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HEAD TEACHERS' INSTRUCTIONAL LEADERSHIP AND TEACHERS' EFFICIENCY IN PRIMARY SCHOOLS IN YAOUNDE 6 SUB DIVISION

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Certification

This is to certify that, this research work entitles” Head teachers instructional leadership and teachers efficiency in primary schools in Yaoundé was carried out by **Keubenyi Quinta Njombo** with Matricule number 19y3680. Under my supervision, I there for find it fit for submission to the examination panel for the award of a Master’s Degree in Educational Management (MED)

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Dedication

This work is dedicated to the lecturers of the department of science of education

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List of abbreviations

GDP: Gross Domestic Product.

EFA: Effort to Achieve Free Education for All

MED: Educational Management

FPE: Free Primary Education

TQM: Total Quality Management

PTA: Parents Teachers Association

UNESCO: United Nation Economic Scientific and Cultural Organization

CAT: Continues Accesement Test

GPNS: Government Nursery and Primary School

FSLC: First School Leaving Certificate

GCE: Government Common Entrance

A/L: Advance Level

BASNAPS: Blessed Anglo- Saxon Nursery and Primary School

ELGRA: Elisabeth Grace Nursery and Primary School

FGD: Focus Group of Discursion

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Abstract

The head teacher has many roles; being a manager, administrator, curriculum leader and instructional leader. However, it should be understood that the core business of a school is instruction thus head teachers' instructional leadership is crucial hence the focus of the study. The purpose of this study was to determine the impact of head teachers' instructional leadership on teachers' efficiency in primary schools in Yaounde case study some primary schools in Yaounde 6 sub division. The objectives were; to examine the influence of head teacher's instructional leadership style, to evaluate the influences of head teachers' instructional supervision; to assess the influence of head teachers in monitoring progress and evaluation of pupils on academic performance, to examine the influence of instructional Environment on academic performance in primary schools in Yaounde sub division. The study was based on a theory of leadership Total Quality Management Theory (TQM), system theory, and Contingency theory. Research design adopted for the study was descriptive survey. The target population comprised of the 190 head teachers, 400 teachers of 19 Public and private 145 Primary schools in Yaounde 6 sub- division. A stratified sampling technique were used. Using the techniques, 10 schools participated in the study. The teachers were selected using simple random sampling technique; hence a total of 60 teachers and 60 head teachers formed the sample. The head teachers were purposively selected. Questionnaires, interview schedules and focus group discussion analysis were used for data collection. The validity of research instruments was ensured as items examined by supervisors and fellow students in the department of educational management and policy studies. The reliability of the instrument was determined through test re-test technique. Qualitative data was analyzed thematically while quantitative data was analyzed using frequencies and Pearson Product Moment Correlation. The study revealed that head teachers' instructional leadership practices influence teachers' efficiency. The findings of this study are of benefit to head teachers, stakeholders and the ministry of education which has interest in performance of schools in national examination. This study recommends that head teachers should improve on these selected instructional leadership practices for improved performance in teachers' efficiency.

Résumé

Le chef d'établissement a de nombreux rôles : il est à la fois gestionnaire, administrateur, responsable du programme scolaire et responsable de l'enseignement. Cependant, il faut comprendre que l'activité principale d'une école est l'enseignement et que le leadership pédagogique du chef d'établissement est crucial, d'où l'objet de cette étude. Le but de cette étude était de déterminer l'impact du leadership pédagogique du chef d'établissement sur l'efficacité des enseignants dans les écoles primaires de Yaoundé ; étude de cas : quelques écoles primaires de Yaoundé 6. Les objectifs étaient d'examiner l'influence du style de leadership pédagogique des chefs d'établissement, d'évaluer l'influence de la supervision pédagogique des chefs d'établissement, d'évaluer l'influence des chefs d'établissement dans le suivi des progrès et l'évaluation des élèves sur les performances scolaires, d'examiner l'influence de l'environnement pédagogique sur les performances scolaires et d'établir la relation entre les pratiques pédagogiques sélectionnées et l'efficacité des enseignants dans les écoles primaires de Yaoundé. L'étude était basée sur une théorie du leadership : la théorie de la gestion de la qualité totale (TQM), la théorie du système et la théorie de la contingence. Le modèle de recherche adopté pour l'étude était une enquête descriptive. La population cible était composée de 190 directeurs d'école, 400 enseignants de 19 écoles primaires publiques et privées dans la sous-division 6 de Yaoundé. Des techniques d'échantillonnage stratifié ont été utilisées. En utilisant ces techniques, 10 écoles ont participé à l'étude. Les enseignants ont été sélectionnés en utilisant la technique d'échantillonnage aléatoire simple ; ainsi un total de 60 enseignants et 60 directeurs d'école ont constitué l'échantillon. Les directeurs d'école ont été sélectionnés de manière sélective. Des questionnaires, des calendriers d'entretien et des analyses de discussions de groupe ont été utilisés pour la collecte des données. La validité des instruments de recherche a été assurée par l'examen des éléments par des superviseurs et des collègues étudiants du département de gestion de l'éducation et d'études politiques. La fiabilité de l'instrument a été déterminée par la technique du test et du re-test. Les données qualitatives ont été analysées de manière thématique tandis que les données quantitatives ont été analysées à l'aide de fréquences et de la corrélation du moment produit de Pearson. L'étude a révélé que les pratiques de leadership pédagogique des directeurs d'école influencent l'efficacité des enseignants. Les résultats de cette étude sont utiles aux chefs d'établissement, aux parties prenantes et au ministère de l'éducation qui s'intéresse aux performances des écoles lors des examens nationaux. Cette étude recommande aux chefs d'établissement d'améliorer les pratiques de leadership pédagogique sélectionnées pour améliorer l'efficacité des enseignants.

General introduction

Leadership is considered as key in any given institution and effective practices of leadership are reported to have a positive relationship which leads to increased and improved organizational efficiency and performance (Bass, 2006). It must be appreciated that leaders are good at inspiring the action and vision, which can positively influence and accelerate the process of exchange of ideas and knowledge. Instructional leadership as used here involves setting clear goals, allocating resources for instruction, managing the curriculum, monitoring lesson plans, and evaluating teachers. It also involves those actions that the head teacher performs or delegates to others to promote growth in learners' learning. Some of the key elements that characterize instructional leadership and distinguish it from management and administration include prioritization, a focus on alignment of the curriculum, instruction and assessment standards, data analysis, a culture of continuous learning for adults, school culture and climate, visionary instructional leadership, and any other variable related to leadership.

According to Caroline and Michael (2020), efficiency can be defined as a peak level of performance that uses the least amount of inputs to achieve the highest amount of output. Efficiency requires reducing the number of unnecessary resources used to produce a given output including personal time and energy. It is a measurable concept that can be determined using the ratio of useful output to total input. It minimizes the waste of resources such as physical materials, energy, and time while accomplishing the desired output. Efficiency was originally an industrial engineering concept that came of age in the early twentieth century. Management theorists like Frederick Taylor and Frank and Lillian Gilbreth designed time and motion studies primarily to improve productive efficiency by eliminating waste in the production process. Therese (2019: 253) concluded that teaching effectiveness is important because effective teaching helps learners' learning and also because of the increase on the emphasis of teachers' efficiency. Effective teaching does not occur by chance, it is achieved through the evaluation of the teaching practices and constant motivation of the teachers.

Apart from being an administrator and manager, the head teacher has to ensure teachers job quality and efficiency. Staff (2020) opined that head teachers have part time responsibilities for classroom teaching, motivate and lead their teaching staffs, evaluate their performance and set goals and expectations. According to Dowd (2018), the role of a head teacher is to provide strategic direction in the school system. Head teachers develop standardised curricula, assess teaching

methods, monitor pupils' achievement, hire and evaluate staff. Supervision of instruction has become very necessary in recent times because of the importance attached to education and the desire to improve quality of education. The head teacher as a leader provides a professional guidance to teachers in order to improve their competencies for effective/ efficient teaching that enhance the growth and learning of pupils. Through supervision the head teacher can provide meaningful feedback and direction to teachers that can have profound effect in the learning that occurs in classroom. Based on this, it has become salient that head teachers' leadership styles be properly directed towards teachers' efficiency and effective job performance. Fritz and Miller (2001) argued that, the responsibility of ensuring that efficient teaching and learning takes place and the extent to which instructional leaders carryout their duties is by employing various strategies to enhance teachers job performance.

According to (UNESCO) (2010), despite the cost factor being a barrier to the achievement of teachers' efficiency, learning achievement can be greatly improved at low cost where possible by making best use of resources already being invested in education. Teachers are the single most important educational resource in any country and what pupils achieve in schools is heavily influenced by classroom practices and teachers' skills. Teachers therefore constitute an important part of the human resource input in the education system. They play the crucial role of curriculum interpretation and supervision. In planning terms, teachers play a key role in the implementations function of educational planning. Their inputs in the teaching-learning process are key determinants of pupils' academic performance in the national examinations; a reflection of their efficiency in work performance. Governments and schools' Boards of Management employ these teachers to play that crucial role.

To Hartie (2003), teachers account for about 30% of the variance in learners' achievement in the United States of America. He further argues that what teachers know, do and care about is powerful in pupils' learning and hence the need to optimize on this greatest influence to impact positively on pupils. Syuryemarumana (2009) on his part argues that the achievement of the goal of teachers' efficiency requires teachers to be not only committed but also competent and creative. This means that teacher professional competence is key in determining the pupils' academic performance. Teacher professional competence here consists of three components; that is, the pre-stage, the process and the product (Idem). The pre-stage component entails training aspects as well

as the personality factors of teachers; the process component entails teacher actions and classroom practices; and lastly, the product component entails the quality of the products (pupils produced) The extent to which teachers exercise these professional competencies to enhance maximum pupils' academic achievement determines the level of efficiency of teachers in work performance ((Syuryemarumana, 2009).

The head teacher who is the driving force behind the school programme therefore needs to proactively mobilize all members of staff, teaching and non-teaching, the governing board, parents and the community towards identifying the school's strengths and weaknesses and take appropriate decisions on type of follow-up action required to improve teachers' inputs and outcomes in the school (Educational Research Service, 2000). The appraisal of teachers' pedagogical practices is also necessary in order to safeguard quality standards in schools. In order to accomplish this task, the head teacher must have an intimate knowledge of the psychology of human learning, have a command of the various theories of instruction, be acquainted with the sources and uses of instructional media/materials, be familiar with evaluation techniques, be skilled in individual and group counseling, and have a good knowledge of education system and goals. In pursuit of these goals, school heads make use of administrative techniques: clinical supervision/classroom observation, micro-teaching, seminar/workshop and research to improve the conceptual knowledge, skills and competence of teachers, and pupils' learning,

In brief, the head teacher acts as a change agent for the professional growth of teachers and the improvement of curriculum delivery. Areas that usually attract the attention of school heads include: the planning of lesson plans, effective delivery of lessons, assessment and quality of tests/assignments given to pupils, improvisation and utilization of instructional materials, providing regular feed-back on pupils' performance, adequate keeping of records and appropriate discipline of pupils to ensure teachers' efficiency in schools. Head teachers' instructional leadership styles thus enhance teachers' efficiency. The present study is made up of five chapters; namely: chapter one that is comprised of the background of the study, problem statement, objectives of the study, research questions, significance of the study; justification of the study and delimitation. Chapter two looks into literature review and theoretical framework. Chapter three concerns itself with Research Methodology. Chapter four focuses on the presentation of results and discussions and finally, chapter five will dwell on perspectives and recommendations.

Chapter 1

Introduction

This study which examined the head teacher's instructional leadership and teacher's efficiency in some schools in Yaoundé 6. The background is divided into three that is the, contextual, conceptual and theoretical background. The study looked at head teacher's instructional leadership style that is (autocratic, democratic and laissez-faire styles), head teachers provision of instructional environment, instructional supervision, and monitoring and evaluation as a factor deemed to influence the performance of teachers. The head teacher's instructional leadership is the independent variables while teacher efficiency is a dependent variable. This chapter presents the background of the study, justification of the study the statement of the problem, the purpose of the study, the objectives of the study, the research questions, the research question, research, hypothesis, the scope of the study, significance of the research, and the operational definition of terms and concepts.

Background to the Study

The concept of leadership is a very vital component, and an important factor in an organization not only because it determines the culture and climate of the institution, but the progress and success of the organization revolve around its functionality. Different studies have confirmed the fact that the leadership of an organization determines the employee's organizational commitment, behavior, culture, and values as well as job efficiency. Tsal (2011) finds out that there is a relationship between leadership behavior, employee's behavior and job satisfaction Krapft, J.E. and Kruja, B. (2015) also affirms that leadership culture has direct influence on pupils and teacher's efficiency. This is corroborated by (Modanchian, Hussein, Noochin & Tehrodosst, 2017) who discovered that organizational outcome is subjected to leadership efficiency thus the primacy of leadership in the organization is established. According to Nkata (2005), educational practitioners have recognized leadership as vitally important for education institutions, since it is the engine of survival for the institutions Indeed, head teachers have the capacity to make teachers' working lives so unpleasant, unfulfilling, problematic, and frustrating such that they become the overriding reason of why some teachers do not perform as expected and some have to exit the profession.

It is generally agreed that efficiency leadership is essential in all organizations whether business, government, religious or education and its success largely depends on the quality of its

instructional leadership. (Hannagan, 2008) Their role in organization is to co-ordinate the work of non-management employees and to have direct responsibility for machinery and materials, a school being an organization is headed by a leader referred to as head teacher. A leader is the person who gets things done by enlisting the efforts of others (Bennett & Anderson, 2003).

The leader must have both social and psychological and instructional attributes in order to succeed on the job. An efficiency head teacher is not only able to make his subordinates want to do what they have to do but also recognizes that they must be motivated and rewarded to ensure that goals and objectives of the institution, organization or systems are achieved that an organization is a combination of the necessary human beings, materials, tools, equipment, working space and apparatus brought together in a systematic and efficiency co-ordination to accomplish desired objective.

This implies that it is the staff making up the organization that does the work and leadership is glue to efficiency organization, (Okumbe, 1999). Hannagan (2008). When the performance of pupils in the school is poor it implies there is a problem which needs solution and this can only be achieved depending on the knowledge of the head teacher's leadership Many scholars have found that the success of any school depends to a large extent on the quality of the head teachers' leadership behavior. A head teacher gives the school an image of what can be; provide the drive, support and skills to make that image approximate reality supported by Mbiti (1974). (Millette, 1988) This implies that a leader is a school and a school is a leader. The quality of leadership makes the difference between the success and failure of a school. He further explains that research and assessment clarify the extent to which the quality of leadership is crucial to improvement. In highly effective schools which have reversed a trend of poor teaching and declining achievement it is the head teacher who sets the pace, heading and motivating pupils and staff to perform to the highest potential.

The head teacher as the leader in a school is the pivot around which many aspects of the school revolve, and the person in charge of every detail of the running of the school, be it academic or administrative supported Sushila (2004). One of the factors that can influence the quality of teachers' effectiveness in schools is the nature of leadership. According to Harris et al (2003), the most important factor in the success of the schools is the quality of leadership of the head teacher.

Also, increasingly, research has been associating school leadership with the quality of learning and teaching, the motivation of teachers and the ethos of the school also supported by Fullan 2001). Research further shows that effective schools do not only have good manager but also those who stressed the importance of instructional leadership (Brookover & Lezott, 1982). The operative notion is that the quality of teacher's efficiency is largely dependent upon an individual or group that exercises supervisory responsibility, monitoring and evaluation, for the core business of schools; namely, curriculum, teaching and learning.

Leadership is considered as key in any given institution and effective practices of leadership are reported to have a positive relationship which leads to increased and improved organizational efficiency (Bass, 2006). It must be appreciated that leaders are good at inspiring the action and vision, which can positively influence and accelerate the process of exchange of ideas and knowledge. If leaders inspire teachers well there is going to be efficiency in teacher's job performance and if the leadership is poorly managed teachers will turn to be ineffective and this will lead to poor performance. The fact that most head teachers concentrate more on financial and managerial function leaving out the instructional part which has great impact on pupils academic performance this has cause the researcher to focus on head teachers instructional leadership: to actualize this the researcher used 4 variables to operationalize the independent variable: head teachers instructional leadership style, head teachers instructional supervision, monitoring and evaluation and head teachers provision of instructional environment. The dependent variable was also operationalizing, the data from the dependent and independent variable. Based on these four items per variable were validated to form the questionnaire.

Instructional leadership as used here involves setting clear goals, allocating resources for instruction, managing the curriculum, monitoring lesson plans, and evaluating teachers. It also involves those actions that the head teacher performs or delegates to others to promote growth in learners' learning. Some of the key elements that characterize instructional leadership and distinguish it from management and administration include prioritization, a focus on alignment of the curriculum, instruction and assessment standards, data analysis, a culture of continuous learning for adults, school culture and climate, visionary instructional leadership, and any other variable related to leadership

Instructional leadership is an internal mechanism adopted by head teachers for school self-evaluation, geared towards helping teachers and pupils to improve on their teaching and learning

activities for the purpose of achieving educational objectives. The head teacher ensures effective supervision by interacting academically and socially at a regular basis with teachers and pupils within and outside the classrooms. The primary aim is to monitor the implementation of curricular and ensure desirable increase in teachers' capabilities, upgrade their conceptual knowledge and teaching skills, give them support in their work to facilitate better performance in teachers' pedagogical practices and pupils' learning outcomes in the school settings (Olagboye, 2004 and Adetula, 2005). A well-planned and adequate instructional leadership enhances teaching and learning efficiency in schools. Adetula (2005) identifies the main goals of a school leader to include: to seek insight into leadership process, motivational forces, decision-making processes, goal-setting processes, team work and group interaction which in turn lead to effective and functional schools. Adetula's study corroborates the present study which intends to examine head teachers' instructional leadership in the enhancement of teachers' efficiency; a process that entails effective leadership direction, motivation, goal setting, decision-making and team work. The background of the study is sub-divided into contextual, conceptual and theoretical background.

Contextual background

Most head teachers carry on their managerial duties but are relaxed in their instructional leadership as most school heads have a *laissez-faire* attitude towards teachers professional record books ie, scheme of work, lesson plan, records of work, progress record book and attendance register. They allow teachers teach without preparation, some to an extent do not cross check lesson notes, they visa lesson notes of teachers without cross checking the content of the lesson note. William (2003) states that there is a significant impact in checking teachers lesson note books, the absence of this instructional practice will cause teachers to put in less effort in carrying out research for proper lessons preparation there by jeopardizing their productive in delivering their lessons making the performance of pupils to be poor since the head in his part lacks time to check pupils book to see if the work is in accordance with what the curriculum stipulates.

Pupils' exercise books reflect the work which has been covered in class by teachers. It is the head teacher's role to inspect pupils' exercise books/lesson notes to ensure that the school syllabus is covered in time and class work is marked. With many of our head teachers who are not knowledgeable enough with their instructional practices pushes teachers to be inefficient since no body is there to follow up them for efficiency.

The world today is full of developmental changes which is same with methods of teaching. Teaching method changes in order to enable learners to meet with the standards of our changing world for example in Cameroon some years back the teaching method was 'Hands On Minds On' was in use but today the case is not the same as a more modern method is being used such as the competence Base Approach is now the current teaching method. But most teachers are not yet implementing this new teaching approach and this has a negative impact on pupils performance and most head teachers are not aware because they hardly leave the comfort of their offices to carry out regular supervision were as it is the instructional role of the head teacher to make regular class visit and make observation of the lesson with an aim of identifying issues arising from the interactions between a teacher and the a pupil in the teaching learning process according to fisher (2011) interactional supervision may include a walk through informal class observation and formal class observation to ensure implementation of teaching approaches.

Instructional materials are considered important in teaching and learning in all levels in education because textbooks and other resource materials are basic tools. Absence or inadequacy makes teachers handle subjects in an abstract manner, portraying it as dry and non-exciting (Eshiwani, 1984). For example, textbooks, charts, maps, audiovisual and electronic instructional materials such as radio, tape recorder, television and video tape recorder contribute much in making learning more interesting (Atkinson, 2000). The importance of instructional materials is also evident in the performance of students (Adeogun, 2001). But most school heads pays little of no attention to this problem and this makes lesson delivery a big problem as instructional material becomes a handicap to pupils understanding making the lesson very boring According to Akande (1985), learning can occur through one's interaction with one's environment. Environment here refers to instructional facilities that are available to facilitate students learning outcome. The absence of this decreases the teacher's zeal and teaching enthusiasm thereby rendering the quality of his productivity inefficient.

In the past, textbooks and teachers' guides have been common component of instructional tools that teachers have been using in the classroom (Lewin & Stuart, 2003). According to World Bank (2001), instructional teaching materials are critical ingredients in improving pupils' academic performance and the intended curriculum cannot be easily implemented if they are not utilized (Baylor & Ritchie, 2002). The provision of adequate teaching and learning resources have been identified as a fundamental factor that can enhance or stifle the quality of education.

More so, according to Akande (1985), learning can occur through one's interaction with one's environment. Environment here refers to instructional facilities that are available to facilitate students learning outcome. Instructional materials such as the size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practicals, are important in the teaching transaction (Farrant, 1980 and Farombi, 1998). According to these scholars, availability of instructional materials can work best if other conditions are met such as the quality of learning material in the classroom. Whereas most school heads concentrate on the administrative part of the school, they lay more emphasis on the enrolment of the school and less emphases on the learners, this equally demotivates teachers and leads to low output.

Students in some school produce low performance not because they are slow but because teachers seems not to be serious with their work because of their inefficiency , since it's the teacher on whose soldier the implementation of teaching has to be done be done and for this to be efficient teachers needs some degree of coordination and organization of which if they are not well followed up, they are going to be inefficient towards their job and the effects shall be visible in the performance of teachers.

Many school heads are challan towards the climate and culture of the school. The tone and ambiance in a school environment play a lot in the service to be rendered by the teacher, a teacher who teaches with a low self-esteem has a high probability of not being efficient. This failure is as a result of the head teacher's laxity in his instructional leadership.

Head teachers have instructional roles to carry on continuous supervision: that is monitoring of the entire school and teachers work. The ultimate aim of educational supervision is to improve on instruction in order to provide quality and better education (Nolan, 2004). In supervision, the supervisor needs to seek the cooperation, and collaboration of those being supervised. Such cooperation is aimed at assisting supervisors in becoming successful in performing their supervisory tasks.

Supervision involve the practice of monitoring work performances of teachers and providing feedback by using benefiting and suitable strategies that enable correction of weaknesses in classroom practices in order to encourage professional growth and better the flow of quality educational activities and services. School supervision is therefore a necessary process which

entails a combination of activities concerning the teaching and learning process of a school for the improvement of teaching-learning quality in a school system (Habimana, 2008; Gongera, 2013).

Wiles and Bondi (2002) mentioned that monitoring as a process is facilitated by leadership through which teachers get help in counseling, planning, and talking with each other about how to improve the teaching-learning situation in school. It entails leadership, communication, curriculum development, capital development and a dynamic cooperative enterprise between instructional supervisors and teachers. Therefore, for many educators, the purpose of supervision in education is to improve teaching-learning activities in schools known as “supervision of instruction” (Mohanty, 2008; Thakral, 2015). Though other necessary and important goals of supervision may be to help teachers improve in their work performances and also for providing vital ethical, career enhancement, and professional leadership the primary goal of supervision of instruction is to instigate best practices in the teaching/learning process in order to increase the learning outcomes of pupils through high academic achievements and high success rates (South worth, 2002; Nolan & Hoover, 2004; Zepeda, 2007).

Therefore, the importance and significance of monitoring in education and in teachers’ work performances and professional growth cannot be overlooked. The principles of supervision indicate very clearly that schools cannot function effectively as learning organizations when teachers are unable to realize their key roles and full potentials in the teaching-learning process and also efficient teaching-learning may not occur if adequate and regular supervision is lacking. Thus, supervision helps in assessing the school not only in the dimension of improving instruction but also in identifying some of the school’s most urgent needs for quality control and assurance in classroom practices (Mgbodille, 1996).

Apart from quality assurance in classroom practices, effective supervision also provides a guide for teacher’s career and professional development. By assessing teachers’ work performances through supervision, teachers’ become aware of their weaknesses and strengths and seek ways of self-improvement based on tangible criteria and constructive feedback mechanism provided by supervision practices. Supervision practices need to provide immediate feedback and tangible ways on how to assist a teacher perform better in the teaching-learning process and support his/her professional development. At such, effective supervision therefore helps teachers to improve in their work performances, develop the ability and confidence they need in classroom

practices, ensure professional growth. But when head teachers only give more attention on supervising the financial aspects of school, teachers become less efficient towards their job

Pupils learning and academic performance is hampered by weaknesses in teachers' pedagogical content knowledge (PCK) and classroom practices (Akyeampong, Pryor & Ampiah 2006). For instance, the application of effective teaching approaches would contribute to new knowledge and skills whereas ineffective teaching methods would stifle acquisition, retention and application of new concepts resulting in low performance in academics (Chang, 2010).

The needs, preferences and learning styles of learners should inform teachers 'pedagogical competencies if teachers are going to be effective in their delivery of knowledge and in extension, their ability to promote improved academic performance (Chika, 2012). There is need for proper matching between pupils learning styles and teacher's pedagogical competencies because evidence reveals increased lack of interest in academic activities in mismatched learning environments, therefore contributing to poor academic performance (Zeeb, 2004). The realization of educational policy guidelines as pertains to the quality of teaching and learning is heavily dependent on teaching approaches utilized in the delivery of knowledge (Ahmad & Aziz, 2009). The influence of instructional media in teaching can be far reaching (Ampiah, Hart, Nkhata & Nyireda, 2003).

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The leadership style used by most head teachers is also a call for concern as most head teachers practice the authoritarian style of leadership that turns to belittle teachers and this makes them feel not involve, as they are looked upon as empty vessels who have no say in the decision making process which waters down the teaching spirit of teachers and makes them less productive in carrying out their assign task

The teacher's efficiency is also determined by the working condition, head teachers who care less about the welfare and wellbeing of a teacher makes the. Teachers will not be efficient when they feel overworked. teacher works like a machine is making a big error cause a teacher is a human being and not a machine and will put in his best of ability when his working without pressure. Still in the same line the wages of a teacher have an influence in his performance quality most school head concentrate more on errors committed by teachers in other to punish them by reducing their wage rate as a penalty which tends to demotivate teachers to work at an efficient rate.

According to Wigfield and Perencevich (2004) intrinsic motivation deals with inspiration for determining their contentment and pleasure in the jobs place and individuals develop their skills and abilities. The responsibility to work and provide learning opportunities at a higher level can guide towards a positive performance. Extrinsic motivation provides practices which motivate a person to take part in activities. It initiates a person from outside. In extrinsic motivation reward in the form of cash or positions. Competition empowers the performer for victory on others. An encouragement for winning award is likewise extrinsic motivations. According to Fasasi et al., (2015) motivation manipulates the performance of an employee in order to achieve organizational objectives. In the event that in school, the teachers do not have adequate motivation; in that case they are less equipped which specifically impact the learners and the instructional framework.

Conceptual Background

Head teacher's pedagogical beliefs and instructional leadership behaviors are two important variables in understanding causes for a teacher efficiency in the accountability era. There have been a number of variables having also been shown to impact a teacher efficiency which will be a component of this study (Peariso, 2011). In particular, head teachers instructional leadership style, instructional supervision, monitoring and evaluation, and provision of instructional environment. Head teachers play an important role in improvement of instruction process. Head teacher need to

organize professional development for teacher, as well as monitor teachers' teaching practices. Peariso (2011) proposes four factors for instructional leadership role of the head teacher.

The first dimension is shared mission and clear goals. This is the factor that affecting the instructional leadership of school head teacher where head teacher are responsible to share these school goals with school community. The second dimension is continuous monitor teacher's progress. Head teacher needs to be more concern in supervising, encouraging and monitoring the classroom instructional practices. The third dimension is Promoting Professional Development. Head teacher needs to promote professional development through many programs such as peer coaching, peer-peer network which could help teachers' classroom practices and learning of the pupils. The fourth dimension is professional leadership. This factor shows that how head teacher contribute to the efficiency of teachers and student performance directly and indirectly with the ways used by head teacher through influencing classroom and school condition. According to the findings of many researchers performed that task type, head teachers leadership style, instructional supervision, monitoring and evaluation and provision of instructional environment have effect on teachers efficiency (Leithwood & Jantzi, 2005; Peariso, 2011; Kieleko, 2015; Buckley et al., 2004). Besides, it is discovered that internal issues organization also has effect (Msila, 2013; Toprakçı et al., 2016; Bays, 2001).

There has been some classification of instructional leadership skills of school head teacher in the related literature. These classifications mainly consist of identifying and defining the school visions, missions and goals, building consensus about school goals, providing the necessary resources for teaching, coordination, management, control and evaluation of teaching and curriculum, monitoring evaluating and developing the staff, creating close relationship and cooperation between staff, regular teaching-learning climate, enabling the support from society and environment, being a role model and teaching source (Baker & Cooper, 2005; Hallinger, 2005; Fernandez et al., 2007; Williams et al., 2005; Botha, 2004; Bays, 2001; Issa, 2012). Head teacher is the most important person, not only to take care of any problems but also for achieving school's goals and objectives.

Head teacher's role for the school is endless; among all the most important is instructional leadership. There are many factors influencing teachers' efficiency. They are internal factors that belong to the instructional practices of the head teacher such as gender, competence, awareness. There are factors that belong to the external context. However, these factors are being evaluated

separately in many different studies. Vietnam has been implementing radical education innovation from content-based education to competence-based education approach since 2018, the efficiency of teachers has been strongly influenced by the instructional ability of the head teacher such as the enormous impact of context, facilities, leadership styles, instructional supervision, provision of instructional environment capacity and training level, ability to adapt to changes. The researches on that issue have been limited.

