

INFLUENCE OF SUPERVISION ROLES OF HEADS OF HOME ECONOMICS DEPARTMENT ON LECTURERS' PERFORMANCE IN COLLEGES OF EDUCATION NORTH-CENTRAL, NIGERIA

Shehu, Joke Iyabo

Department of Home Economics, Niger State College of Education Minna

E-mail: iyaboshehu@gmail.com

Abstract

This study assessed the influence of the supervision roles of Heads of the Home Economics Department on Lecturers' performance in Colleges of Education in North-Central, Nigeria. The study had three (3) objectives among which was to examine the level of influence of HODs' supervision roles on Lecturers' instructional performance in Colleges of Education in North-Central, Nigeria. Three (3) research questions were raised and a descriptive survey design was used to carry out the research. The population of the study comprised eighty-eight (88) respondents: eleven (11) HODs and seventy-seven (77) Home Economics Lecturers. The whole population was used as a sample size for the study. Two instruments titled HODs Supervision Roles Questionnaire (HSRQ) and the Lecturers' Performance Questionnaire (TPQ) constructed by the Researcher were used for data collection. The HSRQ had section A, containing 10 items to answer RQ one. TPQ had sections A and B. Each section had 10 items to answer RQ two, and RQ three. Three experts validated the instruments. The reliability coefficient of the instruments was established through the Cronbach Alfa Correlation Coefficient. The reliability index for HSRQ and TPQ instruments were 0.81 and 0.91 respectively. Eleven (11) copies of HSRQ and seventy-seven (77) copies of TPQ were administered, but eleven (11) copies of HSMRQ and sixty-six (66) copies of TPWQ were returned successfully. Mean was used to analyze all the RQs. The analysis of the responses was interpreted as the benchmark of mean 3.0. The study's findings revealed that the level of influence of HODs supervision roles had a high influence on Lecturers' instructional performance (Aggregate Mean 3.38). More so, HODs' supervision roles had a high influence on Lecturers' instructional preparation (Aggregate Mean 3.57), and delivery skills (Aggregate Mean 3.62). Based on the findings, it can be concluded that HODs' supervision roles such as planning, discussion of challenges, weekly vetting of the lesson plan, observation of instructional process, providing feedback, monitoring, and motivation influence the Lecturers' quality of instructional preparation and delivery skills. Because of the findings, the Researcher recommended among others that HODs should consistence and sustain a high level of instructional supervision roles to enhance the enthusiasm of Lecturers' instructional performance. HODs should ensure Lecturers' compliance with NCCE minimum standards, regulations, and policies to help the Department of Home Economics maintain its accreditation and reputation.

Keywords: Instructional, Performance. Roles, Supervision.

Introduction

Globally, the demand for quality education at all levels has increased in response to globalization and the challenges of the 21st century. There is a consensus among scholars that the quality of education is one of the most potent factors that account for inequality that differentiates developed countries from developing countries (Ibrahim, 2019). Standard education practices would enhance the effective implementation of the nation's educational goals. Thus, the Quality Teacher Education Programme (QTEP) is valuable for the social and economic development of a nation. Many literatures support the fact that quality education is strongly based on quality input, quality process, and quality outcomes (Obanya, 2014; Okoye,

Onyali, & Ezeughor, 2016; Ngole & Mkulu, 2021). The development of any society depends on the quality of education, and in turn quality of education depends on the quality of Lecturers, teaching and learning process, quality roles of Heads and students, and effective involvement of parents in education. To promote quality and effectiveness in education, supervision in schools is important (Paschal, Nyoni, & Mkulu 2020). An increasing role of monitoring has been adopted as a standard of persuading the enhancement of quality education (Safaryan, 2020). More so, Supervision has become an accepted tool of good administrative actions within and across educational institutes to enhance performance and attainment of desired results.

