

Influence of Instructional Leadership and Classroom Monitoring on Students' Academic Performance: A Study on Selected Headteacher's Management Skills Performance in Njoro Sub County, Nakuru County, Kenya

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Abstract:- The impact of instructional supervision by principals on students' achievement was examined. The objective of the study was to investigate the relationship between teacher oversight and academic performance. The research methods employed in the study involved surveying educators using a questionnaire to evaluate their perceptions of instructional supervision. The data that was collected was analyzed using descriptive statistics and regression analysis. The results indicated that a majority of respondents agreed that principals were responsible for overseeing classroom activities and ensuring the availability of teaching resources. A significant positive association between instructional supervision and student performance was revealed. Approximately 60.4% of the variation in academic achievement was attributed to teacher oversight. The study concluded that instructional supervision had a statistically significant impact on student achievement. Several recommendations were provided based on the findings, including the need for proper education and training for instructional supervisors, fostering supportive and nurturing supervision approaches, ensuring access to high-quality teaching and learning materials, promoting frequent and insightful classroom observations, and encouraging collaboration and networking among instructional supervisors. The implementation of these recommendations had the potential to improve student outcomes and enhance instructional supervision practices.

Keywords:- *Instructional supervision, Students' academic performance, Classroom activities, Teacher leadership skills.*

I. INTRODUCTION

A. Background to the study

Archibong (2010) has acknowledged the significance of effective instructional supervision in the education system. It has been found to improve teaching, teacher skills, and overall educational effectiveness. As per previous research, it has been established that teachers play a crucial role in determining the academic performance of their students (Fehintola, 2014). Understanding the correlation between teachers' actions, job performance, productivity, and students' academic achievement is crucial for effective

learning. The impact of instructional supervision, instructional leadership, classroom monitoring, and Headteachers' management skills on students' academic performance has been widely recognized. However, there are still gaps in the literature that require further investigation.

According to Massey's (2004) perspective, instructional supervision has various objectives, such as guiding teachers' conduct in the classroom, encouraging collaboration among teachers, and fostering self-evaluation and development. As Massey (2004) has already found, instructional guidance has been identified as a useful resource for teachers to improve their teaching methods. Cadigan (2006) emphasized the significance of feedback and ideas in recognizing the strengths and weaknesses of teachers, which helps them to enhance their instructional abilities. Previous studies have not extensively investigated particular practices of instructional supervision. The study aims to identify and evaluate specific supervisory strategies that have proven to be effective in enhancing teaching and learning outcomes. Future research should focus on this area to provide more insight into the topic.

According to Okendu's (2012) findings, instructional supervision has been found to promote teamwork between teachers and supervisors, leading to better teaching techniques, career development, and increased use of educational resources. According to Nakpodia (2006), to create a learning-friendly environment, it is important to identify areas that need improvement, establish follow-up activities, show appreciation for teachers' hard work, and foster a positive work environment. The influence of contextual factors on instructional supervision and its impact on students' academic achievement has not been thoroughly examined in the existing literature. The effectiveness of instructional supervision may be influenced by various factors, including school size, location, socio-economic background, and cultural context. The study suggests that to gain a complete understanding of the topic, future research should focus on addressing contextual factors.

According to the National Open University of Nigeria (2006), supervision in schools plays a crucial role in enabling teachers to improve their teaching skills and fulfil their professional responsibilities. Insufficient supervision has been identified as a potential barrier to students' academic success and may hinder their ability to achieve educational objectives. Effective instructional supervision methods are crucial for ensuring high-quality teaching and service. These methods equip teachers with the necessary skills and information to provide students with a quality education. The existing background information on the topic has not given enough consideration to the viewpoints of students. The effectiveness of instructional supervision needs to be studied more comprehensively by examining its impact on students' engagement, motivation, and overall learning experiences.

Previous studies conducted in Kenya have shown that instructional supervision and effective management practices have an impact on the academic performance of students. Previous studies conducted by Gongera et al. (2013) and Namunga (2017) have provided evidence supporting the relationship in question. Previous research (Musungu&Nasongo, 2008; Reche et al., 2012) has established the significance of Headteachers' involvement, consistent evaluation of instructional resources, oversight of teachers' and students' tasks, and appropriate assessment methods in improving academic outcomes in schools. The study aims to address the need for tailored research that focuses on the context of Njoro sub-county in Kenya. The study aims to investigate the long-term effects of instructional supervision on students' post-school outcomes, as the existing background information does not cover this aspect. The study aims to explore the correlation between instructional supervision and the success of students in their transition to higher education, employment opportunities, and overall achievement beyond their school years. Further research is needed to understand this relationship.