Leadership in teaching the concept of instructional leadership has been extensively studied in the 1980s and 1990s (Hallinger, 2000, 2003). There are many models and concepts that exist to explain instructional leadership. Among models and guiding leadership theory can be called Model Hallinger and Murphy (1985), Weber (1996) Model, Murphy (1990) Model, and McEwan (2009) Model. Hallinger and Murphy (1985) defined instructional leadership as the head teacher's behavior to promote and improve the teaching and learning process in schools related to teachers, students, parents, school plans, and management—management of schools, facilities and schools. Views instructional leadership by school leaders as a relatively new concept that emerged in the 1980s, which called for a shift in emphasis from head teacher as managers or administrators to instructional or academic leaders.

Hallinger (2009, p. 2), in his analysis of instructional leadership, administration, and management, argues that instructional leadership involves: setting clear goals; allocating resources for instruction; managing the curriculum; monitoring lesson plans; and evaluating teachers. It also involves those actions that the head teacher performs or delegates to others to promote growth in student learning. Some of the key elements that characterize instructional leadership and distinguish it from management and administration include prioritization; a focus on alignment of the curriculum, instruction and assessment standards; data analysis; a culture of continuous learning for adults; school culture and climate; visionary instructional leadership; and the variables related to instructional leadership. The role of school leaders is not only to manage the school but also functions as instructional leaders.

The efficiency of the teachers depends on the school leader's instructional leadership. School head teacher are expected to play a pivotal role in enhancing quality teaching and learning in their schools. The role of school leaders is not only to manage the school but also functions as instructional leaders. The efficiency of teachers depends on the school leader's instructional leadership. Alig-Mielcarek (2003) determined that instructional leadership focus on defining and

communicating shared goals: meaning that the leader is responsible to establish collaboratively with staff what goals they are aspiring to attain and how they will collectively and individually achieve the outcomes for which they are striving; monitoring and providing feedback

Head teachers develop standardized curricula, assess teaching methods, monitor pupils' achievement, hire and evaluate staff. Supervision of instruction has become very necessary in recent times because of the importance attached to education and the desire to improve quality of education. The head teacher as a leader provides a professional guidance to teachers in order to improve their competencies for effective efficient teaching that enhance the growth and learning of pupils. Through supervision the head teacher can provide meaningful feedback and direction to teachers that can have profound effect in the learning that occurs in classroom. Based on this, it has become salient that head teachers' leadership styles be properly directed towards teachers' efficiency and effective job performance. Fritz and Miller (2001) argued that, the responsibility of ensuring that efficient teaching and learning takes place and the extent to which instructional leaders carryout their duties is by employing various strategies to enhance teachers job performance.

Teachers are the single most important educational resource in any country and what pupils achieve in schools is heavily influenced by classroom practices and teachers' skills. Teachers therefore constitute an important part of the human resource input in the education system. They play the crucial role of curriculum interpretation and supervision. In planning terms, teachers play a key role in the implementations function of educational planning. Their inputs in the teaching-learning process are key determinants of pupils' academic performance in the national examinations; a reflection of their efficiency in work performance. Governments and schools' Boards of Management employ these teachers to play that crucial role.

Theoretical background.

There are many theories that researchers have put forward to explain leadership. For example, the earliest research focused on the „great man“ theories which assert that leaders are born not made, and that great leaders are born when there is need for them. (Cowley, 1928) Leaders were thought to be endowed with superior qualities which caused them to be different from their followers and allowed them to lead. Later evolved the traits theory where leaders are believed to have inherited talent and traits in them which make them ideal to lead. However, it is argued that the degree to which the individual exhibits leadership traits depends not only on his characteristics

and personal abilities, but also on the characteristics of the situation and environment in which he finds himself, (Messick and Kramer 2004).

The behavioral theories concentrate on what leaders do rather than on their qualities and there is a belief in that great leaders are made not born. In this research however, leadership styles (Vroom & Yetton, 1973), instructional supervision, monitoring and evaluation, instructional environment were employed in examining the effect of head teachers instructional leadership on teachers efficiency Fielder's, (1964) contingency theory which was introduced in 1967 was used to guide the study. Fielder's contingency model stresses that there is no single best way for managers to lead but rather situations will create different leadership style requirements for a manager. Further, the solution to a situation is contingent to the factors that impinge on the situation. Indeed most researchers today conclude that no leadership style is right for every manager under all circumstances instead they say, contingency/ situational theories were developed to indicate that the style to be used is contingent upon such factors as the situation, the people, the task, the organization and other environmental variables, (Bolden , et al 2003).

Although the leadership styles vary in recognizing the input of the other employees, they encourage participation and contributions from group members. This makes the group members or employees be committed at work because they implement decisions which were made in consideration of their views whereas in relation to the guiding theory, Vroom and Yetton *ibid* assert that leadership depends upon the situation but few behavioral scientists have attempted to go beyond that statement to examine the specific ways in which leaders should vary their behavior with situational demands.

This assertion is a critical aspect of leadership style-the extent to which the leader encourages the participation of his/her subordinates in decision making. This, in a school system tasks the head teacher as a leader to be flexible in his leadership style because situations are different in school and that involving teachers in decision making makes overcoming different situations easier. It is incorrect to say that democratic leadership style is always more effective because it depends on the situation, the people involved and the task at hand (Ida, 2011). According to the contingency model, effective leaders diagnose the situation, identify the leadership style that will be most effective and they determine whether they can implement the required style, (Swanepoel et al 2000 in Hayward 2005).

This study also makes use of systems theory of organizations developed by Ludwig Von Bertalanffy in the early 1950s. According to the system theory, System is a set of things or parts forming a whole or a complex unity formed of many often-diverse parts subject to a common plan or serving a common purpose. According to (Mburu, 2017) It composes of thinking in terms of the whole problem, task, operation or group and its interacting sub-parts, as well as analyzing, selecting, implementing and checking the alternative optimum, sequence, functions or component part with a goal of achieving a desired outcome This theory will be useful in this study because a school is a social system and as such it is difficult to see a school that is not interactive with its environment. With the help of this theory all the teachers together with the head teacher and students will work together as a whole for there to be efficiency in the school

The scientific Management Theory has a major implication on head teacher's instructional leadership responsibility of increasing productivity in an institution. The legacy as the founder of scientific management principles Frederick W. Taylor (1856-1912), Taylor developed four fundamental principles of scientific management. According to him, scientific management methodology should be developed, managers should assume the responsibility for selecting, training and developing employee, managers should fully cooperate with employees to insure the proper implication of the scientific management method and management should become involved with the work of their employees as much as possible. Scientific management consists of a system for supervising, monitoring and evaluating employees, improving work methods, providing instructional environment and providing incentive to employees through the piece system (Kamete, 2014). The scientific management theory is vital in school management for efficiency of the school. The designation of professional characteristics of teachers

Justification of the study

There has been a lot of debate on head teachers' instructional leadership and the issue of teachers' efficiency, the World over. In the African context in general and in Cameroon in particular, the much talked about leadership styles of head teachers relating thereto has instead been leading to a kind of boomerang effect where a less than forward match is constantly noticed as teachers' efficiency and standards of basic education keep on dwindling for the past years. This state of affairs calls for profound investigations and analysis on the actual impediments relating thereto.

The manner in which instructional leadership is exercised has enormous impact on the entire basic education community and teachers' efficiency in particular the analysis will specifically focus on head teachers' modeling and effective instructional strategies and teacher perceived efficiency. The ongoing research on head teacher's instructional leadership on teacher efficiency is not conclusive and fails to include specific traits and actions that are considered positive. Current literature lacks multiple studies at the elementary level. Further research at this level will add to the studies that investigate the positive impact of instructional leadership on teacher efficiency. This research is relevant in that, pre-existing researches on instructional leadership in the country centres mostly on head teachers. The present research work also comes to counter the growing need to compliment and complete few studies that have already been carried out in this domain in Cameroon

Problem Statement

Performance in national examinations in primary school in Yaounde 6 is average. However, performance in national examinations between the years 2019-2021 reveals that Yaounde 6 sub division had persistently posted relatively low marks in First School Leaving Certificate of Primary Education as observed in the performance of pupils in Yaounde 6.

Table1: Result for first school leaving exam for the past three years: Jean jeures nursery and primary school and vision nursery and primary school scores for the first school leaving certificate exams.

Years	Jean Jaures nursery and primary school	Vision nursery and primary school
2019	252.46	279.32
2020	248.73	272.26
2021	255.61	282.93

This differential in performance has puzzled the stake holders as they question the disparity in performance in primary schools in the sub-division. This scenario cannot be discerned without focused investigation since the schools in the division are assumed to be well staffed, with trained and qualified head teachers. This has brought in the question as to what degree head teachers' instructional leadership has on teachers' efficiency.

The head teachers are the leaders in primary schools and in charge of daunting tasks and roles which might affect the performance of a school. The head teacher who is the driving force behind the school programme therefore needs to proactively mobilize all members of staff, teaching and non-teaching, the governing board, parents and the community towards identifying the schools strengths and weaknesses and take appropriate decisions on type of follow-up action required to improve teachers' inputs and outcomes in the school (Educational Research Service, 2000).

The ability of teachers to render co-operative effort willingly determines the extent to which primary schools will achieve their goals and objectives. This is so because, it is the teacher on whose shoulder lay the actual work of pedagogy and the attainment of educational results. However, some teachers cannot perform their jobs creditably without being effectively managed to ascertain whether their performance meet the required standard. Teachers in primary schools in Yaoundé are expected to prepare lesson notes, teach students, and evaluate students' performance during and at the end of term.

The extent to which teachers carry-out these functions depends on how effective their head teachers are performing their instructional supervisory roles. Such roles include checking on: teachers' lesson notes, scheme of work, students' attendance register, lesson delivery observation, monitoring and evaluation, motivation and others. Head teachers lack time to effectively cross checks lesson note they rarely leave the comfort of their offices to monitor activities and other on-goings within the school environment this give rooms for teachers to teach without preparations some of the teachers have developed negative attitudes towards the supervision, monitoring and evaluation and thus cannot benefit much from the exercise. And as such teachers becomes lazy on the part of their professional role performance. Many teachers are merely staying on the job to look for better jobs outside. The constant cases of absenteeism, persistent lateness to school, irregular and unauthorized movement from duty post and other forms of indiscipline constitute a big problem to the attainment of educational goals in primary schools.

In spite of the fact that the Cameroon government has spent a lot in viewing the education of Cameroon. It is estimated that the government has allocated 3.3 of its gross domestic product (GDP) to improve the teachers and head teachers' professional development. Poor academic performance still romances a burden with about 70% of children failing as a result of poor leadership. Despite these efforts however, teacher performance has not shown signs of much

improvement over time. Kabarole Research and Resource Centre and Mountains of the Moon University report, (2006) findings indicated that more than 80% teachers continue to register poor performance as was reported that there is high absenteeism among teachers, late submission of evaluation of reports, poor grades of students in national exams, low morale to perform, failure to finish the syllabus of all the subjects and failure of students to fully interpret text in textbooks.

According to (UNESCO) (2010), despite the cost factor being a barrier to the achievement of teachers' efficiency, learning achievement can be greatly improved at low cost where possible by making best use of resources already being invested in education

However, lack of proper instructional leadership is a hindrance to teachers' efficiency. In spite of the governments regularly effort to improve the quality of head teachers' instructional leadership delivered to primary schools by given administrators the opportunity to improve their professional development by attending pedagogic seminars, workshop, capacity building meetings, for them to be trained in private and public universities so as to equip themselves with appropriate skills of management.

Consequently, it is important for this study to focus on head teachers' instructional leadership and teachers' efficiency for which students' achievements is at the mercy. The lack of knowledge on instructional supervision, leadership style, monitoring and evaluation, provision of instructional environment is thought to be prevailing factors affecting teachers' efficiency

Despite the many studies that have been conducted to indicate that head teacher's leadership has effect on teacher's efficiency they fail to bring out the instructional qualities of the head teacher and its effects on teachers' efficiency this study sought to establish the relationship between head teacher's instructional leadership and teacher's efficiency in primary schools in Yaounde

There is also no school in Cameroon which trains head teachers thus most head teachers do not have training in their field most of them are classroom teachers who are promoted as a result of longitivity in service as head teachers which makes them inexperienced, and less professionally equipped in carrying out their instructional duties and in leading with the leadership style which is appropriate for teachers to be efficient and this causes teachers to be inefficient in their task.

This issue of poor leadership by most school head teachers has raised the eyebrows of many curious minds. Many head teachers are of the opinion that supervision is the sole duty of external

invigilators hence, they sit back and wait, while their primary duty lags in perpetuity. Some of the head teachers are actually out of touch with modern supervision techniques. They have estranged themselves from the actual instructional realities of the classroom and as a result, their activities as supervisors tend to be of very little value to the teachers and students there by making teachers not to be efficient. At the same time, this study will be carried out to establish if there is any relationship between head teachers' leadership styles, supervision strategies of classroom visitation, monitoring and evaluation, and head teachers provision of instructional environment and teachers' efficiency.

Research problem

The problem to be addressed in this study is how the instructional leadership could possibly effect teachers' efficiency. Head teacher's perceptions regarding how building teachers influence their efficiency through supervision, leadership styles, provision of instructional environment, and monitoring and evaluation will be examined. The information gleaned through this process will assist in determining actions that affect teacher efficiency in both negative and positive manner. The analysis will specifically focus on head teachers' modeling and effective instructional strategies and teacher perceived efficiency. weak instructional leadership skills lead to poor quality teaching method with consequences being **ineffective teaching** and **poor performance of students, a problem which the researcher is out to investigate.**

Purpose of the study

The purpose of this study is to determine what impact head teachers' instructional leadership has on teacher efficiency. The study will use qualitative and quantitative measures to analyze head teacher's perceptions of leader actions and their impact on perceived teacher efficiency. Results of the analysis will be used to indicate if there is an effect between these two factors.

Research objective

The research objective is divided into the general objective and the specific objective

General objective

To determine the extent to which the head teachers' instructional leadership influences teachers' efficiency

Specific Objectives

- To examine the influence of head teachers' leadership styles and teachers' efficiency in primary schools in Yaoundé?
- To evaluate the influence of head teachers' instructional supervision and teachers' efficiency in primary schools in Yaoundé?
- To assess the influence of head teachers' monitoring and evaluation of pupil's progress and teachers' efficiency in primary schools in Yaoundé?
- To examine the influence of head teachers' provision of instructional environment and teacher's efficiency in primary schools in Yaoundé?

Research question

The study is guided by the main and specific research questions. They are as follows:

Main research question.

To what degree do head teachers' instructional leadership influence teachers' efficiency in primary schools in Yaoundé

Specific research question

Is there any significant relationship between head teacher's instructional leadership style and teacher's efficiency in primary schools?

- i. How does head teachers' instructional supervision influence teachers' efficiency in primary schools?
- ii. What is the instructional role of head teachers in monitoring pupils' progress in and evaluating teachers in primary schools?
- iii. To what extent do head teachers perform practices that promote instructional environment in primary schools?

Hypothesis of the Study

The hypothesis is guided by the null and alternative hypothesis

- Ho The null hypothesis stated guided the study and Ha for the alternative hypothesis

- HO1: There is no significant relationship between head teacher's instructional leadership style and teacher's efficiency
- Ha1: There is a significant relationship between head teacher's instructional leadership style and teacher's efficiency
- Ho2: There is no significance relationship between head teacher's instructional supervision and teacher's efficiency
- Ha2: There is a significance relationship between head teacher's instructional supervision and teacher's efficiency
- Ho3: There is no significance relationship between head teachers monitoring and evaluation strategies and teachers' efficiency
- Ha3: There is a significance relationship between head teachers monitoring and evaluation strategies and teacher's efficiency
- Ho4: There is no significance relationship between head teachers instructional provision of instructional environment and teacher's efficiency
- Ha4: The is a significance relationship between head teachers provision of instructional environment and teacher's efficiency

Scope and delimitation of the study

The researcher investigated on head teacher's instructional leadership and teachers' efficiency in primary schools in Yaounde 6. The study focused on head teachers' instructional leadership and was limited to head teachers and teachers of those schools in Yaounde 6. The study confined itself to the leadership styles; head teacher's instructional supervision, monitoring and evaluation and provision of instructional environment.

Delimitation

This research work is delimited spatially, thematically

Spatial delimitation.

The physical study area of this research is the Center Region, Mfoundi Division, Yaounde-Cameroon.

Thematic delimitation.

This piece of work which was treated in an educational perspective falls within the context of Sciences of Education, specifically in Educational Management. Educational management is a field which concerns with the operation of educational organisations. It is the process of planning, organising and directing activities in the school, effectively utilising human and material resources, in order to accomplish the school objectives.

Significance of the study

Whether applied or fundamental, every research exercise has its benefits. This can be direct or indirect and is usually to either the discipline or the scientific field under which it is conducted (theoretical interest) and the area or population concerned (practical interest). Such is the case in point.

To the scientific community.

The scientific world is like an ocean that collects from the surrounding rivers and for the former to be intact; there must be a continuous supply from the latter. So, the researcher is convinced that this piece of work will immensely contribute towards the extension of the frontiers of scientific knowledge in Education. This is in the sense that new facts and more information concerning head teachers' instructional leadership styles and teachers' efficiency will now be put at the disposal of upcoming researchers.

To the Ministry of Basic Education (MINEDUB).

This work will enable all policy makers in Cameroon on the need to rethink the appointment of primary school head teachers. It will also help basic education stakeholders at the Ministerial level to review the manner in which authorities who run elementary schools are trained, designated and deployed to run government primary schools in Yaounde in particular and Cameroon at large.

To head teachers and teachers.

This piece of work will serve as a handbook to head teachers and teachers and as a mirror through which the functioning of primary schools, especially as far as instructional leadership styles are concern can be visualized, to talk like Laplantine (1995).

Definition of concepts

Head Teacher

According to the oxford language dictionary, a head teacher, is the staff, member of a school with the greatest responsibility for the management of the school by carrying out instructional practices, scheduling, budgeting supervising the school activities and occupies the position of the school leadership he/she oversees the teaching and learning activities of the school:

- Leadership: Is the ability of individuals or a group of individuals to influence and guide followers or employees to achieve set goals and objective.
- Instructional leadership: These are activities or actions that are taken by head teachers in school
- Leadership approach/style: Is a leader's method of providing direction implementing plans, and motivating people.
- Evaluation: This is provision of continuous feedback for the purpose of Instructional Supervision: This is the role of head teacher for being in charge and making sure that everything in class is done correctly and safely regarding teaching and learning.
- Instructional Environment: Refers to the instructional behavioural and personal aspects of the classroom experience.
- Efficiency: Refers to as the peak level of performance that uses the least amount of input to achieve the highest amount of output.

Chapter 2

Literature Review

This chapter is comprising of concepts elaboration, the theoretical frame work of the study, the conceptual frame work, the review of empirical studies focused on the guiding theory of the study and a review of literature relate, empirical studies and summary of the chapter to the different leadership styles adopted by leaders and the relationship they have with teacher's efficiency. The review mainly focused on instructional leadership and a leader head teacher, the different leadership styles, instructional supervision, monitoring and evaluation, provision of instructional environment and how they influence teacher's efficiency. Different sources were consulted for example, journals, research reports, text books, official documents, among others

Elaboration of Concepts

This sub-section is concerned with the review of certain concepts that occupy a central place in the present study.

Head teacher.

In the educational setting, head teachers of primary schools are the chief administrators of these schools. Head teachers are responsible for implementing the educational policy of the country in the primary school and usually report to the delegate for primary education in their area. The functions of head teachers among others include: scheduling, budgeting, instructional supervision, maintenance of physical plants and custodial services to pupils and staff as well as playing the role of a liaison officer between the school, and the ministry and community (Educational Research Service, 2000). According to Bhella (1982), the responsibilities of head teachers are too bulky for them, thus the position of the assistant head teacher to who other functions are also delegated. This view is supported by Educational Research Service (2000) who opined that the head teacher is often aided in his responsibilities by assistant head teacher(s) and other administrative staff, with most of the functions centered around planning, supervising instructions, attendance and discipline, time tabling, record keeping, co-curricular activities, staff and pupils' affairs. The minimum qualification for the post of school head teacher varies from country to country.

According to the Cameroon Education Law (1984) in section 37 (3), A decree of the president of the Republic shall lay down special rules and regulations governing the corps of education personnel. This means that the criteria for the appointments and functioning of head

teachers and other personnel are often decided by the President of the Republic through the Ministry of Basic Education. That is why from my observation in many primary schools in my country Cameroon, most head teachers are appointed not because of their qualification but due to other obvious reasons. In context to the study, a head teacher is the head of a school head teacher has been defined by the Cambridge International Dictionary of English (2002) as the person in charge of a school for children aged between approximately 3 and 13. Furthermore, head teachers are leaders in schools. They are executives or heads of school organizations. They are also internal supervisors of their schools for effective teaching and adherence to rules and regulations. This implies that head teachers constitute the management cadre of educational activities for efficiency through human and material resources in order to achieve the goals or objectives of education within their managerial jurisdictions.

Instruction.

According to Calitz, cited by Kruger (1995a: 43), concerns itself with the selection and arrangement of learning content, setting goals and objectives, the unfolding of knowledge, the transfer of skills and attitudes, and the provision of feedback to pupils in terms of their learning achievements. For Fraser, Loubser and Van Rooyen (1993), cited by Pitsoe (2005: 62), the concept instruction is associated with the transfer of knowledge, skills, techniques and proficiencies, while Laska (1984: 9) viewed instruction as referring to formal education which occurs in a school or comparably structured setting; comprising those elements of an instructional activity that represent the delivery system for the curricular content.

Leadership.

According to Yukl (2002), leadership is the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and facilitating individual and collective efforts to accomplish shared objectives. From this definition, it follows that there must be one person who wields power and has the ability to influence others and in this case, it is the head teacher. Egwuonwu (2000: 13) sees leadership as the moral and intellectual ability to visualize and work for what is better for the company and its employees... Fapojuwo (2002) sees leadership as the ability to guide, conduct, direct or influence one's followers for the purpose of achieving common goals or tasks. This implies that the leader possesses the ability to influence others to achieve results. Ade (2003) on his part defines leadership as a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach

organizational objectives. The word voluntary in Ade's (2003) definition is the operational word which indicates that effective leadership does not connote the use of absolute power or authority alone. Successful leaders need to back up any authority and power vested in them with personal attributes and social skills (Asonibare, 1996).

From research on school leaders in Denmark, Scotland, England and Australia by Macbeth (1998), he identified a number of characteristics of effective leaders as those who work along their colleagues, respect teachers' autonomy, protecting them from extraneous demands and motivating them in different ways. Hallinger and Heck (1999) in supporting the role of head teachers in ensuring effective school leadership for teacher's efficiency say that leaders in all sectors are exhorted to articulate their vision, set clear goals for their organizations, and create a sense of shared mission. Day et al (2000) in his research findings from different countries and different schools reveal that effective leadership is related to school effectiveness and improvement. It is estimated that schools that are effective and have the capacity to improve are led by head teachers who make significant and measureable contributions to the effectiveness of their staff.

Curriculum leaders according to Glatthorn (2000) rise above routine tasks with the ultimate goal of maximizing learners' learning by providing quality in terms of learning content. This view reiterates the question of whether head teachers are supposed to manage and lead, or to lead and manage schools. Drawing on the definitions of leadership, routine has no place in leadership. Leadership calls for initiative, creativity and innovation on the part of the leader. Bush and Jackson (2002: 418) argue that effective school leadership is a key to both continuous improvement and major system transformation. This implies that the transformation of the education system and ensuring uninterrupted improvement in the achievement of learners lies in the practice of effective school leadership. According to Mahadevan (2012), leadership is a powerful enabler that can leverage an organization to great heights, fame and credible position among the stakeholders. On the other hand, if the quality of leadership is bad, the same organization will experience a downward slide leading to the eventual destruction.

Instructional leadership.

The definitions of instructional leadership provided below should suffice to merge the meanings of instruction and leadership. Wimpelberg, Teddlie and Stringfield (1989) define instructional leadership as specific policies, practices, and behaviours initiated by the head teacher.

The concept can also be interpreted as development strategies, using a variety of management instruments to achieve a school's most important task, which is the desired pupils' result. Weller (1999:36) adds more dimensions into the definition by referring to instructional leadership as the high visibility and involvement of the head teacher in every phase of the school programme. Hopkins (2001:114) contends that instructional leadership is about creating learning opportunities for both learners and teachers. This definition puts the development of both teachers and learners at the centre, and further proposes that developmental programmes for educators should be put in place. McEwan (2002), focusing on the development of leadership in general and instructional leadership in particular, juxtaposes the development of leadership in the business world against its practice in schools.

McEwan (2002:1) argues that:

Corporate executives can measure their success in terms of bottom lines, increased sales and productivity and rises in stock prices. Educators, particularly head teachers, face a different set of challenges. Although many of the lessons of leadership in the corporate world are applicable within the walls of our schools, we need our own model of leadership, one that incorporates the unique characteristics of teaching and learning.

In pursuit of the above view, and contrary to the classical management functions associated with a head teacher (planning, organizing, leading and monitoring/controlling), McEwan (2002) argues that today's head teachers must be trained to become instructional leaders. The same view has been held by Hoy and Miskel (2005) and various other scholars, albeit at different times, have made reference to Sergiovanni (2006) who proposed one of the first models of instructional leadership. Sergiovanni identifies five leadership forces, namely: technical, human, educational, symbolic and cultural.

The technical aspect of instructional leadership (I.L) deals with the traditional practices of management, namely: planning, time management, leadership theory, and organizational development. The human component encompasses all the interpersonal aspects of I.L which are essential to the communicating, motivating, and facilitating roles of the head teacher. The educational force component involves all the instructional aspects of the head teacher's role: teaching, learning, and implementing the curriculum. The symbolic and cultural components,

according to McEwan (2002) and Hoy and Miskel (2008) derive from the instructional leader's ability to become the symbol of what is important and purposeful about the school (symbolic), as well as to articulate the values and beliefs of the organization over time (cultural).

The emergence of instructional leadership is viewed by Hoy and Miskel (2008) as a critical breakthrough for educational organizations in the sense that it is directly linked to the performance of learners. These authors contend that a head teacher who is an instructional leader defines goals, works with teachers, provides authentic professional development and other resources for teachers and staff, and creates new learning opportunities for staff members. Different features of instructional leadership exist; including aspects such as effective instructional leadership, visionary instructional leadership, instructional leadership and school effectiveness, instructional leadership and teaching and learning, and three different instructional leadership models.

It is hoped that engagement with these aspects will provide a better understanding of the place and role of instructional leadership in the improvement of the performance of learners. It is important to deal first with the following aspects to serve as the building blocks of instructional leadership, before considering how they manifest themselves in the practice of instructional leadership: historical context of instructional leadership; purpose and functions of instructional leadership; instructional leadership and teaching and learning; key elements of instructional leadership, which will encapsulate the variables related to instructional leadership; instructional leadership and school culture and climate, and visionary instructional leadership; prerequisites for instructional leadership; professional development for instructional leadership; head teachers' and teachers' perceptions of instructional leadership; and the practice of instructional leadership.

It's in the same context that Kabeta et al (2015) associates effective instructional leadership with the quality of learning and teaching in schools. She further went on to state that the role of head teachers as instructional leaders is critical in the performance of teachers and learners. The conducive school learning environment constitutes many factors among them, the nature of teachers' available, availability of financial and material resources, quality of leadership available and above all the nature of pupils to be taught. When these factors are in place, guided by qualified leadership, excellent teachers' performance is eminent. The leadership style employed by a given leader plays a pivotal role in quality teaching and learning.

Teachers' efficiency.

Wang and Walberg (2012) posit that trainees with high level of instructional quality are able to demonstrate high level of effectiveness with regard to objectives and core points in lesson plan,

teaching methodology and delivery, and classroom organization and management. According to Mbiti (2014) the more teachers get scared of management at a working place, the more they tend to develop defensive mechanisms there by resulting into poor attitude towards work. Once this situation is entrenched in the workers, the performance starts to get affected negatively

Teachers' course planning and preparation.

O'Neill (19880 cited by Yai, Hu and Wang (2012) in a study on the impact of teacher self-efficiency on pupils' learning outcomes argue that the teaching process is divided into three stages; that is, the teaching preparatory stage, teaching implementation stage and the teaching evaluation stage. O'Neill (19880 further argues that the preparatory stage comprises of course plan and teaching preparation. These means that the teacher ensures that the professional documents such as schemes of work, lesson plans, lesson notes and instructional materials are in place before entering into the teaching implementation stage which comprises of the teaching methods, teaching materials and classroom management. The teacher will be deemed efficient if lesson preparation enhances quality teaching and maximum learning achievement.

Mancera and Schmolkes (2011) propose various frameworks that can be used to evaluate teacher practices. One of the frameworks is the planning and preparation. This domain has several components that describe how a teacher organizes the content that pupils are to learn, that is, how a teacher designs instruction. Components include a deep understanding of content and pedagogy and an understanding and appreciation of the pupils and what they bring with them.

