) and suggested standards (CCSSO, 2015), both coaching and modeling emerged as a practice employed by principal supervisors to support principals

with instructional leadership. The practice of coaching means to train, tutor or give instruction in order to enhance a person's growth and effectiveness, as well as promote individual responsibility and accountability" (CCSSO, 2015). The CCSSO (2015) suggests that by "[u]sing their coaching skills, principal supervisors evaluate and address the developmental needs of principals and collaborate with them to create a professional learning plan that will help them gain the necessary skills to become better instructional leaders.

A study conducted by Thessin et al. (2018) found that principal supervisors employed the practice of coaching with the goal of "developing the principal's capacity to develop others" on their campus. This practice most often occurred in "one-on-one coaching sessions" with the principals (Thessin et al., 2018). Other studies also identified coaching as a practice employed by principal supervisors (Casserly et al., 2013; Goldring et al., 2018). For instance, a study of principal supervisors in six urban school districts found coaching to be a main practice between the principal and their supervisor (Goldring et al., 2018). The principal supervisors in the study "described coaching in terms of conversations about observing instruction, providing feedback about instruction, responding to instructional issues in the building, using data, and other problems of practice" (Goldring et al., 2018).

Another practice the principal supervisors employ to develop principals' leadership capacity is modeling (Honig et al., 2010; Honig, 2012). Modeling is defined as demonstrating "instructional leadership thinking and action" (Honig et al., 2010). Honig's (2012) research study found that "some principal supervisors explicitly modeled or demonstrated how to act like an instructional leader as a strategy for strengthening principals' instructional leadership. Those principal supervisors who were consistent in the practice demonstrated for principals how to facilitate dialogue with teachers on improving instruction in the classroom (Honig, 2012).

Providing training and professional development. Several studies cited providing training and professional development as another practice employed by principal supervisors to develop principals' skills in the areas of instructional leadership (Burch & Danley, 1980; Casserly et al., 2013; Ovando & Huckestein, 2003). According to Burch and Danley (1980), providing "training and development" includes "assisting others in acquiring desired competencies . . . [and] conducting and planning in-service. Similarly, a study by Ovando and Huckestein (2003) found providing "staff development" as an emerging practice among central office supervisors in exemplary Texas school districts. In another study "most

[principal] supervisors reportedly included professional development and/or job-embedded learning opportunities" to develop principals' instructional leadership capacity (Goldring et al., 2018).

Collaborating through joint work. A few studies noted that principal supervisors established close professional relationships with the principals through the practice of collaboration and joint work (Goldring et al., 2018; Honig, 2012; Thessin et al., 2018). According to Honig (2012), the practice of joint work is defined as "participants in assistance relationships (e.g., central office administrators) help deepen others' participation in particular work practices (e.g., principals' engagement in instructional leadership. Honig's (2012) study concluded that the practice of joint work involved a partnership approach on behalf of the ILDs (principal supervisors). Through this practice, the ILDs "help principals come to value their own development as instructional leaders, rather than to engage in instructional leadership work such as classroom observations as a matter of compliance" (Honig, 2012). The principal supervisors who employed the partnership approach also began joint work with principals based on a problem of practice the principals themselves identified as an area they wanted to grow their leadership capacity in as instructional leaders (Honig, 2012). In addition, these ILDs also "reinforced the jointnature of the work by underscoring for principals through their communications and their actions that strengthening principals' instructional leadership was the main work for the principal as well as for them" (Honig, 2012). This practice involved "identifying next steps for both the principal and themselves in helping the principal focus on improving instruction" and formalizing it through some system of written communication (Honig, 2012).

Findings from a study conducted by Thessin et al. (2018) confirmed Honig's (2012) conclusions about principal supervisors employing the practice of joint work. According to the researchers, the partnership work between the principal supervisor and the principals was viewed as a high impact practice in supporting the development of principals as instructional leaders. Specifically, the researchers found, engagement in joint work included planning meetings together, designing and/or providing professional development to school staff and teams, reflecting on and planning next steps together, and at times, divvying up the work to get it done" (Thessin et al., 2018).

Similarly, school districts that transformed the role of the principal supervisors in six urban school districts to focus more on developing principals' instructional leadership capacity

found that principal supervisors employed more collaborative practices when interacting with principals (Goldring et al., 2018). As a result, the principals reported a "close working relationship and familiarity with their [principal] supervisors" (Goldring et al., 2018). Furthermore, the study also noted that the "principals found that their supervisors knew what was going on in the principals' schools, understood the principals' goals, and perceived their own success as linked to that of their principals" (Goldring et al., 2018).

Differentiating support. According to some studies, to meet the unique needs of the principals, the principal supervisors often differentiate the type and level of support (Honig, 2012). Differentiating, according to Honig et al. (2010), encompasses consistently providing "supports for principals' instructional leadership. Findings from Honig's (2012) study suggest that the principal supervisors utilized various sources of data to identify the specific areas of support and the areas in which principals exceled to differentiate the strategies used to develop their instructional leadership capacity. The study also concluded that for principals who needed extra support, some principal supervisors worked closely with them and provided in-depth guidance whereas other principal supervisors responded with shallow levels of support where the principal mostly directed the dialogue and debrief (Honig, 2012). Additionally, most principal supervisors differentiated support and allocated more time for novice principals and for those principals leading low-performing schools (Honig, 2012).

Thessin et al. (2018) also found that principal supervisors differentiated support for their principals; however, this practice occurred mostly without the principals being aware or notified. Similarly, Goldring et al. (2018) also reported that some principal supervisors differentiated support through coaching "based upon their assessment of principals' needs. Yet, the study also found that the practice of differentiating supports for principals was especially difficult to employ due to "limited support and guidance" for principal supervisors (Goldring et al., 2018). Moreover, the findings revealed that some principal supervisors prioritized differentiated support for their most challenging schools over others assigned to them (Goldring et al., 2018).

Conducting classroom walk-throughs. Several studies cited visiting campuses and conducting classroom observations with the principals as a practice employed by principal supervisors (Burch & Danley, 1980; Casserly et al., 2013; Goldring et al., 2018; Honig, 2012; Thessin et al., 2018). This practice of walk-throughs as described by Goldring et al. (2018) "generally included joint observations of instruction followed by a debriefing.

However, studies have also identified a large variance in the impact and fidelity of principal supervisors conducting classroom walk-throughs with principals. For example, Thessin et al. (2018) found that when conducting school visits, the principal supervisors "had a clear purpose and were aligned to this ongoing school improvement work in which the principal and principal supervisor were engaged. Additionally, "each visit had a focus and intended outcomes were identified for each visit" (Thessin et al., 2018). On the other hand, researchers Goldring et al. (2018) and Honig (2012) concluded that discrepancies existed among principal supervisors in how they conducted walk- throughs. In a study of principal supervisors, Goldring et al. (2018) reported that some principal supervisors "conducted unhelpful walk-throughs with no apparent agenda. Similarly, Honig (2012) also found that while some principal supervisorsdeeply engaged in dialogue with the principals when debriefing on the observation evidence, others briefly conversed with the principals and left them to determine next steps on their own.

Lastly, in some cases the practice of walk-throughs was viewed more as compliance check as opposed to one employed to develop principals' instructional leadership capacity (Goldring et al., 2018; Honig, 2012). For instance, a study by Goldring et al. (2018) of principal supervisors in six urban school districts found that "some [principal] supervisors reportedly approached walk-throughs as an approach to oversight rather than principal coaching, and their principals similarly viewed walk-throughs as an exercise in compliance.

As the extant literature revealed, principal supervisors employ several practices to develop principals' instructional leadership capacity. Additional practices have also been identified; however, they are limited to the findings of one or two studies. For example, Honig (2012) identified "developing and using tools" as another practice utilized by the principal supervisors. Developing and using tools involves the use of materials that support principals' engagement in instructional leadership (Honig, 2012). These tools included: "rubrics, worksheets and self-evaluation tools" and tools designed to conduct classroom observations or to analyze data (Honig, 2012) who were consistent in this practice used the tools with a defined purpose and focus on a specific area of teaching and learning and asked principals to show evidence and data on how they were making progress.

Another practice employed by principal supervisors identified by Casserly et al. (2013) included "conversing with principals about student effectiveness data. Motivating others also emerged as a practice. According to Burch and Danley (1980), motivation consists of

"encouraging consideration of new ideas, working with individuals and groups to effect needed changes, being an idea stimulator with others, providing positive reinforcement for efforts and accomplishment; and participating in system activities that influence goals" (p. 636). Similarly, Ovando and Huckestein (2003) identified "providing ideas, support and encouragement" as a practice employed by central office supervisors. Finally, the 2015 Model Principal Supervisor Standardsdeveloped by the CCSSO in 2015 suggest that principal supervisors should build relationships with principals based on the knowledge of adult learning theory, common goals, trust, support and mutual accountability.

Duties of School Principals in Secondary Schools

School principalship is a well-established position that provides instructional leadership and supervision by coordinating curricula, co-curricular programmes and is responsible for the general administration of the school (Adetula, 2005). As the Chief Executive of the school, the principal must make it possible for staff to have access to suitable facilities of all kinds in order to discharge fully their responsibilities in achieving the educational objectives. The teachers must be well supervised and motivated in order to sustain their interest and make them dedicated, committed, willing, enthusiastic and inspiring teachers (Lanzeby, 2008). The quality of the supervision of teachers' instructional tasks by the principal is an index of effective school management. Of all the major tasks of a school principal, none is as sensitive and as challenging as the one relating to the supervisory role and it is expected to be given the deserved attention in the scheme of things.

Instructional supervision is an internal mechanism adopted by principals for school self-evaluation, geared towards helping teachers and students to improve on their teaching and learning activities for the purpose of achieving educational objectives (Nji, 2018). The principals being instructional leaders are at the vantage positions to supervise, monitor, assess, evaluate and disseminate current information on educational issues and modern teaching techniques to teachers in order to stimulate them for scholarship and best practices in curriculum delivery.

In pursuit of these goals, the school principals make use of supervisory techniques: clinical supervision/classroom observation, micro-teaching, seminar/workshop and research to improve the conceptual knowledge, skills and competence of teachers, and students learning

(Adetula, 2005).During observation, the supervisor takes note of the teacher's knowledge of the subject being taught, evidence of adequate planning and preparation for the lesson, lesson presentation, teacher's personality and the extent of students' participation or interaction with the teacher. These form the bases for providing constructive advice on how to improve the quality of classroom instruction. The visit may be repeated until the required improvement is achieved (Mbake, 2019).

Duties of School Vice Principals in Secondary Schools

An assistant principal, sometimes called a vice-principal or Deputy Principal, assists a principal in the general governance and leadership of a school. Experience as an assistant principal is often a prerequisite for advancement to a principalship (Fonkeng, & Tamanjong, 2009). Assistant principals are often responsible for student discipline, classroom observations, teacher evaluation and supervision, facilitating parent meetings, maintaining schedules, and handling logistical matters (Mbake, 2013). Additionally, assistant principals frequently serve as testing coordinators, training staff on procedures related to standardized assessment, as well as accounting for testing materials. In addition to these duties, assistant principals are instructional leaders.

With the advent of site-based management, assistant principals are playing a greater role in ensuring the academic success of students by helping to develop new curricula, evaluating teachers, and dealing with school-community relations—responsibilities previously assumed solely by the principal (Titanji, 2017).

An assistant principal works directly under the principal and helps coordinate, direct and plan the academic or auxiliary activities of the school. The assistant principal manages the teachers, counselors, staff and students on a daily basis. Along with the principal, they review and approve or recommend modifications to new or existing programs and then submit their proposals to the school board. They prepare or oversee the maintenance of attendance records, personnel reports, planning and other activities. The assistant principal coordinates or directs the use of the high school facilities (Nji, 2018).

An assistant principal meets with staff and parents to discuss policies, educational activities and a students learning or behavioral problems. He or she provides counsel and guidance to students regarding academic, personal, behavioral or vocational issues, along with enforcing

attendance and discipline rules. The assistant principal organizes and directs committees of volunteers, specialists and staff to provide either advisory or technical assistance for programs and develops partnerships with communities or organizations to help meet educational needs providing school-to-work programs(Mbake, 2013).

An assistant principal must make decisions and solve problems by analyzing information and selecting the best solution, along with developing cooperative and constructive working relationships. They perform daily administrative tasks such as processing paperwork and preparing or maintaining information files, records and reports and also handle complaints, resolve conflicts or grievances and settles disputes. An assistant principal requires extensive knowledge, skills and experience to deal with the responsibilities of students and staff on a daily basis(Mbake, 2013).

Common work activities of vice principals include:
- Working closely with the principal on a daily basis to ensure the smooth overall operation of the school.
- Supporting committees of staff and parent that function to improve the learning and social environment of the school for the students.
- Teaching classes, developing rapport with the students, handling discipline issues and filling in for the principal when required.
- Resolving conflicts between students, teachers, parents or combinations of conflicts between various individuals.
- Assisting in yearly teacher evaluations, assisting in providing guidance to staff and students, and encouraging a positive climate in the school.
- Directing assemblies and other special gatherings of students for events throughout the year.
- Developing emergency response plans for schools as required by state and federal education agencies. Filing reports and updating as required.
- Record keeping as required through the use of various logs, tracking records, computer programs, inter or intranet software or other programs.

School- Based Supervision and Teacher Job effectiveness

Teachers are the backbone of an educational activity. Highly dependent on their job effectiveness is the success and failure of educational activities. Campbell (2010) describes

effectiveness as an individual level variable. That is, effectiveness is something a single person does. The key feature of job effectiveness is that it has to be goal relevant. Effectiveness must be directed towards organizational goals that are relevant to the job effectiveness standard. According to the Code of Regulation for Teachers (2015), the job effectiveness of teachers is the duties a teacher performs to achieve the goals of the school at a particular time in the school system. These duties involve timely syllabus coverage, correct pedagogical skills, school and class regular punctual attendance. Teachers' job effectiveness is highly connected to students' outcomes as the end product in education.

Supervision involves an instructional leadership role in the context of education, in which the supervisor diagnoses teacher effectiveness needs and then guides, directs, assists, suggests, supports and consult with the teacher. Supervision according to Abidale (2010) is a helping relationship whereby the supervisor guides and assists the teachers to meet the set targets. The principal has a role to facilitate an ongoing dialogue with teachers to find improved methods for instruction delivery. The supervisor should also encourage various instructional techniques and diversity in teaching approaches which considers the unique talents and teachers' capacities. Effective supervision should result in teacher's growth in teaching and learning practices.

Supervision according to Kariuki (2013) should help teachers to apply relevant teaching methods responding to the current innovations in education. Supervision's ultimate goal is to achieve an improvement in learning quality. Supervision helps teachers learn and search for the best way to solve their problems. Leina (2013), states that clinical supervision enhances professional growth and development of skills and attitudes towards teaching.

Supervision helps at clarifying government policies as well as providing interpretations. Olureni (2013) opines that supervision is at the center of quality education. Supervision helps teachers in class management by making incompetent teachers confident and also enhancing teachers' quality teaching. The maximum contribution of teachers will be seen clearly in students' learning outcome. The school principals engage in a number of supervisory activities to include classroom observation, preparation of professional records for teachers like working scheme, teaching plan and lesson notes (Archibong, 2008). They are prepared with a purpose of ensuring an effective and better teaching and learning process.

School-based supervision is the process of overseeing the work of teachers with an aim of assisting them to solve their instructional problems so that the students can benefit fully from classroom activities (Alimi, Olatunji&Akinfolarin, 2016). This can be achieved by involving the principal, deputy principal or departmental heads who interact with teachers and students in the teaching and learning process. Through classroom visits, the supervisor observes how the students participate during the classroom activities, materials and methods used in teaching.

The Principals are responsible for supervising and evaluating the teachers under their responsibility. For example, the main purpose of supervision practiced in schools in the United States of America (USA) is to improve classroom instruction. This is through observation of classroom teaching, analysis of observed data and face- to face interaction between a principal and the teacher (Kiereko, 2015). Louis, Keithwood and Wahlstrom's (2010) research from the University of Minnesota and Toronto indicated that teachers praised principals more when an encouraging climate for instruction was created, and higher assessments were perceived by faculty leaders who encouraged and developed leadership.

According to Knapp, Copland, Honig, Plecki and Portin (2010), researchers at Washington University found that effective leaders focused on the quality of instruction by defining and promoting high expectations and reducing the isolation of teachers. Further, effective principals are highly visible in the school and focus on making formative observations about learning and professional growth while providing direct and immediate feedback. However supervision is not always performed by principals given their heavy workload.

In the Teaching and Learning International Survey (TALIS) held in 2013, principals expressed their concerns of being overburdened with several administrative responsibilities hence unable to devote themselves to school-based supervision (Organization for Economic Development, 2014). They have multiple constituencies such as overall leadership of the school, seeing parents, students, teachers, and school board members among other duties and feel that they are always on call and must respond to the needs of those groups. Principals speak of the intense effort needed to find time to focus on important issues when there are myriad administrative tasks that must be done. This indicates that effective monitoring of the teachers job effectiveness is not often carried out.

Most countries in Asia have different supervision programs duly undertaken by the principals. A research carried out by Sharma (2014) in three Asian countries (Malasyia, Thailand and India), revealed that supervision is not conducted effectively even though it is the despite even though it is the responsibility of the principals. It was further noted that teachers did not benefit from the supervision as evidenced by their comments, which indicated that the ones supervising were fault finders who viewed supervision as punitive rather than encouraging teachers to improve their teaching and learning activities. For many instructors supervision is seen as an exercise that has no meaning rather than just filling in the forms.

There are many officials in Zimbabwe who are expected to oversee the teaching and learning process, as Madziyire (2010) posits. These include the Minister of Primary and Secondary Education, the Permanent Secretary of Education, the Directors of Provincial Education, the Inspectors of the Commission on Civil Service, and the Directors of Education. The school principal is the only one of these supervisors who resides in the school and is in constant contact with the teachers (Moyo, 2014). According to Sibanda, Mutopa and Maphosa (2011), the principal in Zimbabwe oversees school teaching and learning to ensure quality education takes place. In other words, effective monitoring affects teachers 'quality of teaching. Therefore, in Zimbabwe, the principal is at the teachers' supervisory epicenter with other officers merely complementing their efforts (Mlilo, 2010).

In Nigeria, the heads of department are supervised by the principals by checking the working schemes, lesson notes and ensuring the teachers go to class in a regular basis, monitoring absenteeism and motivating hard-working teachers by rewarding them, (Shuaibu, 2016).The principal has a role to provide necessary materials for effective effectiveness of the assigned duties. However, according to Shuaibu, there is a tendency for some modern school head teachers to shy away from supervision of instruction and they rather occupy themselves with inspecting school building projects, soliciting for funds from Parents-Teachers Associations (PTA) and the public, attending to visitors and other less necessary administrative chores. The role of a principal in school-based supervision remains a priority even though it is a challenge given the many tasks they undertake.

In Uganda, school-based supervision is carried out by the department of Education Standards Agency (ESA). According to Aguti (2015), school inspection capacity is the most vital component for teachers' productivities and teacher education as well as effectiveness. The key purpose of school inspection is to inform the government about the standards and quality

of education provided to the children. Historically, Uganda is well known for producing high - quality teachers in the East African region (Ssekamwa&Lugumba, 2010). This is attributed to the founding of the University of Makerere in 1922 as a strong higher education sector in the country. However, according to Malunda, Onen, Musaazi and Oonyu (2016), it is now evident that the teaching in public secondary schools in Uganda does not conform to the standards set by the Ministry of Education.

It is the principal's role to supervise and to ensure proper implementation of the curriculum as well as verifying the professional documents for the teaching staff. He/she supervises the actual coverage of syllabus and ensures that teachers attend classes. He ensures the availability of the required teaching and learning materials as approved by the Kenya Institute of Curriculum Development (CRT, 2015). The purpose of checking the professional records is to evaluate the preparedness level of the teachers and the relevant information gathering efforts for the lesson.Supervision is not necessary carried out to improve classroom instruction but also to enhance students' academic achievement. Teacher job effectiveness is evaluated through students' effectiveness.