In a study conducted by Leithwood et al. (2010), it was discovered that effective instructional leadership has a positive impact on the academic achievement and overall success of students. The study focused on the impact of instructional leadership skills of school principals on the overall school environment and goal-setting. It was found that principals who possess strong instructional leadership skills can create a positive and productive school environment while setting high goals for their students.

This background information emphasizes the significance of instructional supervision, instructional leadership, classroom monitoring, and Headteachers' management skills in impacting students' academic performance. This study focuses on exploring the impact of instructional leadership and classroom monitoring on the academic performance of students in Kenya.

B. Purpose of the study

The purpose of this study is to investigate how instructional leadership and classroom monitoring influence the academic performance of students, with a particular focus on selected Headteachers' leadership skills.

C. Research Objective

The study objective is to investigate how instructional leadership and classroom monitoring influence students' academic performance.

D. Significance of the study

This study is focused on analyzing how classroom supervision and instructional leadership affect students' academic progress in the Kenyan educational system. It aims to improve instructional quality by examining the effects of instructional leadership and classroom observation, acknowledges teachers as significant instrumental to students' academic achievement, emphasizes the management abilities of Headteachers in fostering a supportive learning environment, establishing high standards, and efficiently allocating resources, and fills a research gap by offering empirical data and insights unique to the Kenyan educational system. The results of this study have applications in the design of teacher professional development programs, the formulation of educational policies, and the implementation of interventions at the school level.

E. Scope and Limitation of the Study

The impact of instructional leadership and classroom monitoring on students' academic progress in the Njoro sub-county of Kenya was examined in this research. The study employed a quantitative research approach, with data collected via surveys and standardized academic achievement exams. The study evaluated Headteachers' instructional leadership behaviors. The assessment of classroom monitoring activities, including observation and evaluation of instructional strategies, was also conducted. The study's scope and limitations were defined and outlined in the past. The relationship between instructional leadership, classroom monitoring, and students' academic performance was investigated in this study. The study did not include any other factors that could have affected students' academic performance, such as socio-economic status, family background, or student motivation. The study focused solely on examining the relationship between instructional leadership, classroom monitoring, and academic performance, without offering any suggestions or interventions for enhancing academic performance.

The study focused on the Njoro sub-county as a specific geographical area, which limited the applicability of the findings to other parts of Kenya. The research focused on the role of principals' management abilities in instructional leadership and classroom monitoring.

II. STATEMENT OF PROBLEM

Concerns about the effectiveness of instructional leadership, classroom monitoring, and Headteachers' management skills within this particular context are raised by the underperformance of students in Njoro Sub County, which is located in Nakuru County, Kenya. This underperformance is demonstrated by the consistently low mean scores in the Kenya Certificate of Primary Education (KCPE) examinations. Previous research has stressed the significance of instructional supervision, effective

management practices, and Headteachers' leadership characteristics in influencing the academic performance of students. However, there is a knowledge gap explicitly addressing these factors in Njoro Sub County.

The goal of this study was to assess the management abilities of a group of Headteachers while examining the effects of instructional leadership and classroom monitoring on students' academic progress in Njoro Sub County.

The importance of this study rests in how it would help students in Njoro Sub County reach higher academic standards. It is possible to create strategies and regulations that support efficient teaching and learning by developing a complete understanding of the elements that affect academic success, such as instructional leadership and classroom observation.

Surveys and standardized school performance were used as research instruments in a quantitative study design. The study looked at how well a group of Headteachers performed in terms of management and how it affected the academic performance of their students.

The findings from the research help to create focused interventions and strategies to enhance educational outcomes, which benefit learners in Njoro Sub County and may provide guidance for similar educational settings.

III. THEORETICAL FRAMEWORK

This study's theoretical approach is based on the Education Production Theory (EPT) model, which Bishop and Wößmann proposed in 2007. The EPT model offers a framework for comprehending how education is produced and how it affects people and societies (Bishop & Wößmann, 2007). It examines the connection between numerous inputs and their impact on students' academic progress, including instructional leadership, classroom observation, and Headteachers' managerial skills.