The content must be transformed through instructional design into sequences of activities and exercises accessible to the pupils. Mancera and Schmolkes, (2011) further add that the area of lesson preparation also covers assessment plans. Assessment techniques must reflect instructional outcomes and document pupil progress. Assessment must be used for formative purposes and provide diagnostic opportunities for pupils to demonstrate their level of understanding. This domain is based on the principle that a teacher's role is not so much to teach as it is to arrange for learning. The plan and the pupils' assignments may be included in a teachers' profession portfolio. The plan's effects must be observed through action in the classroom and are reflected in pupil learning outcomes.

Effects of teacher time management on learners' learning.

Woods and Montagno (1997) citing Lewis (1988) notes that the teacher-pupil interaction is very crucial for meaningful learning but this interaction is occasionally affected by pupil-teacher

contact hours lost through teacher absenteeism. This means that the planned teaching-learning time is wasted; thus denying pupils an opportunity to have meaningful learning. Abadzi (2007) argues that in developing countries, schools often offer to the pupils only a fraction of the time that the government plans and pays for; hence, not making best use of teachers. Abagi and Odipo (1997) identify various ways in which the contact learning hours are wasted by teachers in schools. They include that late reporting during the first week of school opening and verbosity of teachers which involved unnecessary long speeches during the assemblies are largely to be blamed. In a study assessing the effects of teacher absenteeism and quality teaching and learning in northern Ghana, the Northern Network for Educational Development (NNED) (2009) found out that teachers do not utilize the stipulated time for classroom learning; hence, negatively affecting syllabus coverage and pupils' academic achievement.

Aspects of teachers' classroom management.

Gage and Berliner (1984) cited by Shah (2009) identify two groups of pupils who require the attention of the teacher. These are pupils exhibiting too little behaviors of the desired kind and pupils exhibiting too much of the undesired behaviours. Gage and Berliner (1984) further add that the former group exhibits characteristics such as failing to pay attention, failing to show interest in the lesson, truancy and too much dependence and on the latter group characteristics such as physical aggression, inappropriate movement around the class and noise making.

The researcher went further to identify various strategies that can be used to enhance maximum learners' learning and classroom management. These strategies include teachers having knowledge of pupils and their backgrounds to enable the teacher in controlling pupils in the classroom, mastery of content in the subject area and use of appropriate teaching methods. Shah (2009) argues that classroom management is concerned with a set of teacher behaviors and activities that are primarily intended to foster pupils' co-operation in the classroom. An efficient teacher is one who knows how to handle the pupils in class for maximum learning of pupils and hence, the need to possess certain information and skills.

Tahfir (2010) in the study on teacher competencies and teaching practices notes that efficient teachers carefully manage their classrooms in order to reduce disturbance hence maximizing on learning achievements. Akram (2011) argues that discipline ensures how pupils behave when the teacher is teaching. He further notes that a classroom that is not well organized results in discipline problems and the teacher spends most of the teaching-learning time handling these problems rendering the teacher inefficient. This means that a teacher who has a classroom management

action plan will have an organized and structured classroom where both the teacher and pupils will know what to do. This pupil-teacher interaction produces good results. This is because pupils take responsibility and ownership for the task to be done.

Theoretical frame work

A theoretical frame work according to Henning, Van Rensburg and Smith (20004), as stated in Tebit(2014) positions the research in the discipline or subject in which the researcher is working ,enabling him or her to theorize about the research and make explicit the assumptions of the researcher about the interconnectedness of the way things are related in the world. It represents the theory which explains why the problem under the study can be solved

The study was guided by Total Quality Management theory (TQM). Total Quality Management theory was proposed by Deming and Juran in the mid-1980s. Deming (1986) believes that the customer expects quality and the top management has the responsibility to take the lead in changing processes and systems and to create and communicate a vision to move the firm toward continuous improvement (Teklemarian, 2009). Total Quality Management Theory (TQM) as defined by Daft and Marcic (2006) is an organization-wide commitment to infusing quality into every activity through continuous improvement. The theory is based on the effectiveness of an organization. It emphasizes on quality performance whereby the products and services go beyond clients' expectations and eliminating aspects affecting the goods and services The TQM is based on Deming's fourteen (14) points.

The first of these is alignment with a shared vision and commitment. For example, schools use statements of mission and vision that outline the school's broad purpose. In directing an educational institution, the effectiveness of a mission statement depends directly on the degree to which the head teachers fully support that mission with the competition of the employees. They will not actively buy into the mission unless the employees see concrete evidence of the support and involvement of the head teacher.

The second point is adopting a new philosophy. Quality approach must be the new philosophy according to Deming. Schools cannot improve with poor workmanship, bad materials or poorly trained employees. Education cannot continue to accept high drop - out rates, poor teaching and lowered students' performance.

The third one is ceasing dependence on mass inspection. Quality does not come from inspection, but from process improvement. Teachers must involve the student as a worker in assessing the quality of their work, product or outcome.

The fourth point is end practice of awarding business on price tag alone. Price has no meaning without purchasing a measure of quality. In education, when school districts maintain such high-class averages that students fail due to lack of close supervision, they do not seem to take into account the additional cost of repeating a class for students.

The fifth point is to improve constantly. Improvement is not a onetime effort but is an on-going process in schools. The sixth point is on the institute training and retraining. Teachers have to be trained to carry out their mission.

The seventh point is to institute leadership. TQM leadership is expected to be visionary and should be a basis for facilitating others' work to achieve challenging goals. The leader has to engage the worker on what needs to be done. He /she emphasize the need for quality while soliciting input from workers. He makes constant effort to fit the job to the skills and needs of the workers.

The instructional models what needs to be done so that the teacher knows what to expect. The head teacher is committed to the worker's concept of self - evaluation, knowing that the individuals involved in the work are in the best position to assess the quality of the work. The head teacher should aim at driving out fear among the workers. Coercion is destroying productivity and work quality. Workers who are afraid of their supervisors may produce, but never attain quality.

The head teacher should break down barriers between staff areas. The head teacher should encourage team-work and seek input from all staff members in the decision making process. When people feel their ideas, comments and suggestions are valued, they will not only feel part of the team, but will also increase the quality of their work and performance. TQM recommends organizational designs that revolve around teams that manage themselves. Within the organization, such teams maximize creative talent and promote problem ownership. In instituting team-work, organizing the subject panels in primary schools and departments in secondary schools could do a good job. The tenth point is to eliminate slogans, exhortations and targets the work force.

According to Deming slogans generate frustrations and resentment. When faced with poor facilities, incompetent supervision, leadership styles, monitoring and evaluation, the workers conclude that management does not care enough to find out their needs. The head teacher should eliminate numerical quotas. Schools are known to exert pressure to raise test scores on teachers.

This has led to evidence of students and teachers' cheating and resistance. The twelfth point is to remove barriers to pride of workmanship. A head teacher would create an environment that encourages employees to do their best. The goal should be to empower people to take responsibility for their own actions and to manage themselves. The thirteenth point is to establish a vigorous educational and retraining program. Deming stresses setting up a comprehensive continuing education program that trains workers in the skills they need to do their jobs, as well as helping them gain new knowledge and understanding that will prepare them for future assignments. Finally, the theory of TQM emphasizes the systematic recording of the activities of the organization. Records are used as feedback sources.

The organization's achievements are measured against the performance indicators agreed upon. To maintain the TQM status of any organization, three important Cs must be practiced; that is engagement, culture and communication. Once the head teacher undertakes to change his management style, he has to act on that commitment. Effective schools are efficient leadership products.

The main emphasis with TQM is on quality effectiveness and it stresses that quality can only happen because it has been designed into the way the organizations work. It insists that the organization's leadership should ensure that everyone in the organization works in view of ensuring consistently high performance and continuous improvement. All these quality characteristics also stress that teachers are generally very skilled and competent and that the problem in education lies primarily on the way the institution is structured and run by the school leadership through instructional leadership. This study is only going to focus on a few of Deming's fourteen points applicable to principals' instructional leadership skills in enhancing teachers' effectiveness.

Strengths of total quality management

TQM can influence the management of schools in a positive way. The main aim of TQM is to enhance efficiency by eliminating problems that arise at work. It helps with pre-empting and predicting mistakes that lead to inefficiency. Basically, TQM relates to customer satisfaction. It therefore, aims at identifying the best quality to match customer satisfaction and expectations, thus doing the best in providing quality service. Leaders in a TQM system view the firm as a system designed to enhance performance through empowering the workers. Considering the importance of human resources in an organization, the teachers are an important factor in education systems.

They take the first step in training of human resources and are responsible for training of future human society (Nayereh, 2017).

The principal supports the teachers' development by evaluating and recommending teachers for capacity building courses thus empowering them for quality job performance. The principal through instructional supervision emphasizes on teacher's creativity and the importance of improving teaching methods. The teachers continually strive to improve instructional effectiveness with an aim of improving students' academic achievement (Sibeko, 2014). TQM focuses on the creation of teamwork, boosts employee morale resulting into motivated employees. The creation of department teams in schools helps to encourage knowledge between departments. The broadening of skills results in improved performance in all departments. Moreover, this encourages flexibility in maintaining competitiveness. The teachers become empowered through participation on quality improvement teams (Emina, 2017).

Weaknesses of total quality management

The transformation to quality is not without shortfalls. Many organizations started with the approach of quality, but failed to achieve what they had set to achieve because of various reasons like management support; commitment by one department; failure to stay on the course; failure to provide training for teachers and defining the meaning of quality. Since schools have to equip learners to function to their fullest potential, some might not have the potentials and TQM has no room for failure (Sibeko, 2014). TQM requires change in attitude and methods for performing the job. If the head teacher does not effectively supervise and monitors instructional processes, teachers may become resistant to change which can lower their morale; resulting into ineffectiveness.

Application of TQM to the Study

In a school setting, the major stakeholders must be satisfied with the educational services offered in the institution. The success of TQM in secondary school set up is the role of the head teacher who facilitates practices that promote quality. The teachers are accountable for quality in class through the instructional practices. The head teacher must learn how to infuse quality through instructional supervision, monitoring and evaluation, leadership styles, and provision of instructional environment. According to Ayeni (2012), best quality management needs the attention of educational managers' in this case instructional leadership in the input- process output framework to achieve success as quality consist of quality in people, process, service and products.

This means if there is quality and quantity of teachers, school materials and facilities adequately education delivery, quality management will be achieved. Similarly, monitoring of education service delivery will lead to improved effectiveness and efficiency and the end product will be of high quality. TQM views an organization as a collection of processes. It maintains that organizations must strive to continuously improve these processes by incorporating the knowledge and experiences of workers. It leads to continuously improving results, but more importantly, improving capabilities of workers to produce better results in the future. Instructional supervision is a tool of assessing quality output in secondary schools specifically designed to evaluate educational inputs, process and outputs. The head teacher as the supervisor is expected to look at the teachers' professional records, his/her qualifications, experiences and the available materials for his/her subjects. The head teacher should check on the teaching methods used by the teacher while delivering his/her lesson, students' participation in class, and the teachers evaluation methods for continuous assessments. This is done through principal's direct classroom observation of a teacher and analyzing his/her classroom practices (Archibong, 2008). There is a direct relation to the quality of student's learning and the quality of classroom instruction hence one of the most important aspect of instructional leadership is also provision of the necessary climate to promote ongoing instructional improvement. Teachers need moral support and physical session attendance by their supervisors to verify their commitment. Teachers should take part in identifying their own strengths and weaknesses in curriculum implementation. Joint collaboration of teachers and supervisors will enhance the instruction process leading to improved student learning. The responsibility of the head teacher as an instructional leader is to facilitate the implementation of variety of instructional activities that will improve the teaching -learning situation. He/she looks at the way the students perform in each subject in external examination which is a determinant of teachers' efficiency.

Fielder's contingency theory

This model stresses that there is no single best way for managers to lead but rather situations will create different leadership style requirements for a manager. Further, the solution to a situation is contingent to the factors that impinge on the situation. Indeed, most researchers today conclude that no leadership style is right for every manager under all circumstances instead they say, contingency/ situational theories were developed to indicate that the style to be used is contingent upon such factors as the situation, the people, the task, the organization and other

environmental variables, (Bolden, et al 2003). Furthermore, according to his model effective leaders diagnose the situation, identify the leadership style that will be most effective and they determine whether they can implement the required style, (Mullins 1999 and Swanepoel et al 2000) as reported in Hayward (2005). The premise propounds the cherished approach to management by focusing on the situation first rather than the organizational means to apply an explicit leadership style that will stimulate individual performance. The assumption here is that leader must use both directive and supportive behaviors in influencing employees. The second supposition is that any leadership style depends on the situation at hand. This implies that behavioral patterns of a leader will help him/her to acquire competences needed for efficiency in using the styles in their relevant situations and thus efficiency in performance. Basing on the research findings, it was believed that the approaches largely influenced leadership styles that matched the different situations but the challenge was for the head teachers lacking the ability and skills of how and when to apply the leadership styles.

Systems Theory

This study was guided by systems theory of organizations developed by Ludwig Von Bertalanffy in the early 1950s. According to the system theory, System is a set of things or parts forming a whole or a complex unity formed of many often-diverse parts subject to a common plan or serving a common purpose. It composes of thinking in terms of the whole problem, task, operation or group and its interacting sub-parts, as well as analyzing, selecting, implementing and checking the alternative optimum, sequence, functions or component part with a goal of achieving a desired outcome (Mburu, 2017). Schools are social systems in which two or more persons cohesively work in a coordinated manner to attain common goals.

This definition is useful as used by Mburu (2017), for it specifies several important features of schools which consist of people, they are goal-directed in nature, they attain their goals through some form of coordinated effort, and they interact with their external environment. Social systems theory generally deals with open systems because it is almost impossible to envisage a social system, such as a school, that is not interactive with its environment. They hold the view that an education institution is an open system that receives resources (inputs) from the environment and transforms (process) them into products (outputs). The system theory, views the entire educational organization as a group of parts that are highly inter- related and inter-dependent According to Nduku (2016). According to this theory education has various players including head teachers,

teachers and students and parents. The supervisor and the supervisee are highly inter-related and inter-dependent. In an organization, the group consists of persons who must work in harmony and each person must know what others are doing. Every part works to contribute to the whole and if one fails to do his/her role the system fails. The head teacher takes the role of both administrator and supervisor. He does administrative work when planning school work, assigning duties to teachers, formulating rules and regulations for the school. When the head teacher oversees the teachers' work, checks work records and visits to the classroom, he/she does supervisory work. The principal should cohesively work with the teachers in instructional supervision, monitoring and evaluation so as to improve quality of education and achieve individual, school and national stated goals and the set objectives of education. The head teacher

Therefore, can be regarded as agents the required instructional supervision at the school level. As the quality assurance agents, they need to play their monitoring and evaluation, supervisory roles effectively to ensure quality in education, which is depicted by good teacher job performance and improved students' academic achievement in national exams. The theory is applicable the study because a school is an organization with the head teachers' role being pivotal in improving the school classroom instruction and the institutional growth. The theory is used as a platform appraising the head teacher against the stated premises.

Scientific Management Theory

The scientific Management Theory has a major implication on a supervisor's responsibility of increasing productivity in an institution. Frederick W. Taylor (1856-1912), has been accorded the legacy as the founder of scientific management principles. Taylor developed four fundamental principles of scientific management. According to him, scientific management methodology should be developed, managers should assume the responsibility for selecting, training and developing employee, managers should fully cooperate with employees to insure the proper implication of the scientific management method and management should become involved with the work of their employees as much as possible (Kamete, 2014) says scientific management consists of a system for supervising, monitoring and evaluating employees, improving work methods and providing incentive to employees through the piece system. The scientific management theory is vital in school management of the efficiency of the teacher. The designation of professional characteristics of teachers was one of the end results of the theory of scientific management in the education sector. These characteristics were designated and compiled precisely

within a particular framework. The head teachers of education and educational guides are meant to make teachers become familiar with details concerning their work as well as the teaching methods and by providing them with the required means for achievement of desirable results. The supervisors should closely co-operate with teachers so as to ensure that instructional practices are being carried out efficiently.

Through instructional supervision the teachers can discover educational rules and identify the best educational and instructional practices. Teacher evaluation of their performance can also be carried out by skilled teachers. It is the duty of a head teacher to ensure teachers meet the respective standards using various methods. The strengths of the scientific management Theory include an enhanced production since it focuses on maintaining a steady improvement in the institutions According to Ireh (2016).

There is fruitful co-operation between the head teacher and the teachers as well as enhanced team work which in return assists in improved job performance. Through following scientific selection and training methods it enhances efficiency in the organization as well as standardization of teaching and learning techniques, tools, equipments and materials. The workers benefit from the development and scientific training since they are able to enhance their level of competency and knowledge. As a limitation, the scientific theory is an expensive system since it requires an investment of a huge capital. The management is responsible for the establishment of a work study, planning department, training of workers and standardization which requires a lot of finance. The manager is the one in control of employees and plans for all their activities. This has a negative impact on the employees since they lack creativity, their work also become monotonous and tedious due to repetition of the same tasks thus reducing their level of motivation.

Review of related literature based on the variable of the study

Leadership styles

According to (Okumbe, 1999) leadership style refers to a particular behavior applied by a leader to motivate his/her subordinates to achieve the objectives of the organization, Leadership style is one of the factors that can motivate or de – motivate workers. A good leader is one who employs leadership style that can improve performance of workers. (Goleman, 2000) The analysis of leadership suggests a range of styles and research has shown that leaders who use styles that positively affected to environment in an organization had decidedly better financial results than those who did not. Other factors were also found to be very important, such as economic conditions and competition, (Hannagan, 2008), but the

impact of leadership styles was felt to be much too important to ignore. The word style is the way in which the leader influences followers. The generally outlined basic kinds of leadership styles are; Autocratic, democratic, Laissez – faire, transactional and charismatic leadership style. Democratic leadership style Leaders who apply this style are work centered and emphasize the human dimension (Stogdill, 1974)

The concept of Democratic leadership style

Leaders who apply this style are work centered and emphasize the human dimension of the organization. The leader is sensitive to of the organization. The leader is sensitive to the worker's individual demands. Members of the organization are encouraged to participate in decision making through group discussion. Consultation and participation of members in policy formulation is the order of the day. (Boles & Troen, 1992) Hence, decision – making processes, power and authority are largely decentralized. Democratic leadership as consultative or participatory leadership according to Mbiti (2007). This kind of leadership results on the following premises: that power and authority must be derived from the governed; that is to say that the authority to lead must be rendered legitimate by the people.

This leadership style encourages subordinates to share their views in making relevant decisions that is modifying or disagreeing. This style therefore involves the head teacher including both teachers and pupil's leaders in the decision making process for instance, the making of school rules (determining what to do and how to do it). However, the head teacher will maintain the final decision

Leaders who apply this style are work centered and emphasize the human dimension of the organization. The leader is sensitive to making authority. Using this style is not a sign of weakness; rather it is a sign of strength that will be respected by everybody. Conversely, (Hodge, William, Anthony, & Lawrence (2006) the leaders who uses his/her team to the extent that he/she delegates as much as possible may also overlook some important needs of the staff. This occurs because he/she may assume that, as they have shown competence in some duties assigned, they will automatically be competent to handle other duties leaving the staff to their own resources. It's worth for a leader to know that he/she will probably be placing some of them under considerable pressure which they will be unable to cope with while partly meeting the needs of those who are well trained and competent to carry out the task but unfortunately does not meet the needs of those who require a more direct leadership style to give them further guidance.

The leader ought to be transparent and be seen also to be committed towards a common goal. Pointed out Hannagan (2008) that the standards for success are clear and that rewards be transparent while initiative and innovation can be achieved within the umbrella of the leader's vision and strategy. This therefore implies that the head teacher must be vigilant and committed in striving to achieve the laid down goals. The successful head teacher encourages team work. He/she provides just as much freedom of choice as members of the team require, (Bennett & Anderson, 2003). The foundation is effective leadership can be seen as thinking through an organization's mission, defining it and establishing it.

(Hannagan, 2008) A leader has to create trust in an organization by articulating values, and visions, leading by example and communicating with everyone involved. The head teacher therefore must be in the forefront of articulating the mission, vision and objectives of the school. He/she should seek to win the trust of workers because without trust there are no followers and there is, therefore no leader. This therefore calls for the leaders in their institutions to demonstrate integrity, provide meaning, generate trust and communicate values. In doing so, they energize their followers; humanely push people to meet challenging business goals.

Democratic leadership style and its effect on teacher's efficiency

The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the organization. (Heenan and Bennis, 2009) Communication is multidirectional while ideas are exchanged between employees and the leader. In this style of leadership, a high degree of staff morale is always enhanced (Mba, 2004). (Ibukun, 2007) It is argued that the main task of the principal is to create a conducive atmosphere for the teachers to be able to achieve desired changes in students. Remarked that teachers express a desire for more participation in decision-making Ijaiya (2000). The way the head teacher relates with his or her staff could contribute immensely to their effectiveness or otherwise. Although a democratic leader will make the final decision he/she invites the other members of the team to contribute in the decision making process. Pointed out that (Nadeem, 2012) This is not only increases the job satisfaction by involving employees or team members in what's going on, but it helps employees to get skills.

In a school system, a head teacher who adopts a democratic leadership, in involving teachers in decision making will make them feel in control of their own destiny. Teachers are thus motivated to work hard by more than just a financial reward. As participation takes time, this approach can lead to things happening more slowly but often the end result is better. Democratic leadership style is ideally preferred by the employees because it creates a sense of inclusiveness and togetherness of ideas to be shared as a team submitted by Freeman and Gilbert (2003). (Nsubuga, 2008) supported Most school head teachers use the democratic leadership style compared to other leadership styles. Schools are composed of intelligent people whose ideas are crucial in the day to day operation of the same schools. Teachers, students and prefects for example, have the capacity to advise effectively on academic matters.

This has pushed many school managers to rely heavily on participatory governance mechanisms or the democratic the democratic leadership style. In this assertion he recognizes the involvement of teachers in decision making by head teachers as vital for the efficient running of the school because they are considered as able and intelligent, a factor that arouses their commitment. (Heather, 2012) submitted that there is good theoretical reason to suspect that interpersonal relationships between head teachers and their teachers influence school professionals' attitudes that define the broader school climate. Democratic leaders often involve subordinates and groups in the decision-making process.

Democratic leaders encourage group members to participate but retain the final decision-making process and group members thus feel engaged in the process and are more motivated to perform. The respective leader will have the final say, this is stressed by Kreitner (2000) but only after having consulted the subordinates. They maintain that this leadership will potentially be most feasible when leaders do not have full insight into the consequences of a specific decision and an involvement of subordinates may strengthen the outcome of the decision. More so that the advantage of this leadership is that subordinates will feel more motivated and that any given decision will be enriched by the knowledge derived from the consultation. Democratic leadership is that which allows sharing decisions, encourages teamwork (Lewin et al, 1939), creates innovation and creativity, initiates job training and motivates staff, (Luthans, 2002) however in situations where roles are unclear or time is of the essence, democratic leadership can lead to communication failures and uncompleted projects. It was revealed in the findings that democratic leadership style in schools in Kabarole district significantly influences teacher performance. It then

was noted that head teachers lack the ability and training to determine when to apply this style of leadership.

The concept of laissez-faire leadership style and teacher's efficiency

The term laissez-faire is a French phrase which literally means 'let people do what they want. (Mbiti, 2007) opines It is also called free reign. Laissez-faire type of leadership has very few rules, if any, in the organization). The leader is supposed to be very tolerant and the subordinates are free to do what they want, come and go when they want. The leader in this respect is just symbolic and does not have authority. In such an organization, there is no defined code of regulations, no hierarchy of authority, and therefore no way of determining whether someone is wrong or right in a given activity.

The leader allows the members to operate without necessarily directly supervising them. In other words, workers work as they deem fit. The head teacher using this style allows teachers and pupils to make decisions. This method of leadership is used when the followers are able to analyze the situation and determine what needs to be done and how to do it. This style is used when the leader fully trusts and have confidence in the 'followers'. In schools, free reign can be used in panels or departments as they at times make autonomous decisions. However, this type of leadership style may render the leader ignorant and deprive the command he needs to run the institution effectively. Laissez faire leaders as the French words state were hands off and extremely passive.

This indicates a very low influence of the leader in an organization like a school (Lewin et al 1939). In an early study of laissez faire leadership, it was found that laissez faire leadership led to lower productivity and satisfaction among followers when compared to autocratic and democratic leadership styles. Although subordinates desired the autonomy that laissez faire leadership provided, (Bass et al, 2000) subsequent research has substantiated followers' dissatisfaction with this leadership style. Laissez-faire leadership style allows complete freedom to group decision without the leader's participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply materials. (Talbert et al, 2004) opines the leader does not interfere with or participate in the course of events determined by the group. However, suggested Warrick (2008) and Davis, (2005) that laissez faire leadership style negatively affected employee performance because of the freedom given to the employees. More so Daewoo (1996) argues that leadership includes giving support, communicating, facilitating interactions, active

listening and providing feedback. The laissez faire head teacher tries to give away his powers and does not follow up progress powers, (Nsubuga (2003:155). This gives the teachers total independence thus making them not commit themselves to perform their duties well.

This prompts poor academic performance. Nsubuga (2008) *ibid* opines that tasks are done the way managers think it should be done, but he/she gets involved on request and this may lead to digression from broad organizational policy. The leader's ability to lead is contingent upon various situational factors, including the leaders preferred style. However Contingency theories of leadership support a great deal of empirical freedom to leadership (*laissez faire*), North (2001). In this assertion it is believed most effective leadership style depends on the ability to allow some degree of freedom to employees. Unfortunately, in the African and the Uganda context in particular, *laissez faire* leadership has been hardly practiced in totality due to interference of politics.

Much as North believes in it, he doesn't explore satisfactorily the major applicable points of this style, a reason the researcher hypothesizes it as having a positive sway on employees, teachers in particular. However, study findings reveal that this style is largely not applicable because it needs highly skilled teachers who require less or no supervision yet such teachers were not available in most primary schools in the district. This finding is supported by Garret (1996) who contends that *laissez faire* leadership style is appropriate in organizations with highly skilled and experienced and professional staff that have own drive to achieve the set goals with the leader's directives.

The concept of Autocratic leadership style and teacher's efficiency

The leader requires immediate compliance in a drive for achievement, (Hannagan, 2008). Decisions are taken at the top with little consideration for other people's ideas, so that initiative is stifled and people's sense of responsibility is eroded. It is leadership in which subordinate are told exactly what to do and are expected to carry out the instructions without questioning decisions.

It's called Boss – oriented approach. Mbiti (2007) called this leadership style coercive and places emphasis on force. It does not derive its legitimacy from those who are governed but is a leader imposed upon the organization. Head teachers who utilized this kind of leadership are dictators and view themselves as right in everything. Autocratic style of Leadership is felt to work best when a sudden major impact or change is needed to alter the direction of an organization by

shocking people into a new way of working, but if it is used after the crisis has passed it will tend to have a negative impact or moral

The autocratic leadership style is also known as the authoritarian style of leadership. Power and decision-making reside in the autocratic leader. The autocratic leader directs group members on the way things should be done. The leader does not maintain clear channel of communication between himself or herself and the subordinates. (John, 2004) supported He or she does not delegate authority nor permit subordinates to participate in policy-making. (Mudima, 2002) opines Autocratic leadership style erodes satisfaction of work desired by most high performing workers. Similarly, it was found that autocratic leadership style is most oppressive, domineering and it forces teachers to work under pressure, (Nammudu, 2004).

Head teacher's leadership style is related to effectiveness, efficiency and productivity of the school. Efficiency involves doing things correctly in the organization, decisions are made to reduce costs, increase production and improve product quality (Taheri, 2009). Ziaee (2003) in a research entitled: investigation about the relationship of management style with the efficiency of teachers in primary school in Gorgan concluded that applying participative style in educational centers had the most efficiency and autocratic style had the least efficiency, and applying consultative and submissive styles in management of training institutes are remarkably efficient. Mosaddegh, (2005), came to the conclusion that a participative management style has been dominant in view of principals and the staff. Autocratic leadership is described as a style of leadership where power and decision making resides in the hands of the leader (Hoy & Miskel, 1997). The autocratic leader directs staff members on the way things should be done and the leader does not maintain a clear channel of communication between him/her and the subordinates. (Lewin, 1939) says He/she does not delegate nor permit followers to participate in policy making. Autocratic leaders provide clear expectations.

For what needs to be done. He adds that, there is a clear division between leaders and followers. Authoritarian leaders make decisions independently with little or no input from the rest of the group. This, in a school setting implies that all decisions are made by the head teacher and teachers will be required to implement the decisions without fail. Common observations show that teachers tend not to effectively implement what they did not decide on. While there are well defined situations where an autocratic management style is the only way to go, the improper or inappropriate application of such a leadership or management style can lead to disaster in many routes. From Youngs contribution, one route as noted above could be difficulty in policy

implementation, (Young, 2010) for example teachers may be required to cover syllabus in a certain time limit and decisions are made on that in school by the head teacher without the involvement of the teachers yet they are the implementers of most policies in the school environment. This will not be easy to achieve. Young 2010 *ibid* maintains that this style involves making all decisions with little or no regard for the input of subordinates.

This affects the subordinates (teachers) attitudes and performance negatively because of not considering their efforts, thus making implementation of decisions hard. (Slusher, 2013) submits out that many times workers will lose their commitment to the organization because the autocratic style of leadership strips them of their responsibility of the organizational success. This shows that isolating teachers by head teachers in decision making lessens their commitment to taking full responsibility of the school programs which they ought to do as per their profession.