Measuring effectiveness has been of great interest to the Ministry of Education in Kenya. The inability and desire to perform is what has necessitated the TSC to seek ways of enhancing effectiveness, which is through teacher-effectiveness appraisal. According to the Code of Regulations for Teachers (2015), the process of appraising teachers involves an assessment of their individual competencies, effectiveness and professional needs. Teachers are evaluated on preparation of working schemes and lesson plans and on whether they follow the syllabus making use of teaching aids, time management, lesson attendance, staff meetings and participation in co-curricular activities. The principals are gauged on implementation of strategic plans, leadership and management skills, how they manage school property, safety measures for learners and how they deal with parents and visitors. Whether the teacher undertakes instructional processes or students engage in individual studies, classroom visits should occur (Republic of Kenya, 2009). Supervision guarantees teachers' awareness of the duties entrusted to them and updates their teaching practices. Supervision of teachers helps the teacher to learn from their errors and move forward in their career.

Checking the professional documents of teachers is another important school-based supervision activity. This includes: work and lesson plans schemes, work and mark book records, progress records, register for class attendance and report forms for students.

According to Watene in her studies in Nyandarua-Kenya (2011), the purpose of checking the professional records is to evaluate the level of preparedness and efforts of the teachers to collect information relevant to the lesson. Supervision is not only meant for the improvement of classroom instructions or lesson but is equally for the development of teachers.

Attitude of Teachers towards School-based supervision

Teachers' attitude towards internal school-based supervision is of great concern in matters of school-based supervision. Assefa (2016) and Tedele and Roelande (2014) both observe that the way teachers perceive supervision in school and in the classroom is an important factor that determines the outcomes of the supervision process. If they view it positively then it sure will yield fruit but when their attitude is negative then the objectives of this practice will not be achieved.

Tedele and Roelande (2014) aimed to establish the relationship between school-based supervision and professional development. They specifically examined the existing perceptions of teachers towards school-based supervision in secondary schools in Addis Ababa, Ethiopia. Their study's sample comprised of 200 teachers. They found that, in Ethiopia many teachers fear and resent supervision; and through independent t-test, correlation and regression analyses one of its main findings was that there were significant weak to moderate positive relationships between teacher attitudes and satisfaction with professional development; no significant difference was found between beginner and experienced teachers in their attitudes and satisfaction towards supervisory processes practiced in schools and through regression analysis they established that teacher's attitudes and teachers' satisfaction are the most important contributors to professional development.

The study at hand and Tedele and Roelande (2014) both considered the variable attitude as important in as far as school-based supervision is concerned. On the contrary, they look at professional development as one of the outcomes of supervision whereas the current study considers teaching effectiveness as the other outcome of this practice thus filling the prevalent gap. The current study also gets out its way to establish how teachers' attitude towards certain specified aspects of school-based supervision such as classroom observation, supervisors, objective of school-based supervision, its frequency and its purpose influence teaching effectiveness. This is with the understanding that the teacher's professionalism is to a great extent measured by their individual practice in teaching as well as their teaching effectiveness.

It thus looks at various parameters of attitude in order to establish their influence on teaching effectiveness.

Reepen and Barr (2010) observe that teachers' attitude towards school-based supervisionis viewed as negative if they view observations as the perfect platforms for the supervisor to attack them As a result most teachers tend to become anxious and resentful of the process of school-based supervision (Thembinkosi, 2013). All these are to the detriment of this noble practice. Usman (2015) study on the Impact of School-based supervision on Academic Effectiveness of Secondary Schools in Nasarawa state Nigeria established that negative remarks by supervisors have impacts on teachers' job effectiveness. Good comments by supervisors improve teacher effectiveness whereas negative comments have an adverse effect on this effectiveness. The focus of Usman (2015) study was on job effectiveness while this study considers teaching effectiveness.

The traditional concept of supervision and inspection was authoritative and rigid and did not include the elements of professional guidance of teachers (Grauwe, 2007). As brought out in Wanzare (2011) teachers tended to shy away from interacting freely with the inspector for fear of fault finding and victimization. If such a state of affairs can be allowed to sip through into our current education system then out rightly, the teachers attitudes towards school-based supervision will be far from desirable and their teaching effectiveness will be greatly hampered. On the brighter side though, there is a level of consciousness towards this traditional view of supervision as tending towards the negative as evident by the fact that term 'inspector' is not as popular as it was then.

This traditional perspective towards supervision could be the reason behind Assefa (2012) and Thembinkosi (2013) observation that there is a general belief that teachers tend to associate school-based supervision with fault- finding. As a result, it is argued that most teachers tend to become anxious and resentful of the process of school-based supervision. For instance, the study by Tedele and Roeland (2014) on relationship between school-based supervision and professional development established that less experienced teachers perceived it more negatively as they considered supervisors to be fault finders and feared that supervisors would report them to school administrators and believed that supervisors had nothing to offer them. In its final analysis, this study found that teacher attitude was an important contributor to professional development. The study at hand contributes to the literature on teacher attitude by considering how this relates to teaching effectiveness.

On the other hand, Thembinkosi (2013) established that the more experienced teachers felt that they should be left to do what they knew while the few untrained teachers indicated that they would welcome the help of the supervisor in planning the lesson and overall that teachers generally perceived school-based supervision in a positive way. It is no wonder then that the same study recommends that supervisors should be motivated to feel free to visit teachers since their presence in the classroom does not disturb teachers. Nonetheless, both of these studies do not delineate specific attributes of school-based supervisionVis a Vis teaching effectiveness, hence the need for the current study.

Equally, the study by Kutsyruba (2003) on beginner teachers on perception of school-based supervision revealed that beginner teachers desire more frequent use of school-based supervision that meets their professional needs, that promotes trust and collaboration and one that provides them with support, advice and help. In yet another study of Supervisory Behavior and Teacher Satisfaction Glatthorn (2007) found that the improvement of the teacher – learning process was dependent upon teacher attitudes towards supervision. According to Glatthorn (2007) and Thembinkosi (2013), unless teachers view supervision as a process of promoting professional growth and student learning the supervisory exercise would not have desired effect.

Two main findings of Glatthorn (2007) study have a bearing on the current study; first, that the teachers expected the supervisor to be caring, understanding and helpful and second that the relationship between teacher and supervisor was expected to be collegial rather than authoritarian. He also argued that where teachers are aware of the roles of supervision for their professional development, they are likely to view the classroom observations positively; but where the teachers' views on supervision are negative, it is possible that teachers may view observations as the perfect platforms for the supervisor to attack them, (Kieleko, 2015 and Reepen & Barr, 2010).

The gap in Glatthorn (2007) study is that the tool used neither measured the correlation between attitude and teacher effectiveness nor does it predict elements of attitude that could predict professional development. Glatthorn (2007) argument can also be juxtaposed to this study's that where teachers view school-based supervisionas a process of promoting teaching effectiveness and student effectiveness then the supervisory practice will have the desired effect.

Kipkoech (2003) also conducted a study on the impact of head teacher supervision on teacher productivity. His study was based on a comparative case study of two schools officially ranked by Kenya Ministry of Education as National and District schools in Uasin Gishu district. These were Moi girls' secondary school and Kesses secondary school. The findings revealed that the teachers' perception of the head teachers' supervision showed significant relationship with teachers' productivity. The current study agreed with that of Kipkoech (2003) on the variable supervision but Kipkoech's findings cannot be easily generalizable to a bigger population since it garners information from only two schools.

The principal is a curriculum and instructional supervisor. The functions of the school principal as a supervisor include; obtaining and making available for teachers all educational information, visiting classroom often to observe his teachers teaching, inspecting lesson notes and offering professional advice for their improvement. In order for all these to take place and also for supervision to be friendly and positive, principals must create good rapport with their teachers as recommended by the study of Ikegbusi and Njideka (2014).

Head teachers are expected to influence academic achievement of the students by influencing teachers' effort (Kadenyi, 2014). The principal has a major role to play as a curriculum and instruction supervisor, a motivator and change facilitator. The principal being a motivator and change facilitator implies that they should consciously cultivate the teachers' attitude and root out any negativity in them particularly towards school-based supervision. This is because as already pointed out by previous mentioned studies such as Thembinkosi (2013) and Ekundayo et al., (2013) it is aimed at promoting teachers' professional competence.

Ekundayo et al., (2013) recommend that modern day principals should be knowledgeable, professionally competent and resourceful since the secondary school level is the bridge between the primary and tertiary levels. In their study in Nigeria, they attribute the poor quality of education to aspects of low morale of teachers, inadequate funding, inadequate facilities, poor supervision of schools and frequent changes in educational policies. The low morale mentioned in this study could be a pointer to a marred attitude and this out rightly leads to low teacher effectiveness. Supervision than gives the principal a good platform to identify this and in the same breath an opportunity to rectify it by collaborative means with such a teacher as evident in Wamboi (2015).

On this basis, Musungu and Nasongo (2008) posits that ideally supervision is not only concerned with overseeing, directing, conducting, regulating and controlling teachers and students. It also involves guiding and influencing these persons to strive towards desirable teaching behavior in order to achieve educational goals and objectives. Hence, this will require the head teacher to work very closely with teachers on an individual basis. Some of them will have unique instructional problems requiring the assistance of the head teacher in academic achievement, Musungu and Nasongo (2008). The study at hand concurs with the study of Kadenyi (2014), Musungu and Nasongo (2008) and Wamboi (2015) on the variable of the principal as an internal supervisor but this study also considers the HODs as supervisors too. It then goes ahead to find out the attitude of teachers towards school-based supervisionand how this attitude influences their effectiveness in teaching.

In addition, Bolton and Houlihan (2008) report that individual motives and evaluation are generally mixed and complex but of major concern is recognition in terms of respect, esteem and approval by others. In this regard, the principal should take center stage in appreciating teachers through all possible means of motivation in order to give impetus to their self-esteem, failure of which will build up negative attitude which is full of resentment for both the supervisor and the practice of school-based supervision, de-motivate them and in the long run result to inefficiency and ineffectiveness in teaching.

Further, O'Neil (2016) identified leadership characteristics of an effective head teacher as follows; giving direction, offering inspiration to teachers and learners, building team work and being a role model. In addition, a head teacher's leadership according to Silins and Mulford (2002a) contributed to learning, influenced the way teachers organized their instructions and their interactions with students, allocation of resources to support teaching and learning, monitoring effectiveness, empowering staff, improving academic standards and modeling desirable behavior.

Tylor (2013) also defines supervision as an act of helping teachers by providing professional guidance and techniques. Further, Musungu and Nasongo (2008) observed that internal and external supervision of teachers has a role in improving the quality of teaching. Therefore unwarranted absenteeism, negligence in lesson preparation and marking of books must be curbed. In addition, the supervisor should be a little more informed of modern methods and tune down their administrative roles of a helper. This emphasizes that the principal is a key player in school-based supervision.

Worth noting also is that the specific aspects outlined by Musungu and Nasongo (2008) in this context are sign posts of a distraught attitude. Therefore, this study sought to find out how principals and HODs' role of internal school-based supervision impacts on teachers of English's attitude towards the supervision. This, according to Musungu and Nasongo (2008) implies that they should not detach themselves from the departmental activities but rather they should remain informed about what they are doing, helping in planning what to do, and measuring what has been achieved.

Therefore, basing on all the above for goings it is true to say that the success of any school depends on the effectiveness of the principal in playing this role as an instruction leader, it is also true to say that the strong leaderships of a principal are the greatest predictor of teaching effectiveness. Core to this role is their ability to motivate their teachers by working on teachers' individual attitude in order for the teachers to bring out their very best without necessarily bossing, intimidating and domineering them. Thus, a study should set out to find out how the school-based supervisionattitude of teachers of English, influences their teaching effectiveness in the subject. Further, the attitude and satisfaction of teachers towards school-based supervision depends largely on several factors such as harmonious teacher- supervisor relationship and availability of supervisory choices based on teachers' needs as well as mutual trust, respect and collaboration among supervisor and supervisee as brought out in (Onen, 2016; Sergiovanni & Starrat, 2006 & Zepeda 2013).

In conclusion, the study by Odo and Udu (2016) revealed that most of the teachers in the study confirmed that supervision helped to improve their instructional process particularly teaching methods as opposed to the finding in the study by Glanz, Shulman and Sullivan (2007) who stated that teachers perceived supervision by principals as inspectional rather than a helping hand. This enforces the fact that there are groups of teachers who view school-based supervision as positive and yet still others view it as negative. There is therefore need to find out the effect of TEACHERSs attitude towards their teaching effectiveness.

Influence of school-based supervision on teacher's job effectiveness

School based supervision will be examined based of the four objectives of the study which are classroom observation, supervision of instructional aides, supervision of teacher's team teaching and supervision of statutory records.

Classroom observation and Teachers Job Effectiveness

As the name implies, supervisor visits and observes the teacher during lesson delivery in the classroom. The aim of the supervisor is to observe the complete classroom activities in order to obtain enough information that would assist in providing solution to instructional problems of both the teacher and the learners. According to Robert-Okah (2014), what the supervisor observes the during classroom activities are planning and preparation of lessons notes of the teachers', lesson note presentation, teacher-student interactions and good effectiveness. Marshall in Edo and David (2019) opined that frequent and immediate specific feedback is necessary for checking gaps in the teaching and learning situation. This implies that effective communication is inevitable between the supervisor and the teachers.

Classroom observation has been described as a collegial and integrative meeting between supervisors and teachers with the sole aim of improving instructions (Glickman et al., 2010; Sergiovanni & Starratt, 2007). In conducting formal supervision, ideally the supervisor plans the visit in collaboration with the teacher concerned during the pre- observation conference; the supervisor records data during the teaching process (actual lesson observation),while at end of the lesson, the teacher is provided with feedback on the whole exercise in a post-observation conference (Nolan & Hoover, 2011; Simbano, 2013; Days, 2000; Zepeda, 2012).

Principals' classroom observation is conducted for the sole purpose of improving teaching and learning. Supporting this assertion, Rashid's (2001) study on the perception of teachers about supervisory practices in Riyadh schools indicated that classroom observation enhances teachers' effectiveness. The study further revealed that conducting classroom observation through the clinical supervision process (procedural) seemed to have the quality to improve both teacher and students' standing. (Rashid, 2001). In a similar study in Egypt clinical supervision appears to have been enhancing students' learning process (Nahed, 2012). The procedure of clinical supervision is widely used by many educational systems as a viable means to enhance the supervision process and improve instructions (Benigno, 2016).

There are multiple ways of conducting the supervision of instruction. However, the clinical supervision model is highly accepted in many parts of the world (Glickman, Gordon, & Ross-Gordon 2014).Sullivan and Glanz, (2009) stated, that research on clinical supervision, which has emerged as a major force in educational supervision since the 1970s, has been replete with concepts of collegiality, collaboration, assistance, and improvement of instruction.

Morris Cogan developed clinical supervision at Harvard University School of Education (Cogan, 1973). The term 'clinical' is a borrowed word from medical and suggests the practice of mutual understanding in supervision processes (Pajak, 1993).Tesfaw and Hofman (2012) conceptualized clinical supervision as a process in supervisory activities for the enhancement of teachers' professional growth, which usually consistsofseveral stages such as pre-observation conference, an observation by a supervisor and post-observation

Gold-Hammer, (1969) outlined five stages of actualizing clinical supervision. However, these days three expansive stages are utilized (Glickman, Gordon, & Ross-Gordon 2014). Pre-observation discussion is the primary stage, trailed by the real lesson observation, and then post-meeting (Blasé & Blasé, 2004). Clinical supervision is identified with developmental evaluation planning to improve the instructor's educational practices (Nahed, 2012). As indicated by Sergiovanni and Starratt (2007), clinical supervision is an "eye to eye contact with teachers to improve guidance and expand professional development" (p. 23). It is a successive, cyclic and orderly supervisory procedure that includes up close and personal connection among teachers and principals intended to improve the teachers' classroom effectiveness (Kutsyuruba, 2003).

The aim of classroom observation is to motivate teachers and help them to be attentive in their work so that they can detect problems in the course of supervision. In the course of the teaching and learning process, it is the role of the principal to conduct regular observation to the teachers as well as to make notes in class. They should discuss their observation with teachers in order to provide for in-school professional development.

According to Panigrahi (2012), observation of a lesson presentation is the only way the principals can be enlightened into the quality of teaching and learning going on in the school. The principal can be able to access teachers' potentials of excellence through watching a teacher presenting a prepared lesson. The studycarried out by Panigrahi used a survey design to investigate the effectiveness of teleconference programmes on teachers' capacity building. The study used a sample of 775 elementary school teachers as participants in India. It was established that teleconferencing has a positive contribution towards capacity building of teachers. This research was done in primary schools and focused on teachers in India and limited to teachers' capacity building through teleconference program. The study also neglected the place of the principals who play a major role in supervision of teachers for quality teaching and learning process.

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The teachers have a responsibility to improve the quality of education through their level of preparedness for classroom instruction. In Indonesia Dwi and Puranto (2014), sought to find out whether there was a significant influence of principals supervision and teachers' effectiveness in Pangudiluhur Ambarawa Elementary school. The study sample consisted of six teachers and the data was collected through the use of questionnaires and interview guide. Descriptive analysis technique was employed for data analysis. The research findings indicated that there was a significant positive effect of classroom observation on teachers work effectiveness. The sample size for this study was too small and it only targeted the teachers which is not enough to generalize the findings.

Through classroom observation the principal is able to observe the teaching methodology applied by the teachers and especially the new teachers in the profession. The study to examine the role of classroom observation in pre-service English teachers' understanding of the teaching profession was carried out by Noguera (2018) in Baloaric Islands in Spain. The researcher used systematic and unstructured classroom observation to evaluate the process that prospective English teachers go through during a two- month classroom observation period. The data was collected through a questionnaire administered to a sample of 171 participants and a journal in which teachers wrote once per week about their overall learning from the classroom observation. The findings indicated that an extended classroom observation encounter allowed the student teachers' beliefs to evolve and their identities as English teachers to develop. The findings conquer with Dwi and Puranto (2014) where teachers view the role of the principal in terms of classroom observation has a positive contribution towards work effectiveness. However the study was limited to English teachers unlike the current one which focuses on all teachers.

Supervision of the teaching learning process in a school through observing a teacher teach helps the supervisor to be aware of a teacher's creativity in working with the students. The principal has a role to communicate the feedback after observing the teacher which according to Tsegaye (2016) is not always done. An investigation was carried out to establish the impact of school-based supervision on teaching methods and assessment techniques in preparatory school of Bole Sub-City, Addis Ababa by Tsegaye (2016). Two preparatory schools, teachers and supervisors were purposively sampled. Questionnaires and interview guide were used as instruments for the data collection. The study found out that school-based supervision practices were not being implemented in the proper way. Problems like a lack of information

which is up to date about the modern ways of teaching and learning activities; shortage of sufficient instructional material, difficulties of teachers to have workshops and other trainings were some of the shortcomings identified. The study was limited to preparatory schools, teaching methods and assessment techniques, thus creating a gap.

A study was carried out by Egwu (2015) on principals' effectiveness on supervision of classroom instruction in Ebonyi State secondary schools in Nigeria. The sample comprised of 360 teachers. Data was analyzed using mean, standard deviation and t-test statistics. The results of the study showed that the principal's effectiveness in supervision of classroom instruction in secondary schools in Ebonyi State was effective. The principals as supervisors should give priority to supervision of classroom instructions to facilitate quality teaching and learning. This research was conducted in Nigeria, which is a different locality to the current one.

The principal needs to be competent in his/her way of carrying out the supervision role in order to earn trust and confidence from the supervisee. Chidi and Akinfolarin (2017) sought to find out the principals' supervisory techniques as correlates of teachers' job effectiveness in secondary schools in Ebonyi state, Nigeria. Three research questions were used and three hypotheses were tested at 0.05 level of significance. A correlation research design was adopted for the study. For the sampling of 1005 respondents, stratified proportionate sampling technique was used. The co-efficient of the Pearson product moment was used to answer the research questions and the hypotheses were t-test used. Study findings revealed a high positive correlation in secondary schools in Ebonyi State between classroom observation techniques and teacher job effectiveness. Teachers tend to improve their teaching techniques when there is close supervision. The study used a single tool for data collection, different research design with a very big sample different from the current study and only looked at the techniques used by the principals thus creating a gap.