The main factors categorized as independent variables are managerial abilities of Headteachers, classroom observation, and instructional leadership which are the independent variables. The dependent variable, which is the academic performance of the pupils, is anticipated to be influenced by these factors.

According to a review of the relevant research, prior studies have demonstrated that instructional leadership and classroom monitoring techniques have a major impact on how well children perform academically (Black & William, 2018). Therefore, it's crucial to consider how these factors affect Njoro Sub County in this setting.

The EPT model's presumptions or assertions are pertinent to this study. The model assumes that learning may be viewed as a process of production, where inputs are converted into educational results. It highlights how crucial institutional variables, teacher quality, and resource allocation are in determining educational outcomes. The underlying premise of this study is that headteacher management abilities, classroom observation, and

instructional leadership are key factors that can affect students' academic performance.

Bishop and Wößmann's Education Production Theory (EPT) model, which they proposed in 2007, serves as the foundation for the theoretical framework for this study. The approach takes into account how headteacher management abilities, classroom observation, and instructional leadership affect students' academic progress. This study purposed to advance an understanding of effective educational practices and policies by examining these variables in the particular context of Njoro Sub County.

IV. RESEARCH METHODOLOGY AND DESIGN

This study's research approach is vital to understanding how instructional leadership and classroom monitoring affect student academic achievement.

The study examines how selected Headteachers' management qualities in Njoro Sub County, Nakuru County, affect students' academic performance. Headteachers' instructional leadership, classroom supervision, and student academic achievement are assessed.

This study used a quantitative method. This method was chosen to collect numerical data that can be statistically examined to clarify the linkages between instructional leadership, classroom monitoring, and student academic progress. The quantitative technique measures and analyzes instructional leadership and classroom monitoring variables, which supports the research questions and objectives. It systematically and objectively examines how these factors affect student academic progress.

A. Research design

This study used descriptive survey research. This design depicts present conditions without altering variables. It is suitable for gathering educational and social attitudes, beliefs, and behaviors (Kombo & Tromp, 2006).

The descriptive survey design was chosen to collect data from a wide sample of Headteachers and teachers (Ary, Jacobs & Rezavieh, 2002). It has broad coverage and demographic generalizability. It helps diagnose, record, analyze, and evaluate present situations (Creswell, 2002).

The survey design allows Headteachers and teachers to self-report their views, attitudes, and opinions. It offers a representative sample and the opportunity to generate significant data on instructional leadership's impact on student academic progress (Kelley, Clark, Brown & Sitzia, 2003).

This quantitative study uses a descriptive survey design to examine how instructional leadership and classroom monitoring affect student progress. The chosen research approach allows Headteachers and teachers to self-report data, offering a full picture of instructional leadership and classroom monitoring techniques. The design supports data analysis and interpretation to investigate these elements' effects on students' academic performance.

B. Research instruments

Multiple research tools were used in this study to gather information from a variety of sources, including instructors, head teachers, and the quality assurance and standards officer. A survey questionnaire for teachers (Creswell, 2005), a semi-structured interview guide for Headteachers (Kombo & Tromp, 2013), and a third semi-structured interview guide for the quality assurance and standards officer were all included in the study tools.

The survey questionnaire served as the main tool for gathering information from teachers and was a structured, self-administered instrument. It was made up of Likert scale questions and was separated into five sections: demographic data, management style, management's supervision of instruction, and management's control over student behavior (Kothari, 2004). The purpose of the survey was to learn more about teachers' perspectives, attitudes, and beliefs regarding how the school administration affects students' academic success.

Interviews with the quality assurance and standards officer and Headteachers were conducted using a semi-structured interview guide. open-ended questions were included in the interview guide for Headteachers to elicit their individual opinions and independent thinking about the subject matter (Kombo & Tromp, 2013). It gave the respondents the chance to offer further information to back up their answers. Pre-formulated questions were included in the interview guide for the quality assurance and standards officer to elicit their perspectives and experiences concerning the study's objectives (Kombo & Tromp, 2013).

Several actions were performed to guarantee the validity and dependability of the study tools. Experts from the Egerton University Department of Curriculum and Instruction provided comments on the questionnaire's items while also taking face validity and content validity into account (Leedy & Ormrod, 2004). To improve the questions' clarity and applicability, their ideas were taken into consideration. Additionally, the questionnaire underwent a pilot test, and changes were made in response to the results (Creswell, 2005).