Slusher 2010 *ibid* reveals that, because members of the organization are marginalized in favor of a leader who makes all the decisions and takes the credit for success, there is usually a high level of absenteeism and quitting. Without a sense of ownership in the organization, workers do not feel as committed. (Arrow et al 2000) supports that another reason why we believe that autocratic leadership is not the best is that this type of leadership can threaten the ability of a group to operate as an intact system over an extended period. In this context the autocratic leadership style of the head teacher can break team work among teachers. This definitely affects the teacher's performance because teamwork is a key element in achieving set goals of an organization and schools in particular. (Slusher 2013) opines it is stressed that the autocratic style of leadership is often criticized because it negates developing relationships between members of the organization that allow decisions to be made by leaders and followers. Considering the above and more extant literature on leadership especially in the business world, it is a fact that autocratic leadership is useful in some contexts and should not be avoided in other situations.

(Justin, 2006) argues that it leads to more accurate decisions when the leader is versed in the subject under discussion. It then can be seen that autocratic leadership is multifaceted. Like all leadership styles, it must be considered carefully and applied judiciously if it is used at all. Study findings reveal that autocratic leadership was most dominant as was reported in (A comparative study of Bushenyi and Kabarole district education sector (2006). It affected teacher effectiveness negatively because head teachers don't have the skills of how best and when to apply this style of leadership. The effect of Democratic Leadership Style on teacher effectiveness. The democratic style of leadership emphasizes group and leader participation.

Instructional Supervision and teachers' efficiency

According to Wehmeier (2004), supervision is the act of being in charge and making sure that everything is done correctly and safely. Literally, the term "Supervision" implies 'super attention' to "watch over" "direct", or "to oversee". The common idea seems then a common vision of what teaching and learning can and should be, developing commonly designed Supervision strategies and enabling learners to learn effectively in a democratic way of life. Wehmeier (2004) concurs by saying that supervision is the act of being in charge and making sure that everything is done correctly and safely. This implies that an effective supervisor explains what is to be done and the results of a good job, usually based on set targets and standards. Unfortunately, a general observation shows that supervisors behave as a dictator. This creates fear, hence minimum performance by workers, (Sergiovanni, 1999). When this happens the whole aim of "helping" is directed to scaring and even destroying and so defeats the very purpose for which it was meant.

Supervision is a linchpin to effectiveness and efficiency, so for the delivery of quality products in our school, the head teacher is mandated to carry out supervision and is in charge of the success or failure of the school. The head as a team player has to function together with others so as to achieve intensions set. It's evident that initially instructional supervision had no weight as Starrat (1990) puts it that a good deal of supervisor's time was spent on administrative matters, through the paradigm shift in educational changes it has become an 'in – thing' with instructional supervision taking the lead, (Sergiovanni & Starrat, 1988).

In a school set up, supervision draws its foundation and data from the events that take place inside and outside the classroom. Instructional leaders need to know what is going on in the classroom, an opportunity to walk the factory floor. Many a time, principals are not in touch with what is going on at the classroom level and are unable to appreciate some of the problems teachers and students encounter. The analysis of events in the school and the relationship between the head teacher and the teachers form the basis of the programmes, procedures, and strategies designed to improve teaching and learning process, (Mbiti, 1974). Eshwani (1993) held the following role of the head teacher as a supervisor in school; the head is responsible for the overall running and control of the school and for the maintenance of the tone and all- round standards, the organization and control of staff both teaching and none teaching is all part of the heads duties. In particular, he or she must check the teaching standards by reference to schemes of work, lesson notes, record of work done and pupils' exercise books. Okumbe (1999) suggest that the head teachers' role as instructional supervisors subsumes the following:

- i. Helping teachers in the formulation and implementation of scheme of work;
- ii. Evaluation of instructional programmers in schools and overseeing implementation of curriculum change;
- iii. Ensuring delivery of instrumental resources;
- iv. Helping in conducting and coordinating staff in- servicing;
- v. Advising and assisting teachers in instructional programmers.
- vi. Producing funds required for instructional purpose and receiving community feedback about school programmes.

From the above literature, it is plausible that head teacher cannot be separated from supervision of teachers and instructional activities. This is because it is through this act that the head teacher gets a clear framework of activities and responsibilities of each member of staff in school and will be able to know if the teachers are efficient or inefficient in caring out their assign duties. Supervision of instruction is a basic requirement in school's administration as it brings on board tactics of efficient and proper personnel management with an aim of steering their efforts towards desired educational goals of a community. The most effective form of supervision takes place when the learners, teachers and parents perceive the head as a person who knows the goings –on in school.

Although at times the head need to work quietly in the office with the door closed for reasons of confidentiality, but he or she must strive always to be visible when pupils and teachers are arriving at the school. Supervision of instructions is a life – blood of any school and this role is bestowed on the heads of institutions. It is indeed true that school activities remain the head of institution's responsibility; he or she needs to ensure that delegated tasks are actually carried out on time and in a proper manner. This can be achieved through getting feedback or administrative functions and curriculum implementation. Teklemariam, (2009) has conceptualized supervisory role of head teacher into two broad areas; namely: - the overseeing function (maintaining system – level norms) and the helping function/promoting change and development.

The overseeing function involves directing, controlling, reporting and commanding. By extension, this implies that the one who has the authority to supervise has to understand the goals and objectives of the school and is in a position to play superior academic and professional roles over the teachers and learners. It is a process of overseeing people at their places of work in order to ensure compliance with established plans and procedure, (Saleemi & Bogonko, 1997). Helping function involves facilitating, supporting, guiding and assessing teachers and learners to grow

professionally and holistically to achieve this function; the head of an institution does not need to employ a specialist in the subjects taught. She or he is an immediate supervisor and should be able to help the teachers in preparing the schemes of work and lesson plans. He or she is mandated to visit classrooms to see how teachers are performing their teaching duties; the function involves every day activities in the school, (Okumbe, 1999). Supervision can be divided into two categories as conceptualized by Okumbe (1999) namely; general supervision and instructional supervision or clinical supervision. General supervision according to Okumbe (1999) cited in Teklemariam (2009) intends to achieve a lot of things, including supervisory activities that take place principally outside the classroom such activities include among others writing and revision of curricular, supervising staffing, guidance and counseling services, consolation services, programme development, PTA meetings, and evaluation of educational programmes. The principle of general supervision is to ensure that tasks are carried out efficiently, that staff behaves in a professional manner towards each other and that there is accountability towards the learners, parents and the immediate community and wider community. Instructional supervision also called clinical supervision is the rationale and practice designed to improve the teacher's classroom performance.

According to Goldhammer, Anderson & Kvjewski (1980) it involves all the activities that are undertaken to help the teachers maintain and improve their effectiveness in classroom teaching. It involves head teacher and teacher interaction in the analysis of the classroom instructional activities and solving day to day problems affecting the teaching and learning processes. For example, it ensures that a teacher assigned to subjects suitable to him/her and is encouraged to develop in handling those subjects. Teklemariam, (2009) noted that in an ideal world, where all the staff are trusted to carry out their duties in teaching or assigned tasks and roles, supervision is a theory. However, not all teachers will do or rather comply with the procedures without an aspect of supervision. Hence instructional supervision by head teachers must be carried out in order to realize the following aims as put forward by Teklemariam (2009) that; it helps in:

- i. Stimulating staff growth and pupil's development
- ii. Influencing teacher's behaviors and pupil's performance in the classroom for example, the teacher should be helped to enjoy teaching.
- iii. Fostering the selection, development and evaluation of adequate materials in the instructional field/ this could apply to the selection of textbooks and other teaching aids.
- iv. Improving communication skills among the personnel in the schools, including teachers and other stake holders.

- v. Helping teachers and pupils in problem solving.
- vi. Encouraging healthy interpersonal relationships in the classroom.
- vii. Creating a happy working atmosphere in the school.

Ngala (1997) in his study, suggested that head teachers need to supervise teachers by ensuring that; lessons are planned early; lessons are structured with an interesting beginning revision of previous knowledge, and teachers' use of voice variation and summary of major points at the end; teachers use backups/teaching aids properly; teachers have a good relationship with the students and teachers follow – up curriculum strictly.

The head teacher as the overall supervisor of all day to day activities in the school calls for his/her presence at school most of the time. Through supervision, head teachers activate academic activities which would help them achieve preset goals and correct any deviations. Various studies do support the importance of supervision in raising teachers' productivity vis-à-vis pupils' success in examination performance, but this study does not justify their findings since they were conducted elsewhere. It's necessary for heads so supervise teachers so that they can be able to make suggestions to improve certain areas.

Head teachers therefore play a pivotal role in ensuring that teachers under them perform to their optimum. Silsil, (2008) recognizes the head as the overall supervisor of all academic and administrative activities in the school, and the one responsible for improving and maintaining high teaching and learning standards in the school. Teachers therefore perform their duties under the directions and guidance of the head teacher. The significance of instructional supervision in lesson planning, preparation of lesson notes, inspection of records of work covered, schemes of work, lesson attendance, utility of the lesson prescribed times, giving class assignments and corrections and giving reports at the end of every week as teacher on duty, have all been argued to contribute to better performance of teacher's efficiency

Monitoring pupils' progress and evaluating instructional activities

Monitoring has been viewed as collecting information at regular intervals about ongoing projects and programmes within the school system concerning the nature and level of their performance. Regular monitoring provides baselines against which to judge the impact of inputs. Schmoker (1996) defines monitoring as analyzing what is being done against the results obtained. Schmoker pointed out that monitoring requires regular reviewing and refining the processes that must directly contribute to designate results.

The task of head teacher in school is to monitor what happens and take keen interest in the actual learning of pupils in classroom. It involves keeping watch over, supervising, checking with a view to collecting certain specified categories of data. Fullan (2008) has maintained that team members sharing evidence of students learning by examining student assessment results creates positive pressure which is a powerful tool for improvement. It is therefore clear that teachers' effectiveness is vital if quality results are to be realized. According to Peterson (1999) using student assessment results and evaluation data to determine if instructional expectations and goals are met is critical to positively impacting teaching practices. This implies that for heads to be efficient school leaders, they must regularly visit classrooms and check what goes on in class by checking pupils work. Marzano & Waters (2009) have described monitoring student achievement and instructional goals as pivotal administrative responsibility needed for improving teachers' efficiency. Krug (1992) also recommended that heads should closely monitor and understand how teachers work in the classroom on a regular basis to check on the following areas of concern; home work; pupils while they work; questions and learning problems; classroom testing and review pupil's performance data. He further recommended that the head of school should visit classroom more often and take note of what kind of teaching goes on in the classroom. Most heads of schools concentrate on analyzing examination results of pupils and forget that the opportunity to learn and content performance also contribute to the outstanding or poor grades. There is need to monitor both teachers work and pupils work to ascertain how many hours of teaching and learning is lost to teachers and pupils absenteeism as well as late lessons attendance by teachers. They too must assess how much teaching lesson notes have been given to pupils and whether their books are checked and marked up to date. The oxford school dictionary (2003) defines evaluation as to estimate or asses the worth of something. Maranya (2001) and Nyangeri (2005) pointed out that evaluation in a school set up is important because the school head need to know what has been achieved and to enhance the effectiveness of the individual teacher or student.

Evaluating learning is not easy because no one can observe it directly. The measures that are used in monitoring provide feedback to teachers and students as well as other stakeholders who are responsible for making changes to ensure effective continued learning in schools. Evaluation enhances improvement of teachers work and helps them to keep pace with new knowledge on effective teaching and to guarantee better quality teaching, (Stronge, 1993). Effective evaluation in the school is a non-threatening activity and is done frequently to provide continuous feedback for the purpose of academic improvement but it not for making major decision about a student and

a teacher. Feedback enable teachers to make corrections, re-teach encourage student efforts and sometimes change their practices in such a way that errors are treated as learning opportunities but not test failure and should thus lead to additional instruction and practice opportunity.

Quality student assessment is designed by teachers to provide useful feedback and avenues for learning. A variety of measurement procedures and tools are available for monitoring student learning. Mbiti (1974) points out that educational system exists to meet the needs of student and the community and therefore all elements in including personnel evaluation should be directed toward the achievement of that purpose. Teacher evaluation is the responsibility of the school principal and the ministry of education and its main purpose is to ensure that children are well taught. Teachers also do not like evaluation because they are suspicious of the evaluator's motives and dislike methods used to assess their work. (McLaughlin, 1998), sometimes head teacher has been found to conspire with teachers to protect their own and each other's territory, rather than being sensitive to the improvement of leading for the benefit to the improvement of teaching for the benefit of the learner's.

Darling-Hammond, (1999) points out that it is good to win the trust of teachers by overcoming the resistance and negative attitudes that exists about teacher evaluation in order for any successful evaluation to take place. In the process of evaluation, performance gap which is the difference between organizations desired and actual performance level is determined.

The head teachers are responsible for monitoring and controlling standards. The control process consists of four basic steps that are used to establish effective standards by measuring effectiveness, comparing performance against standards, evaluating and correcting action performance standards and targets are set with the leadership of the head teacher without such targets, school heads cannot accurately gauge the effectiveness of the schools' effort. The head teacher must work in hand with the teachers as they are actual facilitators or coaches. They use classroom presentations or individual instruction to help learners learn and apply new concepts in their subjects or such as teachers observe and evaluate learner's performance potential, use new assessment methods, prepare report cards, meet with parents to discuss learners academic progress and problems that may hinder performance.

The purpose of educational evaluation is to help reduce the gap between what is and what should be. School evaluation is an indispensable administrative task. It serves three different purposes, to comply with administrative demands, to fulfill accountability purposes and to ensure pedagogical and managerial improvement Evaluation involves making judgments about

achievement in terms of set goals. No wonder Olembo (1992) argue that evaluation is an appraisal of policy objectives and accomplishments, and its purpose is to clarify the discrepancies of the policies that have been implemented. It is concerned with determining the extent to which a school or any other organization has achieved its goals. Formative evaluation involves all the techniques that are used when the teaching and learning process is taking place in the school. Teklemariam (2009) any of the following techniques can be used: Progress tests-- they can be administered daily, weekly or even monthly as continuous assessment.

They are called progressive tests since they help educators know or establish the progress students are making in their studies. This helps the teacher to determine if the students are experiencing difficulties, analyze these and take immediate actions. I would be fool hard to till the students are in final grade to establish their level of learning. Diagnostic evaluation is also considered along progressive evaluation. It involves evaluation in a class or during lesson. A good example of this are the equations a teacher asks the normal teaching learning sessions so as to ensure that the students are following the lessons contents. End of term examination. This is the examination that is taken by pupils at the end of school academic term.

It takes into account all that a student has learned during the term. It acts as guide to what will be expected at the end of the course. It's therefore the head teacher task to monitor this progress and to understand every details of the outcome Formative evaluation is to ensure that the teacher is on the right track right from the start, it acts as an aid to the teacher as it helps in monitoring his teaching strategies then modifies them accordingly so as to satisfy his /her class while summative evaluation comes at the final stage of a programme. It acts as a summary and is applied when a programmed has been fully implemented. For instance, pupils who have enrolled in school and finally sit for the final examination for instance, (KCPE) Kenya certificate of primary education in primary level. Evaluation entails motivating of pupil's work, teachers, curriculum implementation among others.

Hallinger (2003) say evaluation is done using exercises given daily or after some content taught, homework given to learners at the end of the day, practical given in the laboratory, group work, discussion, tests and end of term examinations. The head teacher should ensure quality instruction takes place in schools. According to Too (2009), the head teacher ensures that teachers have their professional tools prepared as per the syllabus and that these tools are used well for instructional purposes, Too further commented that a well prepared and used scheme of work helps the school to have an organized system of content coverage for a period or course in a subject.

Robinson (2007) principals also checks mark books to see if pupils progress records in internal exams are kept up to date and that each of the learners is showing improvement and if not strategies to be put in place. It is therefore evident that head teachers play a crucial role in ensuring that monitoring and evaluation of pupils be carried out with diligence. Reeves (2006) has maintained that leadership from administration in helping teachers to evaluate student results so as to positively impact their teaching practices is necessary for improved teachers' effectiveness.

Instructional Environment

Environment in an educational setting refers to the atmosphere, tone and ambience setting. The inside classroom environment is concerned with the feelings, experience and participation of pupils. Nijhuis (2005) reports that there exist a relationship between teachers' strategies and learning environment and that teachers can teach better and pupils are able to learn better. Favorable learning environment also improves academic and professional standards of the school and leads to higher achievement (Godlard 2000, Hecko, 2000). A school should develop vision and mission statement that provides clear guidance on purposes.

This will enable everyone to work towards the same direction. Missions refers to the reason why the organization exists; it can also be said to the philosophy of the organization. When other reason is put in clearly stated terms, it shows the core value or purpose for the organizations existence, thus called a mission statement. Does the school have a clear, customers-focused vision statement and function mission for division or classes? Translating this statement into exist outcome for school leavers? These standards should emphasize developing pupil's abilities to solve real life problems and shaping their future through attaining quality marks. The vision and mission statement when clearly understood by everyone in institution will to setting of short term and long term goals.

A transformation of vision and mission into achievable goals helps an institution to become transparent to its own employees and stake holders. The head of the school must have a plan, a road map that leads to a designated point that is a goal. Robinson (2007) noted that an instructional leader needs to have a detailed plan on how to bring up academic excellence in the school. This plan according to Robinson should have goals, objectives, strategies, action plans, time frames and supervision. The school leadership's role is to ensure that all school activities are geared towards achieving the goals of education. As an instructional leader, the head teacher should have a clear vision of the school and academic performance and what their learner's need to achieve. Cotton

(2003) asserted that, the establishment of a clear focus on student learning by having a clear vision and mission clear learning goals and high expectation for learning for all students will improve learner's academic achievement. Fullan, (2002) also pointed out that having an academic vision provides guidance and direction for the school, staff pupils and the administration. It is therefore imperative for the head teacher to communicate the schools' visions and missions to all the stakeholders of education within the school.

This is vital as it has an influence on the objectives and the policies. Locke & Latham, (1990) observed that policies made need to reflect the school's mission vision and goals and show highly engaged learning. Sergiovanni (1999), Fullan (2002) Robinson (2007) from the various scholarly findings asserted that instructional leaders need to collaborate with staff and the learners to shape the school as a learning place and share the vision. Robinson (2007) added that schools mission and vision needed to be communicated to all those who are concerned with the instructional activities. It is the role of head teachers to work with staff and defining the instructional shared goals that are used in decisions and providing targets for process. Locke & Latham (1990) observed that shared goals and objectives foster group unity and help create a culture and environment characterized by high learner's academic achievement.

This will be a vital as it motivates the learners and the instructors who are the teachers. Effective leaders are proactive and future oriented. They are not past oriented or reactive (D'Souza, (1997) they find ways to anticipate future events and influence them in advance. They do these because they have clear goals and developed plans and scheduled for achieving them assume personal responsibility for implementing and following this plans and schedules and lastly they persevere in the face of setbacks.

Head teacher can help staff develop a shared vision of an excellent school; promoting and protecting the school values; developing a clear curricular focus in the schools for the benefits of all levels and finally develop a positive school attitude that encourages norms of collegiality among staff and students hence promoting positive instructional environment. The importance of a clear mission for schools cannot be over stated. The culture, ethos and environment is linked the quality of leadership in the school. Research indicates that effective principles work with teachers to develop shared vision of what the school should be accomplishing for students. (Fullan, 2008), the head teacher must take action and help create the conditions for others to take action. It is in fact a dynamic and fluid relationship in which the mission of the school is shaped and reshaped as people try to bring about improvement. There is a powerful need for leader and the whole school

to articulate clear values and vision in a time of rapid changes. Effectiveness of a leader lies in the ability to make activity meaningful not to change behavior but to give others a sense of understanding of what they are doing.

Therefore, the need for head teacher to explain the mission to others, for them to understand and not just impose a mission that members are not involved in its formulation. In other words, it must be communicated in a way which secures commitment among members of the organization. The shared mission must pervade day to day activities in the school and commitment to it must shape every interaction of teacher and learners. This is the type of outlook required to create this in the primary schools so as to guide and give directions.

The educational needs and instructional programmes for the school will be determined in the light of the mission statements which will substantiate the importance leadership processes where in policies are formulated, priorities are set, plans are made, resources are allocated and teaching and learning process proceed, with regular and systematic improvement of the programmes. On this aspect Strarrat cited in Wekesa (1993) noted that: The leader implants the vision in the structure and processes of organization so that people experience the vision in the various patterned activities of the organization.

This study therefore seeks to find out the extent to which head teachers communicate school mission goals and objectives for improved academic standards. Instructional leader should promote instructional environment by motivating and inspiring people to work together in the achievement of common objectives. Leaders who are motivated perform well in their work hence create a positive instructional environment. Motivation refers to the process both instructive and rational by which people seek to satisfy the basic drives, perceived need or a personal goal which triggers human behavior, (Cole, 1999). Scholars argue that a school is as good as a leader. Motivation is an aspect of leadership function. It is necessary as a means to induce people to work, as they are able to train to do so willingly (Bird, 1989). Motivation is propelling or stimulating people to action so as to accomplish desired goals.

Motivating other people is about getting them to move in the direction you want them to go in order to achieve a result, (Armstrong, 1996). Instructional leadership plays a pivotal role in ensuring that the staff development is design to achieve the objectives of high levels of learning for adults and students alike, (DuFour, 2004; Marzano, Waters & McNulty, 2005). Therefore, both the learners and teachers must be motivated in order to achieve desired goals. Creating a high

performance organization require understanding of the factors that motivates or demotivates workers.

According to Okumbe (1999), the rewards may be extrinsic such as pay, promotion and recognition or they may be intrinsic such as being satisfied with doing good job and enjoying the work itself. Nzuve (1997) noted that a happy and motivated workforce is normally more productive and experiences fewer incidents of absenteeism, turnover and tardiness than those that are not satisfied. It is therefore evident that a manager gets results through their people its effectiveness depends to a large extent on the willingness of his employees to do the assigned task with interest and enthusiasm. Amstrong (1996) defined motivation as a process of stimulating people to action in order to accomplish desired goals.

Motivation is reflected in both enumerative and normative forms. The economic or material gain like pay package or compensation rates whereas normative forms pays a lot of attention to value for instance, being mindful of workers, treating them well with respect and human dignity, giving them symbolic rewards like thanking them, certificating them for good work. It is also important to recognize the worth of individuals in an organization and to create avenues for empowerment, hence head teachers must assist in designing staff development that increase the schools' capacity, allocation of resources and model lifelong learning by becoming an active participant in all staff development activities. Elmore (2005) argued that the problem of increased student improvement is one of building capacity and empowerment is not possible if control is limited to individuals or few. Elmore advocated broadened distribution of leadership as the specialization of responsibilities based on predispositions, skills, interests, attitudes and prior knowledge. Elmore further clarified that then leader's role be of;

Organizing those diverse competencies into a coherent whole (and this) requires an understanding how individuals vary, how the particular knowledge and skills of one person can be made to complement that of others. In addition, organizing diverse competencies requires understanding when the knowledge and skills possessed by the people within the organization is not equal to the problem they are trying to solve, searching outside the organization for new knowledge and skills and bringing it into the organization. (p.15).

Instructional environment is also seen in the size of the classroom which has a lot to play on the teaching learning process. The head teacher should ensure that the classroom size match with the number of pupils and number of teachers so as to ensure quality teaching and learning. A large classroom size that is a small room with more than the required number of pupils and limited

teacher makes teachers inefficient in job performance hence poor outcomes as a product. Mentally but a normal classroom size with required number of teachers and pupils provide a conducive instructional environment which will lead to a productive outcome.

Another way of promoting instructional environment, provision of teaching and learning materials is a pre-requisite to quality education in our schools. Availability and allocation of instructional resources play an important role in the teaching and learning process in schools. Once teachers have been posted to the schools, the head teachers are encouraged to provide them with relevant teaching and learning materials in order to perform. It should be vividly noted that no matter how efficiently teachers plan for instruction, without instructional resources the whole effort is at stake. Pupils and teachers require adequate materials such as textbooks, chalks, dusters, furniture, without which teaching and learning will not be on schedule, (Mpeirwe, 2007). Availability of instructional resources enables practical involvement of pupils, both physically and

As pupils interact with learning materials and their teacher through doing, learning is made more real. On the other hand, if you stress more on theoretical teaching, your pupils will get easily bored and can easily give up. With the guidance of the teacher, the learner gets actively involved as a participant, not a passive listener, (Nduhukire, 1996). Provision of resources and learner's interaction not only boosts child's intellectual capacity but also their achievement, their imaginations, their self-expressions and a good teacher pupil relationship. During instruction the role of a teacher is to facilitate learning which is only realized through a good rapport with the learners. This is because the ideal model of teacher/ pupil interaction is one of the mutual regard in which the child feels assured that their contributions are valued, (Blasé & Blase, 2004) According to Too (1996) teaching materials are important in schools because they are based on psychological principles of learning and can produce significant results.

Head teachers should allocate principles of learning and can produce significant results. Head teachers should allocate resources to the various departments in the school as per their requisition. The scenario is a clear indication that provision of learning resources is a 'Sine Qua non' to efficient and effective teaching and learning in schools. Indoshi (2002) further pointed out that the availability of enough and relevant resources teaching materials is important if teachers are to avoid overemphasis on routine skills. Therefore, availability and use of resource materials increases efficiency in the school system. The study of allocation, control and custody of resource materials lies squarely within the realm of the head teacher's office.

Ngala (1997) did a study on management of teachers by Head teachers and its influence on pupils' academic achievement. The study found out that there was a strong positive relationship between allocation of instructional materials and pupil academic performance in national examinations.

It was recommended in the study that: Proper budgeting should be done in schools to purchase needed materials in time, teachers should submit lists of materials of books required in time to facilitate proper acquisition of the same, heads of schools with limited resources should approach donors for funding. It is therefore evident that head teachers need to allocate relevant instructional materials when needed by teachers. For effective implementation of a curriculum and performance, availability of materials and other resources are necessary. Viking (2002) emphasized that the teacher is seen as the agent responsible for developing the training environments. Appropriate learning resources have several advantages for one in classroom despite time taken in preparing them. A teacher who has adequate and relevant teaching materials and facilities is more confident, effective and productive, (Kochar, 1990).

Instructional resources are therefore, crucial for successful implementation of curriculum and their supply should be continuous and adequate with proper system of distribution as well as appropriate storage facilities, (Abagi, 2001). Konchar (1991) carried out study on the use of instructional resources in teaching History; the study established that some useful instructional resources were chalkboard, excursions, field trips, drama, models, charts, maps, pictures and textbooks. Robinson (2007) observed that, the head teacher should also oversee the utilization of teaching and learning resources this creates appositive instructional environment. The findings of a research conducted in the Philippines by Psacharopolous &Woodland (1985) showed that textbooks are an effective means of improving academic achievement. They further stated that when relevant resources are available, teachers and learners have materials to work with. Hence, books are an invaluable source of reference, because of this they must be made available. In the study area, performance has persistently remained low. The head teachers have not taken seriously the importance of providing favorable instructional environment. Empirical review

Chidi and Akinfolarin (2017) sought to find out head teachers monitoring and evaluation techniques as correlates of teachers' efficiency in primary 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 primary schools in Ebonyi State between classroom observation techniques and teacher's efficiency. Teachers tend to improve their teaching techniques when there is close monitoring and evaluation. 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 monitoring techniques used by the head teacher thus creating a gap.

A research to investigate the influence of instructional supervision on pupils' KCPE performance was carried out by Gitau (2016) in Thika West – Kiambu in Kenya. It established that the head teacher's evaluation of lesson affects pupil's performance. The study employed a descriptive survey design and targeted 329 teachers and 27 head teachers from Thika West Sub-County. Simple random sampling method was used to select 15 schools. All the head teachers from the sampled schools were involved in the study. Simple random sampling method was used to select four teachers from each school adding up to a total of 60 teachers. The study used questionnaires as an instrument for data collection. The study findings indicated that head teacher's evaluation of teachers' lesson plans, holding conferences with teachers and ensuring syllabus coverage positively influenced influence teacher's efficiency and high pupil's academic achievement.

Studies were carried out by Indian scholars Singh & Kumar (2017) on the impact of infrastructural facilities and teaching learning resources on the academic attainments and placements of pupils in primary schools. The sample size of 3 Bangalore based Management Institutions and 300 randomly selected final year management students participated in the study. An interview was used as the main tool for data collection. The data was analyzed and put to statistical treatment through use of means and standard deviation. The findings revealed a positive correlation between availability of physical infrastructure facilities and educational attainments.

In Huye District, Rwanda, Bizimana (2014) sought to determine the correlation between the head teachers' provision of available 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 teachers' efficiency and the students learning outcome as is the case with the present study and this create a gap in which the current study is coming to fill. It was recommended in the study that: Proper budgeting should be done in schools to purchase needed materials in time, teachers should submit lists of materials of books required in time to facilitate proper acquisition of the same, heads of schools with limited resources should approach donors for funding. It is therefore evident that head teachers need to allocate relevant instructional materials when needed by teachers

Takwale (2018) conducted a study to investigate the instructional leadership style as a correlate of teachers' efficiency primary school in Adamawa State, Nigeria. Co-relational design for the study has been adopted. A sample size of 153 head teachers and 377 teachers was drawn randomly from 248 high schools and 6.45 teachers using a proportionate sampling technique, respectively. For data collection, a questionnaire was used. Mean scores, standard deviations and Pearson Product Moment Correlation Coefficient was used for answering the research questions and hypotheses. It was found that head teacher's instructional leadership style inefficient and this had an impact on teacher's efficiency. The level of teacher's efficiency was rated to be very poor and the level of academic performance of pupils was found to be low. However, the gap in this study is that the study focuses only instructional leadership styles by head teachers while the present study is looking into the instructional leadership practices of the head teacher on among other things, the study recommended that government adequately provide free continues development program in all primary schools in the state to enable principals equip themselves with instructional leadership skills. Togo

Nyamwamu (2010), concurs with this when she says that the primary problem in administrative supervision is the quality of the supervisee 's practice in respect to professional standards. Nyamwamu (2010), carried out a study on instructional supervision in relation to curriculum implementation. The findings revealed that head teachers play a key role in instructional implementation, staff development and instructional environment. However, the study focused on curriculum implementation which is limited to the teacher. The current study looks into head teacher's instructional leadership i.e, head teachers' instructional leadership,

instructional supervision, monitoring and evaluation, and provision of instructional environment in relation to teachers' job efficiency which influences pupils' performance. Kimosop (2002) carried out a study on the role of the head teacher on instructional supervision. He noted that instructional supervision practices were low especially in classroom observation because head teachers are burdened with other administrative duties leaving them with little time for instructional supervision. The study recommended in-service for head teachers in carrying out instructional supervision. However, the study was carried out in Baringo with a sample size of 6 schools. The current study is based in yaounde 6 with a larger sample size of 10 schools.