The Home Economics program is among the several fields of Teacher Education where the curriculum leader administers their professional responsibility towards the Quality Home Economics Teacher Education Programme (QHETEP). Thus, implementing a Home Economics Teacher education programme for quality output requires the commitment of all stakeholders in terms of performing their Roles and responsibility for effective implementation. These include the government, institution management, HODs, lecturers, and Students. In the context of this study, the quality performance of Lecturers is the key to quality education because Lecturers are the critical educational agents and leaders that operate the dynamic environment for the delivery of educational services to achieve a society's aspiration. Equally, the leadership roles of HODs in terms of supervision of curriculum and instructional activities are imperative for the delivery of QHETEP.

The roles of HODs as instructional supervisors and officers in achieving QHETEP have more than ever before become very crucial. Particularly the issue of instructional improvement through effective learning and quality teaching in Nigeria Colleges of Education is the major concern. Presently, the NCE Minimum Standard emphasizes a learner-centered approach. The document establishes high expectations for the quality of Teacher's instructional preparation and delivery. Lecturers are expected to utilize suitable learning materials, assessments, and instructional strategies. Lecturers also are expected to keep adequate records of the instructional activities of the department. In this regard, the HOD's role is to supervise and monitor the Teacher's instructional activities. Perform instructional supervision and monitoring roles in the department demands that the HOD plan the supervision activities to capture the vision, set achievable goals, and establish policies to achieve set goals. Besides planning, HOD needs to observe the teaching skills of Lecturers and use appropriate feedback mechanisms, monitor their performance, and motivate them to influence Lecturers' performance.

In reality, the Researcher observed that there is little check and balance between HOD instructional supervision roles and Lecturers' instructional performance as required by the minimum standard. This scenario could make some Teachers not perform their duty as expected and result inappropriately. Evidence of inappropriate manners is displayed by changing of lecture timetable, unsuitable method of teaching, quality of assessment given to learners, and delay in submission of marked examination scripts and score sheets. It is the responsibility of Lecturers to give lessons and realistic assignments according to the established minimum standards. These standards can be achieved when HODs perform effective supervision. Alhassan (2015) noted that excellent schools have good administrators; these leaders have been identified as performing supervisory roles very well, whereas failing schools have weak administrators who pay little attention to supervisory roles.

Statement of the Problem

In line with the implementation of quality teacher education policies, the NCCE mandates the establishment of a directorate of quality assurance in the colleges to monitor the effective implementation of NCE minimum standards. The directorate works hand in hand with HOD to ensure quality teaching and learning at the departmental level through supervision of instruction to improve Lecturers' performance. However, the question is, to what level do instructional supervision roles of Heads of Department of Home Economics influence Lecturers' instructional performance in Colleges of Education in Nigeria? Thus, among other factors to address quality issues in Teacher Education are Teacher excellence of instructional preparation, teaching skills, quality of assessment and other instructional tasks performance are very momentous. Another issue of concern is do HODs' instructional supervision influences the commitment of Lecturers to prepare and deliver quality lessons, and dedication to perform instructional tasks. To buttress this, Ngole et al. (2021) reported that ineffective supervision by Heads of schools contributes to poor quality of teaching and learning in most schools. Thus, the need to assess the influence of the supervision roles of the Head of the Home Economics Department on Lecturers' performance at work in Colleges of Education North Central, Nigeria become necessary.

Objectives of the Study

The major objective of this study is to assess the influence of supervision and monitoring roles of Heads of Department of Home Economics (HODs) on Lecturers' performance at work in Colleges of Education North-Central, Nigeria. The specific objectives of the study are to:

- i. examine the level of influence of HODs' supervision roles on Lecturers' instructional performance in Colleges of Education North-Central, Nigeria.
- ii. examine the influence of HODs' supervision roles on the quality of Lecturers' instructional preparation in Colleges of Education North-Central, Nigeria.
- iii. determine the influence of HODs' supervision roles on the quality of Lecturers' instructional delivery skills in Colleges of Education North-Central, Nigeria.

