

Measures and Mechanisms for the Realisation of Effective Supervision of Teaching and Learning at Junior High Schools in Krachi Nchumuru

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Abstract: The study's purpose was to examine the measures and mechanisms for the realisation of effective supervision of teaching and learning at Junior High Schools in Krachi Nchumuru. The qualitative research approach and the case study design were used. Headteachers and teachers of the junior high schools in Krachi Nchumuru constituted the population of the study. The convenience sampling method was used to select seven (7) head teachers and fourteen (14) teachers, making a sample size of twenty-one (21) participants. Face-to-face in-depth individual interviews were used to gather in-depth information from participants. Permission to conduct the study was sought from the education authorities. Data were collected using tape recording. Each interview lasted for 30 minutes. Collected data were transcribed and later analysed using the thematic analytical method. The findings regarding the measures and mechanisms for the realisation of effective supervision of teaching and learning include teachers exhibiting professional conduct and good relations with supervisors, teachers using effective teaching and assessment practices, supervisors possessing effective supervisory leadership skill sets, the provision of periodic training for supervisors, provision of resources and implementing structured and guided supervision for accountability in schools. Recommendations made include the Ghana Education Service (GES) re-orientating teachers on their professional values and attitudes in improving teaching and learning, school heads and supervision experts creating awareness campaigns on the danger of teachers' resistance to supervisors' roles in schools, school management teams collaborating with instructional experts to organise in-service training to equip teachers with pedagogical strategies, and inclusive practices, fostering creativity and the application of appropriate assessment methods, the Ghana Education Service working with leadership experts to equip all supervisors with supervisory leadership skill sets and also providing schools and supervisors with all the resources and implementing a structured reward system to recognize outstanding performance in supervision.

Keywords: Measures, Mechanisms, Effective, Supervision, Teaching and Learning.

INTRODUCTION

Supervisory practices are a bedrock and integral part of achieving effective teaching and learning in schools (Goldhaber, 2006; Glanz, Sallis, Saelens & Frank, 2007). When effectively carried out in an education system, teacher supervision can enhance educational processes, learner academic success and improve teacher-employer relations (April & Bouchamma, 2015; Cranston, 2009; Acheson & Gail, 2003; Baffour-Awuah, 2011; Kholid & Rohmatika, 2019).

Teacher supervision involves the management and instructional processes of improving school effectiveness and potential through the efforts of supervisors and teachers who work with students (April & Bouchamma, 2015). In teacher supervision, supervisors develop teachers' professional competencies as supervisees to increase students' academic achievements (Mette, Range, Anderson Hvidston, & Nieuwenhuizen, 2015). This is why Kadushin (1992) explained that

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educational supervision provides interventions to teachers to enhance their professional development, obligations and duties.

On the issue of what mechanisms and measures could be implemented to achieve effectiveness in teacher supervision in schools, in Ghana, Abdulai, Mohammed and Bidzakin (2022) suggested that the employer (the Ghana Education Service (GES)) should as much as possible ensure periodic clinical supervision training for all school heads and all also School Improvement Support Officers (SISO) to enhance their supervisory skills set. This is why Jacob and Lefgren (2006) could not hesitate to mention that teachers are always ready to take supervisors' feedback seriously if they trust the supervisors possess the needed supervisory skills to assess their strengths and weaknesses.

Also, Thomas (2024) claimed that employers should implement supervisory model training and modern supervisory skills training to enhance supervisors' supervisory skills set. Employers in the education system should contract experts in educational supervision to develop a comprehensive curriculum that covers the core competencies required for effective school supervision (Thomas, 2024; Jacob & Lefgren, 2006). Employers also need to arrange capacity-building training for all school supervisors on interactive sessions, case studies, and practical exercises aimed at enhancing their supervisory skills. These workshops should be facilitated by experienced educators and professionals in relevant fields (Abdulai *et al.*, 2022; Thomas, 2024).

According to Bouchamma (2015), supervisors with greater supervisory training and certifications are more likely to demonstrate a high level of pedagogical supervisory skills and feel accountable for failure in the supervisory relations. Thomas (2024) opined that Continuous Professional Development (CPD) programs such as in-service training and mentorship can be adopted by school districts to develop school heads' essential supervisory skills. To overcome head teachers' supervisory inefficiency, adequate time for supervisory practices should be given to them, and no course should be assigned to them to teach (Thomas, 2024).