Ngala (1997) did a study on management of teachers by Head teachers and its influence on pupils' academic achievement. The study found out that there was a strong positive relationship between allocation of instructional materials and pupil academic performance in national examinations. It was recommended in the study that: Proper budgeting should be done in schools to purchase needed materials in time, teachers should submit lists of materials of books required in time to facilitate proper acquisition of the same, heads of schools with limited resources should approach donors for funding. It is therefore evident that head teachers need to allocate relevant instructional materials when needed by teachers. For effective implementation of a curriculum and performance, availability of

A study was carried out by Egwu (2015) on principals' performance 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 performance 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.

Summary of review of literature

The literature reviewed offers a spectrum of information that relates to leadership in schools and how that leadership influences academic performance. Young and Dulewicz (2008) assert that leadership is oriented towards driving change, empowering others and building systems to support organizational goals. Wango

(2009) feels that educational leadership and its development is essential in mobilizing resources to be used in instruction, this raises the educational standards. He concluded that it is

important to view leadership and management as the major determining factors of the quality of education and thus teachers' academic performance. The literature further revealed that to succeed depend on how one set the goals and provide the direction, (Okumbe, 1999). Therefore, head teachers being in the helmet of leadership must be the one to provide direction on all activities being undertaken in the school. Eshiwani (1993), Okumbe, (1999) and Kipnusu (2001) emphasized on the training of head teachers to improve their effectiveness after realizing that most of them take up managerial positions before training in leadership. Kaliny (2011) undertook a study on leadership and resource mobilization in Baringo County and concluded that the head teacher must be a resource mobilizer for any improvement in teachers' efficiency to be realized. Ojuma (2009) while investigating on school effectiveness and improvement looked at the core correlation between quality of teaching and the learner's academic achievement. His study centered more on how teachers provide quality teaching. In addition, too (2009) researched on the head teachers' staff management practices and their influence on pupils' academic performance and concluded that the role of head teacher in managing teachers is of paramount importance in achieving academic success. The core business of a school is instruction, and the person placed in the helmet of leadership need to embrace this role. Fullan (1991) noted that instructional leadership is required if a school has to be effective. The reviewed literature revealed that most studies have been written on leadership and academic performance but there is still a gap on the role of head teacher as an instructional leader and its effect on teachers' efficiency. This therefore prompted the researcher to delve into head teachers' instructional leadership and teachers' effectiveness in primary schools in Yaounde 6.

Chapter 3

Methodology and research design

This chapter describes the research design, the study area, target population, sample size and sampling techniques. It also focuses on the research instruments, validity and reliability of research instruments, data collection procedures, data analysis techniques and ethical considerations.

A methodology is a system of method used in a particular area of study or activity. It involves studying the methods used in your field and the principles behind them, in order to develop an approach that matches your objectives.

The Area of study

This study was conducted within the scope of primary schools in Yaounde 6. The study covered particularly Yaounde in the Centre Region of Cameroon and its urban peripheries. It comprises all the primary schools in the sub division of Yaounde 6.

Physical nature of the city of Yaounde is found in the Centre Region of Cameroon. It is located 3.87 latitude and 11.52 longitude and it is situated at an elevation 726 meters above sea level. Yaounde is the political capital of Cameroon with a population of more than 2.8 million inhabitants and being the second largest city in the country after Douala, Yaounde has a tropical wet and dry climate, with constant moderate temperature throughout the year. However, primarily due to the altitude, temperatures are not quite hot as one could expect for a city located near the equator. Yaounde features a lengthy wet season, covering a ten-month span between March and November. However, there is a noticeable decrease in precipitation within wet season, seen during the month of July and August, almost giving the city the appearance of having two separate rainy seasons. This area has been selected for the study because primary level of education in the Division is riddled with series of problems, which include poor academic performance of pupils and disparity in teachers' efficiency in schools.

Research Design

According to Mbua (2003) research design is the blue print, methodology or plan of activities that the researcher uses in carrying out investigation in a given area of problem in other words research design refers to the researchers plan on how to proceed as in his study. From the above definition we deduce that research design is the plan and strategy put in place to carry out the research project. Anim (2005) noted that a research design is necessary because it guides the entire

research so as to yield maximum fruit and reduce cost or expenditure in terms of effort, time and money. Without research design it will be difficult to set meaningful boundaries.

There exist different types of research design. Some of which are: descriptive research design, experimental research design, causal and comparative research design as well as the correlational research design. The research design used for this study is the descriptive survey research design. Surveys are used to obtain information on people's attitudes, practices, concerns, preferences or interests.

The researcher the survey design because the options of the participants were necessary to obtain information on the various variables of the study. David and Sutton (2004) express the view that survey designs are more suitable when dealing with the options of respondent. More over survey design is suitable when collecting data from a large population (Bhattacharjee, 2012) thus the researcher is using a large sample drawn from a large group respectively.

This study used both qualitative and quantitative research approaches. The researcher chose the qualitative approach because the researcher intended to understand and describe how head teacher's instructional leadership could influence teachers' efficiency. According to Creswell (2003). Qualitative researchers are interested in meaning: that is: to discover and understand how people construct meaning out of the way in which they perceive their lives. Thus given the nature of this research work, a qualitative approach which could help us unpack the manner in which head teacher's instructional leadership could solve the problem of teacher's efficiency in primary schools in Yaoundé.

Also, a quantitative method was used in this study because the researcher used the questionnaire to collect certain data that permitted him to interpret numerically the relationship between head teacher's instructional leadership and teacher's efficiency.

Population of the study

The population of this study refers to all the members of a well-defined group with similar characteristics, the researcher worked with. This study was interested in the population that has direct impact to the study, through the results would be of great interest to the entire population. The population of the study was discussing under three different types of population. Therefore, the population of this work include: The target population, the accessible population and the sample. This study considered population as all the schools, the teachers and head teachers of the

primary school in Yaounde 6 a population of 164 schools, 400 teachers and 190 head teacher. Out of the 164schools 19 of the schools were government schools and 147were private schools.

Target population

Targeted population According to Kombo & Tromp (2006), target population refers to the group of individuals or study subjects who are similar in one or more ways and which forms the subject of the study that the intervention interns to conduct research in and draw conclusions from.

The study targeted members of a specific group to which the research relates. Thus, concerning this work, the overall population of the study comprise all 164 schools 400 teachers and 190 head teachers, the target population was drawn using stratification for schools, because the study involves government and private school which is a combination of different schools. Stratification will help in sorting the schools into different groups. Thus, giving a number of 7 government school as targeted population and 49 private schools. Purposive techniques were use to draw100 teachers and 80 head teachers to form the targeted population. Purposive technique was use here because it allows the researcher to gather qualitative responses which leads to better investigate more pressed research results.

Accessible population

The accessible population refers to the portion of the target population that the researcher can access. From the 56 schools that were targeted, 34 schools were accessible and they were stratified to draw 4 government primary schools 30 private schools. From the 100 teachers that were targeted 80 teachers were accessible and from the 80head teachers who were targeted 70 head teachers were also drawn purposively.

Sample

The sample therefore is a representative of the accessible population, drawn through a definite procedure. While a sample in any research or scientific study refers to a group of peoples or objects on which data or information was collected and analyzed. The definite procedure used here is the simple random sampling technique was used to draw 60 teachers and 60 head teachers and the schools were stratified to draw 2 government schools and 8 private schools as samples population for this stud giving a total number of 10 schools.

Table 2: Summary table of population

population	Government schools (19)	Private schools (145)	Total number of schools (164)	Number of teachers (400)	Number of head teachers (200)	Totals numbers of teachers and heard teachers
Targeted	7	49	56	100	80	180
Accessible population	4	30	34	80	70	150
sample	2	8	10	60	60	120

Sample size and sample technique

The first important point in selecting a sample in correlation studies is to identify an appropriate population that is meaningful and that which data could easily be obtained on a given variable. According to the researcher the sample size, out of the 100 teachers, and 80 head teachers who were targeted 60 head teachers and 60 teachers were drawn through purposive technique. and were distributed with questionnaires 55 of them were actually returned. Both from male and female and were actually studied. This larger number was chosen because the larger the sample, the more meaningful results it provides.

While the sampling technique is a plan specifying how a given sample could be collected from a population. The random sampling technique without replacement which is a sub set of the probability sampling technique was used. without replacement simply means a piece of paper removed out of a basket by the researcher is thrown away and not put again into the basket. It should be noted that using this sampling technique names of 30 primary schools were put into a basket to select 10 by the researcher, after shuffling the paper balls the researcher personally made the draw in which 10 were selected out of the 30.

Sampling Technique

The sampling technique used in this work is sampling random technique where subject was selected because of their convenient accessibility and proximity to the researcher. Here the subject or participant are selected just because they are easiest to recruit for the study and the

researcher did not consider selecting subjects that are representative of the entire population. Aware of the fact that all forms of research, would be ideal to test the entire population, but this case the population was too large that it was impossible to include every school.

The reason why the researcher rely on sampling technique like the convenience sampling is that, the researcher prefers this sampling technique because it is fast and the participants are available. With this the researcher select some institutions that are accessible and can easily be reached.

Research instrument

A research and data collection instruments according to Yoland T and Sobrepene P (2011) are measurement tools for example questionnaire or scales designed to obtain information from a group of people and the results obtained are used to make inferences about the characteristics of the people involved in the study. There were 3 research instruments: they were the questionnaire interview quid and focus group of discussion.

Questionnaire

There were two questionnaires one for the head teachers and the other for the teachers. The questionnaires were divided into 3 parts. The variables were divided into two the dependent and independent variable. The first part of the questionnaire were the independent variables which were made up of four modalities which used four-point likert scale closed ended questions in which the researcher provided the research participants with options 1234 for strongly disagree (negative) and 4321 was for strongly agree(positive) for them to choose a responds. The modalities were:

1. Head teacher's instructional leadership and teachers' efficiency had 11 items
2. Head teacher's instructional supervision and teachers' efficiency had 7 items
3. Head teachers monitoring and evaluation and teacher's efficiency had 7 items
4. Head teachers provision of instructional environment and teachers' efficiency had 7 items giving a total of 32 items.

In the second part, this section was made up of the dependent variable: This section consist of open ended questions were by respondence were allowed to express their minds. This section was made up of 8items

The third section comprises of the demographic variable which had 11 items. Giving a total number of 51 items for the head teachers' questionnaire.

For the teacher's questionnaire it had the same number of items but for the fact that the questions were revised in order to measure the effect from the head teachers responds. The questionnaires were divided into 3 parts. The variables were divided into two the dependent and independent variable. The first part of the questionnaire were the independent variables which were made up of four modalities which used four likert scale closed ended questions in which the researcher provided the research participants with options 1234 for strongly disagree (negative) and 4321 was for strongly agree(positive) for them to choose a responds. The modalities were:

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The third section comprises of the demographic variable which had 11 items. Giving a total number of 51 items for the head teachers' questionnaire.

The questionnaire serves as the main instrument of data collection as the findings reported were mainly those collected by questionnaire which is quantitative, while the interview and focus group were reported qualitatively.

Interview guide

This method of data collection involved presentation of oral verbal stimuli and reply in terms of oral-verbal responses, personal interview, which require a person known as interviewer who asked questions, generally in a face to face contact to the other person the interviewee. This method ranges from traditional and simple, such as a face to face interview to a more complex way to collect and analyze data.

Interviews were used to collect a richer source of information from small participants (Chirium, 1996). Interviewing involve asking questions and getting responses from participants in the study. His interviewing includes face-to-face individuals, and face-to face groups. The asking and answering of questions will be mediated by an electronic device (camera or phone). This interview shall be semi- structured and focus groups, Bernard, HR. (1988). interviews are means of collecting information verbally from some despondence that will give it better than written. Interviews give qualitative information about an eye witness account of an event or a subjective

analysis of one's personal view point opinion about an observation which they took active or passive part.

This information got from interviews go a long way to complement that was not handled in the questionnaire comes to throw more light on what could not objectively be collected using the questionnaire. The semi-structured interview was use as pre-prepared questions were laid down to guide the respondent and permitted them give responses in light of the required data and not let them go out of range of the required responses. Semi structured interviews also serve to save time as the response are expected to go straight to the point by avoiding going off topic of adding unnecessary facts. The semi-structured interview had a total of 6 items

Focus group discussion (FGD)

Focus group discussion means to focus attention on the given experience of the respondents and it effects the researcher may ask questions in many ways or sequence with the aim to explore reasons and methods of the respondents.

Focus group discussion were used to collect data from students and Groups were six to eight people from one to two hours, (Mason, 2002:385). The rational for using this was to carry out data triangulation so as to check the veracity of information collected previously with other instruments. The use of the FGD also permitted us to complement the data collected with questionnaires. Furthermore, flick (2002:191) point out that group discussion as tool of correction concerning views that are not correct, that is, not socially or pedagogically and professionally shared. The focus group discussion is also a tool of constructing individual opinion more appropriately and in a freer atmosphere, Amin (2005:158).

In order to obtain rich and constructive discussion during the focus group meetings focus questions are asked to the participants. The discussion was centered on four main points which were directly connected with the variable of the study. In each of the meeting participants were given writing materials to examine each of the questions for fifteen to twenty minutes. After which the participant were brought in large groups of five to discuss the items. The whole discussion was audio taped by the researcher. Each focus group at least one hour twenty minutes. Also, the research assistant used to take down notes during each session.

Validation of the instrument

The researcher addresses the issue of validity to ensure the appropriateness, meaningfulness, usefulness of the research in question. That is, all the research questions reflect the exact information

Concerning an assessment of the effect of head teachers' instructional leadership and teachers' efficiency in some primary schools in Yaounde VI, Cameroon the researcher was out for.

Thus, the face validity =was ensured to stop the respondents from misinterpreting or misunderstanding questions by using simple and clear language also direct and biased questions were avoided. Content validity was employed to ensure that the instrument adequately cover the research topic. When all these are carefully done, validation which is the process of collecting evidence to support the inferences the researcher will make concerning information in. hence a meaningful inference was one that says something about the meaning of the information obtained through the use of an instrument or that which helps the researcher make decisions related to what the instrument was meant for. For instance, what will be the difference between respondents who tick always, sometimes or not at all? Or in what way is a person who ticks always better than the one who ticks sometime or not at all? Therefore, unless the researcher understands and makes good use or inferences about what instrument was out to look for the study will not be meaningful.

After the operationalization of the variables, we came out with the indicators. From the indicators we constructed the instruments. The instrument was submitted to an expert judge to examine face and content validity. Thus, type of validity established here was known as face and content validity. Content validity here refers to the extent to which the questions and questionnaires of the work were related to the variables of the study and really measure what they were supposed to measure. According to Marshall and Hales, (1971) validity should indicate the relevance of a test for a specific purpose.

The researcher established the validity of the research instrument. Finally, a pre-test was carried out with some head teachers found in the accessible population but did not constitute sample for the study. Therefore, after administrating and collecting the 60 copies of questionnaires out of the 40 head teachers and teachers who were given, their responses were good and satisfactory indicating that the items on the instrument were up to what the study was out to assess.

Reliability

Reliability refers to consistency or stability in measurement (Christensen, 1988). An instrument is considered reliable if it produces the same or similar result each time it is administered to the same respondents. Kerlinger (1983) define the term as the consistency that an instrument demonstrates when applied repeatedly under similar conditions. To ensure reliability of questionnaires, a pilot study was conducted in primary schools in yaounde1 of the political capital of the County having same characteristics but did not participate in the actual study. In this study the test re-test technique was used, the developed instruments were administered to 10 teachers and 10 head teachers. The responses from these respondents were scored manually. The same questionnaires were administered again to the same respondents after an interval of two weeks. The responses were scored manually and a comparison was made on the two scores. A Pearson Correlation Coefficient of 0.72 was obtained indicating that the research instrument was reliable as it indicated a value close to positive 1, an indication of high degree of correlation between the scores. The questionnaire was therefore adopted for data collection.

Administration of the instrument

After pre -test the instrument were administered to sample using the face to face direct delivery method or technique. As already mentioned above, the rational for using questionnaires in this study was based on the fact that they facilitate data collection thereby economizing time and financial resources. A total number of 60 questionnaires were administered to respondents with the intension of data collection. In order to do this, we sougthed the collaboration of authorities who gave us the right to contact their teachers and distribute the instrument to them in their respective schools.

Some of the questionnaire were collected on the spot for those who were in class during free periods while the rest were collected on appointment. As the respondents worked independently the researcher went about distributing questionnaires to the other teachers and heard teachers. Some teachers and head teachers because of time constraint had to take questionnaire home so to have ample time to answer the questions. Some teachers were guided in their offices first. The collection of data with the questionnaires took a time span of about two weeks. This was based on the fact that movement to and fro the schools took time Finally, out of the total number of 60 copies of questionnaires that were distributed out only 55 copies return not all return representing

about 91.6% of copies that came in and 5 copies were not return to the researcher representing 8.3 % of the total number of questionnaire.

Method of Data collection

Information for the study were collected with the use of questionnaires, interview guides, focus group discussions being the primary source of information for the study while the secondary sources included, text books, reports, journals, articles, (both published and unpublished textbooks). The unpublished data were found in unpublished works. The secondary data were checked for reliability of the data to know who collected the data, what source? Time, and which methods and possibilities of bias, accuracy.

Adequacy, the data were considered adequate because the level of accuracy achieved in the data were found in the related area of study for instance, the data gotten from the Ministry of Basic education were related to head teacher's instructional leadership and the area of the ongoing research. The primary data were collected in the course of doing descriptive research by communicating with the respondents.

Method of data treatment

Representing qualitative data for this work percentages, cross tabulation, and histograms were used. While for quantitative data to test the validity of hypotheses, the correlation coefficient and test for significance (t-test were used for hypothesis one to five and percentages alone for hypothesis. According to Fraenkel and Wallen, (2002): the t- test is used to see: «whether a correlation coefficient calculated on sample data is significant that is whether it represents a nonzero correlation in the population from which the sample was obtained. It is almost like the t-test for means but for the fact that here, the statistics deals with is a correlation coefficient r rather than a different between means. Further, the test produces a value for t known as obtained t , which the research verifies on a statistical probability table to see if is statistically significant. Hence, the larger the probability obtained value for t the greater the probability that the significance has been arrived at”.

Therefore, to measure the authenticity of the results given by “ r ” which measures the relationship between the dependent (x) and independent (Y) variable of the study.

A Variable is a noun, concept or anything that varies and can be measured under given conditions. Thus, the characteristics the researcher observe and measure are known as variables. Two main variables are identified in this work, the dependent and the independent variable.

According to Margaret Rouse (2005) a characteristic, number, or quantity that increases or decreases over time, or take different values in different situation. More so a variable is a noun, concept or anything that varies and can be measured under a given condition. There the characteristic that the researcher observes and measure are known as variables. In this study two basic types of variables have been identified, independent variable which is teacher's instructional leadership, this is that which can take different values and can cause corresponding changes in other variables and dependent variables being teachers efficiency that which can take different values only in response to an independent variable.

Indicators:

According to Lee Hervey, (2012-18) an indicator is an observable and measurable entity that serves to define a concept in a practical way. For example, an intelligence is used as an indicator of intelligence, the indicator is linked to the concept by rules that are known as operationalization. A combination of indicator into a single score is called an index. An index is a single score made by combining several other scores, sometimes by straight forward addition but often in more complex ways, in order to measure some given variable. An index number are single numbers that measure movement in a given group of variables relative to base data. The base data's index number is often set at 100. Index measurement is attained when the categories of a measurement scale do not allow exact reconstruction of reality. For example, if weights of objects are given simply as heavy, medium and light the exact weight of an object is not determined, the boundaries' on the weight scale are clear. An index of the categories would need to be constructed and these might be based on specified cut-off points on a scale of measured weights.

Modalities:

Research modalities include two types of research services, the quantitative research services and qualitative research services and field research interview. In this research work the Likert scale is used as a modality and reason being that, a likert scale is an orderly scale from which respondents choose the option that best support their opinion. The likert scale is used to measure someone's attitude by measuring the extent to which they agree or disagree with a particular question or statement. The likert scale of five point is used in this work because it is the universal method of data collection. Working with quantitative data, it is easy to draw conclusions, reports, results and histograms, graphs from the responses which the researcher has made used of some.

Furthermore, likert scale questions used a scale people are not forced to express their own or rather allowing them to be neutral should they so choose. Once the responses have been received from the likert scale, it is easy to analyze them.

Finally, the likert scale is very quick and easy to run, this type of survey and can be sent out through any mode of communication, including text messages.

Qualitative services:

This shows how we conduct thousands of survey interviews annually using multiple modalities of data collection.

To verify the hypotheses after data had been collected, we opted for a descriptive and inferential analysis of the data.

To have our data treated using an ICT tool that is the computer. We used the version 2.1 of S.P.S.S (Statistical Package for Social Sciences) statistical program to effectuate the different operations of analysis and verification with the help of a computer expert. We prepared the different types of crossing to be done between the variables of our hypotheses and also indicated the operations to be effectuated and the statistical calculations to be applied.

Descriptive analysis

In descriptive analysis, we represent our data collected in table forms, graphs which will permit an easy understanding of the data and the establishment of provisional observation.

Inferential analysis

In inferential analysis, we wish the utilisation of a statistical tool in order to have our hypotheses tested. Worthy of note is the fact that we used the chi- square of B. Pearson as an analysis tool to analyse our data so as to verify our hypotheses.

Chi square test

The statistical analysis of our research data was done with the help of the chi square (X^2) which as a statistical method enabled the verification of our hypotheses. The chi square test is a test which was created to measure the dependence between two variables of a research study. The procedures needed to arrival at results include: construction of a contingency table, calculation of the correction, calculation of the chi square, the determination of the significance, the calculation of the degree of liberty, the calculation of the contingency coefficient and the taking of decision.

The contingency Table

It is a double entrance table in which the total of columns and the total in line have a link. It comprises columns and the first variable has modalities and the lines while the second variable has the modalities. The columns and the lines determine the cases in which is inscribed the enrolment of the participants simultaneously verifying the modalities of the two variables. The table is completed by inscribing the enrolment of the different columns and the general total. The theoretical enrolment of every case is obtained by multiplying the total of the line by the total of the column and then dividing by the general enrolment.

Calculation of the square chi-square

The chi square is calculated according to the formula below:

$$x^2 = \frac{\sum(fo - fe)^2}{fe}$$

Where:

fo is the observed frequency and

fe is the theoretical expected frequency.

The determination of the seuil of significance

For the verification of our research hypotheses, we used a seuille of significance of $\alpha = 0,05$ that is 5% of error risk. This signifies that the viability of our results will be evaluated at 95% meaning that we will have 5% of possibility of taking wrong decisions of the hypotheses.

The degree of liberty (ddl)

In using the chi square test, the degree of liberty (ddl) or the degree of freedom (df) has as formula:

$$ddl = (Nl - 1) \times (Nc - 1)$$

Where:

Nl = number of lines

Nc = number of columns

From here, we moved on to the table to read the value of the chi square table (X^2) read.

Contingence Coefficient (C)

The coefficient of contingency serves to show if there exists a significant link between two variables. We obtain the contingency coefficient by finding the root in respect of the X^2 cal on the sum of the same X^2 cal and the general total. A coefficient of contingency found between 0,5 and 1 is significant.

Taking decision

When the X^2 is calculated (X^2 cal), we compare with the critical value (X^2 lu), the maximum value for which the null hypotheses can be accepted. This value is read on the chi square table in respect of the degree of liberty (ddl) and the seuil of signification α .

If the X^2 cal is bigger than X^2 read, we then reject the null hypothesis (H_0) and accept the alternative hypothesis of the research (H_a), meaning that the two variables are linked that is there are dependent variables.

If the X^2 cal is smaller than X^2 read, we accept the null hypothesis (H_0) and reject the alternative hypothesis (H_a) meaning there is no link between the two variables that is there are independent.

Quantitative services:

Our qualitative research projects are conducted in their entirety by Fact finders staff, from design of the research and recruitment of participants to moderation of focus group sessions or conducting in-depth interviews.

Field researcher services: The researcher has on staff a team of research interviewer with expertise in conducting field research, including intercept interviews. Several trips being made to one university.

Table 3: Recapitulative table of variable

General Hypotheses	Research Hypotheses	IV	Dependent variable	Indicators	modalities	Items	Dependent variable	Indicators	modalities
There exist a significant relationship between head teachers instructional leadership and teachers efficiency	RH1 There exists a significant relationship between head teachers instructional leadership style and teachers efficiency	Head teachers instructional leadership	Leadership style	Democratic Autocratic Laisser faire	Strongly false False True Strongly true	4 5 2	Teachers efficiency	Workings condition	Strongly false False True Strongly true

	RH 2 There exists a significant relationship between head teacher's instructional supervision and teacher's efficiency		Supervision	Coordinating Cross checking of teacher's record books Ensuring the Implementation of teaching methods	Strongly false False True Strongly true	2 3 2		Pay package	Regular payment
	RH 3 There exists a significant relationship between head teachers monitoring and evaluation strategies of pupil's		Monitoring and evaluation	Supervising Checking and giving feedback Follow up	Strongly false False True Strongly true		7	Motivation	Intrinsic and extrinsic motivation

	progress and teachers Efficiency								
	RH 4 There exists a significant relationship between head teachers provision of instructional environment and teachers efficiency		Instructional environment	Didactic materials Classroom size Climate and culture	Strongly false False True Strongly true	3 2 2			competence
						Total 40			

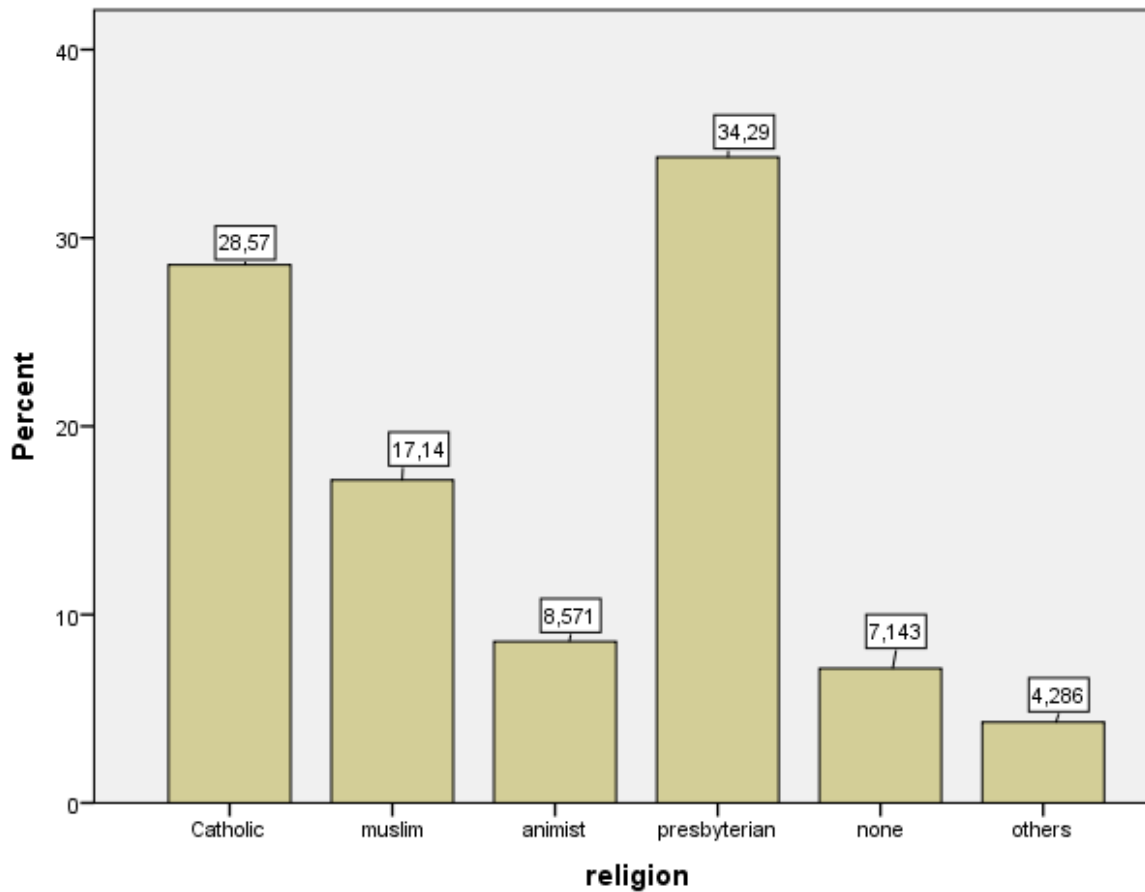
Chapter 4

Presentation and analysis of results

In this chapter, we will be presenting the results of the investigations gotten from the field. We will be making in-depth statistical analyses that were conducted with the aim to respond to the research question. We will present the figures of the data on tables. Given that our study is descriptive and inferential in nature, we divide our work into two parts in which the first part is for descriptive results that are the presentation of the raw data collected on the field on tables and graphs and the second part is for inferential analyses of the results of the data.