The test-retest method and Cronbach's alpha coefficient were used to evaluate the dependability of the study equipment (Allen & Yen, 1979). For the test-retest technique, which involved respondents completing the questionnaire twice with a two-week gap between each attempt, two schools outside the sample were chosen. The instrument's internal consistency was assessed using Cronbach's alpha coefficient. Low-coefficient items were changed or eliminated. Cronbach's alpha coefficients were found to be satisfactory, with values over 0.7, for leadership style, teacher motivation, instructional supervision, discipline management, and academic success (Creswell, 2005; Pallant, 2011).

Overall, the use of semi-structured interviews in conjunction with survey questions enabled thorough data gathering from a variety of perspectives, which enhanced the depth and reliability of the research findings.

C. Sampling procedures and sample size

There were a total of 76 public primary schools in the Njoro sub-county. It was not possible to include all schools in the survey due to time and resource constraints. Consequently, it was necessary to take a sample. In their article "Determining Sample Size for Research Activities," Krejcie and Morgan (1970), state that for a population of 76, the table value for a 95% confidence level is 63. Thus, 269 teachers would be selected at random from a population of 886 teachers. From each sampled school, four to five instructors were chosen using simple random selection. Minimum tenure of four years in the school was a requirement for teacher selection.

The study's Headteachers were chosen using a stratified random selection technique. Based on academic achievement, two divisions were established: high-performing schools and low-performing schools. Based on their achievement in the Kenya Certificate of Primary Education (KCPE) tests, six Headteachers were purposefully chosen, three from each stratum. During the study period, three Headteachers were chosen from schools with an average mean score of 250 or higher, and three Headteachers were chosen from schools with an average mean score of 200 or lower.

To find these head teachers, purposeful selection of both individuals and places based on the investigator's assessment of typicality and judgment was used (Creswell, 2002; Cohen, Manion, & Morrison quoted in Avoke, 2005). There were 274 participants in the study in all.

D. Methods of Data Analysis

The study included both inferential and descriptive statistics. Through the use of questionnaires, quantitative data was gathered, recorded, and organized following the study's specific goals. Examining the effects of head teachers' leadership style, teacher motivation, instructional supervision, and administration of pupil discipline on students' academic achievement was the main goal. The KCPE performance was the dependent variable in this study, whereas the independent variables included leadership style and instructional supervision.

Frequency tables and percentages were used to arrange and illustrate the data that had been gathered. Statistical Package for the Social Sciences (SPSS) version 24 was used to carry out a multiple regression analysis to determine how well the independent variables might predict the results of KCPE performance. The results of the data analysis were then interpreted using previously published works of literature.

The results of the study were summarized when the data analysis was finished, and conclusions were made in light of the findings. In light of the findings and conclusions of the investigation, recommendations were also given.

V. RESULTS AND DISCUSSIONS

The objective of the study sought to determine the teacher’s perception of the influence of head teacher supervision of instruction on academic performance. Strengthening schools’ instructional supervision ensures that teacher high productivity and work commitment is guaranteed and enhanced (Ikegbusi, 2014). Teachers cannot effectively and efficiently execute the duties of teaching, training and processing students to acquire the necessary life skills that would enable them to survive and contribute meaningfully to the society they belong without themselves being properly and adequately educated, provided for and monitored Ofojebe, Chukwuma&Onyekwe(2016). Instructional supervision according to Olorunfemi (2008)

and Okobia (2015) is a helping relationship whereby the supervisor guides and assists the teachers to meet the set targets.

Data on the head teacher’s supervision of instruction was collected using the teachers’ questionnaire. The study focused on supervision of instruction and a set of 4 close-ended items constructed using a four (Strongly Disagree, Disagree, Agree, Strongly Agree) points Likert type scale was used to measure supervision of instruction. Most of the respondents believed that the Headteachers did supervision of instruction in their schools. The results on supervision of instruction were summarized using frequencies and percentages as shown in Table 1.