Checking of Teachers' Professional Records and Teachers Job Effectiveness

The school administration attempts to ensure an achievement of acceptable standards of teacher work effectiveness and quality results through school-based supervision. It is one of the tools of quality control in the school system with its main focus as the achievement of appropriate expectations of educational system (Okai, 2010). According to Code of Regulation for Teachers (2015), the principals must check teaching standards by ensuring that

the teachers prepare records of work, schemes of work, lesson notes and keep records of students' progress.

Previous research on school records management has identified admission registers, attendance registers, education edict and regulation manuals, logbooks, punishment books, school accounts books, school timetables, staff minutes books, staff record registers, visitors books, and weekly diaries of work, as statutory records kept by secondary school principals (Owo, 2014). Nevertheless, scholars have found various problems associated with record-keeping in Nigerian schools (Omoha, 2013). These include poor record management practices among school leaders (Khali, 2014; Odigwe & Owan, 2019), unavailability of records retention mechanisms and lack of qualified staff to manage records (Khali, 2014). Other studies have established that the management of statutory records about staff, finances and students is significantly associated with principals' administrative (Ereh & Okon, 2015; Ojo & Obimuyiwa, 2019) and teachers' (Okorie & Nwiyi, 2014) effectiveness. Although the results of previous studies provided a framework for the current study by assessing the prediction of records management on teachers' effectiveness (Odigwe et al., 2020), all of them were very generic. The supervision of school records and records management are different because the former is more specific than the latter.

An investigation on planning of teaching and learning in the context of lesson plan was also carried out by Darra and Kanellopoulou (2018) in Greece. The study followed a mixed methodological planning for reasons of triangulation. The survey was conducted from February 12th to 1st April 2016 in the second grade of the secondary education school in the prefecture of Attica. A total of 31 students, the director as well as the four teachers of literature participated in the study. The survey results showed that the participating teachers were positively influenced by the lesson planning and preparation, thereby gaining valuable experience and knowledge during the course of the lesson plan implementation.

The findings from Heidari (2014), Darraand Kanellopoulou differ with Kibret (2016) who carried out a study to determine how lesson planning influence students' effectiveness in Italy. Qualitative approach was employed in this research which used multiple sources of data including concept maps, questionnaires, an online lesson planning tool, standardized tests and semi structured interviews. The sample size consisted of four physics teachers from different grade levels and a sample of 215 students. The analysis indicated that teachers did not

interpret the data in the lesson plan, did not identify learning needs or draw meaningful information from the data from adapting instruction.

Fujji (2016) conquers with Kibret (2016) who found out that lesson planning is under appreciated by teachers not originally from Japan. The teachers could not fully see the richness of lesson plan and how it can improve teaching and learning. The study was limited in that it only used the qualitative research design and focused more on lesson plans thus ignoring other relevant teachers' professional documents which influence teachers' job effectiveness. A teacher who routinely prepare the schemes of work, plan their lessons, write lesson notes and maintain learners progress records are better prepared to deliver the curriculum.

A research was conducted by Lyonga (2018) to examine the impact of head teachers' school-based supervision practices on teachers' effectiveness in selected primary schools in Konye sub-division in Cameroon. Descriptive survey design was employed to explain the impact of checking teachers' records on their job effectiveness. The sample size consisted of six head teachers and twenty-eight teachers selected from six Konye Subdivision schools that included two state-owned schools, two confessional schools, and two private lay schools. A questionnaire in five sections was used to gather teachers and head teacher's data. The data was analyzed for descriptive statistics using SPSS version 20.0 that included frequency and percentage use. Regular checking of work records covered by teachers, checking and correcting the lesson plans of teachers and holding teacher sessions had a major impact on how to improve teaching and learning activities in primary schools. The study was limited in that it only used a questionnaire to collect data and the sample was too small to generalize the findings ranging from private, public and church owned schools.

A more recent study was carried out in Nigeria by Alibi (2017) on records keeping for effective administration of secondary schools. The types of records available in schools were identified, explained and listed. Importance of preparing and keeping school records to all stakeholders of secondary school education was well stated. Certain problems about record keeping in secondary schools were highlighted like inadequate record keeping materials, poor handling of records by the teachers and the use of prefects to write some records for the teachers. The study suggested that the teachers should be well oriented towards school record keeping and be practical in keeping and maintenance of school records. The study was limited

in that it did not indicate the research design, study sample and the methodology for data collection and analysis.

A case study on the effects of lesson plan on teacher's classroom management was carried out by Hanane (2016) in the University of Mohamed Kheider of Biskra in Algeria. A questionnaire was administered to 10 teachers at the department of English in order to find out if the teachers see planning as an important aspect of teaching. Another questionnaire was administered to 61 students selected randomly to find out if they benefit from teachers planning or not. The study reported a correlation between lesson plan and classroom management. The research was limited to lesson plans thus neglecting other professional documents used by the teachers. The study was further limited to English teachers thus ignoring other subject teachers.

School-based supervision is regarded to as a co-operative activity where the teachers and supervisors engage in keeping updated records with a purpose of improving instruction for improved students' learning process and academic achievement. A study conducted by Aseka (2016) to investigate the influence of the school-based supervision of the head teacher on the job effectiveness of teachers in public primary schools in the sub-county of Lang'ata in Nairobi County. The findings indicated that 67.6 percent of the work effectiveness of teachers was attributed to the supervisory role of teacher observation and professional record checking by the head teachers. The head teacher's practice of checking the records of work gave them the opportunity to have a fore sight of teachers' manner of delivery and the pupils' needs for early intervention through in-service training. The study creates a gap since it was conducted in primary schools whose reality is different from the secondary schools.

An investigation on the instructional supervisory practices on pupils' effectiveness in KCPE was carried out by Opicha (2016) in Khwisero- Kakamega County in Kenya. The study used descriptive survey design with a target population of 62 head teachers and 496 teachers of Khwisero Sub-County. The instrument used in collecting data was a questionnaire administered to teachers and head teachers. The findings showed that most head teachers monitored on a monthly basis the professional documents. This was a good indication that the teachers in the head were keen to monitor the teachers ' progress.

Provision of Instructional aides and Teachers' Job Effectiveness

Provision of instructional resources is another role of the principal. Resource management and allocation is a challenging task to the principals. The principal needs to carefully identify the needs of a school in collaboration with the teachers be in a position to make financial projections and plans that meet them. Several studies suggest a strong correlation between resources availability and teachers job effectiveness.

Studies on instructional resources have found that maintenance significantly impacted teachers' job effectiveness (Fatimayin & Jacob, 2022) and school effectiveness (Mbon et al., 2020). However, most literature has proven its effectiveness in promoting students' academic effectiveness. For instance, it has been shown that students taught using instructional aids outperformed those in conventional classrooms without teaching aids (Chang & Hwang, 2018; Haghighi et al., 2019; Hofer et al., 2018; Olayinka, 2016). However, these studies only focused on how teachers utilize teaching aids but did not assess how principals' supervision of available teaching aids can affect teachers' job effectiveness.

In Huye District, Rwanda, Bizimana (2014) sought to determine the correlation between the availability of teaching and learning resources and effective management of the classroom and delivery of content in secondary schools. The study used a research design descriptive survey. A stratified sampling technique was used to select a sample size of 619 respondents, consisting of 81 school administrators, 160 teachers and 378 students. A questionnaire was used to collect data from the field as the main research tool. The data were analyzed using the statistical technique of Pearson's Product Moment Correlation Coefficient.

The main finding was that the study level of teaching and learning resources was not sufficient to compromise the effectiveness of the management of the classroom as well as the delivery of content. The unavailability and inadequacy of learning resources had a negative influence in the teaching methods and focus on an individual learner. This made it challenging for the teacher in terms of fostering discipline and good attainment of academic results. The study was limited in that it focused with the learning facilities and not the other instructional activities which affect teacher's effectiveness and the students learning outcome as is the case with the present study.

Teaching and learning resources actualize the teaching and learning. According to Mugure (2012), instructional materials facilitate in retention of abstract concepts and ideas. It also keeps the learners busy and active thus, increasing their participation in the lesson. Lymo, Jackson, Kirui and Kipng'etich (2017), did an investigation on how teachers perceive the availability of instructional materials and physical facilities in secondary schools of Arusha District in Tanzania. The researchers employed descriptive case study design and data was collected using a questionnaire, interview guide and document analysis guide. A simple random sampling and purposive sampling techniques were used to select a sample of 318 out of 1049 selected schools in Arusha.

Lymo, Jackson, Kirui and Kipng'etich (2017), identified that there were inadequate textbooks, reference books, physical facilities such as classrooms, desks, chairs and the available classrooms are not well constructed and have inadequate spacing. The study recommended that the principals facilitate provision of instructional materials and physical facilities in consultation with the government. Availability of school's physical facilities are generally agreed to have a direct bearing on good effectiveness. The investigation was carried out in a different country. Conversely, it is of interest to find out if inadequate facilities have an influence on teachers' job effectiveness.

Teachers need availability of instructional facilities in schools for them to enhance productivity. A study conducted by Kiptum (2018) sought to assess the influence of physical environment on teacher satisfaction in public primary schools in Elgeyo Marakwet County in Kenya. The study targeted teachers, head teachers, curriculum support officers and assistant county directors. The stratified, purposive and simple random sampling techniques was used to select 11 schools, 121 teachers, 11 head teachers, 7 curriculum support officers and 1 sub county director. The data collection tools were questionnaires, interview schedule and observation. Quantitative data was analyzed by use of both descriptive and inferential statistics where multiple regression analysis was used. The inferential statistics comprised of Pearson Product Moment and multiple regression. The school facilities positively influenced teachers' satisfaction. There is need for the school management to ensure the availability of adequate facilities such as desks, shelves, classrooms and adequate reading and writing materials.

A study carried out by Omae, Onderi and Mwebi (2017) sought to explore the quality implications of learning infrastructure on secondary education of a County in Kenya. The

study used the theory of the production function and adopted an explanatory sequential design that was used in the mixed approach of methods. The sample size consisted of 9 selected educational officers, 181 principal, 181 senior teachers selected through stratified and random sampling techniques. Tools used to collect data were questionnaires and schedules for interviews. While qualitative data was analyzed using thematic analysis, quantitative data was analyzed using descriptive and inferential statistics. The study findings indicated that majority of the schools had no libraries, laboratories, administration offices and water.

Principal supervision and teachers team teaching

Team teaching is a pedagogic process in which more than one teacher is involved in instruction within a classroom. Some scholars have revealed that team teaching made teachers grade students and assume responsibility, maintain self-discipline, develop a common language, com- municate their expectations, focus on students' improvement, and provide feedback to one another (Anani et al., 2016). Other studies indicated that team teaching was responsible for the enhanced effectiveness of students (Dambo et al., 2019; Ezenwosu et al., 2015; Kostko, 2019) and teachers' improvement (Al-Kiyumi & Hammad, 2019; Lee, 2022). Another research indicated that instructors who formed their teaching teams reported higher satisfaction with their shared responsibilities and their pleasure in the co-teaching process (Krammer et al., 2018). These findings corroborate the hypothesis that team members' ability to choose one another aids in forming cohesive classroom units but does not guarantee improved student learning via team instruction. The literature on team teaching is very scarce about teachers' job effectiveness. From our review, this is the first research evaluating the predictive link of principals' supervision of team teaching to teachers' job effectiveness across three specific areas, using a second-generation statistical approach.

Principals who provide effective supervision and support to teachers in team teaching situations can positively influence teacher effectiveness. According to some studies, teachers who received regular and specific feedback from their principals reported higher levels of job satisfaction and perceived effectiveness in their teaching (Reeves et al., 2022; Zhang et al., 2022). It has also been documented that principals actively involved in the planning and implementation of team- teaching strategies were more likely to have teachers who felt a greater sense of ownership and responsibility for student learning outcomes (Akah et al., 2022; Rao & Chen, 2020). Furthermore, team teaching is associated with improved student outcomes and teacher satisfaction and may be a factor in teacher effectiveness (Rytivaara et

al., 2019; Strogilos & King-Sears, 2019; Tsybulsky & Muchnik-Rozanov, 2019). Collaborative teaching can provide teachers with the opportunity to share ideas and best practices, as well as to support one another in the classroom (Beninghof, 2020). From the preceding, the fifth hypothesis of this study was raised.

Principal Supervisor Challenges

Like the principal's role, principal supervisor's roles and practices are also affected by external and internal factors. Principal supervisors, too, find themselves impacted by unclear role expectations and insufficient preparation, training, and expertise. They also encounter challenges related to the assigned span of control which determines the scope of their work.

Unclear role expectations. A major challenge faced by principal supervisors entails ambiguous role expectations of their work. Several studies have found that principal supervisors may be reluctant to carry out instructional leadership development practices or provide the necessary support due to their own lack of understanding of their role or expertise (Burch & Danley, 1980; Honig, 2012; Saltzman, 2016; Saphier & Durkin, 2011). Similar to the role of the principal, a principal supervisor's role as an instructional leader or as an administrative manager is highly dependent on the context in which the individual works and the imposed expectations. This confusion may be due to unclear communication from those who direct the work of the principal supervisors. In a study conducted by Honig (2012), the findings revealed that districts failed to provide "an explicit definition of how principal supervisorsshould go about that work or what specifically the work of principals' instructional leadership involved.

Studies also found that principal supervisors may intentionally choose to focus their time and attention on the compliance and operational aspects of their job over developing the principals' instructional leadership capacity (Burch & Danley, 1980; Corcoran et al., 2013; Honig, 2012; Saltzman, 2016). Researchers Burch and Danley (1980) found internal and external factors which contributed to how principal supervisors spent their time. The authors cited the "poor management of time" as a self-imposed internal factor and "unclear job expectations" and "unexpected demands" as external factors which resulted in less time directed towards instructional improvement (Burch & Danley,1980). Similarly, Honig (2012) also found prioritization on issues other than instructional matters to be the case in a study of principal supervisors where some choose operational responsibilities such as "personnel disciplinary

hearings" and issues concerning school facilities over time spent supporting and developing principals' instructional leadership skills. As such, Honig (2012) "considered the choices in the previous examples a mismanagement of this trade-off by these principal supervisors.

Additionally, according to researchers, the titles, roles, and job responsibilities of principal supervisors are inconsistent across the nation, within states, and school districts adding to the challenge of unclear role expectations (CCSSO, 2015). Numerous position titles exist for the principal supervisor across school districts. These often include: area superintendent, executive director, area director, zone superintendent, instructional superintendent, area leadership director, network leader, instructional director, central office administrator or supervisor, principal manager, and others (Corcoran et al., 2013; Honig, 2012).

Based on their findings, the researchers recommend that the principal supervisor's role expectations are clearly stated in board policies (Burch & Danley, 1980; Corcoran et al., 2013). Additionally, the researchers also suggest that the job description needs to be revised and should underscore their responsibilities as instructional leaders (Burch & Danley, 1980; Corcoran et al., 2013).

Insufficient preparation, training, and expertise. Another challenge encountered by principal supervisors, according to studies, includes inadequate preparation, training, and expertise for the position (Corcoran et al., 2013; Ikemoto et al., 2014). Ikemoto et al. (2014) observed:

Unfortunately, many principal manager positions are filled by individuals who were not successful principals. Even when some were excellent principals, they often were not automatically good at managing other principals. They often need to develop skills that are new and different from the skills they used as a principal.

Additionally, most principal supervisors find themselves devoting more attention and time to the administrative/managerial aspects of their jobs over instructional practices like the school principals (Burch & Danley, 1980; Honig, 2012; Ikemoto et al., 2014). The lack of focus on instructional responsibilities is mostly due to an absence of a clearly defined and articulated vision of the principal supervisor position by district central offices and the practice of hiring former principals to occupy the position (Honig, 2012; Ikemoto et al., 2014). Ikemoto et al. (2014) asserted, "As a result, some individuals currently in these roles—whether or not they

have past experience as principals—may lack instructional leadership expertise or lack the skills to coach or develop principals.

To be successful, principal supervisors should have "skills related to setting and monitoring principal goals, facilitating group networks and communities of practice, coaching, providing feedback on leadership practices, and evaluating principals as well as those who understand the critical practices of effective school leadership" (Ikemoto et al., 2014, p. 26). Moreover, preferably, districts should hire principal supervisors who "understand and share the district's research-based vision of effective leadership, including the importance of instructional leadership, talent management, and culture building skills" and have been "successful in implementing these practices" as principals themselves (Ikemoto et al., 2014).

Furthermore, according to Corcoran et al (2013) "principal supervisors sometimes lack the background and expertise to effectively and equitably support all of the schools they supervise. The researchers found that "a principal supervisor with experience at the high school level may be responsible for overseeing elementary school principals, or a principal supervisor may not be prepared to support struggling schools or schools with large ELL populations" (Corcoran et al., 2013). However, principal supervisors are not necessarily provided with the training they need to acquire these new skills needed to develop principals' instructional leadership capacity. In fact, through interviews of principal supervisors working in urban school districts.

Corcoran et al. (2013) discovered that most professional development and training provided was "ad hoc" and rarely "focused enough on expanding principal supervisors' knowledge of curriculum and instruction. Instead, the principal supervisors in the study sought out professional development and training on their own which may or may not be aligned with the skills they need to develop their own or their principals' instructional leadership capacity. On the other hand, Goldring et al. (2018) found that in some school districts principal supervisor "training had greater emphasis on monitoring and assessing high quality instruction, rather than developing principals as instructional leaders. As a result, the principal supervisors lack the instructional leadership skills to guide and support principals' instructional leadership development (Goldring et al., 2018). According to Ikemoto et al. (2014), "Greater clarity and guidance on the role of principal managers is a helpful first step, but it must be accompanied with access to opportunities for professional growth.

Span of control. Another challenge for principal supervisors related to the number of principals they were assigned to supervise and the additional administrative/operational responsibilities to which they must attend. A study conducted by Corcoran et al. (2013) determined that the number of principals assigned per principal supervisor varies from district to district. On average, in urban school districts across the nation, each principal supervisor typically oversaw 24 principals (Corcoran et al., 2013). Additionally, the district's organizational structure also determined how principal supervisors were assigned their caseload of schools to oversee which also varied from district to district (Corcoran et al., 2013). In one school district, the principal supervisor oversaw schools within one or more feeder patterns, whereas in another, the principal supervisors were assigned schools "by grade level – elementary, middle, and high school" (Corcoran et al., 2013). Also, in other school districts, Corcoran et al., (2013) found that the principal supervisors were given the responsibility of supervising principals leading schools in geographically located areas.

Honig's (2012) study further explained the effect of having too many principals on a single principal supervisor's caseload: Due to the high numbers of principals for whom they [principal supervisors] were responsible, they could not allocate all the time to supporting each principal that such work demanded. Instead, they spent time where they reported the need was, in their words, "greatest" or "most urgent."

Additionally, Corocran et al. (2013) also found that principal supervisors performed numerous operational, technical, and administrative responsibilities in addition to their instructional leader role. A study conducted by Burch and Danley (1980) found that central office supervisors (principal supervisors) in Tennessee spent just a little over half of their time in roles aimed at improving instruction and the remaining time on operational roles. Findings from Goldring et al.'s (2018) study cited that Principal supervisors were heavily involved in operational issues, such as building maintenance, and tasked with resolving issues that schools could not handle on their own. Specifically, the study found that some districts also expected supervisors to work on principal development, instruction, and school improvement. However, work on discipline, maintenance, school climate, parent complaints, budget oversight, and attendance monitoring regularly superseded these responsibilities" (Goldring et al., 2018).

The researchers recommend that "if principal supervisors are to provide personalized, hands-on support, districts should work to

⇒ Narrow principal supervisors' spans of control

⇒ Limit the competing responsibilities that shift a principal supervisors' attention away from their work in schools" (Corcoran et al., 2013).