Presentation of demographic information

Figure 1: Distribution of sample in percentages according to religion



Descriptive analysis of the results

Here, we will be presenting the results of the different findings conducted on the field and equally have all the statistical analyses that were done in seeking to answer the research question as well as go ahead to present the figures graphically. The results will be presented on the different modalities according to their different parts as structured in the questionnaires.

Figure 2: Distribution of the sample in percentage according to marital status

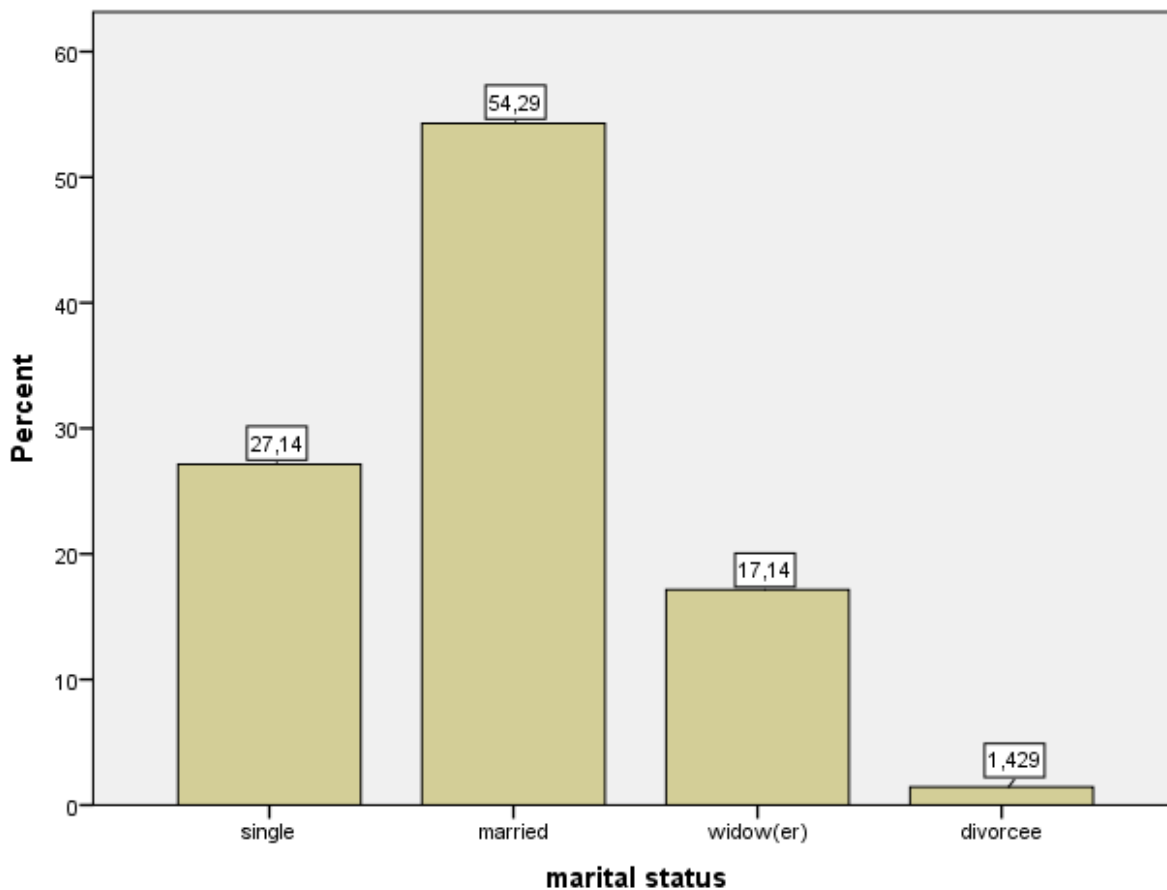


Figure 3: Distribution of the sample in percentage according to the number of children

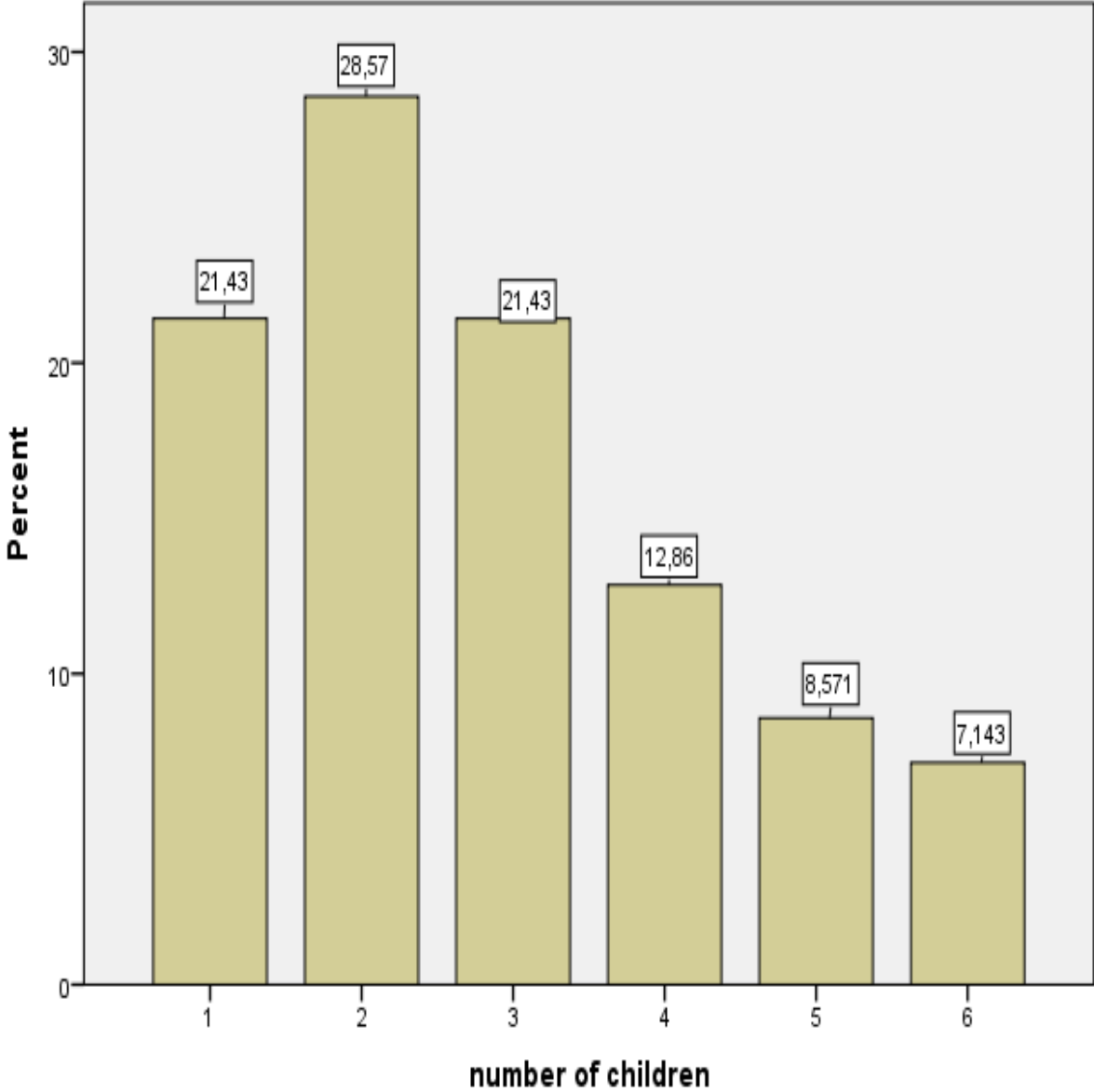


Figure 4: Distribution of the sample in percentage according to level of education

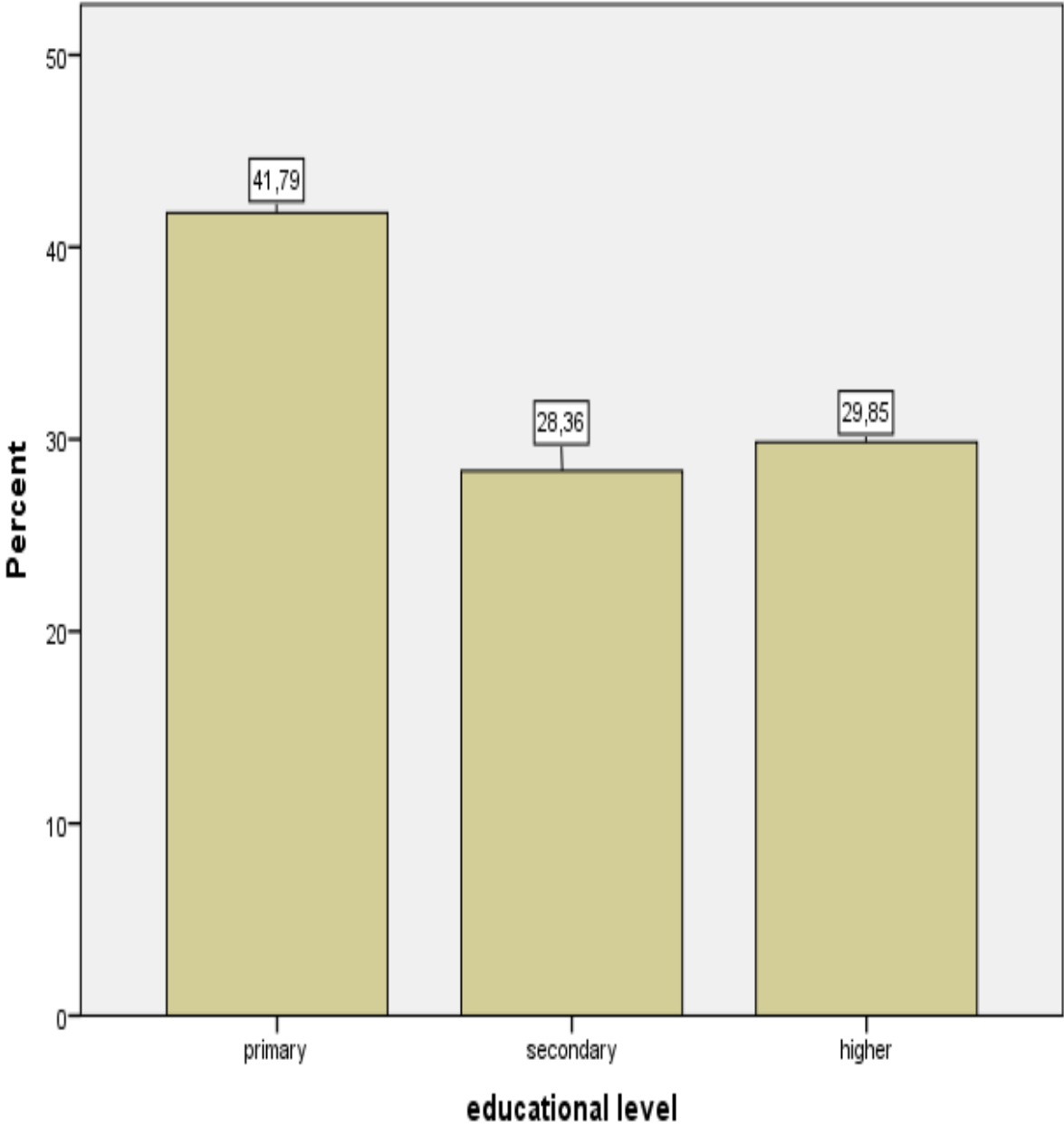


Figure 5: Distribution of the sample in percentage according to age
age in year

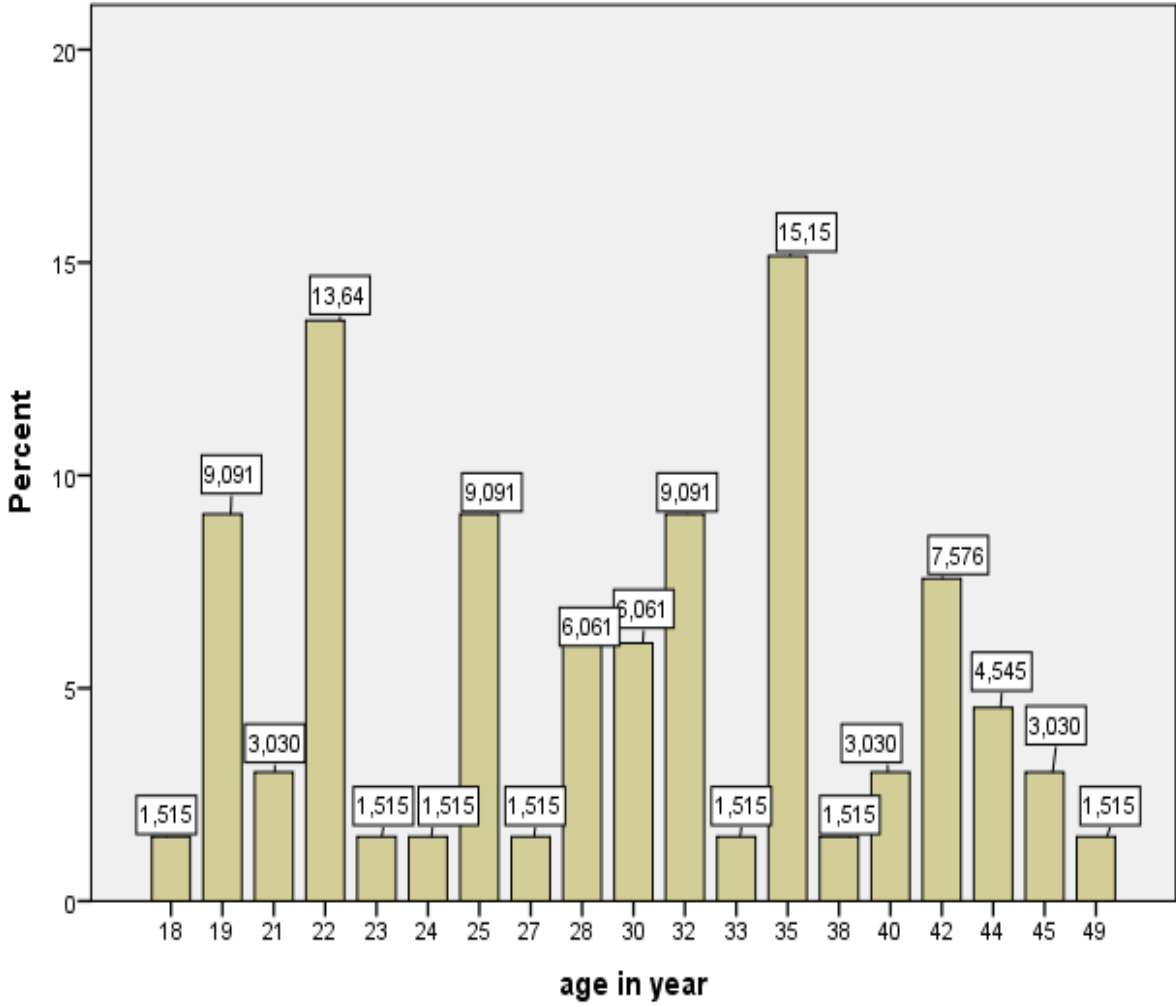
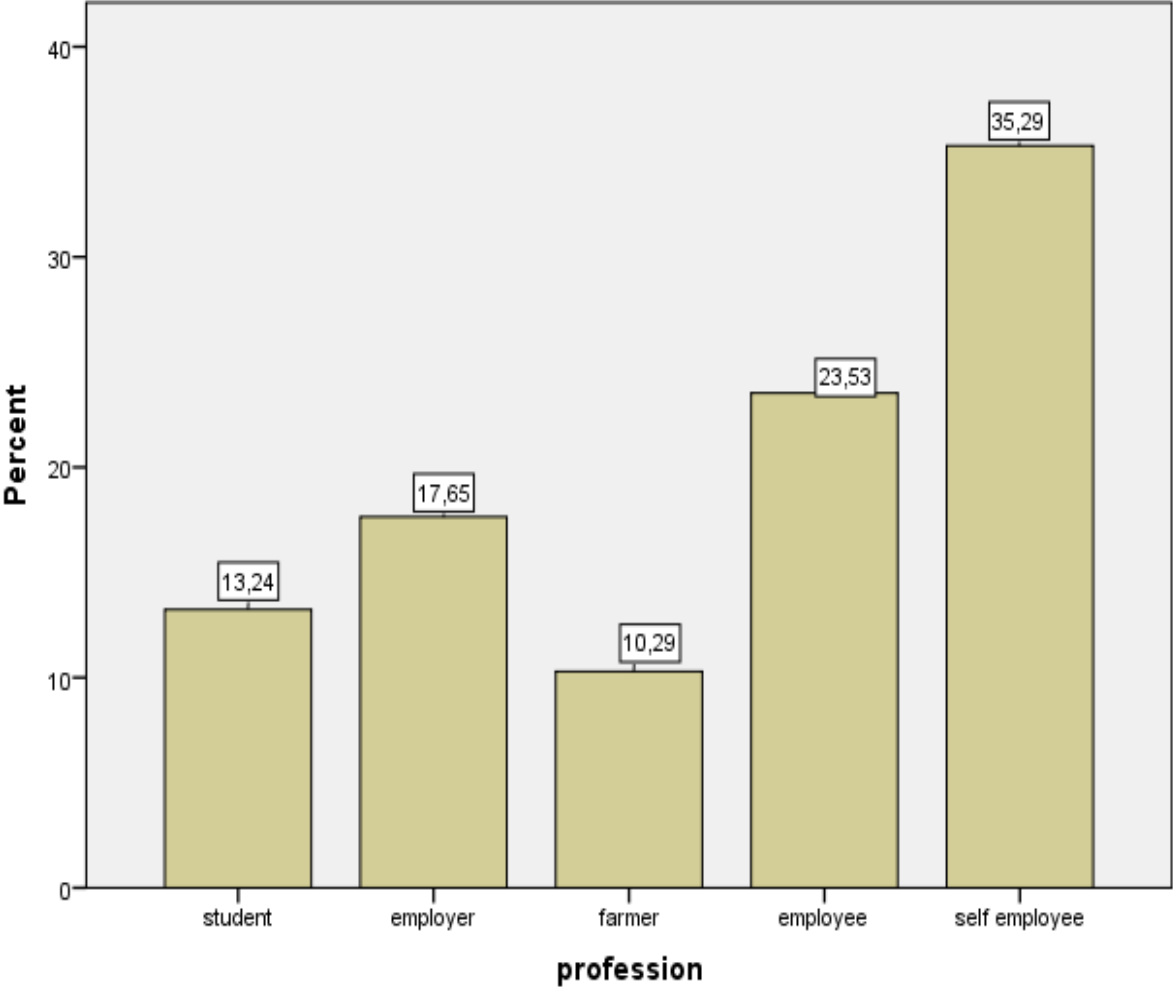


Figure 6: Distribution of the sample in percentage according to profession

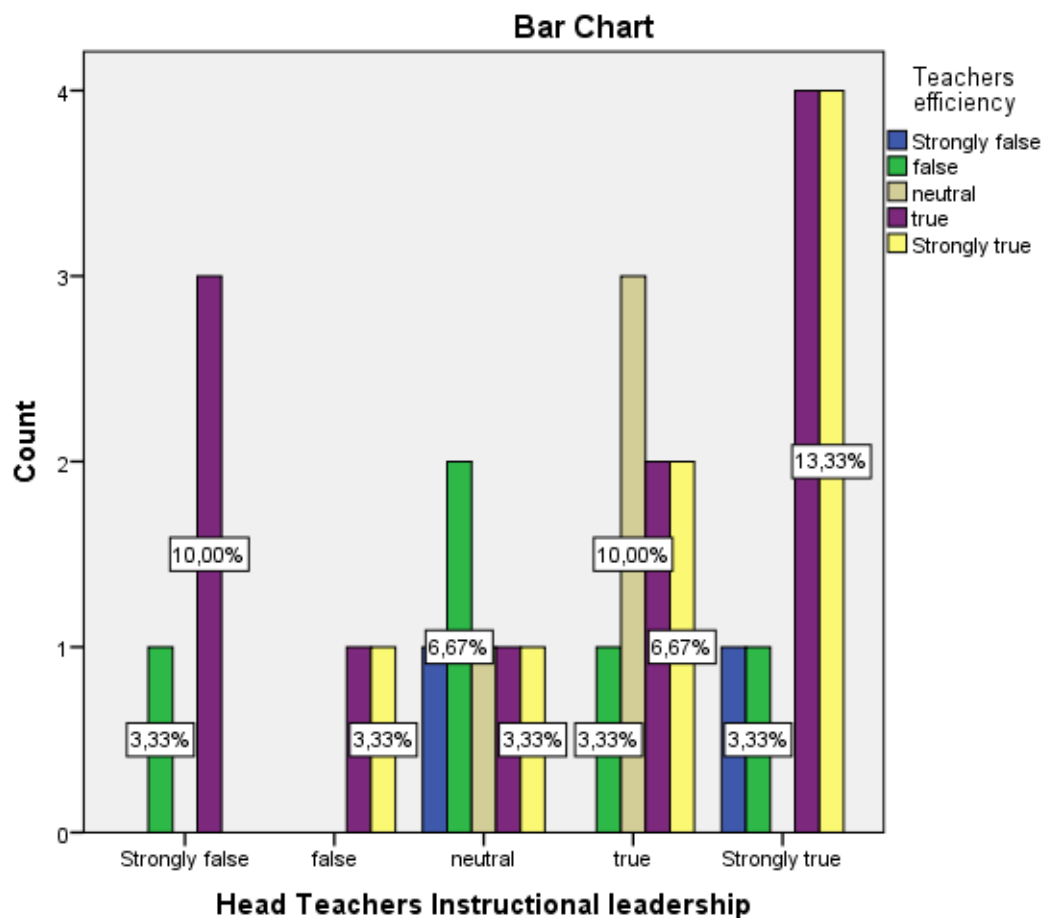


Descriptive analysis with respect to head teachers' questionnaire

Head teacher's instructional leadership style

From the bar graph below, it shows that the greatest percentages of the sample that is 40.01% that is 24 head teachers "strongly agreed" and 20.00% that is 12 head teachers of the sample "agreed" that head teacher's instructional leadership has influence on teacher's efficiency behaviour. Also 10.00 % of the sample that is 6 head teachers disagreed and 6.67 % that is 4 head teachers were neutral that is head teacher's instructional leadership style has no an influence on teacher's efficiency.

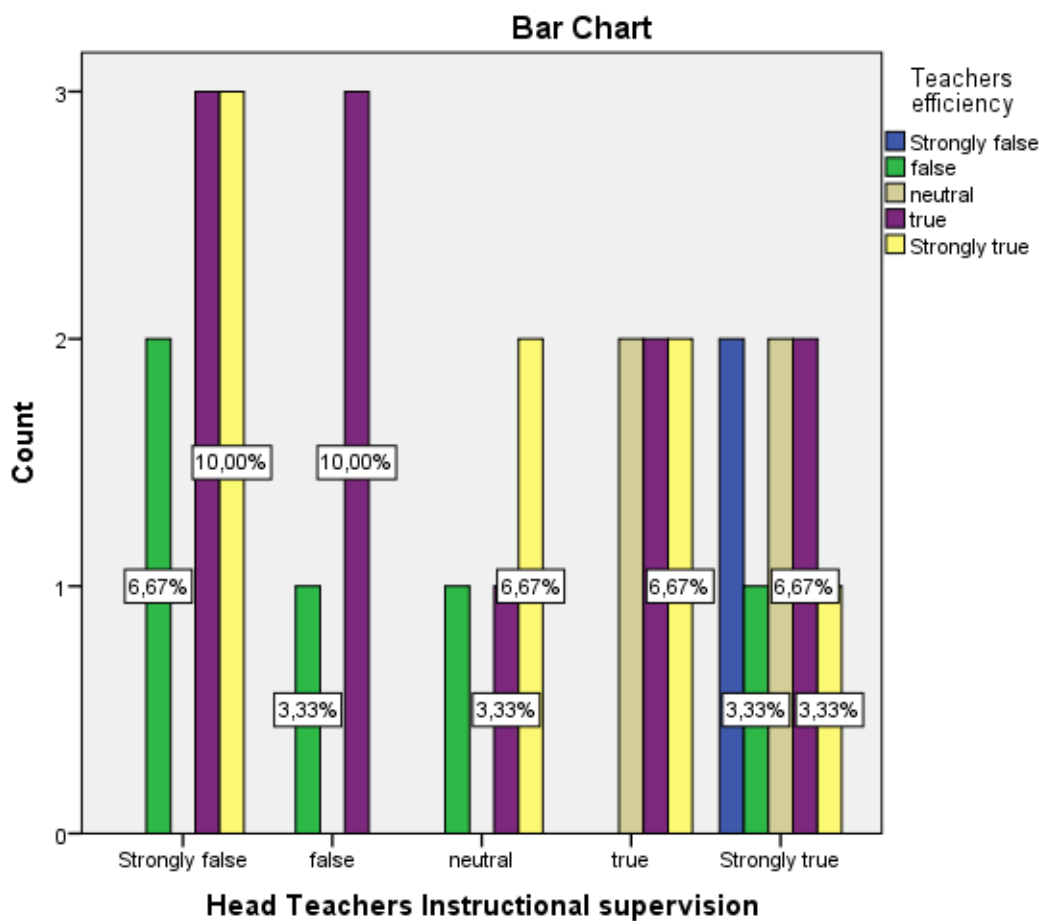
Figure 7: Distribution of the sample in percentage according to head teachers' instructional leadership



Head teacher's instructional supervision

From the graph below, it shows that 16.67% of the sample that is 10 head teachers strongly disagree that is head teacher's instructional supervision has an influence on teachers' efficiency. 10.00% of the sample that is 6 head teacher's neutral? 13.33% that is 8 head teachers were said to disagree, 6.99% of the population that is 4 head teachers strongly agree and 6.99% that is 4 head teachers strongly agree that head teacher's instructional supervision has no influence on teachers' efficiency.

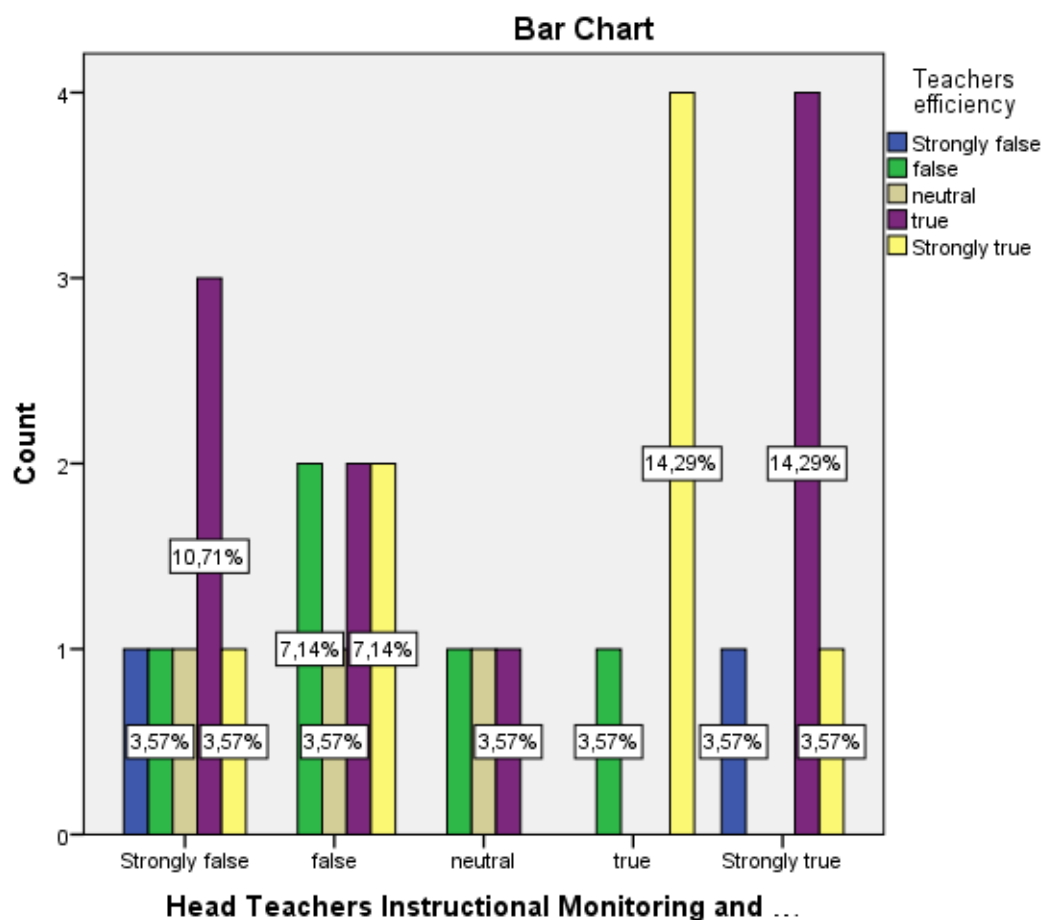
Figure 8: Distribution of the sample in percentages according to head teachers' supervision



Monitoring and evaluation

From the graph below, it shows that 44.8% of the sample that is 26 head teachers strongly agreed and 44.8% of the sample that is 26 head teachers agrees and that head teachers instructional monitoring and evaluation has an influence on teacher's efficiency. Also, 17.9% that is 9 head teachers disagree and 17.9 % strongly disagree that is 9 head teachers and 3.5% of the sample were neutral that head teachers instructional monitoring and evaluation and has no influence with teachers' efficiency.