To realise adequacy in teacher supervision, employers should contract leadership and supervision experts to train and equip circuit supervisors, school improvement support officers, and advisors on collegial, participatory, collaborative leadership styles and skills such as constructive supervisory skills and supportive supervisory skills in all districts (Abdulai *et al.*, 2022; Eagly, Karau, & Makhijani, 1995). The reasons why collegial and distributive types of leadership styles should be used in supervisory relations revolve around the statements made by Jonyo and Jonyo (2019), and Glanz and Heinmann (2018) that many benefits are not derived from school supervision because the models of supervision use are rigid, authoritative, repressive of the teachers' independence and turn supervisors to domineering who diagnose teachers' pedagogical lapses and impose solutions. As a result of these weaknesses, Mette *et al.*, (2015), and Ovando (2000) suggested that supervisors should use leadership styles that allow collaboration with teachers to target areas of instructional improvement in all schools.

To ensure effective teacher supervision, supervisors should use both formal and informal observations to collect data on teachers' performance to help expand their skill set (Hinchey, 2010; Matthews & Crow, 2010; Zepeda, 2012). According to Mette, *et al.*, (2015), Hill and Grossman (2013), and Zatynski (2012), in informal observation, teachers have no prior knowledge that they will be observed, while in formal observation, teachers have prior knowledge that they will be observed, which typically used the clinical observation model. , supervisors and supervisees should also conduct post-observation conferences, Zepeda (2012) believes that in post-observation conferences, data collected on teachers' classroom performance are reviewed and reflected upon to help plan future professional development opportunities. Jonyo and Jonyo (2019), and Lefgren, (2006) also highlight that in post-observation conferences, both the teacher and the supervisor learn a lot when supportive supervision, good relations, friendliness, and trust dominate the supervisory relationship.

For the realisation of sound teacher supervision in all schools, education systems should have adequately trained supervisors who are paid monthly supervision allowances for carrying out assigned supervisory activities (Abdulai *et al.*, 2022). All education systems should provide supervisors with adequate vehicles or motorbikes to facilitate their traveling to and from schools in carrying out supervisory activities, and there should be adequate funding for the acquisition and supply of resources that may include teaching aids, ICT tools, textbooks, and other instructional materials to aid in teaching, learning, and supervision (Abdulai *et al.*, 2022; Thomas, 2024).

To achieve quality teaching and learning through effective supervision in all schools, education practitioners should always make teachers understand the need and significance of supervision in schools and the various roles each can play to ensure success in its implementation (Abdulai, *et al.*, 2022). Such supervisory needs and significance included an orderly environment for supervisees to replicate the content and process of their work, an environment for the development of skills, receiving and sharing of information, evaluation and feedback, exploration and expression of personal distress, re-stimulation, and enhancing planning and utilization of soft skills (Hawkins & Shoheit, 2012).

Using peer supervision, where teachers are made to supervise their colleague teachers' activities should be encouraged in our schools to ensure effectiveness in teacher supervision (April & Bouchamma, 2015; DuFour & Eaker, 2004; Marshall, 2005; Nolan & Hoover, 2008; Sergiovanni & Starratt, 2006). In peer supervision, the hierarchical dimensions and autocratic tendencies are less evident, rather, teachers develop a culture of collaboration, and supervision is collegiality, mutual support, and motivation towards school supervisory activities (April & Bouchamma, 2015; Sergiovanni & Starratt, 2006).

To bring to the fore, most studies have focused more on the challenges and barriers to educational supervision; this study, on the other hand, has focused on the measures and mechanisms for effective supervision of teaching and learning. Also, there has never been a study on the measures and mechanisms for the realisation of effective supervision of teaching and learning at junior high schools in Krachi Nchumuru. The question is: What are the measures and mechanisms for the realisation of effective supervision of teaching and learning at junior high schools in Krachi Nchumuru?

The paper examines the measures and mechanisms for the realisation of effective supervision of teaching and learning at junior high schools in Krachi Nchumuru. Despite all the significance of teacher supervision in the education system, there are inadequate measures and mechanisms put in place for the realization of effective supervision of teaching and learning at junior high schools in Krachi Nchumuru. This to a large extent has impacted negatively on the quality of supervision, teaching and learning, and the general academic performance of learners in Krachi Nchumuru. The paper is organized as follows: Section One deals with the methodology, Section Two presents the results and discussions, and Section Three discusses the recommendations and conclusions.