In fact, six urban school districts which participated in the Principal Supervisor Initiative spearheaded by The Wallace Foundation have not only taken the vital step of "reducing principal supervisors' span of control (the number of principals they oversee) and changing how supervisors are assigned to principals" but also are "revising the principal supervisors' job description to focus on instructional leadership" (Goldring et al., 2018). In addition, Hanover Research (2012) suggests that those assigned to schools should be "experts in the specific needs, strengths, goals, and character of each individual school in their case load" and be able "to provide high-quality, responsive services appropriate to their individual schools.

Political power tensions. Researchers Goldring et al. (2018) found that principal supervisors' work was hindered by the politics at central office. The term politics, according to the principal supervisors in a study by Goldring et al. (2018), is defined as "the informal brokering of power. Due to the political tensions at the central office level, principalsupervisors worked to shield principals from political issues that would detract from their leadership" (Goldring et al., 2018). In some instances, principal supervisors relied on informal relationships within central office to work around the political barriers to support principals (Goldring et al., 2018). The study also found that principal supervisors new to their position were at a "relative disadvantage, as a lack of familiarity with other individuals in the central office prevented them from effectively supporting their principals" (Goldring et al., 2018).

Theoretical framework

This study is based on two theories namely, theory X and theory Y. These are theories of human work motivation and management. They were created by Douglas McGregor while he was working at the MIT Sloan School of Management in the 1950s and it was developed further in the 1960s. McGregor's work was rooted in motivation theory alongside the works of Abraham Maslow, who created the hierarchy of needs. The two theories proposed by McGregor describe contrasting models of workforce motivation applied by managers in human resource management, organization behavior, organization communication and organization development. Theory X explains the importance of heightened supervision,

extreme rewards and penalties while Theory Y can affect employee motivation and production in different ways and managers may choose to implement strategies from both theories into their practices. McGregor (1960) postulates dichotomous views of the attitude of managers towards employees. The assumption of the two theories present diverse perception of the relationships between some managers and their subordinates in an organizational life.

These theories are relevant to school-based supervision because if one understands how people in an organization are likely to behave and the actions that are likely to elicit certain forms of behavior from people, then one will be in a better position to function as a supervisor and bring about effective teaching. To use the theory for this study, the principals and other supervisors represents the managers while the teachers represent the employees. Supervisors should understand that there are teachers who are self-motivated since they yearn for self-actualization. Such ones do not need to be pressurized to work as propounded by Theory Y. On the other hand, supervisors are sensitized towards the other group of teachers who lack self-initiative as they have an inner dislike of work and who will only work out of their self-interest. In such a case supervisor are to be firm and use force on the teacher in order to get work done.

Theory X (Work/Instruction Centered Approach)

McGregor (1960) was burdened on how to increase organizational efficiency and effectiveness and rested his perception on the attitude of human beings to work with the following assumptions.

⇒ That the average human being has an inherent dislike for work, and will avoid it if possible.

⇒ Because of this inherent dislike for work, most employees must be coerced, controlled, directed or threatened with punishment to get a job done.

⇒ The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all.

Obi (2000) classified theory X as incompetent teachers and theory Y as competent teachers. An incompetent teacher possesses the characteristics of theory X. Casting (1996) describes an incompetent teacher as lacking in the requisite skill and attitude needed for the overall achievement of educational goals.

Incompetent teachers are characterized by incessant complaints arising from parents, students, teachers and the community. They are identified by disorderliness in classroom management as well as reluctance in completion of duties assigned to them such as filling in professional records. In this regard, teachers being supervised will be reluctant to be observed in class teaching and will be unwilling to avail their professional documents to the supervisor for perusal and /or avail it only when it suits them to do so. Furthermore, such teachers will have a negative attitude towards school-based supervision since they have a preconceived idea that the supervision is intended for fault finding purpose and/ or that it is a means for the supervisor to take punitive action against them as established by Wanzare (2011). They will prefer non-directive type of supervision to collaborative and directive informational types; a situation in which they would prefer to be left on their own to formulate their own plan about future development as elaborated on by Glickman (2010), yet they will be unwilling to seek for the supervisors' advice on how to go about this. This theory under pins the fact that such teachers will always be at the fore front to complain, in this case they will complain about the lack of sensitization through in-service yet when given this opportunity they still undervalue it.

It is the duty of the supervisor to apply the professional knowledge and skills to salvage this agonizing situation. Odo and Udu (2016) recommends that the supervisor should exert some degree of authority and influence on the supervised.

⇒ He should possess some knowledge and teaching skills if he is to exert any influence on the teacher (stimulate teachers to action).
⇒ He should be democratic in nature so as to give each and every teacher a sense of belonging.
⇒ He should be an authority in authority.
⇒ Equally, the supervisor should be quick to reward those teachers who accomplish the expected tasks so that they can be motivated to do more.

This has an implication that principals as supervisors must be apt in their duty by frequently observing teachers in class teaching, check their professional records promptly so as to counter any sabotage, work diligently to correct and shape teachers' negative attitude towards school-based supervision as well as involve teachers in workshops, seminars and clinics on school-based supervision. This kind of sensitization in the long run opens up the teachers towards what is involved in school-based supervision and how best their teaching

effectiveness can be enhanced. It is no wonder then that Thembinkosi (2013) observes that it is generally believed that if teachers are left to themselves, they may not try to develop their teaching skills, hence the applicability of this theory to the study.

This theory is fruitful as it allows the supervisor to draw boundaries along which tasks have to be accomplished by teachers and by it, supervisors can easily identify teachers who out rightly go against their expectation and as such take punitive action against them to make them comply with the laid down guidelines. It should however, be noted that over use of authority and coercion could easily result to threats and these in turn build resentment in the teacherswho then out rightly decide to be unruly and unmanageable as they conceive work to be a punishment. So, the supervisors have to subtly enforce their authority. Equally, not all teachers inherently dislike work. There are those among them who are naturally inclined to work, hence the need for the second theory as follows:

Theory Y (Employee/ Teacher Centered Approach)

McGregor (1960) presented theory Y in a different perspective about the relationship between managers and employees. According to him theory Y is based on the following assumptions.

- ⇒ The expenditure of physical and mental effort in work is as natural as play or rest. The average human being does not inherently dislike work.
- ⇒ External control and threat of punishment are not the only means for bringing about organizational objectives. Man will exercise self-control and self-direction in service in which he is committed.
- ⇒ Commitment is a function of reward amongst others.

The assumption of theory Y encapsulates the principle of integration. The most important aspect of this principle is the creation of acceptable condition that will facilitate the attainment of individual and school goals.

To Obi (2000), theory Y is synonymous with competence. A competent teacher is effective and efficient and will always exhibit acceptable organizational behavior. He or she will always strive to meet the requirements of effective teaching and will always embrace supervision of instruction as being essential for his/her professional growth and development. Such a teachers does work for self-actualization as evident in Maslow hierarchy of need.

Hence, he or she does not see his or her work as a punishment. Acker (1990) and Goodman (1995) as cited in Odu and Udu (2016) agree with this notion and add that such teacher discharges his or her duties effectively and satisfactorily. Supervision of a competent teacher will no doubt provide a moment of joy for both the supervisor and the supervised. It is assumed that the supervisor is more knowledgeable than the supervised in both content and pedagogy.

Teachers who naturally like work are always inclined to working. They will prefer to be observed as many times as is practicable, they will willingly and promptly surrender their professional documents to the supervisor for perusal with little or no coercion. Such teachers will prefer collaborative and directive informational types of supervision and with them supervisor can take the risk of the non-directive type without fear of sabotage. They have no fear of fault finding nor victimization since their attitude towards school-based supervision is positive and they willingly attend conferences, workshops, seminars and clinics on school-based supervision when opportunity is accorded to them.

This equally has a bearing on their supervisors. In terms of frequency, their supervisors will enjoy having classrooms visits as often as possible since the teachers do not detest these but rather derive pleasure in being observed teaching. They frequently go through the teacher's professional documents, students note books and academic reports without fear of being misconstrued as fault finders by teachers since the teachers have a positive attitude towards it. They will appropriate collaborative and directive informational types as well as non-directive

since the teachers have an inner drive for work. They also get out of their way to create numerous sensitization programs on school-based supervision without fear of wasting the resources allocated to them. All they are required to do is to create acceptable conditions that will facilitate teaching effectiveness for these teachers who are committed to their work.

However, theory Y is not flawless. It gives ground to the supervisors to take off their hands from tasks in the presumption that tasks will be accomplished, this creates a leeway to teachers to tow their own line and soon or later the school loses clear boundaries within which supervisory tasks have to be accomplished. as such there are no rigid guidelines at work. this ultimately leaves room for error in terms of consistency and uniformity. for instance, the teachersmay come up with their own format of filling in the records of work books.

In view of this, the two theories should work hand in hand so as to create a balance. Every school set up has both types of teachers. There are those who have an inner dislike for work and will thus require measured force in order for their teaching effectiveness to be stepped up. On the other hand, there are those who do not need external control and threat of punishment are not the only means of bringing about their teaching effectiveness, they can exercise self-control and self-direction since they are committed.

With this kind of understanding supervisors are better placed to create a balance as they accomplish their duty in as far as frequency of school-based supervision, type of school-based supervision to use, teachers attitude towards school-based supervision and sensitization of teachers towards school-based supervision are concerned in bringing about teaching effectiveness. For instance, when a supervisor perceives a teacher to have an inner dislike towards work then they will not use the non-directive type of supervision since such a teacher may not come up with the supervisory schedule to be used in the supervision. Rather he will opt to use the directive- informational type in which he himself frames up the supervisory plan and expects the teachersto follow the plan. On the contrary, a teacher who is perceived to have an inner like for work will be allowed to use non-directive type of supervision without fear of work flopping. Yet in the long run the outcome for both sets of teachers is improved teaching effectiveness and the school ends up achieving their intended goal which is improved student learning that is evident in quality grades.

Empirical study

In a study on principals' supervision in junior-senior high school districts in Nassau County New York, Ramano (2014) revealed that in consensus, the respondent teachers portrayed that the classroom observer should be honest, maintain confidentiality and utilize the process for the express purpose of promoting instructional improvement. Hussen, (2015) investigated the instructional supervisory approaches practiced in preparatory schools of Arsi zone, Ethiopia and found that classroom observation was not frequently conducted by a majority of principals. The findings further revealed that supervisors do not often inform teachers before visiting classes for lesson observation. Abebe (2014) examined classroom observation procedures at government secondary schools of Kamashi and found that although supervisors carried out classroom visits, they would not arrange such visits with the teachers concerned.

Sultans (2017), study the effects of supervision on teachers' effectiveness in Kuwaiti high schools. The participants comprised 24 teaching staff taken from secondary schools in Kuwait.

In response to the research question of whether supervision influences the work effectiveness of teachers, the participants unanimously agreed that teacher's effectiveness was significantly influenced by principals' school-based supervision. The study further reported the opinions of teachers regarding supervisory styles in Kuwaiti secondary schools. One of the teachers opined that the present supervision process had numerous inadequacies; citing further that the school heads relied upon only what they saw, totally neglecting to have discussions with teachers on the issues confronting them. The study concluded that activities of supervising teaching were not effectively carried out by the majority of principals in public secondary schools.

Bamabi, et al, (2021) opined that teachers whether old or new on the job require necessary assistance in implementing the instructional programmes. It is the principals who are expected to provide this assistance to teachers, they have to be involved in the implementation of instructional programmes by monitoring what teachers are doing with the students. In addition, Ogbuagu, (2016) posited that school-based supervision aimed at seeing how the teacher manages the classroom, teachers' mastery of the subject matter and lesson delivery. This implies that school-based supervision aims at making teachers to be effective during lessons. To carry out these tasks, Sule et al, (2015) stated that the school head must have supervisory ability to enforce this task and also encourage the teachers to utilize their talents when necessary so that at the end, instruction and instructional procedures can be improved. This further means that school-based supervision is characterized by all those activities which are undertaken to help teachers maintain and improve their effectiveness in the classroom. From foregoing. According to Fayombo (2015), teaching or instructional strategies are techniques which teachers use to assist students to become independent and strategic learners.

Yego, Amino and Role (2020) investigated the relationship between school-based supervision and teachers' effectiveness among public secondary schools in Nandi North sub-county in Kenya. Descriptive correlation research design was adopted for the study and school-based supervision and teachers' effectiveness questionnaire was used to obtain relevant data from 187 teachers in 15 selected public secondary schools using simple randon sampling technique. The study revealed that the extent of implementation of school-based supervision was good. However. There was no significant relationship between school-based supervision in lesson preparation, preparation of assessment materials, innovation and creativity in teaching and teachers' effectiveness.

Kazi, Husaina, Malar & Shubramaniam (2020) studied Relationship between supervision and teachers' effectiveness and attitudes in secondary schools in Malasia. This is a quantitative study where the 5-point Likert-type-scale questionnaire was used to analyze data using descriptive and inferential statistics. Simple random sampling was used to select the respondents. This study entailed respondents from various schools in one of the districts in Kuala Lumpur which comprises 200 teachers and 50 supervisors. Descriptive statistics were used to describe the status of supervision practices, teachers' attitude toward supervision, and teachers' level of effectiveness after supervision. Multiple regression analysis was used to test the relationships between supervision (supervisory practices–directive, collaborative, and nondirective approach) and teachers' effectiveness and attitude. The current status of supervisory practices, teachers' attitude toward supervision, and teachers' effectiveness after supervision is found at moderate level in secondary schools in Malaysia. As a whole, supervisory practices are not correlated with teachers' effectiveness and attitude. But worthy to mention, directive supervision is positively and significantly related to teachers' effectiveness and attitude. This study result will benefit the policy makers, school supervisors and headmasters to choose the right kind of supervisory practices which can contribute to better teaching effectiveness.

Aslamiah, & Saleh (2019) studied Relationship between the Principal Role, Motivation and Satisfaction with the Effectiveness of Elementary School Teachers. The study aims to describe: the role of the principal with teacher effectiveness, work motivation with teacher effectiveness, job satisfaction with teacher effectiveness, the role of the principal with motivation, the role of the principal with job satisfaction, the role of the principal with teacher effectiveness through work motivation, the role of the school principal with teacher effectiveness through variable job satisfaction. The study was conducted in 30 primary schools in Kandangan sub- district using a sample of 176 of the population of 308 teachers. Data collection uses instruments that have been tested for validity and reliability. Data analysis to test hypotheses using path analysis with multiple regression methods was employed. The results of the study found: The role of the Principal has a relationship with teacher effectiveness. Work motivation has a relationship with teacher effectiveness, job satisfaction has a relationship with teacher effectiveness, the role of the principal has a relationship with work motivation, the role of the principal has a relationship with job satisfaction, work motivation is an intermediary between the role of the principal and teacher

effectiveness, job satisfaction is an intermediary between the role of principals and teacher effectiveness.

Ajang (2015) conducted a study on assessing the principals' role of Work Motivation on Employee Job Effectiveness in Secondary Schools in Cross River State. The primary objective of the study was to assess the role of work motivation on employees' effectiveness. Descriptive survey research design was adopted to guide the study. A sample size of 200 respondents was selected from the total population of 1870. The data that was obtained was analyzed using the descriptive statistics of mean and standard deviation while the Chi-square was used to test the hypotheses. The major findings emerging from the study was that there is a significant difference between work motivation and employees job effectiveness in secondary schools in Cross River State. The above study focused on only the motivation which is one of the variables of the current study, as such, the scope of the current study is wider than the previous study.

Conceptual framework

The framework of school-based supervisory practices and teachers job effectiveness was drawn from the review to literature and theory which reveal that school-based supervisory practices have an effect on teachers' job effectives.

Figure 2: Conceptul framework
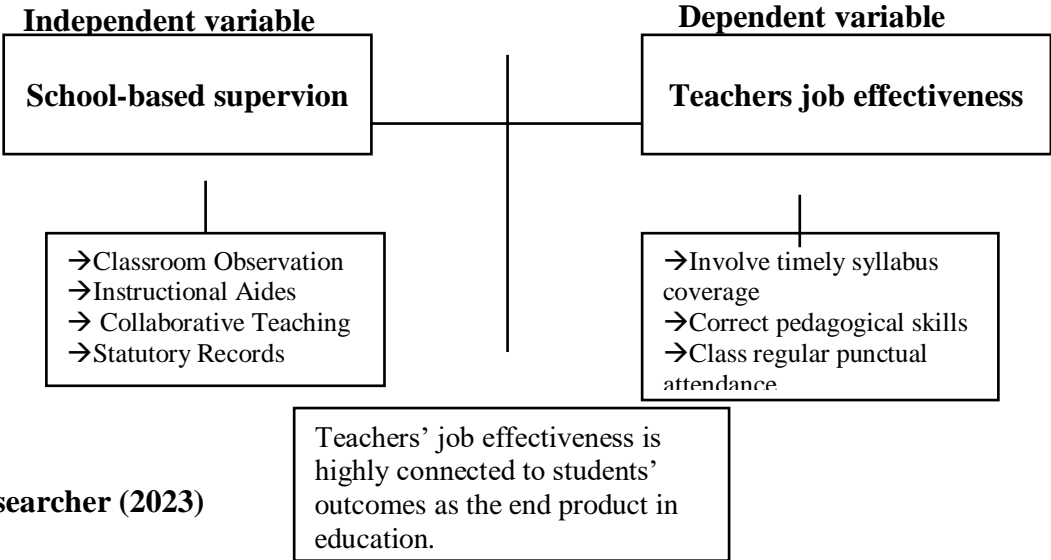
Source: researcher (2023)

CHAPTERTHREE
RESEARCH METHODOLOGY

This chapter presents a detailed description of research design and the methodology used. This includes a description of the main research design, the target population, sample size and the sampling techniques used as well as a description of instruments, which were used for data collection. The section will explain the data collection procedures, methods used to analyze the data and ethical issues considered in the field during the research.

Research Design

The study adopted a mixed method design and is used to collect data on the school based supervisory practices, in particular the convergent parallel mixed research design. The use the convergent parallel mixed design was for the purpose of triangulation since the weakness of one method offsets the other method's strength. According to Ngigi, Wakahiu & Karanja, (2016) the combination of both quantitative and qualitative research approaches provides a better understanding of research problems than either approach alone.

To collect quantitative data the survey method was used. A questionnaire was used to collect information. The purpose of the cross-sectional survey is to describe existing conditions, identifying the standards against which the existing conditions can be compared and determining the relationship between specific events.

Qualitative data was collected through phenomenology in order to get the individual's perceptions and meaning of a phenomenon or experience. Phenomenology strategy uses interview guide to provide an in-depth information of the study. Phenomenology strategy was used principals to provide an in-depth information of the study through the use of interview guide.

Description of the Study Area

The purpose of this section is to describe the study area in terms of locality, topography, and history. A research area is a physical site where a study or a current research project is being conducted. This study was conducted in the Mfoundi Municipality of the Centre Region of Cameroon. The Mfoundi Municipality was purposively sampled because this is where the Curriculum Development Centre in Cameroon is and where teaching and learning resources

are developed. Therefore, the researcher wanted to find out the influence of school-based supervisor practices on teacher's job effectiveness in public secondary schools.

Mfoundi is a division of the Centre region in Cameroon. The Mfoundi division was created following Decree No. 74/193 of March 11, 1974 separating it from the division of Méfou (today itself divided into Méfou-et-Afamba and Méfou-et-Akono). The division covers an area of 297 km2 and, as of 2022, had a total population of 2,881,876. The division forms the Yaoundé capital and greater area.

The Mfoundi division has only one urban community: However, each of the seven current subdivisions has an urban council elected and headed by an urban mayor. The urban community covering the entire Mfoundi division makes it a community with a special status.