Table 1: Summary of results of Data on Supervision of Instruction

Statement	Response				
	N	SA	A	D	SD
The head teacher monitors the availability of instructional materials	180	21.7	59.4	11.7	7.2
The head teacher ensures that teachers prepare and hand in their schemes of work /lesson plans at the beginning of the term	182	50.5	42.9	4.4	2.2
The head teacher occasionally visits classes to check whether pupils are being taught	177	54.8	42.9	1.7	0.6
The head teacher occasionally examines pupils' workbooks to	176	32.4	54.5	6.8	6.3

Source: Field Data

The results from Table 1 show that 81.1% of the respondents agreed that the head teachers monitored the availability of instructional materials while 18% disagreed. From the table, 93.4 % agreed that the head teacher ensured that the teachers prepare and handed in schemes of work/lesson plans at the beginning of the term while only 6.6% were of the contrary opinion. Most of the respondents 97.7% agreed that the head teacher occasionally visited

classes to check whether pupils were being taught. On the issue of the head teacher examining the pupil’s books to find out whether their assignments/homework was marked 86.9% agreed while only 13.1 disagreed. Table 2 presents a summary of supervision of instruction results from the respondents which is in frequency counts and percentages of those who agreed, disagreed and those who were undecided whether the Headteachers did supervision of instruction.

Table 2: Supervision of Instruction Summary of Results

Response	Frequency	Percent n = 187
Agreed	168	89.8
Disagreed	12	6.4
Undecided	7	3.7

Source: Field Data

The results of supervision of instruction from Table 3 show that 89.8% of the respondents agreed that the Headteachers in their schools did the supervision of instruction 6.4 disagreed and 3.7% were undecided.

The influence of the supervision of instruction on academic achievement was regressed against academic performance and the results are presented in Table 3.

Table 3: Influence of Supervision of Instruction on Academic Achievement Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.475	.255		5.785	.000
1 Supervision of Instruction	.579	.071	.777	8.186	.000

a. Dependent Variable: Academic Achievement R=0.777, R² = 0.604, F (1,142) =67.004, p<0.05

The results of the supervision of instructions on academic achievement found the R (Multiple Regression Correlation Coefficient) results of 0.777 indicating a positive and strong correlation between the variables. The coefficient of determination (R Square) of 0.604 further found that 60.4% of the variance in academic achievement was due to supervision of instructions with a difference of 39.6% of the variance in academic achievement due to other factors not in the model. The f test results of $F(1,142) = 67.004$, $p < 0.05$ indicated that the model was a good fit for data and had predictive capacity on the dependent variable (academic achievement). The results further found that supervision of instruction materials with a beta coefficient of 0.579 found that a unit increase in supervision of instruction had 0.579 increase in academic achievement. These results were deemed statistically significant due to p-value of less than 0.05 supervision of instruction was therefore found to have a statistically significant influence on academic performance in Njoro sub-county.

Studies on supervision of instruction show that it is through supervision that the head teacher gets a clear framework of activities and responsibilities of each member of staff in the school. It enables Headteachers to evaluate the extent to which policies, objectives, activities and events are successfully carried out. Too, Kimutai and Zachariah (2012) asserts Namunga (2017). There is an agreement among scholars that principals' instructional supervision practices influence students' academic performance. Kimosop (2002) concurred with Kamindo (1998) and Kimeu (2010).

Musungu & Nasongo (2008) found out that 8% of the principals in high-performing schools checked lesson books, schemes of work and registers of class and school attendance. This reportedly led to a noticeable improvement in KCPE performance. Martys (2009) as quoted by Odumbe (2016) wrote that teachers' commitment is a crucial factor to an effective school, teacher satisfaction, and retention. He claimed that low levels of teacher commitment resulted in decreased pupils' achievement on tests, which is in areas where teachers were found not to be committed to their responsibilities, learners performed poorly.

Kosgei, (2012) asserts in their study that there are three means of monitoring progress in curriculum implementation namely; continuous assessment, mid-term examination and checking learners' notebooks. Their study found that through delegation of duties, Headteachers assign heads of department to scrutinize schemes of work and records of work covered by the teachers. Odumbe (2016) states that observed lessons should be properly analysed, for little purpose is served if, after a lesson, an observer simply exudes goodwill, mumbles vaguely, or appear to be uncertain as to why they are there or as to what they should talk about. Methods of classroom observation should suit its purpose.

Some participants in Pansiris (2008) study indicated that their supervisors visited classrooms to supervise instruction but were unable to provide professional support to the teachers. This he concluded led to low performance in examinations. The various studies that have been carried out by different researchers agree that certain factors influence

how Headteachers carry out supervision in their schools. Levin (2010) noted management inadequacy and recommend proper pre-service and relevant in-service courses for head teachers. Moraa (2010) noted that the extent to which Headteachers perform instructional supervision determines academic performance and recommends further research on the same.