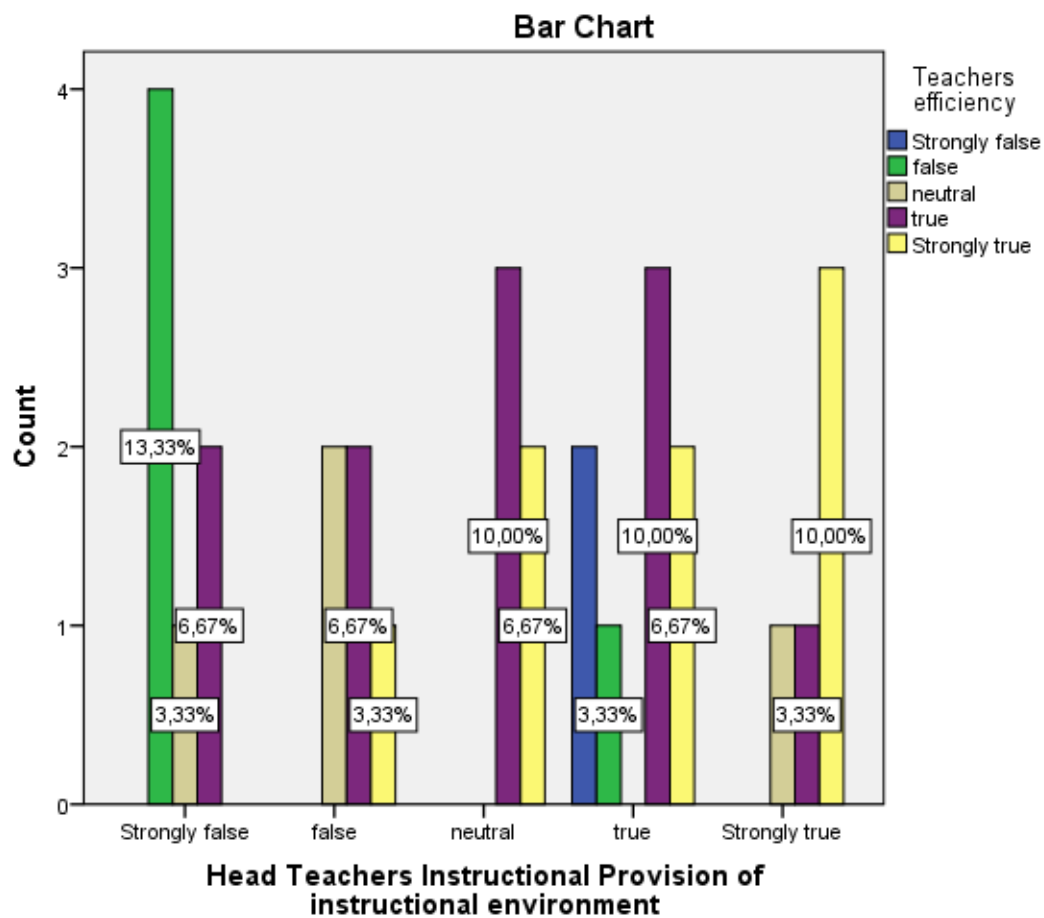
Figure 9: Distribution of the sample according to monitoring and evaluation



Provision of instructional environment

From the graph below, it shows that 23,33 of the sample that is 14 head teachers strongly disagreed and Also, 10.00% that is 6 head teachers disagree, and that is head teachers provision of instructional environment has no influence on teacher's efficiency. 16, 7% that is 9 head teachers were neutral 20.0% that is 12 head teachers agreed and 13.33% strongly agrees that head teachers provision of instructional environment has an influence on teachers' efficiency.

Figure 10: Distribution of the sample according to provision of instructional environment

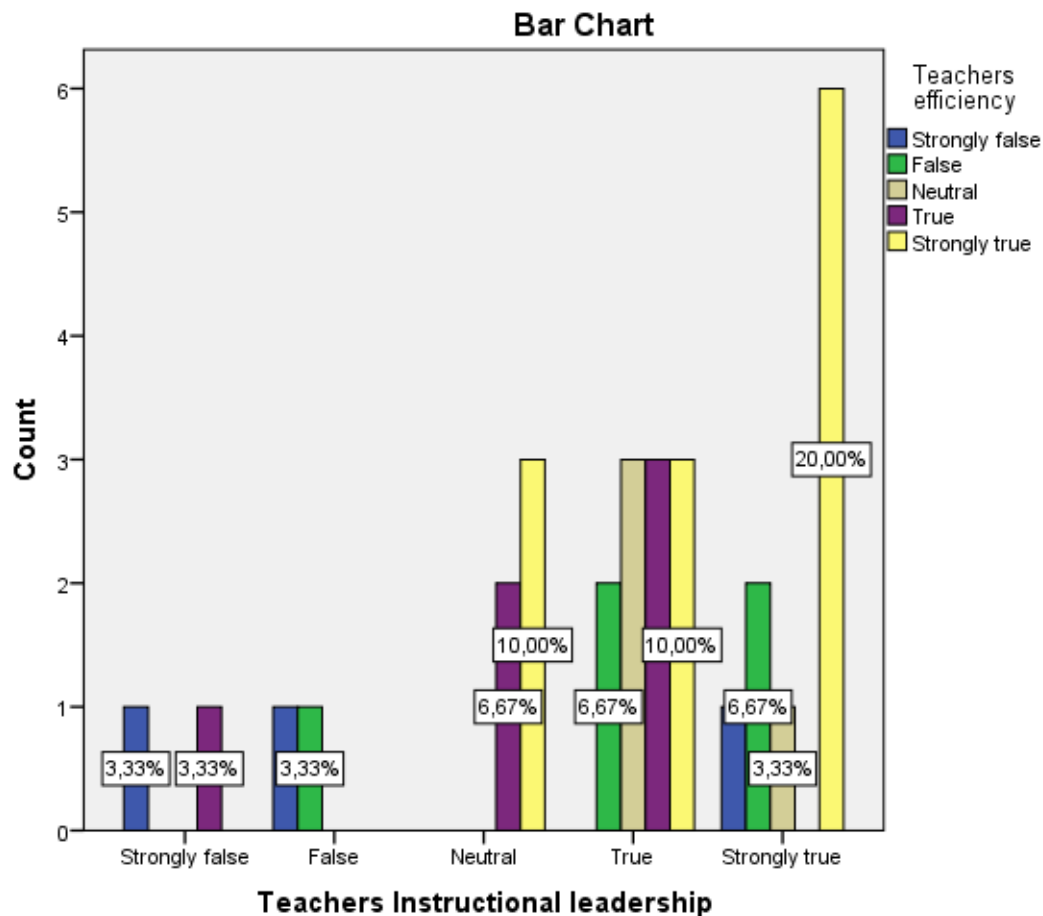


Descriptive analysis with respect to teachers' questionnaire

Head teacher's instructional leadership style

From the bar graph below, it shows that the greatest percentages of the sample that is 30.0% that is 18 teachers "strongly agreed" and 16.67% that is 10 teachers of the sample "agreed" that head teacher's instructional leadership style has influence on teachers' efficiency. Also 16.67% of the sample that is 10 teachers disagreed and 16.67% that is 10 teachers were neutral and 10.0% that is 6 teachers of the sample strongly disagree and 3.33% that is 2 teachers disagree that head teacher's instructional leadership style has an influence on teachers' efficiency.

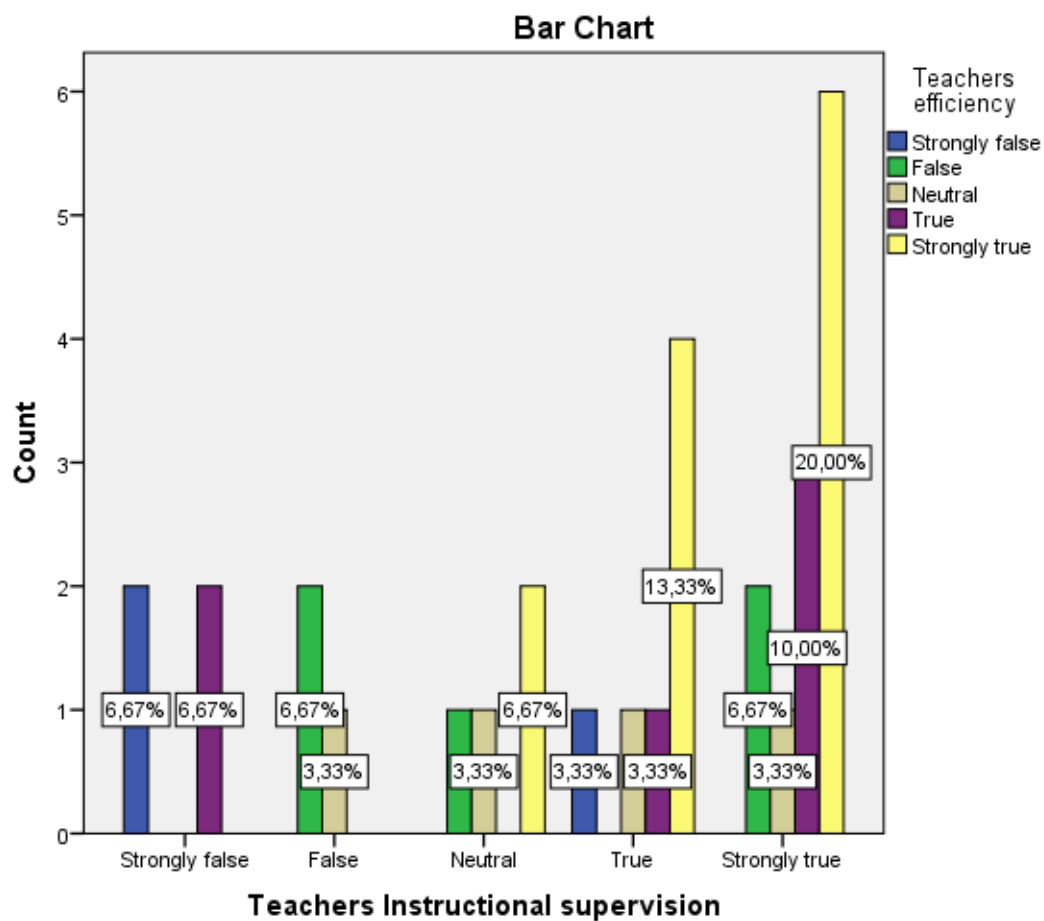
Figure 11: Distribution of the sample in percentage according to head teachers' instructional leadership style



Head teacher's instructional supervision

From the graph below, it shows that 40% of the sample that is 24 teachers strongly agree y. 19.99% of the sample that is 12 teachers agrees and that head teacher's instructional supervision has an influence on teachers' efficiency and 10.00 that is 6 teacher's neutral? 13.33% that is 8 teachers were said to strongly disagree, .99% of the population that is 5 teachers disagree that head teacher's instructional supervision has an influence on teachers' efficiency.

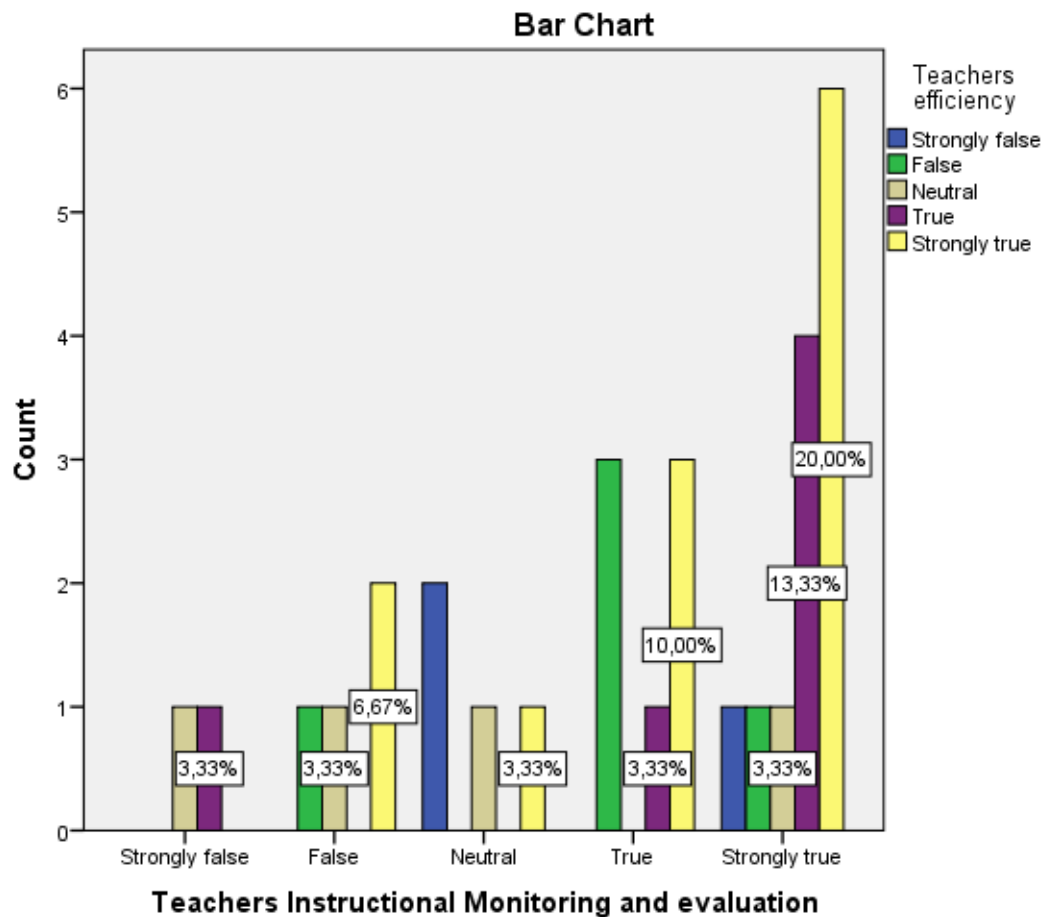
Figure 12: Distribution of the sample in percentages according to head teachers' supervision



Monitoring and evaluation

From the graph below, it shows that 40% % of the sample that is 24 teachers strongly agreed also, 19.99% that is 12 teachers agree that that head teachers instructional monitoring and evaluation has an influence on teachers' efficiency and 10.00 that is 6 teacher's neutral? 13.33% that is 8 teachers were said to strongly disagree, 9.99% of the population that is 5 teachers disagree that head teacher's instructional supervision has an influence on teacher's efficiency.

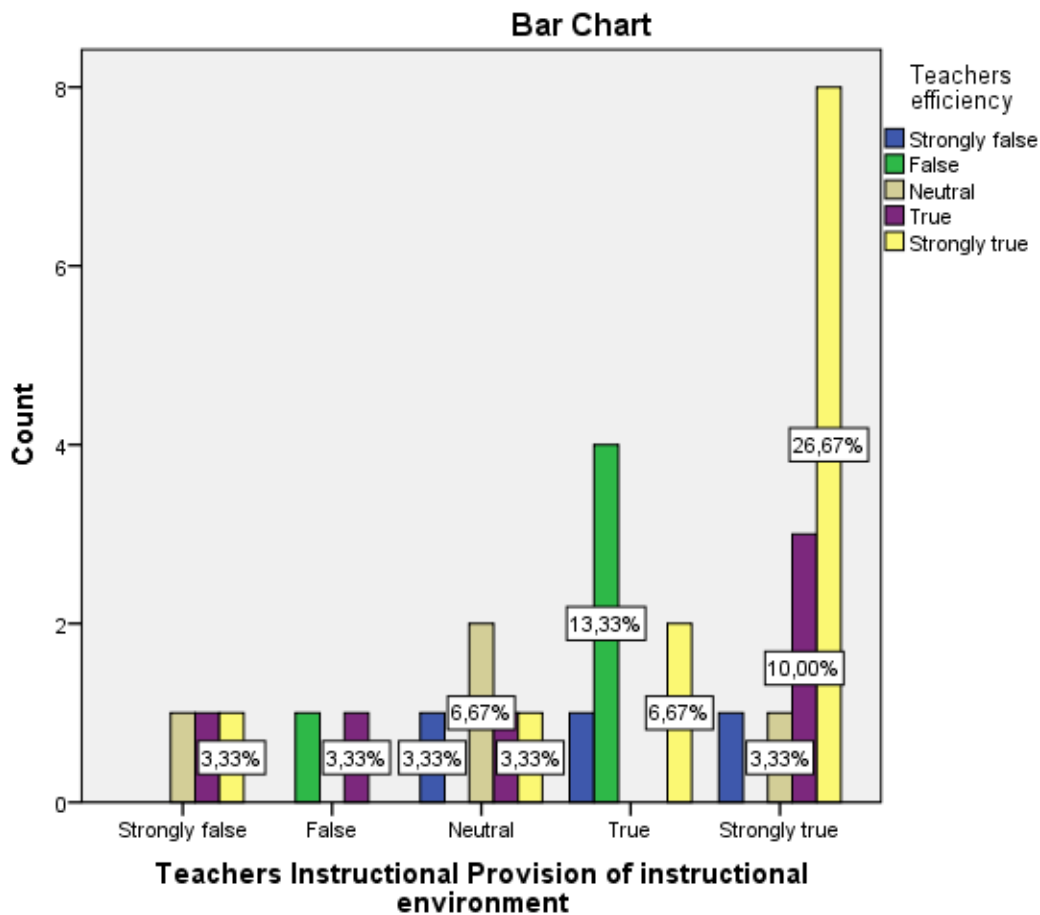
Figure 13: Distribution of the sample according to monitoring and evaluation



Provision of instructional environment

From the graph below, it shows that 40% % of the sample that is 24 teachers strongly agreed also, 19.99% that is 12 teachers agree that that head teachers instructional monitoring and evaluation has an influence on teachers' efficiency and 10.00 that is 6 teacher's neutral? 13.33% that is 8 teachers were said to strongly disagree, 9.99% of the population that is 5 teachers disagree that head teacher's instructional supervision has an influence on teacher's efficiency.

Figure 14: Distribution of the sample according to provision of instructional environment



Inferential analysis of results

Here, we will be seeing in which case our hypotheses can be or are considered to be verified. Our study being of descriptive and correlation in nature and quantitative, we will use the chi-square test to verify our results.

In order to do this, we proceed with the testing of the hypotheses which is a method that is generally used in verification of hypotheses. This way, it permits to manipulate a variable in order to obtain its impact on another and also seeks to establish a link that exists between the independent and the dependent variable of a hypothesis.

The chi square (X^2) is seen to be the right choice as a statistic to because it permits to establish a link between quantitative characters. It helps to measure the gap that exists between theoretical frequencies and observed frequencies. The stages that are involved here in order include:

- ❖ the formulation of hypotheses
- ❖ the construction of a contingency table,
- ❖ the calculation of the chi- square,
- ❖ the calculation of the degree of liberty,
- ❖ the calculation of the contingency coefficient and taking a decision.

Verification of research hypothesis

Verification of research hypothesis n°1

First step: formulation of null (H_0) and alternative (H_a) hypotheses

H_0 : there exists no significant relationship between head teacher's instructional leadership style and teacher's efficiency.

H_a : there exists a significant relationship between head teacher's instructional leadership and teachers' efficiency.

Second step: presentation of contingency table between the variables of our research hypothesis. We will in this step have our table crossed comprising head teachers' instructional leadership style and teachers' efficiency to see the relation between them.

Contingence table for HR-1

Table 4: Link between head teachers instructional leadership style and teachers efficiency

Head Teachers Instructional leadership * Teachers efficiency

			Teachers efficiency		
			Strongly false	False	neutral
Head Teachers Instructional leadership style	Strongly false	Count	0	1	0
		% of Total	0,0%	3,3%	0,0%
	False	Count	0	0	0
		% of Total	0,0%	0,0%	0,0%
	neutral	Count	1	2	1
		% of Total	3,3%	6,7%	3,3%
	True	Count	0	1	3
		% of Total	0,0%	3,3%	10,0%
	Strongly true	Count	1	1	0
		% of Total	3,3%	3,3%	0,0%
Total		Count	2	5	4
		% of Total	6,7%	16,7%	13,3%

			Teachers efficiency		Total
			true	Strongly true	
Head Teachers Instructional leadership	Strongly false	Count	3	0	4
		% of Total	10,0%	0,0%	13,3%
	False	Count	1	1	2
		% of Total	3,3%	3,3%	6,7%
	Neutral	Count	1	1	6
		% of Total	3,3%	3,3%	20,0%
	True	Count	2	2	8
		% of Total	6,7%	6,7%	26,7%
	Strongly true	Count	4	4	10
		% of Total	13,3%	13,3%	33,3%
Total		Count	11	8	30
		% of Total	36,7%	26,7%	100,0%

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14,594	16	,555
Likelihood Ratio	17,085	16	,380
Linear-by-Linear Association	,314	1	,575
N of Valid Cases	30		

Chi-square read=13.208

Fourth step: decision

According to the chi-square rule, we notice that the calculated value of chi-square χ^2 cal (14.594) is greater than the value read χ^2 lu (13, 28) that is $14.594 > 13.28$. This permits us to accept the research hypothesis (HR-1). H_a is accepted and H_o is rejected. It means that our independent and dependent variables have a significant relationship. Or better still, there exists a significant relationship between head teacher’s instructional leadership style and teacher’s efficiency.

Verification of research hypothesis n°2

First step: formulation of alternative (H_a) and null hypothesis (H_o).

H_o : there exists no significant relationship between head teacher’s instructional supervision and teachers’ efficiency.

H_a : there exists a significant relationship between head teacher’s instructional supervision and teachers’ efficiency.

Second step: presentation of the contingency table between our research hypotheses. Each of the variables will have a table crossed head teacher’s instructional supervision and teacher’s efficiency.

Presentation of the contingency table for HR-2

Table 5: Link between head teachers’ instructional supervision and teachers’ efficiency

			Teachers efficiency		
			Strongly false	False	neutral
Head Teachers Instructional supervision	Strongly false	Count	0	2	0
		% of Total	0,0%	6,7%	0,0%
	False	Count	0	1	0
		% of Total	0,0%	3,3%	0,0%
	Neutral	Count	0	1	0
		% of Total	0,0%	3,3%	0,0%
	True	Count	0	0	2
		% of Total	0,0%	0,0%	6,7%
	Strongly true	Count	2	1	2
		% of Total	6,7%	3,3%	6,7%
	Total	Count	2	5	4
		% of Total	6,7%	16,7%	13,3%

			Teachers efficiency		Total
			True	Strongly true	
Head Teachers Instructional supervision	Strongly false	Count	3	3	8
		% of Total	10,0%	10,0%	26,7%
	False	Count	3	0	4
		% of Total	10,0%	0,0%	13,3%
	Neutral	Count	1	2	4
		% of Total	3,3%	6,7%	13,3%
	True	Count	2	2	6
		% of Total	6,7%	6,7%	20,0%
	Strongly true	Count	2	1	8
		% of Total	6,7%	3,3%	26,7%
	Total	Count	11	8	30
		% of Total	36,7%	26,7%	100,0%

Chi-Square Tests

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14,598	16	,555
Likelihood Ratio	17,085	16	,380
Linear-by-Linear Association	,314	1	,575
N of Valid Cases	30		

Chi-square read=13.208

			Teachers efficiency		
			Strongly false	False	Neutral
Teachers Instructional supervision	Strongly false	Count	2	0	0
		% of Total	6,7%	0,0%	0,0%
	False	Count	0	2	1
		% of Total	0,0%	6,7%	3,3%
	Neutral	Count	0	1	1
		% of Total	0,0%	3,3%	3,3%
	True	Count	1	0	1
		% of Total	3,3%	0,0%	3,3%
	Strongly true	Count	0	2	1
		% of Total	0,0%	6,7%	3,3%
	Total	Count	3	5	4
		% of Total	10,0%	16,7%	13,3%

			Teachers efficiency		Total
			True	Strongly true	
Teachers Instructional supervision	Strongly false	Count	2	0	4
		% of Total	6,7%	0,0%	13,3%
	False	Count	0	0	3
		% of Total	0,0%	0,0%	10,0%
	Neutral	Count	0	2	4
		% of Total	0,0%	6,7%	13,3%
	True	Count	1	4	7
		% of Total	3,3%	13,3%	23,3%
	Strongly true	Count	3	6	12
		% of Total	10,0%	20,0%	40,0%
Total		Count	6	12	30
		% of Total	20,0%	40,0%	100,0%

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24,179	16	,086
Likelihood Ratio	26,550	16	,047
Linear-by-Linear Association	5,622	1	,018
N of Valid Cases	30		

Chi-square read=23.102

Fourth step: decision

According to the chi-square rule, we notice that the calculated value of chi-square χ^2 cal (24.179) is greater than the value read χ^2 lu (23,102) that is $24.179 > 23.102$. This permits us to accept the research hypothesis (HR-1). H_a is accepted and H_o is rejected. It means that our independent and dependent variables have a significant relationship. Or better still, there exists a significant relationship between head teacher's instructional supervision and teachers' efficiency.

Verification of research hypothesis n°3

First step: formulation of alternative (Ha) and null hypothesis (Ho).

Ho: there exists no significant relationship between head teachers monitoring and evaluation and teachers' efficiency.

Ha: there exists a significant relationship between head teachers monitoring and evaluation and teachers' efficiency.

Second step: presentation of the contingency table between our research hypotheses. Each of the variables will have a table crossed head teachers monitoring and evaluation and teacher's efficiency.

Presentation of the contingency table for HR-3

Table 6: Link between head teachers monitoring and evaluation and teachers efficiency

			Teachers efficiency		
			Strongly false	False	Neutral
Head Teachers Instructional Monitoring and evaluation	Strongly false	Count	1	1	1
		% of Total	3,6%	3,6%	3,6%
	False	Count	0	2	1
		% of Total	0,0%	7,1%	3,6%
	Neutral	Count	0	1	1
		% of Total	0,0%	3,6%	3,6%
	True	Count	0	1	0
		% of Total	0,0%	3,6%	0,0%
	Strongly true	Count	1	0	0
		% of Total	3,6%	0,0%	0,0%
	Total	Count	2	5	3
		% of Total	7,1%	17,9%	10,7%

			Teachers efficiency		Total
			true	Strongly true	
Head Teachers Instructional Monitoring and evaluation	Strongly false	Count	3	1	7
		% of Total	10,7%	3,6%	25,0%
	False	Count	2	2	7
		% of Total	7,1%	7,1%	25,0%
	Neutral	Count	1	0	3
		% of Total	3,6%	0,0%	10,7%
	True	Count	0	4	5
		% of Total	0,0%	14,3%	17,9%
	Strongly true	Count	4	1	6
		% of Total	14,3%	3,6%	21,4%
	Total	Count	10	8	28
		% of Total	35,7%	28,6%	100,0%

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16,981	16	,387
Likelihood Ratio	20,240	16	,210
Linear-by-Linear Association	,847	1	,357
N of Valid Cases	28		

Chi- square read =15.408

❖ **Fourth step: Decision**

According to the chi-square rule, we notice that the calculated value of chi-square χ^2 cal (16,981) is greater than the value read χ^2 lu (15.408) that is $16,981 > 15.408$. This permits us to accept the research hypothesis (HR-1). H_a is accepted and H_o is rejected. It means that our independent and dependent variables have a significant link. Or better still, there exists a significant relationship between head teachers monitoring and evaluation and teacher's efficiency.

Verification of research hypothesis n°4

First step: formulation of alternative (H_a) and null hypothesis (H_o).

H_o : there exists no significant relationship between head teacher's provision of instructional environment and teachers' efficiency.

H_a : there exists a significant relationship between head teacher's provision of instructional environment and teachers' efficiency.

Second step: presentation of the contingency table between our research hypotheses. Each of the variables will have a table crossed head teacher's provision of instructional environment and teachers' efficiency.

Presentation of the contingency table for HR-4

Table 7: Link between head teacher's provision of instructional environment and teachers' efficiency

		Teachers efficiency			
		Strongly false	False	Neutral	
Head Teachers Instructional Provision of instructional environment	Strongly false	Count	0	4	1
		% of Total	0,0%	13,3%	3,3%
	False	Count	0	0	2
		% of Total	0,0%	0,0%	6,7%
	Neutral	Count	0	0	0
		% of Total	0,0%	0,0%	0,0%

	True	Count	2	1	0
		% of Total	6,7%	3,3%	0,0%
	Strongly true	Count	0	0	1
		% of Total	0,0%	0,0%	3,3%
Total	Count		2	5	4
	% of Total		6,7%	16,7%	13,3%

			Teachers efficiency		Total
			true	Strongly true	
Head Teachers Instructional Provision of instructional environment	Strongly false	Count	2	0	7
		% of Total	6,7%	0,0%	23,3%
	False	Count	2	1	5
		% of Total	6,7%	3,3%	16,7%
	Neutral	Count	3	2	5
		% of Total	10,0%	6,7%	16,7%
	True	Count	3	2	8
		% of Total	10,0%	6,7%	26,7%
	Strongly true	Count	1	3	5
		% of Total	3,3%	10,0%	16,7%
	Total	Count	11	8	30
		% of Total	36,7%	26,7%	100,0%

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25,174	16	,067
Likelihood Ratio	26,794	16	,044
Linear-by-Linear Association	2,900	1	,089
N of Valid Cases	30		

Chi- square read=24.508

❖ **Fourth step: Decision**

According to the chi-square rule, we notice that the calculated value of chi-square χ^2 cal (16,981) is greater than the value read χ^2 lu(24.408) that is $16,981 > 24.408$. This permits us to accept the research hypothesis (HR-1). H_a is accepted and H_o is rejected. It means that our independent and dependent variables have a significant link. Or better still, there exists a significant relationship between head teacher's provision of instructional environment and teachers' efficiency.