Theoretical Framework

This study was guided by the Path-Goal Theory by Robert J. House (1971). House (1996) highlights that the Path-Goal Theory was first inspired by Martin G. Evans in 1970, in which the leader's behaviour and the follower's perceptions when following a particular behaviour (path) will lead to a specific outcome (goal). Vroom's (1964) work on the expectancy theory of motivation has also influenced the development of the Path-Goal Theory. Martin's (1970), and Vroom's (1964) inspirations were then expanded upon by Robert J. House in 1971 (Kevin, 2025). The Path-Goal Theory is a theory that establishes a supportive plan for goal achievement, it explains that a supervisor's behaviour is contingent on the satisfaction, motivation, and performance of teachers in schools (Antonakis & House, 2014). The theory explains that educational supervisors can ensure effectiveness in their supervisory activities by motivating and inspiring teachers by clarifying the path to achieving goals, supporting teachers in various ways and removing all obstacles or barriers to effective teaching and learning (Kevin, 2025; Antonakis & House, 2014).

The Path-Goal Theory emphasizes educational supervisors' leadership behaviors that complement teachers' pedagogical competencies and at the same time compensate for their deficiencies (Antonakis & House, 2014). According to Robert's Path-Goal Theory, educational authorities as employers are expected to define clear objectives and expectations with supervisors and the teachers who are the supervisees. Supervisors and supervisees should be supported with sufficient resources, training, and professional development to help achieve effectiveness in teaching and learning processes in schools (the goals set) (Kevin, 2025). Authorities should remove all obstacles that hinder effective supervision. Also, educational authorities and supervisors should remove all obstacles that hinder teachers' performance in schools.

Kevin (2025), and Adams and Galanes (2009) claimed that to achieve effectiveness in school supervision, the Path-Goal Theory proposes the following leadership behaviours that supervisors should demonstrate in the discharge of their supervisory duties:

- **Achievement-oriented:** In this regard, the leadership style and behaviour supervisors should demonstrate will include the setting of challenging goals for teachers to achieve. When done well, this will encourage teachers' growth and development in the teaching profession.
- **Directive:** Here, supervisors' behaviours will include giving specific advice, clarifying expectations, and assigning tasks to the supervisee.
- **Participatory:** This is where supervisors demonstrate behaviors such as collaborating with teachers on setting instructional tasks and objectives. This is why Kleinhans (2017), and Khan *et al.*, (2015b) mentioned that participatory leaders are democratic leaders as they welcome teachers' inputs, feedback, and suggestions, and share instructional issues with teachers.
- **Supportive:** Here, supervisors support teachers and also ensure there is a positive school environment for them to carry out their supervisory activities. This is why House (1971) highlighted that in Path-Goal Theory, supervisors' activities will include assisting teachers to achieve instructional goals and providing them with directions and support needed to ensure their goals are compatible with school goals.

METHODOLOGY

The qualitative research approach and the case study design were used to explain and describe participants' views and opinions about the measures and mechanisms to be implemented to ensure effectiveness in teacher supervision at junior high schools in Krachi Nchumuru. Headteachers and teachers of the junior high schools in Krachi Nchumuru constituted the population of the study. The convenience sampling method was used to select seven (7) head teachers and fourteen (14) teachers, making a sample size of twenty-one (21) participants. Face-to-face in-depth individual interviews were used to gather in-depth information from participants (McMillan & Schumacher, 2010). Permission to conduct the study was sought before data were collected using tape recording. Each interview lasted for 30 minutes. Data were transcribed and later analysed using the thematic analytical method.

RESULTS

The results of research question one are: (i) Teacher professional conduct and good relations with supervisors, (ii) Effective teaching and assessment practices, (iii) Effective supervisory leadership skills, (iv) Provision of periodic training, (v) provision of resources and (vi) Structured and guided supervision for accountability.

DISCUSSIONS

Teacher Professional Conduct and Good Relations with Supervisors

The study revealed that for effective supervision of teachers' work in schools, teachers should first display a high level of professional conduct in the teaching profession, and should establish good interpersonal relations with their supervisors. About these findings, a teacher was found stating that: *I think teachers first have to show some good relations with the supervisors.* A head teacher claimed that: *School heads should make sure teachers display professional conduct all the time, including good relations with management and supervisors.* Jonyo and Jonyo (2019) corroborated these findings when they stated that effective supervision is achieved when supportive supervision, good relations, friendliness, and trust dominate the supervisory relationship. It was found that for effectiveness in school supervision, both the teachers and supervisors should build mutual respect, there should be open communication in the supervisory relations, and teachers should display positive attitudes toward their leaders. Based on these findings, a school head expressed that: *Teachers should be friendly, and honest with their supervisors, and they should open up when communicating with supervisors.* This is why Lefgren (2006) mentioned that trust, mutual respect, and effective communication are needed to achieve effective supervisory relations.