From the analysis of data collected in Njoro sub-county it was found out that all Headteachers interviewed did instructional supervision but their academic performance continued to be poor. One of the Headteachers from one none performing school said, —I think that the professional support I give to the teachers is inadequate since I have not attended any courses nor training on instructional supervision and this could be the reason for low performance in my school. All the heads interviewed stated that they did the supervision of instruction by checking all professional documents the teachers were expected to have which include lesson plans, lesson notes, schemes of work, records of work covered, and regularly marked learners' work. They also said that they did lesson observation, provided teachers with the available teaching learning materials/resources, ensured timetables were adhered to and exams were done on time, analyzed and used to support classroom instruction. The education officer said that supervision of instruction was a one-on-one activity by the head teacher or his deputy in class to ensure that there is proper and timely coverage of the syllabus, use of Kenya Institute of curriculum development (KICD) approved textbooks, work covered records and learner progress records are available with the teacher.

VI. CONCLUSION AND RECOMMENDATIONS

A. Conclusion

The purpose of this study was to ascertain how teachers felt about the impact of head teacher monitoring of instruction on student achievement. According to the findings, improving instructional supervision in schools is essential for ensuring teachers' high levels of productivity and dedication to their jobs (Ikegbusi, 2014). It is obvious that without adequate education, support, and supervision, instructors cannot effectively carry out their teaching and training responsibilities, providing students with crucial life skills for meaningful contributions to society (Ofojebe, Chukwuma & Onyekwe, 2016).

Through a questionnaire given to teachers, the study gathered information on headteacher monitoring of instruction. The majority of respondents said that the supervision of instruction in their schools was done by the head teachers. The findings demonstrated that Headteachers kept a check on the availability of teaching resources, made sure teachers produced and submitted schemes of work and lesson plans, periodically visited classes to watch instructional activities, and checked students' books for completed assignments and homework.

Academic accomplishment and monitoring of instruction have a favourable and significant link ($R = 0.777$), according to data analysis. The supervision of instruction accounted for about 60.4% of the variation in academic achievement, while the remaining 39.6% was attributable to other variables not taken into account in the model. The statistical study proved that in the Njoro sub-county, supervision of instruction had a significant influence on academic performance.

B. Recommendations

The study's findings suggest the following several ways to improve academic performance and enhance the effectiveness of instructional supervision:

- Headteachers should undergo adequate training and participate in relevant courses that focus on instructional supervision. Individuals should acquire the necessary skills and knowledge to provide effective support to teachers in their schools. Levin (2010) suggests that Headteachers should keep themselves updated with the latest instructional supervision practices to effectively guide and mentor their teachers.
- Headteachers are advised to prioritize supportive supervision along with monitoring and evaluating teachers. Educators should provide constructive feedback, guidance, and mentorship to improve instructional practices. Pansiris (2008) suggests that Headteachers should adopt a supportive approach to create a conducive environment for professional growth and development among teachers. This approach can ultimately enhance academic performance.
- Schools should prioritize the availability of teaching and learning resources to enhance effective instruction. Headteachers should take a leadership role in ensuring that teachers have access to approved textbooks, teaching aids, and other essential materials. Moraa (2010) suggests that providing sufficient resources to support engaging and effective teaching practices can positively impact student learning outcomes.
- Regular and meaningful lesson observations play a crucial role in instructional supervision. Headteachers should conduct observations as part of their supervisory responsibilities. Headteachers should conduct a thorough analysis of observed lessons and provide teachers with specific feedback. Odumbe (2016) suggests that teachers should use feedback to improve their teaching strategies and classroom instruction, leading to better academic performance.
- Instructional supervisors should prioritize collaboration and networking as crucial components of their ongoing professional development. Headteachers are advised to participate in collaborative activities with other educational stakeholders, such as education officers and fellow head teachers, to improve educational outcomes. Too, Kimutai, and Zachariah (2012) suggest that Headteachers should share best practices, experiences, and knowledge to gain valuable insights and refine their instructional supervision approaches.

Implementing these recommendations may improve instructional supervision practices in schools, resulting in enhanced academic performance. Research suggests that to improve instruction quality and student academic performance, educational stakeholders should provide professional development opportunities, supportive supervision, resource availability, effective lesson observation and analysis, and collaboration.

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