Research Questions

The following research questions guided the study:

- i. What is the level of influence of HODs' supervision roles on Lecturers' instructional performance in Colleges of Education North-Central, Nigeria?
- ii. What is the influence of HODs' supervision roles on the quality of Lecturers' instructional preparation in Colleges of Education North-Central, Nigeria?
- iii. What is the influence of HODs' supervision roles on the quality of Lecturers' instructional delivery skills in Colleges of Education North-Central, Nigeria?

Research Methodology

Research Design

This study adopted a descriptive survey design. Descriptive survey design is considered appropriate for this study because it enables the Researcher to establish the dimension and the predictive value of the variables of the research questions.

Population and Sample Size of the Study

The population of the study comprised a total number of eighty-eight (88) respondents. Specifically, eleven (11) Heads of the Home Economics department, and seventy-seven (77) Home Economics Lecturers obtained from the departmental staff list of the Colleges of Education North-Central, Nigeria. There are no sampling techniques applied because all

members of the population for the study were chosen as the size was manageable and individual views are considered important for the study.

Instruments for Data Collection

The instruments used for data collection were structured questionnaires constructed by the Researcher titled HODs Supervision Roles Questionnaire (HSRQ) and Lecturers' Performance Questionnaire (LPQ). The HSRQ instrument has one section with 10 items related to RQ one of the study. The instrument was used for data collection from HODs. The LPQ instrument has two sections with 20 items used for data collection from Lecturers. The questions were scored on a four-point Likert scale, with High Influence = 5, Above Average Influence = 4, Average Influence = 3, Below Average Influence = 2, and Very Low Influence = 1. as the possible answers. Two specialists from the Home Economics department verified the tool. Pilot tests were carried out at the College of Education, FCT, Zuba, and Kaduna State College of Education, Gidan Waya. Two HODs and sixteen Lecturers participated in the pilot testing. Cronbach's Alpha was used to evaluate the instrument's dependability; the result showed reliability coefficient values of 0.81 and 0.91 for HSRQ and LPQ respectively. The questionnaire's alpha ratings were deemed sufficient for this study. This is consistent with Bashir and Marudhar's (2018) confirmation test of dependability. They contend that an instrument is deemed dependable if it falls between 0 and 1, that the closer the estimated reliability coefficient is to 0, the less reliable the instrument, and that the higher the calculated reliability coefficient is to 1, the more reliable the instrument.

Procedure for Data Collection

The Researcher collected a letter of introduction from the office of the Head of the Department of Home Economics, Faculty of Education, Ahmadu Bello University, Zaria for permission to administer the questionnaire. The Researcher visited the Colleges of Education and introduced herself to HODs. Presented the letter of introduction for permission to administer the questionnaire. With permission of HODs, the Researcher administered the questionnaire to the respondents and retrieved it after completion. There was difficulty in retrieving the entire questionnaire at once but the opportunity was given to respondents to send it to the Researcher through e-mail WhatsApp or post. Eighty-eight (88) questionnaires were administered, but seventy-seven (77) filled instruments were returned successfully thereby giving 87.5 percent returned.

Procedure for Data Analysis

After the collection of data, the Researcher cross-examined the questionnaires to ascertain the return rate, completeness, and clarity. The data obtained from the respondents was analyzed through the use of SPSS Version 26. Descriptive statistics (Mean) and inferential statistics (Chi-square) were used to present the data from the field. The research questions 1-3 were answered with an option of five (5) point rating scale. The limit for decision rule: An average mean of 3.0 and above was considered as high influence while an average mean below 3.0 was considered as low influence.

Results

Research Question One: What is the level of influence of HODs supervision roles on Lecturers' instructional performance in Colleges of Education in North-Central, Nigeria?

Table 1: Mean Score of Respondents on the Level of Influence of HODs Supervision Roles on Lecturers' Instructional Performance in Colleges of Education in North-Central, Nigeria.