The Mfoundi division has 7 sub-divisions:
1. Yaoundé I (Nlongkak)
2. Yaoundé II (Tsinga)
3. Yaoundé III (Efoulan)
4. Yaoundé IV (Kondengui)
5. Yaounde V (Essos)
6. Yaoundé VI (Biyem-Assi)
7. Yaoundé VII (Nkolbisson)

Figure 3: Map of Mfoundi
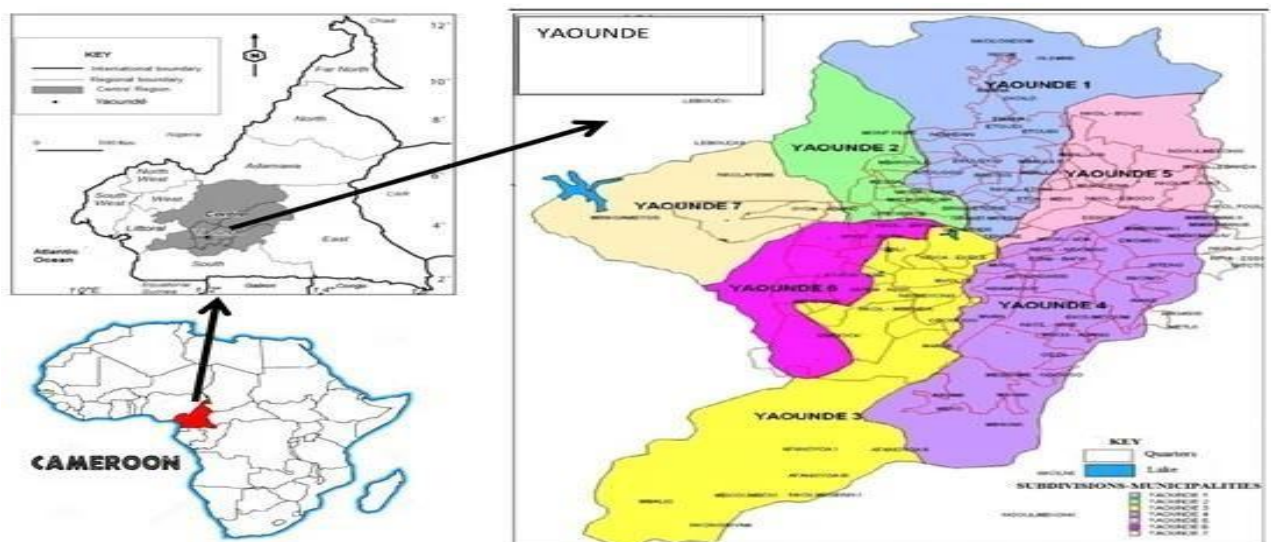
Source: Internet

Target Population

Target population refers to the total number of subjects, or the total environment of interest to the researcher (Oso & Onen, 2011). It refers to the larger group with one thing in common from which the sample is taken. The study targeted all the 10 public secondary schools, 10 principals and 1968 teachers in Mfoundi Division.

Table 1: Distribution of target population

No	Name of School	Sub-division	Target teachers	Target principals
1.	Government bilingual high school Emana	Yaounde 1	175	1
2.	Government bilingual high school Nyom	Yaounde 1	83	1
3.	Government bilingual high school Nkol-Eton	Yaounde 2	182	1
4.	Government bilingual practising high school Yaounde	Yaounde 3	244	1
5.	Government bilingual high school Ekounou	Yaounde 4	194	1
6.	Government bilingual high school Mimboman	Yaounde 4	169	1
7.	Government bilingual high school Yaounde	Yaounde 5	198	1
8.	Government bilingual high school Etoug-Egbe	Yaounde 6	284	1
9.	Government bilingual high school Mendong	Yaounde 6	276	1
10.	Government bilingual high school Ekorezock	Yaounde 7	163	1
	Total		**1968**	**10**

Accessible population

This is the population from which the sample is actually drawn (Amin,2005). Asiamah et al. (2017) corroborate this by postulating that after eliminating every member of the target population who might or might not engage in the study or who cannot be reached during that time, the accessible population is then reached. The last group of participants is the one from whom data is gathered by polling either the entire group or a sample taken from it. If a sample is to be taken from it, it serves as the sampling frame. People eligible to engage in the study but unable to participate or would not be available at the time of data collection are referred to as the accessible population. The accessible population of this study is drawn from seven (07) government bilingual high schools where teachers and principals of the English sub-system of

education were targeted. The researcher, therefore, had access to 1432 teachers and 7 principals drawn from the seven (07) schools, as seen below.

Table 2: Distribution of accessible population per school

No	Name of school	Sub-division	Accessible Teachers	Accessible Principals
1	Government bilingual high school Emana	Yaounde 1	175	1
2	Government bilingual high school Nkol-Eton	Yaounde 2	182	1
3	Government bilingual practising high school Yaounde	Yaounde 3	244	1
4	Government bilingual high school Ekounou	Yaounde 4	194	1
5	Government bilingual high school Yaounde	Yaounde 5	198	1
6	Government bilingual high school Mendong	Yaounde 6	276	1
7	Government bilingual high school Ekorezock	Yaounde 7	163	1
	Total		**1432**	**7**

Sample Size and Sampling Procedures

This study employed a wide range of sampling procedures for schools, principals and teachers. For quantitative research design, the researcher used probability sampling. The researcher used stratified sampling to sample 7 schools, 306 teachers. For qualitative research design, a non-probability sampling method was employed with the purpose to select 7 key informants who are the principals.

Sampling of Schools and Teachers

The sample of this research work was drawn from the accessible population of 1432 teachers of the English- system of education from the seven schools the researcher had access. A good sample is one that statistically represents the target population and is sizable enough to provide an answer to the research issue. Amin (2005) views a sample as a portion of the population whose results can be generalized to the entire population. The author adds that a sample can also be considered representative of a population. Majid (2018) corroborates this by asserting that because the community of interest typically consists of too many people for any research endeavour to involve as participants, sampling is a crucial tool for research investigations.

The sample size was determined using research advisor sample size table (2006), which constituted 306 teachersdrawn from seven schools representing the seven sub-divisions in Mfoundi. They were drawn in such a way that all teachers of GBHS should be represented.

Table 3: Distribution of sample per school

No	Name of school	Sub-division	Accessible population	Sample
1	Government bilingual high school Nkol-Eton	Yaounde 2	182	44
2	Government bilingual high school Emana	Yaounde 1	175	44
3	Government bilingual practising high school Yaounde	Yaounde 3	244	45
4	Government bilingual high school Ekounou	Yaounde 4	194	44
5	Government bilingual high school Yaounde	Yaounde 5	198	44
6	Government bilingual high school Mendong	Yaounde 6	276	45
7	Government bilingual high school Ekorezock	Yaounde 7	163	40
	Total		**1432**	**306**

Sampling of Principals

The principals from the sampled schools were purposively sampled from the seven schools. The justification for the inclusion of principals in the study was due to the fact that they are the ones who are in direct control of schools.They have first-hand information on teachers' job Effectiveness. The researcher also was of the opinion that the principals have relevant information about supervision in their respective schools.

Description of Research Instruments

Data from the field was collected using three types of instruments that include two sets of questionnaires for teachers and interview guide for the principal. The questionnaire helped the researcher to obtain quantitative data while the interview guide as well as the open-ended questions helped to solicit qualitative data from the respondents.

Questionnaires for Teachers

According to Orodho (2009), a questionnaire is a collection of items inform of questions of which a research participant is expected to respond. The questionnaires are mainly used to get descriptive information from a large sample. The study used a questionnaire to gather information from the teachers' participants. They contained items from both open-ended and close-ended questions. The open-ended questions helped the respondents to freely express

their views and attitude in an unbiased manner while with the help of closed-ended questions, the researcher collected the quantitative data.

The teachers' questionnaire were divided into three sections whereby the first contained the demographic questions that seek to find out the background information in terms of gender, marital status, age, professional qualification and teaching experience of teachers. The second section consisted of Likert Scale ranking questions which will gather information about the principal's supervisory activities in relation to teachers' job performance. The third section consisted of open–ended questions, which facilitated the teachers to express their opinions and give recommendations.

Interview Guides for Principals

Interviews are appropriate for extracting sensitive and personal information from respondents through honesty and personal interaction between the respondent and the interviewer. The interview guide was divided into three sections to solicit data regarding the demographic information, supervisory activities carried out by the principals, the challenges they encounter and recommendations.

Validity

Validity indicates whether the items selected measured what they were designed to measure (Mwituria, 2015). Content validity and face validity was used to validate the instruments. Content validity refers to the measures the degree to which data collected using a particular tool represents a specific domain of indicators or content of a particular concept. The extent to which an instrument appears to measure what is supposed to be measured is referred to as face validity (Mwituiria). In validating the instruments, some considerations such as whether the content of the instrument is appropriate and comprehensive to get the intended information were made. The researcher also assessed whether the sample of items or questions represented the content in the instrument. The researcher consulted an expert in the area research to check on the content and face validity of the questionnaire.

Pilot Study

Before visiting the selected schools for data collection, a pre-testing of the questionnaires and interview guides was conducted using two schools in Mfoundi division This pilot study was included in the final report because it was used to determine the accuracy, clarity as well as the suitability of the research instruments. Piloting was also carried out to check on the validity and reliability of the research instruments. The pilot study involved 20 respondents comprising 16teachers and 4principals.

Instrument's Reliability

According to Mwituiria (2015), reliability refers to a measure of the degree to which a research instrument yields the same results after repeated trials. Orodho (2009) further defines reliability of an instrument as the consistency in producing true results. Through piloting, the researcher was able to test the reliability of the instruments. Reliability of quantitative data collected through pilot study was determined by using the Cronbach. Reliability co-efficient can range from 0 to 1 with 0 representing an instrument full of error and 1 representing total absence of error. A reliability co-efficient (alpha) of 0.7 or higher is considered acceptable reliability as indicated in the table below.

Table 4: Reliability Index

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Source: Adapted from Mohsen Tavakol & Reg Dennick (2011).

Table 5: Reliability Index

No.	Items	Alpha coefficient
1.	Principal's classroom observation	0.713
2.	principal supervision of school records	0.717
3.	Supervision of instructional materials	0.707
4.	supervision of teachers team teaching	0.710
5.	teachers job effectiveness	0.720
	Average	0.734

The reliability co-efficient was computed using the SPSS packaging version 21. The total Alpha coefficient was 0.734, which as illustrated in the table above is acceptable. The questionnaire was therefore accepted as reliable instrument for the study.

Trustworthiness of Qualitative Data

The researcher carried out the credibility and reliability of qualitative data to ensure data reliability and validity. The importance of this is to assess the overall confidence and usefulness of the outcomes. The researcher used triangulation which was accomplished by asking the same research questions to different study participants and also by using different methods like conducting interviews and the use of open-ended questions in order to show that the findings were credible. Description was used to show that the research study findings could be applicable to other contexts, circumstances and situations. The findings were based on participant's responses and not any potential bias or personal motivations of the researcher. In order to establish dependability, the researcher used an expert in the area of research for a review and examination of the research process and data analysis to ensure the findings were consistent and could be repeated.

Data Collection Procedures

The researcher took authorization of research from the Dean of the Faculty of Science of Education from the University of Yaounde 1. She first of all went to the Centre Regional Delegation for Secondary Education of Mfoundi Division, where she carried out documentary research on statistics of teachers in the division. She went to the schools and obtain permission from the principals. The permission was granted. As far as the questionnaire administered were concern, they were distributed to all the teachers of the schools' concern and was collected after with a research confirmation signed by the principals of the respective

schools. During the exercise, the researcher permitted the teachers to ask questions were necessary. At the end, most of the copies were collected.

Return Rate

306 questionnaire were administered and 295 returned given a percentage return of 96.41%. Hence, the analysis of the data in this study focused on 295 returned questionnaire.

Data Analysis Procedures

After data collection from the field with the use of questionnaires and interview guide, it was analyzed using both qualitative and quantitative methods. The researcher first reported the quantitative statistical results by use of tabulation and then analyzed in frequency tables and percentages with the help of SPSS software version 21. The qualitative data gathered through interview guide and open-ended questions was analyzed in narrative form in order to either confirm or disconfirm the statistical results.

Ethical Considerations

Ethics is concerned with morality and standards of conducting a research (Kamau, Githi & Njau, 2014). According to Creswell (2014), ethics in research deals with one's conduct and serves as a guide to one's behaviour. The researcher therefore strived to adhere to all the ethical procedures required in a research of this nature. Informed consent, privacy and confidentiality, anonymity and responsibility of the researcher were the major ethical issues of concern.

After approval of the research proposal, the researcher sought permission from faculty of education to conduct research. The research permit was submitted to the principals of the schools under study for permission to collect data in their institutions. The researcher consequently presented a consent form to each participant in the study for signing. The researcher also explained to the respondents the purpose of the study before the data collection exercise being carried out. This was done to ensure that their informed consent was obtained and to observe that no one was coerced to participate in the study (Oso & Onen, 2011).

All research participants had a right to privacy and confidentiality (Ngigi, Wakahiu & Karanja, 2016). The researcher ensured that the discreet information derived from participants was treated with utmost confidentiality. Moreover, no one was allowed to write their names on the questionnaires. Similarly, the researcher observed the confidentiality of data, anonymity, privacy and safety of the participants.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

This chapter seeks to answer the questions raised in the study and test the research hypotheses.

Data Screening

The data was screened for univariate outliers. Of the returned questionnaire, there were neither outliers nor missing values. Hence the analysis of the study will be based on a total of 295 questionnaire.

Demographic characteristics

Table 5: Gender Distribution of Respondents

	Frequency	Percent
Male	107	36.3
Female	188	63.7
Total	**295**	**100.0**

The table represents the sex distribution of respondents. In this study, we use a population of 295 respondents. According to the table, 107 of the respondents are male, while 188 are female, making a percentage of 36.3 and 63.7, respectively. This variation is because the sample schools have more female than male teachers. This indicates that most of the teachers in secondary schools in Mfoundi-Division are females.

Figure 4: Gender Distribution of Respondents
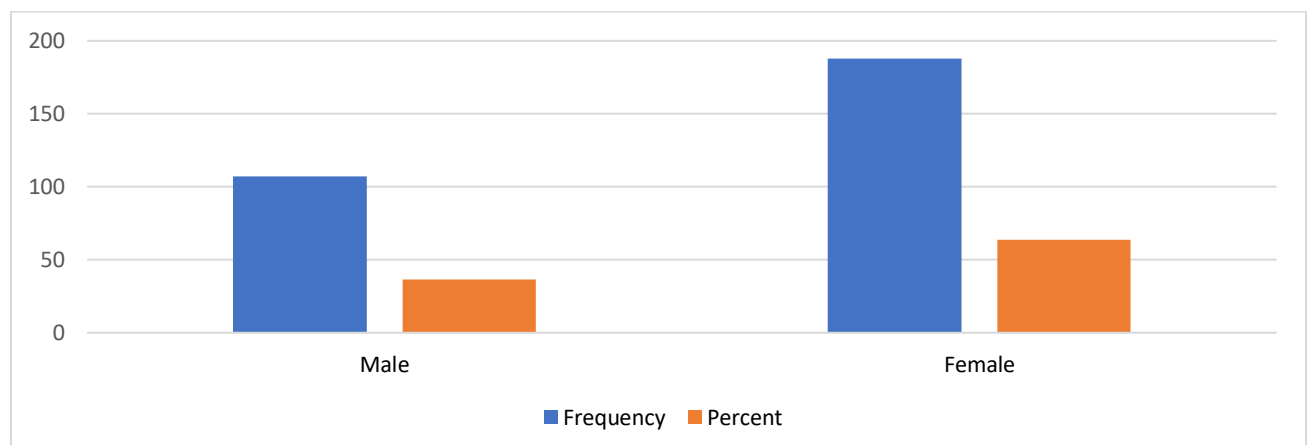
Table 6: Qualification of Teachers

	Frequency	Percent
DIPES I	219	74.2
DIPES II	76	25.8
Total	**295**	**100.0**

Concerning teachers' qualifications, more than half of the respondents (74.3%) are holders of DIPES I, and 25.8% are holders of DIPES II.

Figure 5: Distribution of Respondents based on qualification
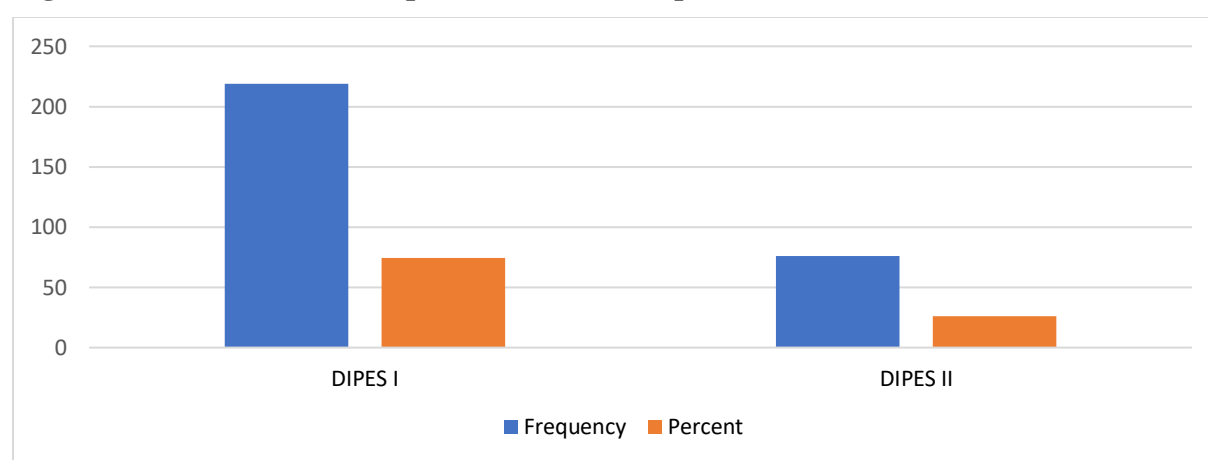
Table 7: Age Range

	Frequency	Percent
21-30 yrs	64	21.7
31-40 yrs	131	44.4
41-50 yrs	73	24.7
51-60 yrs	27	9.2
Total	**295**	**100.0**

The result shows that 21.7 % of the teachers are 21 to 30 years, 44.4% are between 31 to 40 years, 24.7% are 41 to 50, and 9.2 % are between 51 to 60 years.

Figure 6:Distribution of Respondents based on Age Group
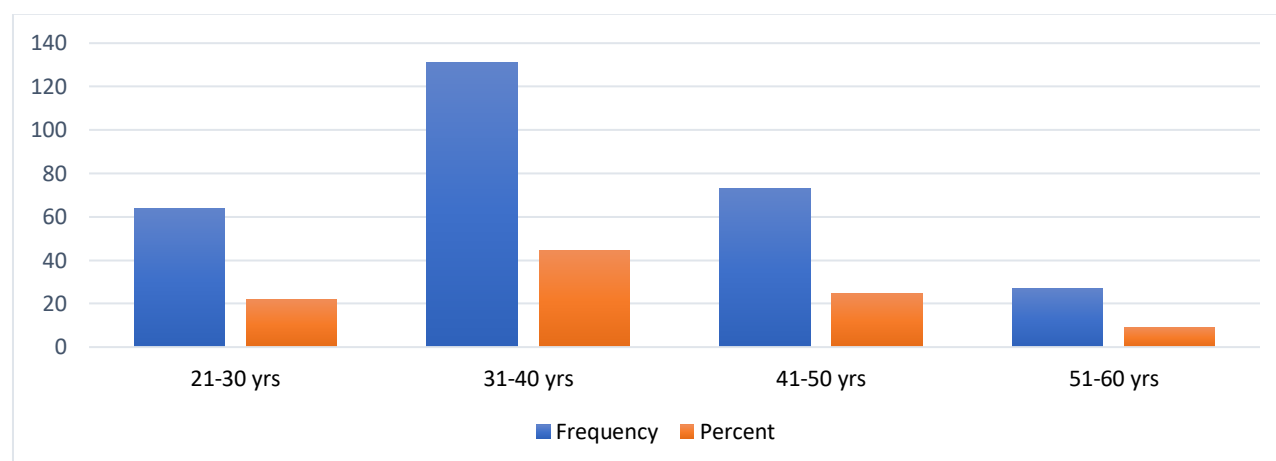
Table 8: Name of School

	Frequency	Percent
Government bilingual high school Emana	44	14.9
Government bilingual high school Nkol-Eton	44	14.9
Government bilingual practising high school Yaounde	44	14.9
Government bilingual high school Ekounou	44	14.9
Government bilingual high school Yaounde	44	14.9
Government bilingual high school Mendong	45	15.3
Government bilingual high school Ekorezock	30	10.2
Total	**295**	**100.0**

The above table represents the seven selected bilingual secondary schools in Mfoundi Division; questionnaire were distributed in these schools. Government bilingual high school Emana with a frequency of 44, giving a percentage of 14.9, Government bilingual high school Nkol-Eton with a frequency of 44, giving a percentage of 14.9, Government bilingual practising high school Yaounde and Government bilingual high school Ekounou both with a frequency of 44 giving a percentage of 14.9, Government bilingual high school Yaounde with a frequency of 44 giving a percentage of 14.9, Government bilingual high school Mendong with a frequency of 45 giving a percentage of 15.3, and Government bilingual high school Ekorezock with a frequency of 30 giving a percentage of 10.2.