Verification of research hypothesis for the teachers' questionnaire

Verification of research hypothesis n°1

First step: formulation of null (H_o) and alternative (H_a) hypotheses

H_o : there exists no significant relationship between head teacher's instructional leadership style and teacher's efficiency.

H_a : there exists a significant relationship between head teacher's instructional leadership and teachers' efficiency.

Second step: presentation of contingency table between the variables of our research hypothesis. We will in this step have our table crossed comprising head teachers' instructional leadership style and teachers' efficiency to see the relation between them.

Contingence table for HR-1

Table 8: Link between head teacher’s instructional leadership style and teacher’s efficiency

			Teachers efficiency		
			Strongly false	False	Neutral
Teachers Instructional leadership	Strongly false	Count	1	0	0
		% of Total	3,3%	0,0%	0,0%
	False	Count	1	1	0
		% of Total	3,3%	3,3%	0,0%
	Neutral	Count	0	0	0
		% of Total	0,0%	0,0%	0,0%
	True	Count	0	2	3
		% of Total	0,0%	6,7%	10,0%
	Strongly true	Count	1	2	1
		% of Total	3,3%	6,7%	3,3%
	Total	Count	3	5	4
		% of Total	10,0%	16,7%	13,3%

			Teachers efficiency		Total
			True	Strongly true	
Teachers Instructional leadership	Strongly false	Count	1	0	2
		% of Total	3,3%	0,0%	6,7%
	False	Count	0	0	2
		% of Total	0,0%	0,0%	6,7%
	Neutral	Count	2	3	5
		% of Total	6,7%	10,0%	16,7%
	True	Count	3	3	11
		% of Total	10,0%	10,0%	36,7%
	Strongly true	Count	0	6	10
		% of Total	0,0%	20,0%	33,3%
Total	Count	6	12	30	
	% of Total	20,0%	40,0%	100,0%	

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21,605	16	,156
Likelihood Ratio	24,897	16	,072
Linear-by-Linear Association	1,812	1	,178
N of Valid Cases	30		

Chi- square read 13.308

Fourth step: decision

According to the chi-square rule, we notice that the calculated value of chi-square χ^2 cal (21.605.) is greater than the value read χ^2 lu (13,308) that is $21.605 > 13.308$. This permits us to accept the research hypothesis (HR-1). H_a is accepted and H_o is rejected. It means that our independent and dependent variables have a significant relationship. Or better still, there exists a significant relationship between head teacher’s instructional leadership style and teacher’s efficiency.

Verification of research hypothesis n°2

First step: formulation of alternative (H_a) and null hypothesis (H_o).

H_o : there exists no significant relationship between head teacher’s instructional supervision and teachers’ efficiency.

H_a : there exists a significant relationship between head teacher’s instructional supervision and teachers’ efficiency.

Second step: presentation of the contingency table between our research hypotheses. Each of the variables will have a table crossed head teacher’s instructional supervision and teachers’ efficiency.

Presentation of the contingency table for HR-2

Table 9: Link between head teachers’ instructional supervision and teachers’ efficiency

			Teachers efficiency		
			Strongly false	False	Neutral
Teachers Instructional supervision	Strongly false	Count	2	0	0
		% of Total	6,7%	0,0%	0,0%
	False	Count	0	2	1
		% of Total	0,0%	6,7%	3,3%
	Neutral	Count	0	1	1

		% of Total	0,0%	3,3%	3,3%
	True	Count	1	0	1
		% of Total	3,3%	0,0%	3,3%
	Strongly true	Count	0	2	1
		% of Total	0,0%	6,7%	3,3%
Total		Count	3	5	4
		% of Total	10,0%	16,7%	13,3%

			Teachers efficiency		Total
			True	Strongly true	
Teachers Instructional supervision	Strongly false	Count	2	0	4
		% of Total	6,7%	0,0%	13,3%
	False	Count	0	0	3
		% of Total	0,0%	0,0%	10,0%
	Neutral	Count	0	2	4
		% of Total	0,0%	6,7%	13,3%
	True	Count	1	4	7
		% of Total	3,3%	13,3%	23,3%
	Strongly true	Count	3	6	12
		% of Total	10,0%	20,0%	40,0%
	Total	Count	6	12	30
		% of Total	20,0%	40,0%	100,0%

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24,179	16	,086
Likelihood Ratio	26,550	16	,047
Linear-by-Linear Association	5,622	1	,018
N of Valid Cases	30		

Chi-square read=13.308

Fourth step: decision

According to the chi-square rule, we notice that the calculated value of chi-square χ^2 cal (24.179) is greater than the value read χ^2 lu (13,308) that is $24.179 > 13.308$. This permits us to accept the research hypothesis (HR-1). H_a is accepted and H_o is rejected. It means that our independent and dependent variables have a significant relationship. Or better still, there exists a significant relationship between head teacher's instructional supervision and teacher's efficiency.

Verification of research hypothesis n°3

First step: formulation of alternative (H_a) and null hypothesis (H_o).

H_o : there exists no significant relationship between head teachers monitoring and evaluation and teachers' efficiency.

H_a : there exists a significant relationship between head teachers monitoring and evaluation and teachers' efficiency.

Second step: presentation of the contingency table between our research hypotheses. Each of the variables will have a table crossed head teachers monitoring and evaluation and teacher's efficiency.

Presentation of the contingency table for HR-3

Table 10: Link between head teachers monitoring and evaluation and teacher's efficiency

			Teachers efficiency		
			Strongly false	False	Neutral
Teachers Instructional Monitoring and evaluation	Strongly false	Count	0	0	1
		% of Total	0,0%	0,0%	3,3%
	False	Count	0	1	1
		% of Total	0,0%	3,3%	3,3%
	Neutral	Count	2	0	1
		% of Total	6,7%	0,0%	3,3%
	True	Count	0	3	0
		% of Total	0,0%	10,0%	0,0%
	Strongly true	Count	1	1	1
		% of Total	3,3%	3,3%	3,3%
	Total	Count	3	5	4
		% of Total	10,0%	16,7%	13,3%

			Teachers efficiency		Total
			True	Strongly true	
Teachers Instructional Monitoring and evaluation	Strongly false	Count	1	0	2
		% of Total	3,3%	0,0%	6,7%
	False	Count	0	2	4

		% of Total	0,0%	6,7%	13,3%
	Neutral	Count	0	1	4
		% of Total	0,0%	3,3%	13,3%
	True	Count	1	3	7
		% of Total	3,3%	10,0%	23,3%
	Strongly true	Count	4	6	13
		% of Total	13,3%	20,0%	43,3%
Total		Count	6	12	30
		% of Total	20,0%	40,0%	100,0%

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21,152	16	,173
Likelihood Ratio	21,592	16	,157
Linear-by-Linear Association	,824	1	,364
N of Valid Cases	30		

Chi- square read=13.408

Fourth step: Decision

According to the chi-square rule, we notice that the calculated value of chi-square χ^2 cal (21,152) is greater than the value read χ^2 lu(13.408) that is $21.152 > 13.408$. This permits us to accept the research hypothesis (HR-1). H_a is accepted and H_o is rejected. It means that our independent and dependent variables have a significant link. Or better still, there exists a significant relationship between head teachers monitoring and evaluation and teacher's efficiency.

Verification of research hypothesis n°4

First step: formulation of alternative (Ha) and null hypothesis (Ho).

Ho: there exists no significant relationship between head teachers' provision of instructional environment and teachers' efficiency.

Ha: there exists a significant relationship between head teachers' provision of instructional environment and teachers' efficiency.

Second step: presentation of the contingency table between our research hypotheses. Each of the variables will have a table crossed head teachers' provision of instructional environment and teachers' efficiency.

Presentation of the contingency table for HR-4

Table 11: Link between head teachers' provision of instructional environment and teachers' efficiency

			Teachers efficiency			
			Strongly false	False	Neutral	
Teachers Instructional Provision of instructional environment	Strongly false	Count	0	0	1	
		% of Total	0,0%	0,0%	3,3%	
	False	Count	0	1	0	
		% of Total	0,0%	3,3%	0,0%	
	Neutral	Count	1	0	2	
		% of Total	3,3%	0,0%	6,7%	
	True	Count	1	4	0	
		% of Total	3,3%	13,3%	0,0%	
	Strongly true	Count	1	0	1	
		% of Total	3,3%	0,0%	3,3%	
	Total		Count	3	5	4
			% of Total	10,0%	16,7%	13,3%

			Teachers efficiency		Total
			True	Strongly true	
Teachers Instructional Provision of instructional environment	Strongly false	Count	1	1	3
		% of Total	3,3%	3,3%	10,0%
	False	Count	1	0	2
		% of Total	3,3%	0,0%	6,7%
	Neutral	Count	1	1	5
		% of Total	3,3%	3,3%	16,7%
	True	Count	0	2	7
		% of Total	0,0%	6,7%	23,3%
	Strongly true	Count	3	8	13
		% of Total	10,0%	26,7%	43,3%
	Total	Count	6	12	30
		% of Total	20,0%	40,0%	100,0%

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23,687	16	,097
Likelihood Ratio	26,265	16	,050
Linear-by-Linear Association	,974	1	,324
N of Valid Cases	30		

Chi- square read=22.108

❖ Fourth step: Decision

According to the chi-square rule, we notice that the calculated value of chi-square χ^2 cal (16,981) is greater than the value read χ^2 lu(22.108) that is $16,981 > 22.108$. This permits us to

accept the research hypothesis (HR-1). H_a is accepted and H_o is rejected. It means that our independent and dependent variables have a significant link. Or better still, there exists a significant relationship between head teachers' provision of instructional environment and teachers' efficiency.

Table 12: Summary table

This table give a summary of result of the chi- square calculated value and the chi-square read value for the four main indicators of the study

Indicators	Pearson chi-square value	Df	Asyp.sig(2-sided)	Chi-square read
Head teacher leadership style	14.594	16	.555	13.208
Head teachers instructional supervision	24.179	16	.555	23.102
Head teachers monitoring and evaluation	16.987	16	.387	15.408
Head teachers provision of instructional environment	25.174	16	.067	24.508

Chapter 5

Interpretation and discussion general conclusion of result

This chapter presents a summary of the major findings of the study as well as the conclusions made from them. The section also presents recommendations on the influence of head teachers' instructional leadership on academic performance in public primary school and suggestions for further study.

Interpretation and discussion of demographic information

From the graph1 above, for religion sample it shows that the highest population of our sample was Presbyterian that is 34.29% that is 24 teachers, 28.57% that is 20 teachers were Catholics, 8.571% that is 6 teachers were animists. Participants of other religion were 4.286% that is 3 teachers while people who belong to no religion were 7.143% that is 5 teachers. This means that all religions were giving equal opportunity to participate as such there was no bias

From the graph2 above, for marital status it shows that 54.29% of our sample that is 28 teachers were married, 27.14% that is 18 teachers were single, 17.14% that is 12 teachers were widows, and 1.429% that is 1 teacher was a divorcee. This implies there was no bias as people with different marital status were giving equal opportunity.

From graph3 above it shows that 28.57% of the teachers that is fifteen (15) of the teachers had four (4) children each, twenty (20) of them had two (2) children each, nine (9) of them had four (4) children each, six (6) of them had five (5) children and above. This implies that there was no bias with respect to number of children

From the graph4 above, it is noticed that 40% of our sample that is 28 teachers are from the primary sector, 27% that 19 teachers are from the secondary sector and 28.6% that is 20 teachers are from the higher education. 4.3% that is 3 teachers are a missing value. That is no bias with respect to level of education

From the graph5 above, it is seen that the participants in our sample range between the ages of 18 years and 49 years of age. Teachers of between 18 and 35 years of age were highest among our sample. Hence no bias with respect to age.

From the graph above, it shows that 12.9% of our sample that is teachers were students, 17.1% that is 12 are employees, 10.0 % that is 7 are farmers, 22.9% that is 16 are employers,

34.3% that is 24 are self-employed and 2.9% that is 2 is a missing figure. Hence no bias as everyone was giving equal opportunity

Interpretation and discussions of hypotheses

Interpretation and discussion of research hypothesis 1

The first objective of the study was to examine the extent to which head teacher's instructional leadership style influences teacher's efficiency we noticed from our theoretical preoccupation that there exists a significant relationship between head teacher's instructional leadership style and teacher's efficiency. As seen from the statistics) the spearman correlation coefficient between them is (5.622) showing a strong relation between the two variables. The inferential analysis shows that $\chi^2_{cal} > \chi^2_{lu}$ that is $14.594 > 13.208$. Therefore, H_0 rejected and H_a is accepted showing that the dependent and independent variables of our hypothesis have a significant link. That is, there exists a significant link between head teacher's instructional leadership style and teacher's efficiency

This implies head teacher instructional leadership style influence teacher's efficiency both positively and negatively.

Indicating that an increase in head teacher's instructional leadership style that is if head teachers make use of good instructional leadership styles it will help teachers to be more efficient as seen from teacher's statistics 14.594 greater than 13.308 which implies teachers will be more efficient if they are been treated with a good instructional leadership style. Hannagan, (2008) also concurs that a leader has to create trust in an organization by articulating values, and visions, leading by example and communicating with everyone involved.

The reverse is true a poor instructional leadership style will lead to inefficiency in teacher's performance activities in schools. Leithwood & Jantzi (2005) emphasizes that there is need for good instructional leadership style and team work to facilitate work plan and strategies.

Sharma and Mehrotra (1986) hold that for successful leadership style, whether today or tomorrow, the head teachers' instructional knowledge is absolutely essential.

Interpretation and discussion of research hypotheses number 2

The second objective of the study was to access the extent to which head teacher's instructional supervision influences teachers' efficiency in primary schools. The findings showed that there is a significant relationship between head teachers instructional supervision and teachers

efficiency as seen from the spearman correlation coefficient between them is (.314) showing a strong relation between the two variables. The inferential analysis shows that $\chi^2_{cal} > \chi^2_{lu}$ that is $24.179 > 23.102$. Therefore, H_0 rejected and H_a is accepted showing that the dependent and independent variables of our hypothesis have a significant link. That is, there exists a significant relationship between head teacher's instructional supervision and teachers' efficiency

Indicating that head teachers' instructional supervision has both positive and negative effects on teachers' efficiency. When head teachers carry on their super visionary role effectively they cause teachers to sit up there be no laxity in the part of the teachers as he or she will strive for efficiency because the head is always conscious of his duties This finding agree with Eshiwani (1993) held that in particular the head must check the teaching standards by reference to schemes of work, lesson notes, record of work done and pupils' exercise books.

In the other hand if the head teachers is more focused on administrative duties and pays less attention on his instructional role teachers terns to be inefficient This revealed that head teachers have not taken it a routine to monitor pupils in their studies. This finding concurs with Fullan (2003) that most head teachers seldom practice instructional supervision because they are pre occupied with their managerial and administrative roles while the instructional role is delegated to other junior members of staff. As a result, teachers will not be efficient

Interpretation and discussion of research hypothesis number 3

The third objective of the study was to assess the extent to which head teachers instructional monitoring and evaluation influences teacher's performance in primary schools. From the study it was evident that spearman correlation coefficient between them is (0.824) showing a strong relation between the two variables. The inferential analysis shows that $\chi^2_{cal} > \chi^2_{lu}$ that is $16.178 > 15.408$. Therefore, H_0 rejected and H_a is accepted showing that the dependent and independent variables of our hypothesis have a significant link. That is, there exists a significant relationship between head teachers instructional monitoring and evaluation and teachers' efficiency and teachers' efficiency

This implies head teachers instructional monitoring and evaluation has both positive and negative influence on teachers' efficiency. When teachers carry out their monitoring and evaluation role effectively teachers are bound to be efficient finding content with that of Okumbe (2001) who recommended that heads should closely monitor and understand how teachers work

in the classroom on a regular basis. But if they put on a negative attitude towards their monitoring and evaluation role teachers will become inefficient.

Interpretation and discussion of research hypothesis number 4

The fourth objective ought to examine the degree to which head teachers ensure positive environment for instruction in public primary schools. From the study that Spearman correlation coefficient between them is (0.984) showing a strong relation between the two variables. The inferential analysis shows that $\chi^2_{cal} > \chi^2_{lu}$ that is $25.174 > 24.508$. Therefore, H_0 is rejected and H_a is accepted showing that the dependent and independent variables of our hypothesis have a significant link. That is, there exists a significant relationship between head teachers provision of monitoring and evaluation and teacher's efficiency. This implies head teachers provision of instructional environment has both positive and negative impact on teachers' efficiency.

General conclusion

In view of the findings, the study concluded that;

- i. The democratic leadership approach influences teachers' efficiency positively, while authoritarian leadership approach influences it negatively. The head teacher's leadership styles in schools have an effect on the teacher's instruction. However, the findings revealed that both leadership styles could be used as situation calls as leadership is dynamic. It is therefore clear that for good academic performance to be realized leadership is essential.
- ii. Effective instructional supervision by head teachers enhances teaching and learning which translates to improved academic performance and teachers' efficiency in primary schools. The head teachers are tasked frequently supervise teachers as they carry out their instructional mandate. It is the responsibility of the head teacher to check pupils work and also their personal studies, however, this practice is seldom practice. Therefore, the researcher recommends that head teachers should visit learners while undertaking their personal studies and also check their books. On teacher supervision while teaching, the researcher recommends that head teacher should visit classroom for observation to be able to understand what actually goes on in the class. This provides an opportunity to them to appreciate the challenges and threats as well as opportunities in those classes with a view to offering assistance and recognition.
- iii. On monitoring of pupils' progress and evaluation, this study concluded that instructional leaders need to use assessment results in ways that help teachers and pupils improve and that help parents understand where and why improvement is needed. The researcher recommends that analysis of results be done promptly and feedback provided for it has a bearing on academic performance. In addition, monitoring pupils discipline is crucial and the head of the institution must take it upon him/her not a delegated responsibility per se but must show the direction. The researcher also concluded that academic clinics and checking of individual progress is paramount if results have to be improved.
- iv. From the study promoting an instructional environment is of crucial importance this is because it creates an atmosphere that motivates people to do what needs to be done and makes learning exciting. It is evident from the study that head teachers must at

all times perform activities that create conducive atmosphere for learning. Given the importance it is seldom practice by head teachers. The researcher therefore concludes that professional development has to be embraced as it influences performance. This function is crucial if performance has to be improved. In addition, maintaining visibility has to be embraced by the head teachers as it affects performance positively.

- v. Instructional leadership is indeed the core function of the head teacher. The study revealed that these practices are imperative if good results are to be realized. These practices include; instructional supervision, monitoring of student progress and creation of positive instructional environment influences the teachers' efficiency positively.

Recommendations Based on the significance of the study;

- i. Head teachers should adopt leadership styles that are accommodative to every stake holder, that is, the learners, teachers, parents among others
- ii. Head teachers should strive always to supervise what goes on in the classrooms and must do it with passion and not fault-finding and always inspect professional documents of teachers as this presents what is being done in school. The study also recommends that frequency of teachers' supervision and checking of professional records affect academic performance of learners.
- iii. Head teachers should constantly monitor pupils' progress by developing a time framework within which teachers mark examinations and analyze these results timely. From the study it was revealed that in some schools, results for Continuous Assessment Tests (CAT) were at times not released and not analyzed and if it were, then it was done haphazardly and far too long. Results must be analyzed and released on time so as to allow teachers to put in place strategies that will help learners to improve academically.
- iv. Positive instructional environment as revealed from the study ensures that curriculum implementation is successful. The head teacher should therefore create and maintain positive learning and teaching environment. This entails provision of adequate instructional materials and physical facilities, friendly teachers and relevant activities that meet the needs of the learners.

- v. Head teachers should strive to foster a healthy relationship within the school by enabling a positive instructional environment.
- vi. Selected instructional leadership practices of the head teacher positively influence teacher's efficiency hence head teachers should always uphold them in their practice.

Suggestions for further study

- i. Similar studies should be carried out in other parts on the influence of head teachers' instructional leadership on pupils' academic performance in primary schools.
- ii. Classroom factors and their influence on academic performance of pupils in primary schools.
- iii. Teacher characteristics' and its effect on pupils' academic performance in primary schools.

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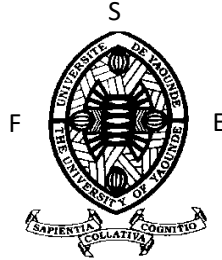
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Annexes

Appendix 1

Paix-Travail-Patrie
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UNIVERSITE REPUBLIQUE DU
CAMEROUN
DE YAOUNDE I
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FACULTE DES SCIENCES DE
L'EDUCATION
.....
DEPARTEMENT DE CURRICULA ET
EVALUATION



REPUBLIC OF CAMEROON
Peace-Work-Fatherland
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UNIVERSITY OF YAOUNDE I
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THE FACULTY OF EDUCATION
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DEPARTEMENT OF CURRICULA
AND EVALUATION
.....
Management of Education (MED)

RESEARCH QUESTIONNAIRE FOR HEAD TEACHERS

Dear respondent

Good day, i am KEUBENYI QUINTA NJOMBU, a student of the university of Yaoundé 1 in the department of EDUCATIONAL MANAGEMENT. In order to ameliorate and involve your community in the realization of government action, we are carrying out a research. This questionnaire is needed for the realization of this work. For this reason, we kindly solicit you respond sincerely to the questions that will be ask to you, to ease my findings. Rest assure your information will be kept confidential which will be exclusive used for academic purpose thanks.

1. Kindly tick () from the following likert scale.

Strongly false	SA
False	F
True	T
Strongly true	ST

Head teacher's leadership styles

SN		S	F	T	ST
		F			
1	I am involved in decision making in my school				
2	Use threat and punishment to get the objective of the school				
3	Have a tendency to neglect the rights and personal needs of the teachers				
4	Encourage interpersonal relationship among the teachers				
5	Teacher uses praises and encouragement as motivational strategies to achieve objective				
6	Allows teachers go about their work the way they want				
7	Teachers come and leave the school when they want				
8	Leaves staff to make decision on school programs without prior intervention				
9	Engages in strict supervision of teachers				
10	Assigns specific task to specific people				
11	Shouts at teachers always to enable them perform well				

Head teacher's instructional supervision

SN		SF	F	T	ST
12	Checks on the teachers record from time to time				
13	Regularly conducts classroom visit				
14	Ensure syllabuses are covered for all subjects				
15	Inspects lesson notes and lesson				
16	Supervise teachers while they are teaching, inspects pupils class work and individual studies				
17	Inspects scheme of work				
18	Encourages teachers to plan for remedial lessons				

Head teacher's instructional supervision

SN		SF	F	T	ST
19	Checks record of learners progress each assessment				
21	Ensures that teachers revise all the evaluations and correction is done with pupils after marking				
22	After classroom observation, head teacher discuss result with the teacher in order to improve observational practice				
23	Ensure teaching methods are implemented				
24	Head checks teachers made exam to ensure that they are of high quality				
25	Holds regular meeting with teachers to ensures pupils progress on specific subjects and academics in general				
27	Ensures that teachers give class assignment regularly to pupils, mark and do corrections				

Head teachers Provision of instructional materials

SN		SF	F	T	ST
28	Come out with clear goals and mission of the school				
29	The school has good didactic materials				
30	Learners have enough text books in the school				
31	The classrooms have enough benches and sitting position				
32	Ensure that pupils/ teacher ratio is man agreeable				
33	Ensures that there is adequate and effective utilization of instructional materials				
34	Ensures that both teachers and peoples are motivated				

Teachers' efficiency

34. What challenges do you face that make it difficult for you to teach effectively?

35. What factors do you think hinders effective supervision in your school?

36. What do you think can be done to improve head teachers instructional practice in your school?

37. How do head teachers carry out motivation in your school?

38. Are teachers involved in the decision making of the school?

39 Do you come to school on time?

40 what method do you put in place to ensures that scheme of work is completed?

DEMOGRAPHIC VARIABLES

Put an x in the spaces where appropriate below

Sex male: female:

Religion: catholic: Muslim: animist: none other:

Matrimonial situation: single: married: divorcee: widow:

Number of children 1: 2: 2 and above:

Level of studies: FSLC: O/L: A/L: Y1: Y2: Y2above
above:

Profession: student: employer: employee:

Age/years: 20-30: 30-40: 40-50:

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2. Kindly tick () from the following likert scale.

Strongly false	SF
False	F
True	T
Strongly true	ST

A. Head teachers leadership styles

	SN	SF	F	T	ST
1	Not involve in decision making in my school				
2	School heads does not uses threads and punishment to get the objectives of the school				
3	School heads do not neglect the rights and personal needs of teachers				

4	does not encourages interpersonal relationship amongst teachers				
5	School head do not allows teachers go about their work the way they want				
6	Teachers do not come and leave the school the way they want				
7	Head teacher does not uses prior and encouragement as a motivational strategy				
8	School head do not leave teachers to make decisions on school program without prior intervention				
9	Head teacher does not engage in strict supervision				
10	Do not shout at teachers to enable them perform well				
11	School head assigns specific task to specific people				

B. Head teachers instructional supervision

SN		SF	F	T	ST
12	School head does not check on teachers record from time to time				
13	Head teacher does no regularly conducts classroom visit				
14	School head does not ensures syllabuses are covered for all subjects				
15	Head teacher does not cross check lesson notes and lesson				
16	Head teacher does not supervises teacher while they are teaching				
17	School head does not inspects pupils note books				
18	Head teacher does not inspects scheme of work				
19	School head does not encourages teachers to plan for remedial lessons				

C. Head teachers monitoring and evaluation

SN		SF	F	T	ST
20	School head does not checks on learners progress each assessment				
21	Ensures that teachers do not revise all the evaluation with pupils after marking				
22	After classroom observation, head teacher does not discuss result teachers in order to improve performance				
23	School head ensures that teaching methods are not implemented				
24	School head does not checks teacher made exam to ensure that they are of high quality				
25	Head teacher does not hold regular meetings with teachers to ensures pupils progress on specific subjects and academics in general				
26	School head does not care whether teachers give assignment to pupils, mark and do the corrections regularly				

D Head teachers provision of instructional environment

SN		SF	F	T	ST
27	Head teacher does not bring out clear goals and mission of the school				
28	No good didactic material				
29	Learners do not have enough text books in school				
30	Learners do not have enough benches in class				
31	Head teacher does not ensure pupils/teachers ratio is manageable				

Teachers' efficiency

34. What challenges do you face that make it difficult for you to teach effectively?

35. What factors do you think hinders effective supervision in your school?

36. What do you think can be done to improve head teachers instructional practice in your school?

37. How do head teachers carry out motivation in your school?

38. Are teachers involved in the decision making of the school?

39 Do you come to school on time?

40 what method do you put in place to ensures that scheme of work is completed?

F. DEMOGRAPHIC VARIABLES

Put an x in the spaces where appropriate below

Sex male: female:

Religion: catholic: Muslim: animist; none other:

Matrimonial situation: single: married: divorcee: widow:

Number of children 1: 2: 2 and above:

Level of studies: FSLC: O/L: A/L: Y1: Y2: Y2above
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PROFESSION: student: employer: employee:

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Semi structured interview guide for head teachers and teachers

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1. How do you carry out instructional supervision?

2. What are some of the challenges you face with teachers as regards their record books?

3. What are some of the teaching aids you ensure that it should always be in class?

4. How often do you carry out monitoring and evaluation in a week?

5. What are the difficulties you face with your head teacher?

6. What are the propositions you can give that will help the head teacher better of his management?

7. How regularly do you pass your record books?

Appendix 4

RÉPUBLIQUE DU CAMEROUN
Paix – Travail – Patrie
UNIVERSITÉ DE YAOUNDÉ I

CENTRE DE RECHERCHE ET DE FORMATION
DOCTORALE EN SCIENCES HUMAINES, SOCIALES ET
ÉDUCATIVES



REPUBLIC OF CAMEROON
Peace – Work – Fatherland
The University of yaounde I

POST GRADUATE SCHOOL FOR THE SOCIAL
AND EDUCATIONAL SCIENCES

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Siège : Face Bibliothèque Centrale de l'UYI

Réf : _____/UYI/CRFD_SHSE/TTJP

Yaoundé, le _____

AUTHORISATION OF RESEARCH

I the undersigned, **Professor TSALA TSALA Jacques Philippe**, Coordinator of Post Graduate School for the Social and Educational Sciences, University of Yaoundé I, hereby certify that **KEUBENYI QUINTA NJOMBU**, matriculation N° **19Y3680**, is a student in Master II in the Faculty of Education, Department: **Curriculum and Evaluation**, option: **SCHOOL ADMINISTRATION**.

He is carrying out a research work in view of obtaining a Master's degree, precisely in the field of **EDUCATIONAL MANAGEMENT** Her work titled: *"HEAD TEACHERS' INSTUCTIONAL LEADERSHIP STYLES AND TEACHERS' EFFICIENCY IN CAMEROON: case of Government primary schools in yaounde"*, is under the supervision of **Pr. Muareen EBANGA TANYI**

I would be grateful if you provide her with every information that can be helpful in the realization of her research work.

Done in Yaoundé.....

**Coordinator of Post Graduate School for the Social and
Educational Sciences**