S/N	Items	N	Mean	Decision
1	Planning of instructional supervision process promotes Lecturers' teaching performance.	11	3.18	High Influenced
2	Discussion of challenges in the preparation of the scheme of work improves the Lecturer' lesson preparation.	11	3.09	High Influenced
3	Weekly vetting of lesson plans enhances the Lecturers' lesson preparation.	11	3.64	High Influenced
4	Ensuring lesson objectives are achievable increases the quality of Lecturers' lesson plan	11	3.36	High Influenced
5	The classroom supervision observation process enhances the Lecturers' quality of instructional delivery.	11	3.72	High Influenced
6	The provision of supervision feedback improves the Lecturers' pedagogical weaknesses.	11	3.36	High Influenced
7	Monitoring Lecturers' performance improves the quality of instructional delivery.	11	3.18	High Influenced
8	Monitoring Lecturers' performance advances the quality of instructional tasks.	11	3.91	High Influenced
9	Motivations of Lecturers through immediate recognition of good work strengthen their performance.	11	3.27	High Influenced
10	Motivations of Lecturers through recommendations for promotion reinforce quality performance.	11	3.09	High Influenced
Aggregate Mean			3.38	

Sources: Field Survey, 2023.

Table 1 depicts the mean scores of the responses on the level of influence of HODs supervision roles on Lecturers' instructional performance at work in Colleges of Education North-Central, Nigeria. From Table 1 the results of each variable indicated an aggregate mean of 3.38 which is higher than the decision mean score of 3.0. The deduction is that the level of HODs supervision roles was above average for all the tasks. However, monitoring Lecturers' instructional performance is dominant among HODs while discussion of challenges of the scheme of work and motivation of Lecturers through recommendation for promotion are equally high based on the majority of responses.

Research Question Two: Influence of HODs Supervision Roles on Lecturers' quality of instructional preparation in Colleges of Education, North-Central, Nigeria.

Table 2: Mean Score of Respondents on the Influence of HODs Supervision Roles on Lecturers' Quality of Instructional Preparation in Colleges of Education North-Central, Nigeria.

S/N	Items	N	X	Decision
1	Prepare a scheme of work appropriately in a semester.	66	3.64	High Influenced
2	Break course contents into manageable units for each lesson period in a semester.	66	3.76	High Influenced
3	Prepare lesson plans regularly in a semester.	66	3.30	High Influenced
4	Prepare a lesson plan with performance objectives that cover the three domains of teaching and learning.	66	3.67	High Influenced
5	Formulate adequate performance objectives for each lesson.	66	3.58	High Influenced
6	Select appropriate instructional materials.	66	3.56	High Influenced
7	Prepare the instructional materials.	66	3.42	High Influenced
8	Update the lecture notes before teaching in a semester.	66	3.45	High Influenced
9	Check laboratory facilities before the practical lesson.	66	3.84	High Influenced
10	Set lecture assessments before entering the class in a semester.	66	3.52	High Influenced
Aggregate Mean			3.57	

Field Survey, 2023.

Table 2 depicts the mean scores of responses on the influence of HODs supervision roles on Teachers' quality of instructional preparation in Colleges of Education North-Central, Nigeria. The results for 10 variable items show an aggregate mean of 3.57 which is higher than the decision mean score of 3.0. From the results of the analysis, it is indicated that HOD instructional supervision has a high influence on Teachers' preparation of scheme of work, breaking course contents into manageable units for each lesson period, preparing lesson plans regularly, preparing lesson plans with performance objectives that cover the three domains of teaching and learning, formulate adequate performance objectives for each lesson, select appropriate instructional materials, prepare the instructional materials, update the lecture note before teaching, check facilities in the laboratory before a practical lesson, and set lecture assessments before entering the class in a semester based on the majority responses.

Research Question Three: What is the influence of HODs supervision roles on quality of Lecturers' instructional delivery skills in Colleges of Education North-Central, Nigeria?