This same result is represented in the figure below.

Figure 7: Name of School
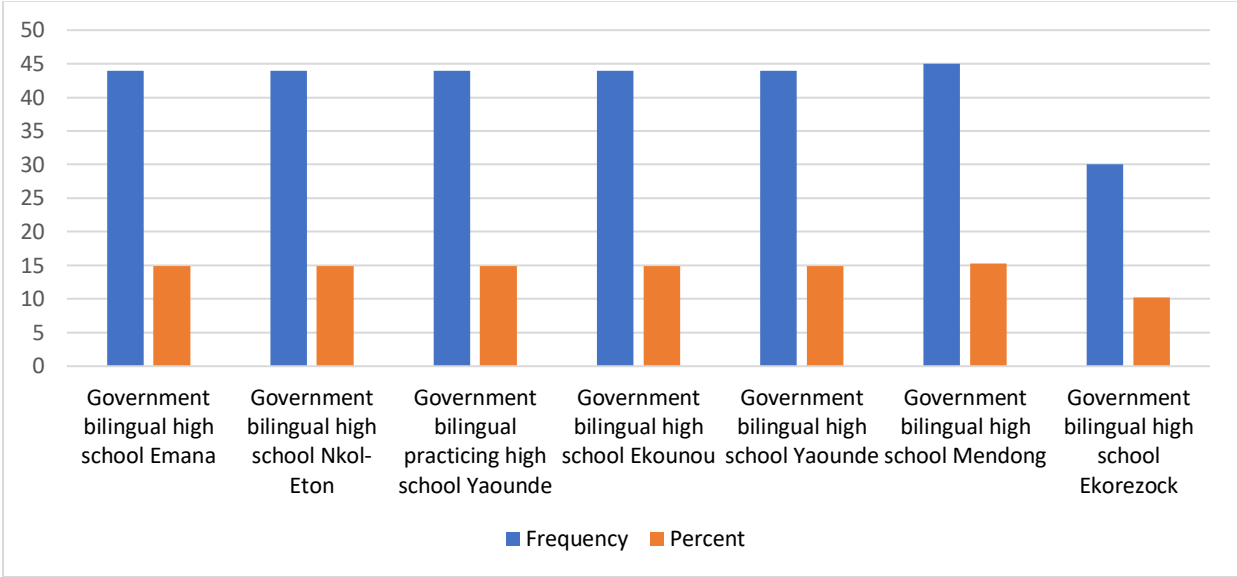
Table 9: Location of school

	Frequency	Percent
Yaounde I	44	14.9
Yaounde 2	44	14.9
Yaounde 3	44	14.9
Yaounde 4	44	14.9
Yaounde 5	44	14.9
Yaounde 6	45	15.3
Yaounde 7	30	10.2
Total	**295**	**100.0**

According to the table above, the questionnaire was distributed in seven subdivisions that comprise Mfoundi Division. These sub-divisions were Yaounde 1, with a frequency of 44, giving a percentage of 14.9, Yaounde 2, with a frequency of 44, giving a percentage of 14.9; Yaounde 3 and Yaounde 4, both with a frequency of 44, giving a percentage of 14.9, Yaounde 5 with a frequency of 44 giving a percentage of 14.9, Yaounde 6 with a frequency of 45 giving a percentage of 15.3, and Yaounde 7 with a frequency of 36 giving a percentage of 10.2. This same result is represented in the figure below.

Figure 8: Frequency table based on School Location School Location
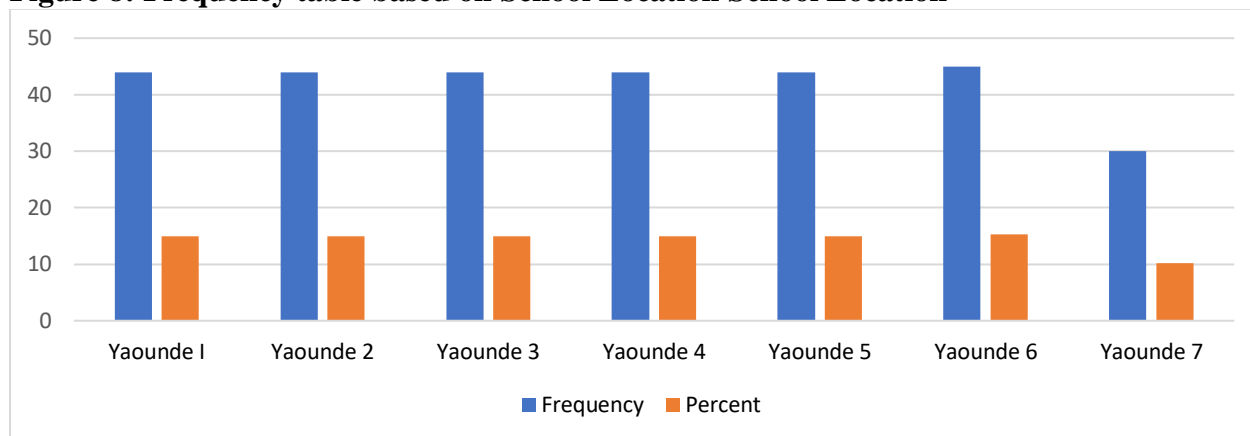
What is the effect of principal classroom observation on teachers' job effectiveness?

Five items were designed in the questionnaire to respond to this section. All the five items designed to measure respondents' view on the principal classroom observation on teachers' job effectiveness have a mean greater than 2.5, which is the cuff of mean average.

Table 10: Principal Classroom Observation

No	Items	SA		A		D		SD		Mean	Std D
		f	%	f	%	F	%	f	%		
1	The principal regularly conducts classroom visits to ensure that teacher content delivery aligns with the recommended syllabus.	152	51.5	97	32.9	36	12.2	10	3.4	3.33	.818
2	The principal check on the teaching and learning aids used by the teacher	101	34.2	78	26.4	106	35.9	10	3.4	2.92	.913
3	After classroom observation, we discuss the results with the principal in view of improving the instructional practices	118	40.0	118	40.0	55	18.6	4	1.4	3.19	.780
4	Arranges with teachers on when to observe lessons	117	39.7	88	29.8	80	27.1	10	3.4	3.06	.896
5	Provides the teacher with feedback after observation	166	56.3	35	11.9	90	30.5	4	1.4	3.23	.934
	Global Mean									3.14	.421

Most respondents (84.4%) agreed that the principal regularly conducts classroom visits to ensure that teacher content delivery aligns with the recommended syllabus. 70.6% supported the statement that the principal check on the teaching and learning aids used by the teacher. The majority (80%) also agreed that after classroom observation, they discuss the results with the principal in view of improving the instructional practices. 69.5% attested that the principal arranges with teachers when to observe lessons. Finally, 68.2% generally agreed that the principals provide the teacher with feedback after observation

What is the effect of principal supervision of instructional aids on teachers' job effectiveness?

Five items were designed in the questionnaire to respond to this section. All the five items designed to measure respondents' views on the principal supervision of instructional aidson teachers' job effectiveness have a mean greater than 2.5, which is the cuff of mean average.

Table 11: Principal Supervision of Instructional Aids

No	Items	SA		A		D		SD		Mean	Std D
		f	%	f	%	F	%	f	%		
1	I have adequate teaching and learning resources which increases my job output	177	60.0	36	12.2	72	24.4	10	3.4	3.29	.948
2	The school has enough teachers for all subjects, which helps to improve job performance	130	44.1	56	19.0	93	31.5	16	5.4	3.02	.988
3	The school has well-equipped science laboratories	137	46.4	42	14.2	100	33.9	16	5.4	3.02	1.012
4	Students have enough textbooks for all the subjects for effective teaching and learning	110	37.3	71	24.1	112	38.0	2	.7	2.98	.885
5	principals provide feedback and suggestions for selecting and developing instructional improvement.	139	47.1	98	33.2	50	16.9	8	2.7	3.25	.831
	Global Mean									**3.11**	**.397**

The majority (82.2%) of the teachershave adequate teaching and learning resources, increasing their job output. 63.1% generally agreed that the school has enough teachers for all subjects, which helps to improve job performance. 60.6% of the school has well-equipped

science laboratories. 60.4% agreed that the Students have enough textbooks for all the subjects for effective teaching and learning. Most of the teachers (80.3%) of the respondents generally agreed that principals provide feedback and suggestions for selecting and developing instructional improvement.

What is the effect of principal supervision of teachers' collaborative teaching and its impact on teachers' job effectiveness?

Five items were equally designed in the questionnaire to respond to this section. All the five items designed to measure respondents' views on the principal supervision of teachers' collaborative teaching and its impact on teachers' job effectiveness have a mean greater than 2.5, which is the cuff of mean average.

Table 12: Principal Supervision of Teachers' Collaborative Teaching

No	Items	SA		A		D		SD		Mean	Std D
		f	%	f	%	F	%	f	%		
1	Principals allow teachers to experience sharing with teachers in other schools in order to share information	151	51.2	92	31.2	40	13.6	12	4.1	3.30	.852
2	Principals provide professional technical and instructional assistance to teachers.	136	46.1	38	12.9	105	35.6	16	5.4	3.00	1.019
3	principals encouraging collegial groups to achieve instructional goals	186	63.1	45	15.3	54	18.3	10	3.4	3.38	.899
4	principals encourage teachers to do self-evaluation to improve the teachers' job satisfaction .	130	44.1	52	17.6	108	36.6	5	1.7	3.04	.936
5	Instructional supervisors recognise the strength and needs of the teachers in each school and give in-service training.	118	40.0	52	17.6	111	37.6	14	4.7	2.93	.982
	Global Mean									3.13	.443

The majority (82.4%) supported the statement that the Principals allow teachers to experience sharing with teachers in other schools in order to share information. 59% of the respondents agreed that Principals provide teachers with professional technical and instructional assistance. 78.4% of the respondents agreed that principals encourage collegial groups to achieve instructional goals. 61.7% accepted that principals encourage teachers to self-evaluate to

improve teaching and learning. Only 57.6% agreed that principals' instructional supervisors recognise the strength and needs of the teachers in each school and give in-service training.

What is the effect of principal supervision of statutory records on teachers' job effectiveness?

Five items were equally designed in the questionnaire to respond to this section. All the five items designed to measure respondents' view on the principal supervision of statutory records and its impact on teachers' job effectiveness have a mean greater than 2.5, which is the cuff of mean average.

Table 13: Principal supervision of statutory records

No	Items	SA		A		D		SD		Mean	Std D
		f	%	f	%	f	%	f	%		
1	The principal checks the teacher's records of work from time to time.	138	46.8	103	34.9	44	14.9	10	3.4	3.25	.832
2	The principal ensures teachers cover the syllabus for all subjects taught	110	37.3	107	36.3	76	25.8	2	.7	3.10	.806
3	The principal checks records of student's progress after each assessment	139	47.1	80	27.1	66	22.4	10	3.4	3.18	.895
4	The time allotted for curriculum instruction is adequate	125	42.4	90	30.5	70	23.7	10	3.4	3.12	.886
5	principals review the teacher's portfolio to validate observations and allow the teacher to show and explain evidence included in the portfolio	174	59.0	30	10.2	85	28.8	6	2.0	3.26	.946
	Global Mean									3.18	.418

81.7% of the teachers agreed that the principal checks the teacher's work records from time to time. Moreover, 73.6% of the teachers affirmed to that fact that the principal ensures teachers cover the syllabus for all subjects taught. 74.2% supported the notion that the principal checks records of student's progress after each assessment. 72.9% agreed that the time allotted for curriculum instruction is adequate. Finally, 69.2% generally agreed that principals review the teacher's portfolio to validate observations and allow the teacher to show and explain evidence included in the portfolio.

Teachers' Job Effectiveness

Five items were equally designed in the questionnaire to respond to this section. All the five items designed to measure teachers' job effectiveness have a mean greater than 2.5, which is the cuff of mean average.

Table 14: Teachers' Job Effectiveness

No	Items	SA		A		D		SD		Mean	Std D
		f	%	f	%	F	%	f	%		
1	Teachers use appropriate methods of teaching	140	47.5	82	27.8	44	14.9	29	9.8	3.13	1.01
2	Teachers prepare daily lesson plans for each content continuously.	118	40.0	72	24.4	99	33.6	6	2.0	3.02	.905
3	Teachers strengthen classroom management effectively.	149	50.5	56	19.0	74	25.1	16	5.4	3.15	.977
4	Teachers use selected/developed instructional materials related to the content.	122	41.4	50	16.9	117	39.7	6	2.0	2.98	.946
5	Teachers participate in the activities of co-curricular activities.	157	53.2	46	15.6	82	27.8	10	3.4	3.19	.957
	Global Mean									3.09	.428

75.3% of the teachers use appropriate methods of teaching. 64.4% of the teachers prepare daily lesson plans for each content continuously. 69.5% of the teachers strengthen classroom management effectively. 58.3% of the teachers use selected/developed instructional materials related to the content. 68.8% of the teachers participate in the activities of co-curricular activities.

Correlation analysis

To test the previously established hypotheses with the help of simple linear regression analyses, Saunders et al. (2016) state that the collected data has to meet the precondition concerned with the linearity of the relationship between the separate IVs and the DV. Therefore, in the first instance, the researchers have produced scatterplots of the relationships between the different IVs, namely principal classroom observation, principal Supervision of Instructional Aids, principal supervision of teachers collaborative teaching and principal supervision of statutory records towards teachers' job effectiveness as DV. Looking at the various scatterplots, it can be detected that the relationship between the different IVs and the DV in all cases is linear.

Table 15: Correlations

	PCO	PIA	PSTC	PSSR	TJS
Principal Classroom Observation (PCO)					
Principal of Instructional Aids (PIA)	.231**				
Principal Supervision of Teachers Collaborative Teaching (PSTC)	.301**	.243**			
Principal Supervision of Statutory Records (PSSR)	.493**	.354**	.234**		
Teacher's Job Effectiveness (TJS)	.280**	.283**	.286**	.208**	
Mean	3.14	3.20	3.13	3.18	3.09
Std Deviation	.421	.397	.443	.418	.428
N	295	295	295	295	295

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

To be more precise and thoroughly test the assumption of the linearity and strengths of relationships between the separate IVs and the DV, the researchers have conducted a correlation analysis whose main results are displayed in Table 15. Outcomes show that principal classroom observation, principal Supervision of Instructional Aids, principal supervision of teachers collaborative teaching and principal supervision of statutory records are significantly correlated with teachers' job effectiveness.

Concerning the strength of relationship, the IVs of the nature of the principal classroom observation and principal Supervision of Instructional Aids, (Pearson's r (294) = .231, p < .01), principal classroom observation and principal supervision of teachers collaborative teaching, (Pearson's r (294) = .301, p < .01), principal classroom observation, and principal supervision of statutory records (Pearson's r (294) = .493, p < .01), Principal supervision of teachers collaborative teaching , and Principal Supervision of Instructional Aids (Pearson's r (294) = .243, p < .01), Principal supervision of teachers collaborative teaching , and Principal supervision of statutory records (Pearson's r (394) = .234, p < .01), Principal Supervision of Instructional Aids and Principal supervision of statutory records (Pearson's r (294) =.354, p < .01. Hence, from the correlation analysis, it can be concluded that all four measured IVs are significantly correlated. Moreover, due to the confirmed linearity of relationships between the separate IVs and the DV, the precondition to run regression analyses to actually test the previously developed hypotheses is met (Saunders et al., 2016).

Regression Analysis

Since School-Based Supervisory Practices is the intersection of the contributing constructs, in order to identify which independent variable was the largest predictor of teachers' job satisfaction, when all the other variables have been considered, a standard simple regression was performed. Teachers' job satisfaction was the dependent variable, and the principal classroom observation, principal supervision of teachers collaborative teaching , principal Supervision of Instructional Aids and principal supervision of statutory records towards teachers' job satisfaction were the independent variables.

The various assumptions underlying simple regression were examined. The correlations between the independent and dependent variables were above 0.2 and thus were acceptable for the regression analysis (Tabachnick & Fidell, 2007). Moreover, there were not very high correlations (r > 0.9) (Field, 2009) between the independent variables. For further evaluation to check multicollinearity, which indicates a perfect linear relationship between two or more of the independent variables, the tolerance and variance inflation factor (VIF) values were examined. All the tolerance values were above 0.1 and the VIF values were less than 10, thus the data set did not indicate multicollinearity (Field, 2009; Tabachnick & Fidell, 2007).

The Mahalanobis distance was used to check for outliers. Mahalanobis distance "is the distance of a case from the centroid of the remaining cases where the centroid is the point created at the intersection of the means of all the variables" (Tabachnick & Fidell, 2007, p. 74). It reveals cases that lie at a distance from the other cases, and such cases are considered outliers. Mahalanobis distance is evaluated using chi-square distribution. "Mahalanobis distance is distributed as a chi-square (X^2) variable, with degrees of freedom equal to the number of independent variables" (Tabachnick & Fidell, 2007, p. 166). In order to detect which cases are multivariate outliers, the critical X^2 value of the number of degrees of freedom of the independent variables is compared with the Mahalanobis distance of the cases (Tabachnick & Fidell, 2007). Any case whose Mahalanobis distance value is greater than the critical X^2 is considered an outlier. Tabachnick and Fidell (2007) have produced a table of critical X^2 values with which researchers can compare their Mahalanobis distance values. The data cases of the study were compared with this critical X^2 value. No case with critical values higher than what was prescribed by Tabachnick and Fidell (2007) was detected.

Normality of the data set was checked with the Normal Probability Plot and the Scatterplot of the Standardised Residuals. The Normality Probability Plot produced a fairly straight diagonal

plot, indicating that the points did not deviate from normality. Again, the scatterplot produced a rectangular-shaped distribution of the residuals, with most points concentrated around zero (0). This indicated that the data was fairly normally distributed. SPSS produces unusual cases in a table called Case-wise Diagnostics for standard multiple regression. Pallant (2005) alerted that the Casewise Diagnostics table has information on cases that have values above 3.0 or below -3.0 as their standardised residuals and that in normally distributed data, such cases should not be more than 1% of the total cases. In order to check if such cases have an effect on the results, one should have a look at the Cook's distance value. If the Cook's distance is more than 1, then there is cause for concern (Field, 2009; Pallant, 2005; Tabachnick & Fidell, 2007). Though the Casewise Diagnostics produced a case with a standardised residual above 3 (in this case, it was 6.575), the Cook's distance produced a maximum value of 0.57. Thus, though the standardised residual is above 3, the maximum Cook's distance value was less than 1; therefore, this case can be included in the regression.

The standard regression with each of the four independent predictors (principal classroom observation, principal supervision of teachers collaborative teaching , principal Supervision of Instructional Aids and principal supervision of statutory records) to predict teachers' job satisfaction was used to verify each research hypothesis. The adjusted R^2 was reported because Tabachnick and Fidell (2007) recommended that the R square tends to overestimate its true value in the population when the sample size is small and that the adjusted R square corrects the value of R square and thus produces a better predictor of the true population value.