It was also found that to achieve effectiveness in school supervision, teachers should acknowledge the role of the supervisors as guides in schools and not as threats, teachers should not resist their presence, and should maintain a collaborative approach when dealing with school management and supervisors. A school head opined that: *Teachers should see supervisors as advisers and not a threat to their work functions.* A teacher also mentioned that: *To have quality supervision, we teachers should not resist our supervisors' but collaborate with them always.* To confirm these findings, Abdulai *et al.*, (2022), and Eagly *et al.*, (1995) have reiterated the need for collaborative relations in supervision when they opined that school authorities should contract leadership and supervision experts to train and equip teachers and circuit supervisors on collegial, participatory and collaborative leadership styles in supervisory relations. It was also revealed that for effectiveness in supervision, teachers should avoid attitudes that diminish headteachers with low rank and low educational level as well as low skills in supervision. Some words expressed by a teacher were: *As teachers, we should avoid actions that diminish school heads with low rank, education, and low supervisory skills.*

Effective Teaching and Assessment Practices

The study revealed that quality in teacher supervision can be achieved when teachers demonstrate a high level of pedagogical competency, take their instructional responsibilities seriously, embrace diverse teaching strategies, and practice inclusivity in their classrooms. To these, voices from a teacher were: *As teachers, we need to be kind in sharing teaching responsibilities, accept diversity in the way we teach, foster individual instruction, and encourage creativity.*

Also, it was found that effectiveness can be achieved in teacher supervision when all teachers foster creativity in their classroom delivery, maintain punctuality, apply appropriate assessment methods to monitor students' progress, and keep accurate records of students' assessments and academic progress. About these findings, a school head opined that: *effectiveness can be seen in our supervision of teachers if all teachers ensure quality teaching using modern practices and ensuring quality assessment and record keeping.* A teacher mentioned that: *Teacher supervision in our schools can be made better if we are regular and punctual to school, and also use both formative and summative assessment strategies to ascertain pupils' learning progress or performance.* This is why Mette *et al.*, (2015), and Ovando (2000) suggested that supervisors should use leadership styles that allow collaboration with teachers to target areas of instructional improvement, such as pedagogical and assessment deficiency.

Effective Supervisory Leadership Skills

The findings were that for quality supervision in schools, supervisors should possess supervisory leadership skill sets that include good communication and interpersonal relations skills, problem-solving and decision-making skills, conflict resolution, and management strategies in supervisory relations. Statement from a head teacher in support of the findings is that: *Supervisors should have adequate skills in making informed and timely decisions that benefit all.* A teacher's voice to confirm these findings is that: *There should be open communication between supervisors and teachers in the school.* To concur with these findings, Thomas (2024), Jacob and Lefgren (2006), and Abdulai *et al.*, (2022) have confirmed the urgency of supervisors acquiring supervisory leadership skills when they opined that education authorities need to work with leadership and supervisory experts to develop capacity-building training on core competencies required for effective school supervision for all school supervisors.

The study has also found leadership supervisory skills necessary for effective supervision to include mentorship skills, coaching skills, planning, and activities scheduling skills. An opinion from a teacher was: *The heads should make sure they communicate well with teachers and have good interpersonal relations.* A head teacher's expressions to confirm these findings are that: *Supervisors should have skills in mentoring and coaching the supervisees.* Thomas (2024) confirmed these findings by claiming that in-service training and mentorship programmes when adopted by school districts can help to develop school heads' essential supervisory skills.

Provision of Periodic Training

It was revealed that adequate provision of period training can lead to effective teacher supervision in schools. The study found that for effectiveness in supervision, all school heads and supervisors need to be given adequate periodic training on clinical supervision to increase their supervisory skill sets. In connection with these findings, a school head lamented that: *The Issue of supervisory training is needed by all of us to be able to function well in our schools when carrying out supervision.* To confirm this, Bouchamma (2015) mentioned that well-trained and highly certified supervisors always demonstrate adequate pedagogical supervisory skills and feel accountable in carrying out their supervisory activities. A teacher also opined that: *I think the Ghana Education Service, apart from providing schools with resources, should also, every year, give our supervisors modern clinical training to improve on their supervision.* To confirm these findings, Abdulai *et al.*, (2022), and Thomas (2024) suggested that education districts should periodically equip their supervisors with clinical supervision training to enhance their effectiveness in carrying out their duties. When adequate periodic training is given to supervisors, the positive outcome will confirm the statement by Jacob and Lefgren (2006) that teachers are always ready to take supervisors' feedback seriously if they trust the supervisors possess the needed supervisory skills to assess their strengths and weaknesses.