Table 3: Mean Score of Respondents on the Influence of HODs Supervision Roles on Quality of Lecturers' Instructional Delivery Skills in Colleges of Education North-Central, Nigeria.

S/N	Items	N	Mean	Decision
1	Communicate effectively in the class.	66	3.63	High Influenced
2	Cover content of lesson.	66	3.59	High Influenced
3	Present the content of the lesson logically.	66	3.53	High Influenced
4	Engage Students in the class activities during the lesson.	66	3.68	High Influenced
5	Use different teaching methods.	66	3.70	High Influenced
6	Use instructional materials to support the lesson.	66	3.41	High Influenced
7	Use time effectively.	66	3.70	High Influenced
8	Motivating the Students.	66	3.67	High Influenced
9	Evaluating the lesson appropriately.	66	3.76	High Influenced
10	Establishing positive emotional conduct in the class.	66	3.59	High Influenced
Aggregate Mean			3.62	

Field Survey, 2023.

Table 3 depicts the mean scores of responses on the influence of HODs supervision roles on Teachers' quality of instructional delivery skills in Colleges of Education North-Central, Nigeria. The results for all variable items had an aggregate mean of 3.62 which is higher than the decision mean score of 3.0. The results of the analysis showed that HODs' supervision roles have a high influence on Teachers' quality of instructional delivery skills in the areas of communicating effectively in the class, covering the content of the lesson, presenting the content of the lesson logically, Engaging Students in the class activities during the lesson, using different teaching methods, using instructional materials to support the lesson, using time effectively, motivating the Students, evaluating the lesson appropriately and establishing positive emotional conduct in the class based on the majority responses.

Summary of Major Findings

The findings from the descriptive statistic (Mean) used to analyze the data collected from the respondents in this study revealed that all three RQs were highly influenced. The results established that:

- i. HODs supervision roles had a high influence on Lecturers' instructional performance with an aggregate mean rating of 3.38. Shown in Table 1
- ii. HOD supervision roles had a high influence on Lecturers' instructional preparation with an aggregate mean rating of 3.57. Shown in Table 2.
- iii. HODs supervision roles had a high influence on Lecturers' instructional delivery skills with an aggregate mean rating of 3.62. Shown in Table 3.

Discussion of Findings

The finding in Table 1 revealed that there is a high influence of HODs' supervision roles on Lecturers' instructional performance. Indicating that HODs' supervision roles involve planning of instructional supervision process, discussing challenges in preparation of the scheme of work, weekly vetting of the lesson plan, ensuring that lesson objectives are achievable, observing the instructional process, providing supervision feedback, monitoring

Lecturers' performance influence Lecturers' instructional performance. In addition, the findings revealed that HODs' supervision roles in the aspect of motivating Teachers through immediate recognition of good work do strengthen their performance. Also, motivations of Teachers through recommendation for promotion reinforce their quality of performance in Colleges of Education North-Central, Nigeria. This is in line with the submission of Diana and Demetria (2021) who established that HOD supervision roles were valued very highly. It also established that supervision of curriculum activities and timetables improves the quality of instruction. The findings further substantiate that of Ngole and Mkulu (2021) whose study stated that Heads of Schools are key instructional Supervisors in Schools and that effective supervision was found to be the key factor for academic performance in Schools. Nwankwoala (2020) also indicated that classroom observation and holding conferences with Teachers before the actual classroom observation are significantly related to Lecturers' job performance. More so, Niyivuga, *et al.* (2019) declared that HODs are the ones entrusted with the supervisory Roles of the Faculty members. Also, Lyonga (2018) affirmed that instructional supervision has a positive influence on different aspects of Lecturers' job performance. Laska (2016) established that School Principals who carried out monitoring and evaluation roles by engaging in planning for Teacher observation in the classroom, actual observation, monitoring and evaluating the Teachers, and providing feedback after observation enhanced Lecturers' job performance. However, the findings of the present study negate the assertion of Kamotho (2019) which indicated that Principals' supervision Roles did not influence Lecturers' job performance. Disagreements between the findings of the present study and Kamotho (2019) could be due to population characteristics and the different locations of the two studies. Practical implications of the finding in Table 1. HODs' planning of supervision roles ensures quality assurance. When HOD instructional supervision roles are carried out consistently and systematically, it helps to maintain and improve the quality of teaching and learning processes.