H_{o1}: principal classroom observation does not have a statistically significant effect on teachers' job effectiveness

Regression was carried out to ascertain the extent to which principal classroom observation of the supervisor scores predict teachers' job satisfaction .

Table 16: Model Summary of the effects of principal classroom observation of the supervisor on teachers' job satisfaction

| Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.280[a]	.078	.075	.41170

a. Predictors: (Constant), Principal Classroom Observation

b. Dependent Variable: Teacher's Job Effectiveness

The scatterplot showed that there was a strong positive linear relationship between the principal classroom observation teachers' job satisfaction scores, which was confirmed with a

Pearson's correlation coefficient of $r = .280$. The regression model predicted 7.5% of the variance. The model was a good fit for the data ($F(1, 293) = 24.947$, $p < .000$).

Figure 8: Scatterplot of the effects of principal classroom observation of the supervisor on teachers' job satisfaction
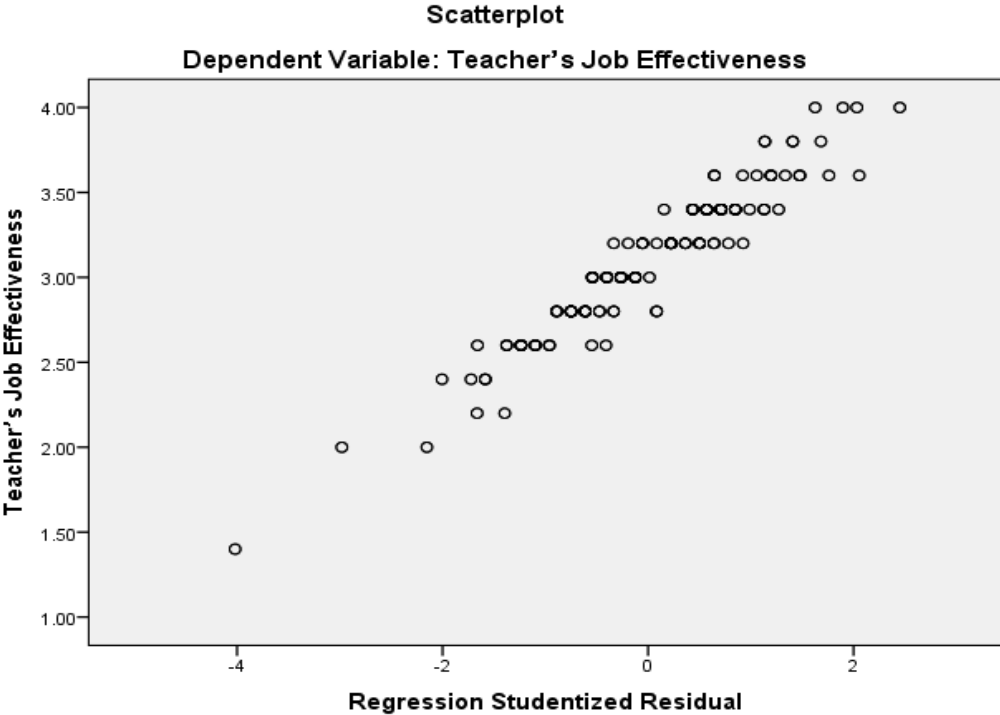
The next table is the F test. The linear regression F test has the null hypothesis that the principal classroom observation does not have a statistically significant influence on teachers' job satisfaction at p=.05. In other words, $R^2= 0$, with $F(1, 293) = 24.947$, p= .000, the test is highly significant. Thus we can assume that there is a statistically significant relationship between principal classroom observation of the supervisor and teachers' job satisfaction **.**

Table 17: ANOVA^a of the effects of principal classroom observation of the supervisor on teachers' job satisfaction

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.229	1	4.229	24.947	.000^b
	Residual	49.663	293	.169		
	Total	53.892	294			

a. Dependent Variable: Teachers' Job Effectiveness
b. Predictors: (Constant), Principal Classroom Observation

The regression results showed a significant relationship between principal classroom observation and teachers' job satisfaction scores (t = 4.995, p < 0.000). The slope coefficient

for principal classroom observation of the supervisor was .280, so teachers' job satisfaction increases by a factor of .280.

Table 18: Coefficients[a] of the effects of principal classroom observation of the supervisor on teachers' job satisfaction

Model		Unstandardised Coefficients		Standardised Coefficients		
		B	**Std. Error**	**Beta**	**t**	**Sig.**
1	(Constant)	2.196	.181		12.130	.000
	Principal Classroom Observation	.285	.057	.280	4.995	.000

a. Dependent Variable: Teacher's Job Effectiveness

H$_{O2}$: principal supervision of instructional aids does not have a statistically significant effect on teacher's job effectiveness

Regression was carried out to ascertain the extent to which principal supervision of instructional aids scores predict teachers' job satisfaction .

Table 19: Model Summary of the effects of principal supervision of instructional on teachers' job satisfaction.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.283[a]	.080	.077	.41137

a. Predictors: (Constant), Supervision of Instructional Aids

b. Dependent Variable: Teacher's Job Effectiveness

The scatterplot showed that there was a strong positive linear relationship between the principal supervision of instructional aids and teachers' job satisfaction scores, which was confirmed with a Pearson's correlation coefficient of $r = .283$. The regression model predicted 7.7% of the variance. The model was a good fit for the data (F (1, 293) = 24.947, $p < .000$).

Figure 9: Scatterplot of the effects of principal supervision of instructional aids on teachers' job satisfaction

The next table is the F test. The linear regression F test has the null hypothesis that the principal supervision of instructional aids does not have a statistically significant influence on teachers' job satisfaction at p=.05. In other words, $R^2= 0$, with $F (1, 293) = 25.457$, p= .000, the test is highly significant. Thus we can assume that there is a statistically significant relationship between principal supervision of instructional aids and teachers' job satisfaction .

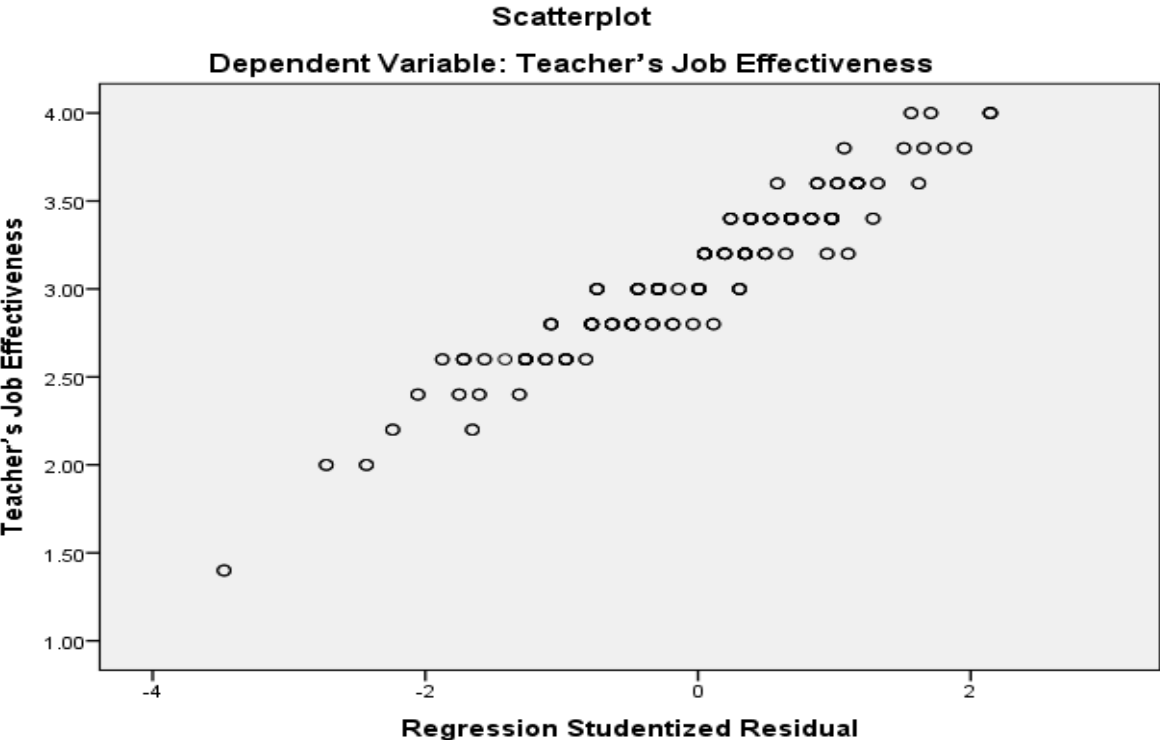**Table 20: ANOVA[a] of the effects of principal supervision of instructional aids on teachers' job satisfaction**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.308	1	4.308	25.457	.000[b]
	Residual	49.584	293	.169		
	Total	53.892	294			

a. Dependent Variable: Teacher's Job Effectiveness

b. Predictors: (Constant), Supervision of Instructional Aids

The regression results showed a significant relationship between principal supervision of instructional aids and teachers' job satisfaction scores (t = 5.046, p < 0.000). The slope

coefficient for principal classroom observation of the supervisor was .283, so teachers' job satisfaction increases by a factor of .283.

Table 21: Coefficients^a of the effects of principal supervision of instructional aids on teachers' job satisfaction

Model		Unstandardised Coefficients		Standardised Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.144	.189		11.321	.000
	Supervision of Instructional Aids	.305	.060	.283	5.046	.000

a. Dependent Variable: Teacher's Job Effectiveness

H$_{O3:}$ principal supervision of teachers' collaborative teaching does not have a statistically significant effect on teachers' job effectiveness.

Regression was carried out to ascertain the extent to which principal supervision of teachers' collaborative teaching scores predict teachers' job satisfaction .

Table 22: Model Summary of the effects of principal supervision of teachers' collaborative teaching on teachers' job satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.286^a	.082	.079	.41091

a. Predictors: (Constant), Principal Supervision of Teachers Collaborative Teaching

b. Dependent Variable: Teacher's Job Effectiveness

The scatterplot showed that there was a strong positive linear relationship between the principal supervision of teachers' collaborative teaching and teachers' job satisfaction scores, which was confirmed with a Pearson's correlation coefficient of $r = .286$. The regression model predicted 7.9% of the variance. The model was a good fit for the data ($F (1, 293) = 26.175, p < .000$).

Figure 10: Scatterplot of the effects of principal supervision of teachers' collaborative teaching on teachers' job satisfaction

Scatterplot
Dependent Variable: Teacher's Job Effectiveness
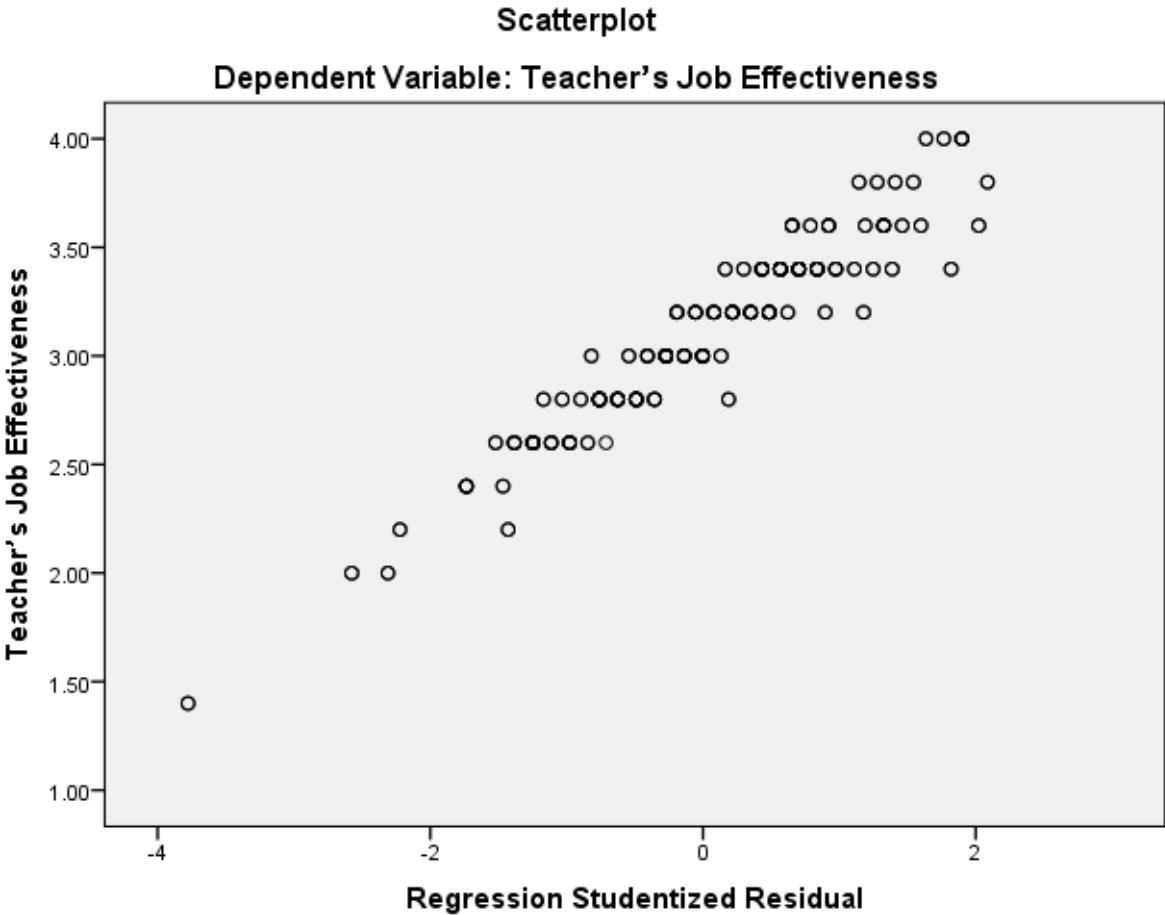
The next table is the F test. The linear regression F test has the null hypothesis that principal supervision of teachers' collaborative teaching does not have a statistically significant influence on teachers' job satisfaction at p=.05. In other words, $R^2= 0$, with $F (1, 293) = 26.175$, p= .000, the test is highly significant. Thus we can assume that there is a statistically significant relationship between principal supervision of teachers' collaborative teaching and teachers' job satisfaction .

Table 23: ANOVA[a] of the effects of principal supervision of teachers' collaborative teaching on teachers' job satisfaction

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.420	1	4.420	26.175	.000[b]
	Residual	49.472	293	.169		
	Total	53.892	294			

a. Dependent Variable: Teacher's Job Effectiveness
b. Predictors: (Constant), Principal Supervision of Teachers Collaborative Teaching

The regression results showed a significant relationship between principal supervision of teachers' collaborative teaching and teachers' job satisfaction scores (t = 5.116, p < 0.000). The slope coefficient for principal classroom observation of the supervisor was .280, so teachers' job satisfaction increases by a factor of .280.

Table 24: Coefficients^a of the effects of principal supervision of teachers' collaborative teaching supervisor on teachers' job satisfaction

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.226	.171		13.012	.000
	Principal Supervision of Teachers Collaborative Teaching	.277	.054	.286	5.116	.000

a. Dependent Variable: Teacher's Job Effectiveness

H$_{O4:}$ principal supervision of statutory records does not have a statistically significant effect on teachers' job effectiveness.

Regression was carried out to ascertain the extent to which Principal Supervision of Statutory Records scores predict teachers' job satisfaction .

Table 25: Model Summary of the effects of Principal Supervision of Statutory Records on **teachers' job satisfaction .**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.208^a	.043	.040	.41946

a. Predictors: (Constant), Principal Supervision of Statutory Records

b. Dependent Variable: Teacher's Job Effectiveness

The scatterplot showed that there was a strong positive linear relationship between the Principal Supervision of Statutory Records and teachers' job satisfaction scores, which was confirmed with a Pearson's correlation coefficient of $r = .208$. The regression model predicted 4% of the variance. The model was a good fit for the data (F (1, 293) = 24.947, $p < .000$).

Figure 11: Scatterplot of the effects of Principal Supervision of Statutory Records supervisor on teachers' job satisfaction

Scatterplot
Dependent Variable: Teacher's Job Effectiveness

The next table is the F test. The linear regression F test has the null hypothesis that Principal Supervision of Statutory Records does not have a statistically significant influence on teachers' job satisfaction at p=.05. In other words, R^2= 0, with $F (1, 293) = 13.294$, p= .000, the test is highly significant. Thus we can assume that there is a statistically significant relationship between Principal Supervision of Statutory Records and teachers' job satisfaction .

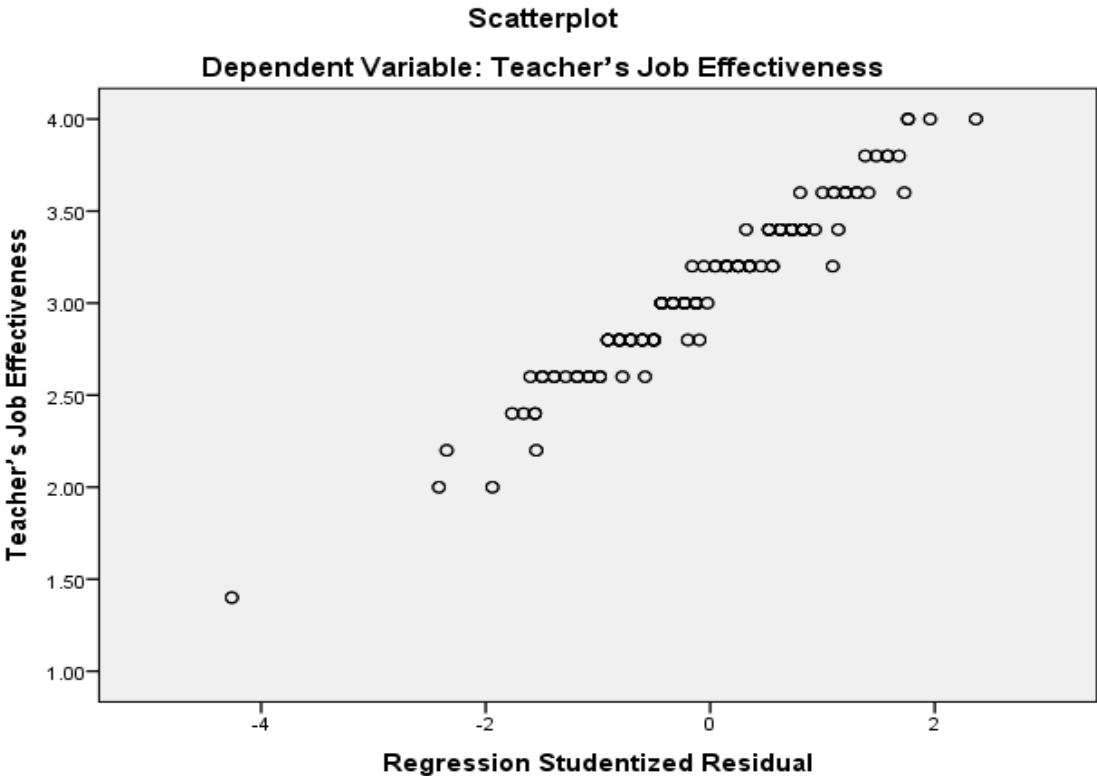**Table 26: ANOVA[a] of the effects of Principal Supervision of Statutory Records on teachers' job satisfaction**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.339	1	2.339	13.294	.000[b]
	Residual	51.553	293	.176		
	Total	53.892	294			

a. Dependent Variable: Teacher's Job Effectiveness

b. Predictors: (Constant), Principal Supervision of Statutory Records

The regression results showed a significant relationship between Principal Supervision of Statutory Records and teachers' job satisfaction scores (t = 3.646, p < 0.000). The slope coefficient for principal classroom observation of the supervisor was .208, so teachers' job satisfaction increases by a factor of .208.