Provision of Resources

It was revealed that adequate provision of resources can lead to effective teacher supervision in our schools. The study found that for effectiveness in supervision, the Ghana Education Service (GES) should equip schools with the necessary logistics that should include tools, resources and infrastructure. This provision should include teaching and learning resources, record-keeping materials, and professional development programmes for both supervisors and teachers. Concerning these findings, a teacher opined that: *I think the GES should provide schools with the tools, including motorbikes or cars, to facilitate their traveling to schools to supervise teaching and learning.* Abdulai *et al.*, (2022) confirmed these findings when they proposed adequate vehicles or motorbike provision by the education authorities to facilitate supervisor supervisory activities. A school head mentioned that: *What I can say is that GES should ensure that schools have access to adequate resources and infrastructure to support effective supervision.* To concur with the findings, Thomas (2024) mentioned that education districts should assist schools with funding and supply of resources that may include teaching aids, ICT tools, textbooks, and other instructional materials to aid in teaching, learning, and supervision.

Structured and Guided Supervision for Accountability

It was found that teacher supervision will be effective in schools if they are structured and guided for accountability purposes. The study revealed that supervision should be well organised and structured to ensure consistency and effectiveness. Supervisors' roles should be clearly defined and function as guides rather than enforcers of personal directives. Regarding these findings, a school head stated that: *Supervisors' roles should be defined clearly, supervisors should see themselves as guidance, and the Ghana Education Service (GES) should ensure that supervision activities are guided and not them going on their directives.* A teacher commented that: *GES should make proper and working schedules for supervision in schools.* Jonyo and Jonyo (2019), and Glanz and Heinmann (2018) have confirmed these findings by highlighting that many models of supervision are rigid and turn supervisors into domineering who diagnose teachers' pedagogical lapses and impose solutions.

The study also found that the Ghana Education System (GES) should establish proper schedules for supervision, the GES should provide frequent orientation for supervisors and teachers, and implement a structured reward system to recognize outstanding performance in supervision. In connection with these findings, a school head proposed that: *GES*

should establish an effective reward system to acknowledge the efforts of headteachers and teachers who show outstanding supervision and performance. Abdulai *et al.*, (2022) concurred that quality supervision can be achieved when the education systems have adequately trained supervisors who are paid monthly supervision allowances for carrying out assigned supervisory activities.

CONCLUSION

For the realisation of effectiveness in teacher supervision in all schools, there should be a high level of teachers' professional conduct in all aspects of education, and there should be profound mutual respect and open communication between teachers and supervisors. Teachers' embracement of supervision in schools as collaborative, their tendencies to maintain a positive attitude and their willingness and acknowledgment of supervisors as guides can be catalysts to quality in teacher supervision. Furthermore, quality supervision is achieved when teachers demonstrate a high pedagogical competence and implement effective assessment strategies. Also, to enhance the effectiveness of supervision in schools, supervisors should possess strong leadership skills that include interpersonal skills, mentoring, and coaching skills. Furthermore, adequate provision of resources and training are crucial for improved supervision. Last but not least, structured and guided supervision fosters accountability and also ensures consistency and effectiveness in school oversight.

RECOMMENDATION

For effective supervision of teaching and learning in schools, school heads should work with the Ghana Education Service (GES) to re-orientate teachers on their professional values, attitudes, and conduct in engaging critical and collective reflective practices with supervisors to improve teaching and learning. Teachers should cultivate the habit of building good relations with supervisors, they should be guided by legal and ethical teacher codes when engaging with supervisors, colleagues, and pupils. Again, school heads and supervision experts should create awareness campaigns on the danger of teachers' resistance to supervisors' roles in schools. These experts should make teachers see supervisors as guides in schools and not as threats. The Ghana Education Service should work hand-in-hand with leadership and experts in supervision to train teachers on how to maintain collaborative approaches in supervisory relations.

School management teams should collaborate with instructional experts to organise in-service training to equip teachers with pedagogical strategies, and inclusive practices, fostering creativity and the application of appropriate assessment methods to monitor students' progress and to keep accurate records of students' assessments and academic progress.

The Ghana Education Service should work with leadership experts to equip all supervisors with good communication and interpersonal relations skills, problem-solving and decision-making skills, conflict resolution and management strategies, mentorship skills, coaching skills, and supervisory activities planning and scheduling skills. The employer should provide all schools with adequate teaching and learning materials. The employer should also ensure that supervision activities in all schools are well organised and structured to ensure consistency and effectiveness. The Ghana Education Service should clearly define the supervisor's role as a guide, mentor and coach to teachers rather than an enforcer of personal directives. The Ghana Education system (GES) should provide supervisors with all the resources and implement a structured reward system to recognize outstanding performance in supervision.

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