The findings in Table 2 indicated that there is a high influence of HODs' supervision roles on Lecturers' instructional preparation, signifying that HOD supervision roles influence Lecturers' preparation of scheme of work appropriately, breaking course contents into manageable units, preparing lesson plans regularly, formulating adequate performance objectives, selection, and preparation of instructional materials, update lecture note, check laboratory facilities before practical class and set lecture assessments before entering the class in a semester in Colleges of Education in the North-Central, Nigeria. The finding was validated by Godwin's (2019) result which established that there is a significant relationship between the Head Teacher's supervision and the Lecturers' preparation of pedagogical documents. Equally, the finding agreed with that of Lyonga (2018) who indicated that instructional leaders positively influence Lecturers' job performance when they regularly check Lecturers' schemes of work and lesson plans, correct Lecturers' lesson plans, and hold meetings with Teachers individually and as groups to guide how to improve teaching and learning activities. Also, Oryema (2017) in his study declared that supervision of pre-teaching activities has a significant influence on Teacher performance. Similarly, Aseka (2016) in his study revealed that supervision of pre-teaching has a significant influence on Teacher job performance. However, the findings of the present study are against Yego *et al.* (2020) which indicated that there is a significant inverse and weak relationship between Lecturers' performance in lesson preparation and instructional supervision. Also, Samuel *et al.* (2019) established that Supervision of pre-teaching activities does not influence Teacher performance. Differences in the findings of previous studies and the present study could be due to the research design used for the studies. Practical Implications of the findings in Table 2. A well-prepared scheme of work and lesson plan with achievable goals provides a clear

roadmap for Lecturers' quality instructional delivery. This enables teachers to know what content to cover, how to cover it, and what outcomes to expect. Clear goals help Teachers allocate appropriate time for each lesson component, ensuring that essential topics are adequately covered within the allocated class time. Well-selected instructional materials can capture Students' interest and engage them actively in the learning process. This engagement fosters a positive learning environment and promotes Student participation. Proper selection and preparation of instructional materials reinforce key concepts, facilitate understanding, and help students achieve desired learning outcomes.

The results in Table 3 revealed that HODs' supervision roles had a high influence on Lecturers' instructional delivery skills. Representing that HODs' supervision roles influence Lecturers' communication skills in the classroom, cover and present contents of the lesson logically, engage Students in-class activities during the lesson, use different teaching methods and instructional materials to support the lesson, use time effectively, motivate Students; evaluate lesson appropriately and establish positive emotional conduct in the classroom. This confirms the finding of Nwankwoala (2020) that classroom observation by Supervisors influences Lecturers' job performance in schools. Also, Godwin (2019) confirmed that a significant relationship exists between Head Teacher's supervision and Lecturers' classroom instruction and management. Similarly, Samuel *et al.* (2019) established that School Heads' lesson planning supervision and lesson delivery supervision had a significant influence on Teacher role performance. In addition, Mustapha *et al.* (2018) revealed that Supervisors' roles are positively related to the quality delivery of education. More so, Oryema (2017) confirmed that supervision of actual teaching activities has a significant positive influence on Teacher performance. However, the finding of the present study on RQ 3 disagreed with that of Namutebi (2019) who maintains that lecturers were not performing their instructional responsibility which may affect the quality of Students' performance and the department at large. Similarly, Mwaniki and Guantai (2018) revealed that instructional supervision exercises in Schools have no positive influence on the improvement of Teachers' pedagogic skills. This difference may be a result of differences in research location and sample size. Effective communication skills during instructional delivery by Home Economics Teachers ensure that instructions, explanations, and expectations are conveyed to Students. This clarity minimizes misunderstandings and confusion, enabling students to engage with the curriculum more effectively. Clear and effective communication captivates Students' attention and maintains their interest in the lesson. It fosters a positive learning environment where Students feel motivated to participate actively and contribute to discussions.