Table 27: Coefficients[a] of the effects Principal Supervision of Statutory Records on teachers' job satisfaction

Model		Unstandardised Coefficients		Standardised Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.413	.188		12.843	.000
	Principal Supervision of Statutory Records	.213	.059	.208	3.646	.000

a. Dependent Variable: Teacher's Job Effectiveness

Qualitative data analysis

Table 28: Demographic characteristics of School Principals.

Gender	
Male	5
Female	2
Age	
40–45 (Years)	4
46–50 (Years)	3
Qualification	
First Degree	4
Master's Degree	3
Teaching Experience	
10–15	4
16 and Above	3

Demographic information Data revealed that out of the 7 school principals who took part in the research 5 were males and 3 females. 4 of the participants were aged between 40-45 years, while 3 were aged between 46-50. 4 principals had a first degree in terms of academic credentials, and 3 had a master's degree. The majority (4) of principals had 10-15 years of teaching experience, while 3 had 16 and above years.

Table 29: Supervisory roles

Themes	Sub- themes
Supervisory role	Classroom supervisor
	Supervision of teachers
Supervisory practices/methods	Regular classroom visits
	One-on-one communication
Supervision of statuary record	Weekly supervision of teachers' lesson plans
Benefits of school based- supervision	Improves the quality of teaching
	Supervisors create suitable climate for work
Supervisory challenges	Overpopulated students
	Lack of resources for teaching and learning

Supervisory roles

Some of the activities they do in school were spoken about by supervisors, who detailed their positions as heads of school. Participants revealed their responsibilities as school administrators, supervised teachers' lessons plan and class schedules:

My job as a supervisor is to review the lesson plans of teachers and make sure that they stick to the national curriculum. I am responsible for ensuring that whatever is included in their programme is what they can teach in accordance with the national curriculum (P1, P6).

I am responsible for planning class schedules and ensuring that they are followed by teachers. This is to make sure teachers are following the curriculum (p2, p3).

Furthermore, several school supervisors disclosed their positions as being accountable for the affairs of teachers, non-teaching employees, and students:

In order to fulfill the requirements of the educational system, I deal with the supervision of both teachers and students. I am in charge of the supervision and assessment of teaching and non-teaching personnel. I also make sure that there are enough teachers for the school (P4, P5,).

Supervisory practices/methods

Some activities they participated in as supervisors were explained by participants. It was noticed that in classrooms, supervisors routinely reviewed activities. In that sense, the participants had to say:

We maintain regular classroom visits, listen to teachers during their teaching times (P1, P4).

Problems faced by teachers while teaching are explored by one-on-one communication with the principal during the teacher's instructional period (P2, P6).

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Routine supervision activities are carried out. Teacher lessons should coincide with the curriculum... It is carried out during instructional times by frequent visits to the classroom (P7).

During instructional hours, there are visits to the different classes to observe the teacher's teaching methods and management skills in the classroom. If the teachers' methodology is not sufficient, these teachers are later called into the office for correction (P5).

Supervision of statuary record

The pedagogic supervisors all agreed that while in school and after observing and working with teachers, they equally check important school, students and teachers documents like schemes of work, lesson notes and record of work books. This enables them to confirm the workload covered so far, whether the learners have notes and also verify if the competency approach was used in the delivery process. Two third of the interviewees noted that they do not however only check the above documents, but gives directives and make corrections where necessary:

> *When it comes to teaching and lesson preparation, the Vice Principal for Instructions (VPI) operates jointly with the teachers. (p1, p3, p4).*

There was a way to check teachers' attendance and movements in different schools. This was found to have ensured that teachers were present to teach their assigned subjects at any session. The supervision process was narrated by a participant:

> *I guarantee that checklists are used to track whether or not teachers are in their respective classes. An attendance register is also used to supervise teachers on and off campus (p6).*

Benefits of school based-supervision

From the interview principal stated that there are several benefit of school based-supervision on teachers and on student's outcome which leads to positive school internal efficiency and outcome.

Supervision of teachers improves the quality of teaching

All the supervisors agreed that all the teachers in have been trained. But after graduation and posting to schools, some of the teachers do not care about quality and just focused on delivery of lessons. Supervising instruction in the schools has made teaching much more qualitative as

it awakens the consciousness of the teachers and also brings new pedagogic approaches to them.

> *"Supervision is not meant to see weaknesses of teachers so as to punish them. We have had teachers who were very weak, class management and delivery of lessons. But after regular visitations and assistance, the quality of their teaching has greatly improved thanks to the collaboration between teachers and instructional supervisors(p2, p6).*

Supervisors create suitable climate where workers feel free

Firstly, almost all the supervisors stated that teachers generally saw supervisors as a threat or people who are coming to spy on them and give report to hierarchy. As such, they felt very uncomfortable. They noted 100% supervision creates a very conducive atmosphere for teachers to work effectively. They said this comes as a result of the fact that the competencies shared in the whole process makes the teacher a master in their delivery and exchanges with students and even with other colleagues (p1, p2, p5, p7).

Supervisory challenges of principals in secondary schools

Study participants spoke about concerns that challenged them to exercise their supervisory roles. Challenging problems involving overpopulated students and lack of teaching and learning facilities.

Overpopulated students

The principals revealed that it was difficult for both teachers and principals to supervise a significant amount of student enrolment. A large number of students per class have been found difficult to handle by teachers.

> *The greatest obstacle is the tremendous school enrollment of students, which poses difficulties in terms of supervising teachers in the classroom. For example, having a teacher managing 50–60 students in the classroom makes it very hard for that teacher to pay attention to individual students (p3, p4).*

> *It was also noticed that the congestion of students in class posed a challenge to the academic performance of students because they could not be well handled by teachers. Due to the wide in-flow of students, there is congestion in some schools, causing a class size of more than 50 students that will affect student results (p7).*

Lack of resources for teaching and learning

The research found that school principals lacked the resources necessary to fulfill their supervisory roles as needed. In improving teaching and learning in their respective schools, the lack of resources restricted them.

A principal explained that the school library and classrooms were not fitted with new or up-to-date textbooks and furniture to satisfy all the student population, narrating his difficulties. Moreover, the classrooms are not properly designed to contain overpopulated students (p2).

A participant also pointed out that the inadequate funds to run the administration of his school is an obstacle to his supervision. *We lack the funds to organize our schools' programs. (p3).*

Discussion

The purpose of the study was to examined school based-supervisory practices and it influence on teacher's effectiveness. Findings of the qualitative analysis have shown that regular supervisory procedures were conducted by principals, and during instructional periods there were visits to the different classes to observe the teacher's teaching approach and management skills in the classroom. The results showed that, as part of their procedures, principals reviewed teachers' lesson plans and schedules every week. This was done by the directors to get to know whatever teachers were going to teach during the week, how they intended to accomplish this mission, and give them feedback. This review of the lesson plan was performed by the principals through weekly supervision. The results agree with the statement of Kotirde and Yunos' (2015) who stated that principals are responsible for helping teachers do their job better by joint efforts and could be done during instructional time by paying daily visits and observation to classrooms. In general, supervisory activities carried out in schools by educational supervisors are intended to help teachers recognise their deficiencies and change their actions appropriately in order to have a positive impact on their professional performance (Aldaihani, 2017). Osei, Mensah, and Agbofa (2020) argue that the supervisory exercise will not have the desired impact unless teachers perceive supervision as a means of facilitating professional development and student learning. It is important to remember that supervisory success depends on the collective efforts and cooperation of instructional supervisors and teachers (Mulatu, 2016).

CHAPTER FIVE
DISCUSSION, RECOMMENDATION AND CONCLUSION

Discussion

The first hypothesis of this study established a significant joint prediction of classroom observationon Teachers' job effectiveness, Lesson notes preparation and classroom management. This result implies that teachers reported a higher level of job effectiveness across most dimensions, where principals practised active and simultaneous engagement in diverse supervisory practices. The finding of this study aligns with other studies that have found a correlation between classroom observation and teachers' job performance (Edo & David, 2019; Nnebedum & Akinfolarin, 2017; Sule et al., 2015)

The study's second hypothesis established a significant prediction of use of instructional material on Teachers' job effectiveness. The supervision of instructional aids by principals is an activity that can promote the availability, effective utilization and longevity of instructional aids.The result is attributed to the high variance explained by principal supervision. This result agrees with previous studies, which saw a substantial influence of principals' supervisory strategy on teachers' job performance (Ekpoh & Eze, 2015; Sule et al., 2012) and effectiveness (Iroegbu & Etudor-Eyo, 2016). The outcome of this study can be attributed to the fact that many teachers in the area of study are already proficient in the delivery of services, especially in the use of instructional materials and classroom management, such that principals' visit to the classroom have added value to them.

The second hypothesis further documented a significant prediction of supervision on teachers' effectiveness in secondary schools. This result implies that teachers reporting more supervision by principals also reported improved used of instructional materials compared to similar teachers with limited supervision visits by principals. This aspect of the finding seems justified because the essence of principals' supervision is to help teachers improve on areas of weakness. This result corroborates the finding of Usman (2015) that regular instructional supervision significantly correlates with teachers' performance and the academic achievement of students in Secondary Schools. The result also showed an significant relationship between the supervision and teachers' use of instructional materials. This seems true because when teachers teach in the classroom where instructional materials are used, it increases students understanding and improve students' academic performance. However, the finding disagrees

with the results of Moran (2017) that the supervision of instructional materials use by teachers is positively related to the job performance of educational professionals.

Supervision of instructional aids allows for early detection of unavailable resources; those requiring repairs or replacement can be noticed during supervision. furthermore, supervision of instructional aids can also create an avenue for teachers to direct how to use certain materials effectively. These activities by principals enable teachers to plan and teach their lessons effectively. Teachers' use of instructional materials promotes classroom management, as beautifully designed instructional materials can catch even disruptive students' attention. This is because instructional materials have direct contact with all sense organs (Olumorin, 2010). However, teachers need to use available resources to maximise these benefits actively. The positive effect of the predictor on the criterion variables suggests that the more principals supervise instructional aids, the higher the tendency of teachers to become effective in using available materials, lesson preparation and classroom management. The result corroborates the evidence earlier brought to the fore by Saad and Ibrahim (2016) that the supervision of instructional materials by principals impacts the teaching in secondary schools.

The third hypothesis further documented a significant positive prediction of supervision of team teaching on secondary school Teachers' job effectiveness. A considerable prediction was made by supervision of team teaching on teachers 'job effectiveness. The supervision of team teaching is necessary because different teachers have different backgrounds and professional personality. Putting teachers with a mix of experience and perception could enable them to complement each other's weakness with their strengths for collective goal attainment. This finding corroborates the result earlier obtained by a previous study (Krammer et al., 2018) that showed a significant connection between the teachers' shared responsibility and 'enjoyment of the coteaching processes, where teachers from self-selected teaching teams showed significantly more positive ratings.

The fourth hypothesis showed a significant prediction of Supervision of school records on secondary school Teachers' job effectiveness. The result of this study partly supports the finding of Sule et al. (2012) that principals' inspection of record-keeping strategy significantly influenced teachers' job effectiveness. The result of the present study, however, agrees with the outcome of Okorie and Nwiyi (2014) that an effective record-keeping strategy enhances teachers' effectiveness in secondary schools. There are many statutory records that a principal of a secondary school must keep. However, not all school records directly connect to

what teachers do. It can be argued that the supervision of specific school records may affect specific teacher outcomes. This strengthens the finding of Owo (2014) that keeping day-to-day administrative records is the duty of the principals, but how these records are supported may be more critical. While it can be argued that the adequate supervision of most of these records should contribute to teachers' job effectiveness. Furthermore, the attitude of the principals towards playing their supervisory roles in managing school records could be another explanation for the outcome of this study. This aligns with the study of Omoha (2013), which revealed many problems associated with records management in the secondary school system. The result also confirms the analysis of Khali (2014), which found that many government schools keep their records in paper format despite advancements in the electronic era in government schools.

Recommendations

Based on the conclusion of this study, the following recommendations were made.

Secondary school principals should ensure that they pay regular classroom visits to observe teachers deliver lessons in the classroom. At the end of such observations, clear feedback should be offered to teachers regarding areas of strengths and weaknesses, with suggestions that can help them improve.

Principals of secondary schools should always ensure that instructional aids in their schools are regularly assessed. This will enable them to identify unavailable ones for procurement or detect those that need repairs or replacement. Teachers' use of instructional materials in the classroom should also be checked during classroom observation visits by school administrators to ensure that teachers use teaching aids suitable to the age of the learners.

When a team of teachers are assigned to teach in the same classroom, principals should ensure that such groups are appropriately supervised and guided on how to take turns in the instructional delivery process to avoid confusion among teachers.

Secondary school managers should ensure that different school records such as movement books, lesson notes, diaries, attendance registers, teachers' time books, continuous assessment books, the school timetable, staff record book, and logbook, among others, are regularly assessed, graded and updated. This will enable them to identify truant, ineffective and under-performing teachers for necessary actions.

Perspective for Further Research

This study focused on school based supervisory practice and teacher job effectiveness will be good if principals in private and public schools take supervision serious. Its therefore recommended school based supervisory practice should be done properly by administrators of both public and private secondary schools.

Limitations of the Study

The following limitations were encountered during the research.

➢ **Language constraint**

Thestudy was conducted in Yaounde, Mfoundi division. Language was a major constraint as all the participants of the study spoke French as the first language. As such, the researcher was obliged to administer the interview guides in French which is not the researcher first language. This made the transcription of interviews not an easy one as the researcher have as first language English. In fact, language was a major constraint especially with the content analysis used by the researcher.

➢ **Availability of data**

Data collection also proved to be another major constraint. The researcher in the course of collecting data faced serious difficulty as not all the groups were willing to provide information on the topic especially as the study touched some of the sensitive aspects such as the duty of principals. It was not an easy task to collect data from the selected groups since many did not believe in the academic nature of this study. Many thought that it was a means put in place to destroy their to disqualified them;

➢ **Financial constraint**

The finance required for the successful completion of the researcher was the researcher's personal resources and thus, proper sampling was carried out to reduce the cost. Again, financial constraint was problematic which to the researcher technically choosing those who point of views were considered necessary to conduct interview with them.

CONCLUSION

This study used both qualitative and quantitative method to assess the predictive relationship of school-based supervisory practices to teachers' job effectiveness across four indicators. The result of this study provided evidence that school-based supervision is essential in promoting teachers' job effectiveness in one way or another. Although different indicators of teachers' job effectiveness tended to be more susceptible to different supervisory practices, adopting inclusive school-based supervision (practising different strategies simultaneously) is the most effective in achieving teachers' job effectiveness generally and in specific aspects. The implication of this study to practice is that school managers that observe classrooms supervise instructional aids, team-teaching, and statutory records simultaneously are more likely to command a higher degree of effectiveness among teachers than those fulfilling one at a time.. This implies that adopting varied approaches to school supervision may improve teachers' use of instructional materials.

The result of this study can encourage school principals to gain more knowledge, facts and strategies required for effective and efficient school-based supervision. It can also enable teachers to appreciate the need for school-based supervision geared toward improving their classroom instructional practices and judiciously utilize opportunities for further professional development to keep abreast with global educational changes.

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Appendices

Appendix 1
Questionnaire for Teacher

SECTION B: SUPERVISION ACTIVITIES

The following statements relate to supervision. Read them carefully and use the following scale: **Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD),** to tick where appropriate.

Cluster A: Principal's classroom observation and teacher job effectiveness

no	Items	SA	A	D	SD
1	The principal regularly conducts classroom visits to ensure teacher content delivery is in line with recommended syllabus.				
2	The principal check on the teaching and learning aids used by the teacher				
3	After classroom observation, we discuss the results with the head teacher in view of improving the instructional practices				
4	Arranges with teachers on when to observe lessons				
5	Provides the teacher with feedback after observation				

Cluster B: principal supervision of school records and teachers job effectiveness

no	Items	SA	A	D	SD
6	The principal checks teacher's records of work from time to time.				
7	The principal ensures teachers cover syllabus for all subjects taught				
8	The principal checks records of students' progress after each assessment				
9	The time allotted for curriculum instruction is adequate				
10	Supervisors review the teacher's portfolio to validate observation and allow the teacher to show and explain evidences included in the portfolio				

Cluster C: Supervision of instructional materials and teacher's job effectiveness

No	Items	SA	A	D	SD
11	I have adequate teaching and learning resources which increases my job output				
12	The school has enough teachers for all subjects which help to improve job performance				
13	The school has well equipped science laboratories				
14	Students have enough text books for all the subjects for effective teaching and learning				
15	principals provide feedback and suggestions for selecting and developing instructional improvement.				

Cluster D: principal supervision and teachers team teaching

No	Items	SA	A	D	SD
16	Principals allow teachers to experience sharing with teachers in other schools in order to share information				
17	Supervisors provide professional technical and instructional assistance to teachers.				
18	principals encouraging collegial groups to achieve instructional goals				
19	principals encouraging teachers to do self-evaluation in order to improve teaching and learning process.				
20	Instructional supervisors recognize the strength and needs of the teachers in each school and give in-service training.				

Cluster E: Teacher job effectiveness

no	Items	SA	A	D	SD
21	Teachers use appropriate methods of teaching				
22	Teachers prepare daily lesson plan for each content continuously.				
22	Teachers strengthen classroom management effectively.				
23	Teachers use selected/developed instructional materials related to the content.				
24	Teachers participate in the activities of co-curricular activities.				
25	Teachers manage and strengthen learning differences among students.				

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**********	**********
DEPARTMENT OF CURRICULUM AND EVALUATION	DEPARTEMENT DE CURRICULA ET EVALUATION
**********	**********
POST GRADUATE SCHOOL FOR THE SOCIAL AND EDUCATIONAL SCIENCE	CENTRE DE RECHERCHE ET DE FORMATION DOCTORALE EN SCIENCES HUMAINES, SOCIALES ET EDUCATIVES
***********	**********
DOCTORAL UNIT OF RESEARCH AND TRAINING IN SCIENCES OF EDUCATION AND EDUCATIONAL ENGINEERING	UNITE DE RECHERCHE ET DE FORMATION DOCTORALE EN SCIENCES DE L'EDUCATION ET INGENIERIE EDUCATIVE
**********	**********

Appendix 2

Interview Guide for Principal

1. What is your role as a supervisor in school?
2. Do you regularly conduct classroom visits to ensure teacher content delivery is in line with recommended syllabus?
3. Do you check teacher's records of work from time to time?
4. What is the benefit of school-based supervision on teacher's job effectiveness?
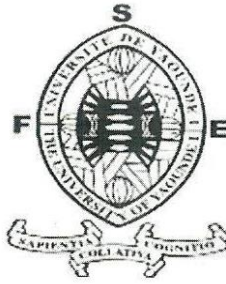5. What are some of the challenges that affect effective supervision?

Le Doyen
The Dean
N°………../19/UYI/VRAA

Appendix 3
Authorisation for Research

Je soussignée, **Professeur BELLA Cycrille Bienvenue,** Doyen de la Faculté des Sciences de l'Education de l'Université de Yaoundé I, certifie que l'étudiante **KEMBUYA OLIVIAN FOGNJAM,** matricule **21V3042** est inscrite en Master II à la Faculté des Sciences de l'Education, Département de *CURRILA ET EVALUATION,* option**: SCHOOL ADMINISTRATION.**

L'intéressé(e) doit effectuer des travaux de recherche en vue de l'obtention de son diplôme de Master. Elle travaille sous la direction du **Dr. MBEH Adolf TANYI**, Enseignant à l'Université de Yaoundé I. Sa sujet porte sur« **School-Based Supervisory Practices And Teachers'job Effectiveness in Some Selected Secondary Schools in Yaounde III Sub-Division Mfoundi Division»**

Je vous saurais gré de bien vouloir mettre à sa disposition toutes les informations susceptibles de l'aider.

En foi de quoi, cette attestation de recherche lui est délivrée pour servir et valoir ce que de droit.

Done in Yaoundé, le 170123

For the dean, by order

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Appendix4
Research Advisor Sample Size Table

Required Sample Size[†]

Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586