Conclusion

Based on the findings of the study, it can be concluded that HODs' supervision roles such as planning, discussion of challenges, weekly vetting of the lesson plans, observation of instructional process, providing feedback, monitoring, and motivation influence Lecturers' quality of instructional preparation, and delivery skills. High level and consistency in HODs supervision roles are indispensable for quality Lecturers' instructional performance and attainment of standards in implementing NCE Home Economics curriculum and instruction.

Recommendations

In the light of the findings of this study, the following recommendations were made:

1. HODs should be consistent and sustain a high level of instructional supervision roles to enhance the enthusiasm of Teachers' instructional performance.

2. Home Economics Teachers should intensify more effort in instructional preparation. Both HODs and Teachers should ensure that the scheme of work, lesson plan, and instructional materials are prepared and documented before the beginning of the new semester.
3. HODs and Home Economics Teachers should support peer collaboration and facilitate peer observation of the instructional delivery process. Encouraging collaboration among Home Economics Teachers would foster a culture of best practices and have a prodigious significant influence on the quality of instructional delivery skills by Home Economics Teachers.

Limitations of the Study

It should be noted that this study was conducted in the North-central of the country. The restriction is useful for controlling variability and for increasing precision, but caution is necessary for the generalization of the study.

References

- Alhassan, A. J. (2015). An Evaluation of Head Teacher's Performance in Supervision of Instruction and Involvement of Staff in Decision-Making in the School. *International Journal of Research in Humanities and Social Studies*. 2(7), 129-142.
- Aseka, M. T. W. (2016). Influence of Head Teachers' Instructional Supervision Practices on Teachers' Job Performance in Public Primary Schools in Lang'ata Sub County, Nairobi Kenya (Unpublish M.Ed. in Educational Administration, University of Nairobi).
- Bashir, J., & Marudhar, M. (2018). Reliability & Validity of the Research. *Scientific Journal of India*. <https://doi.org/10.21276/24565644/2018.V3.I1.23>.
- Diana, M. N., & Demetria, G. M. (2021). The Roles of School Heads' Supervision in Improving Quality of Teaching and Learning: A Case of Public Secondary School in Ilemela District Mwanza Tanzania. *International Journal of English Literature and Social Sciences*. 6 (1), 59 -73. DOI: <https://ijeab.com/doi.org/10.22161>
- Godwin, W. A. (2019). Head Teachers' Supervision and Teachers' Performance in Universal Primary Education Schools in Bubulo Constituency, Manafwa District, Uganda (Unpublished M. Ed theses, Kampala University).
- Ibrahim, K. (2019). Monitoring and Evaluation of Teacher Effectiveness: A Case of Teacher Performance Appraisal and Development Tool in Public Secondary Schools in Nyandarua South Sub-County, Kenya. *Advances in Social Sciences Research Journal*, 7(1), 320-329. DOI: <https://doi.org/10.14738/assrj.71.7660>.
- Kamotho, M. W. (2019). Influence of Principals' Supervisory Roles on Teachers' Job Performance in Public Secondary Schools in Kangundo, Machakos County, Kenya. (Unpublished M.Ed. theses, Catholic University of Eastern Africa Nairobi - Kenya).
- Laska, L. (2016). Monitoring and Evaluating the Performance of Teachers Through the Process of Observation in the Classroom. *European Journal of Multidisciplinary Studies*, 1(2), 370-378.
- Lyonga, N.A.N. (2018). Supervision and Teachers' Work Performances in Primary Schools in Konye Sub-Division in Cameroon. *Journal of Educational and Social Research*, 8(2), 115-124.
- Mustapha, B. D., Usman, Y. B., Musah, D. & Richmond, A. (2018). Supervisors and Supervisees' Perception of Instructional Supervision: The Case of Selected Basic Schools in the Central Region of Ghana. *Assumption University e-Journal of Interdisciplinary Research (AU-eJIR)*: 3(2), 129-141.

- Mwaniki, S. & Guantai, H. (2018). The Influence of Instructional Supervision by Quality Assurance and Standard Officers on Teachers' Instructional Competences in Schools. *International Journal of Advanced Research (IJAR)*, 6(3), 220-231 DOI: <http://dx.doi.org/10.21474/IJAR01/6670>.
- Namutebi, E. (2019). Instructional Leadership and Lecturers' Job Performance in Public Universities in Uganda. *Makerere Journal of Higher Education* 10 (2), 93 – 118 DOI: <http://dx.doi.org/10.4314/majohe.v10i2.8>
- NCCE (2020). NCE Minimum Standard Implementation Framework.
- Ngole, D. M., & Mkulu, D. G. (2021). The Roles of School Heads' Supervision in Improving Quality of Teaching and Learning: A Case of Public Secondary School in Ilemela District Mwanza Tanzania. *International Journal of English Literature and Social Sciences*. 6 (1), 59-73. DOI: [https:// dx. doi.org/ 10.22161/ijels.7](https://dx.doi.org/10.22161/ijels.7).
- Niyivuga, B., Otara, A., & Tuyishime, D. (2019). Monitoring and Evaluation Practices and Academic Staff Motivation: Implications in Higher Education Within Rwandan Context. *Journals.sagepub.com/home/sgo*. DOI: <https://doi.org/10.1177/2158244019829564>
- Nwankwoala, H. N. L. (2020). Instructional Supervision and Teachers' Job Performance in Public Senior Secondary Schools in Rivers State. *International Journal of Institutional Leadership, Policy and Management*. 2(4), 855-877. [https:// www.ijilpm.com](https://www.ijilpm.com)
- Obanya, P. (2014). *Educacioneering*. Ibadan, HEBN Plc.
- Okoye, F.O., Onyali, L.O., & Ezeugbor, C. (2016). Educational Supervision and Quality Control of Secondary Education in Anambra State, *Nigeria Journal of Educational Policy and Entrepreneurial Research (JEPER)* 3 (6), 36-46.
- Oryema, F. (2017). Supervision of Teaching and Teachers' Performance in Government-Aided Secondary Schools in Moyo District, Northern Uganda (Unpublished M.Ed. on Business and Management Uganda Management Institute, Kampala)
- Paschal, M. J., Nyoni. T. T. & Mkulu, D. G. (2020). The Roles of Cooperative Learning in Attaining Inclusive Learning in the Classroom, Creativity and Innovation in Secondary. Schools in Mwanza Region – Tanzania. *International Journal of English Literature and Social Sciences, (IJELS)*, 5(2), 364-373. <http://journalrepository.com/index.php/ijels/article/view/1730>.
- Safaryan, N. (2020). Methodological Issues of Education Monitoring and Evaluation. *International Journal of Learning and Teaching*. 12(4), 176–183. DOI: <https://doi.org/10.18844/ijlt.v12i4.4615>
- Samuel, Y. A., George, A. O., & Martin, O. K. (2019). Influence of School Heads' Direct Supervision on Teacher Roles Performance in Public Senior High Schools, Central Region, Ghana. *IAFOR Journal of Education* (7) 2, 9-26.
- Yego, S. J., Amimo, C., & Mendoza-Roles, E. (2020) Relationship Between Instructional Supervision and Teacher's Performance Among Public Secondary Schools in Nandi North Sub-county, Kenya. *East African Journal of Education and Social Sciences (EAJESS)* 1(2), 90-97. DOI: [https://doi.org/ 10.46606/ eajess2020v01i02.0024](https://doi.org/10.46606/eajess2020v01i02.0024).