



ASSESSING THE RELATIONSHIP BETWEEN PRINCIPALS' INSTRUCTIONAL SUPERVISORY STRATEGIES AND TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS

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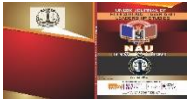
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ABSTRACT

This study investigated the relationship between principals' instructional supervisory strategies and teachers' job performance in public secondary schools in Obubra Local Government Area, Cross River State. Specifically, it examined how classroom observation and demonstration strategies relate to teachers' task performance. A correlational research design was adopted, with a target population of 146 secondary school teachers from 15 public secondary schools. Given the small population size, the census technique was used, including all 146 teachers in the study. Data was collected using a researcher-designed questionnaire titled Principals' Instructional Supervisory Strategies and Teachers' Job Performance Questionnaire (PISSTJPQ), comprising 25 items on a four-point Likert scale. Validity was ensured through expert review, while reliability was confirmed using the Cronbach alpha formula, yielding coefficients of .81 and .84. Data was analyzed using Pearson Product Moment Correlation at a 0.05 significance level. Findings revealed a statistically significant relationship between principals' classroom visitation and demonstration strategies and teachers' job performance. These supervisory approaches provide constructive feedback, model effective instructional techniques, and foster a collaborative teaching environment, which enhances teachers' job performance. Based on these findings, it is recommended that principals should actively engage in regular classroom observations as a key supervisory strategy. By offering timely and constructive feedback, they can help teachers identify strengths, address weaknesses, and refine instructional techniques, leading to improved job performance.

Keywords: Principals'; Instructional Supervision, Supervisory Strategies, Teachers' Job performance, Secondary Schools



Introduction

Teachers are key resources in the education system. Their roles extend far beyond the classroom, encompassing both academic and administrative tasks that contribute to the achievement of the school's goals and objectives. Teachers are the cornerstone of the secondary education system, serving as the essential human resources required for its smooth functioning in Nigeria (Obona & Etete, 2019). Undoubtedly, the success of the school system largely depends on teachers' job performance (Obona et al., 2023). Over the years, teachers' job performance has drawn significant attention from stakeholders and researchers alike (Onaolapo et al., 2019; Okoye, 2017; Obona et al., 2023). It is widely acknowledged that teachers are more likely to perform their duties diligently when provided with a conducive environment and favorable working conditions.

In the context of this study, teachers' job performance refers to the activities, actions, and responsibilities teachers undertake to fulfill their roles within the school. It encompasses a broad range of tasks that contribute to the overall effectiveness of teaching and student learning. According to Uko et al., as cited in Nnebedum and Akinfolarin (2017), teachers' job performance is the extent to which they are committed to pedagogical delivery while upholding moral integrity and academic excellence in their profession. Additionally, Koko and Nabie, as cited in Obona et al. (2023), describe job performance as the act of accomplishing or executing assigned tasks within a specified period. Therefore, teachers' job performance reflects their ability to exhibit the right attitude toward work, remain dedicated to their teaching responsibilities, and make deliberate efforts to achieve educational goals and objectives.

The assessment of teachers' job performance is based on several criteria, including their efforts to improve students' academic achievement, their depth of knowledge in subject areas, the organized presentation of lessons, effective classroom management, active participation in school curricular activities, consistent attendance and punctuality, positive relationships with colleagues and superiors, adherence to discipline, student motivation and counseling, and compliance with the professional code of conduct for teachers.

The issue of poor job performance among secondary school teachers has been a major concern for researchers. Okoye (2016); Osha et al. (2024) observed schools face similar problems, including inadequately trained teachers, low staff motivation, and ineffective supervision and monitoring systems. Fehintola (2015) highlighted that students' performance in the West African Senior School Certificate Examination (WASSCE) and National Examination Council (NECO) does not align with government and parental investment and expectations. Gbenu (2012) and Ige (2013) lament the prevalence of low staff morale, disciplinary issues, poor work attitudes, lack of interest in teaching, low-quality teachers, and inadequate instructional planning and delivery. Every student has the right to access quality education and fully participate in learning, regardless of their individual characteristics. Unfortunately, many teachers posted to rural areas prioritize farming and commercial activities over their teaching responsibilities (Okaforcha, & Okeke, 2019; Difoni et al., 2024; Madukwe et al., 2024). Consequently, they often fail to complete their syllabi before examination periods, indicating a gradual decline in their commitment and passion for the profession (Madukwe et al., 2024).



In the study area, Obubra Local Government Area of Cross River State, the researcher observed several cases of inadequate coverage of the scheme of work, persistent teacher lateness, frequent absenteeism, truancy, and missed lessons. Some teachers deliberately avoid writing their lesson notes before entering the classroom. Additionally, many students in these schools appear to perform below the expectations of parents and stakeholders, further indicating deficiencies in teachers' job performance.

The observed poor teachers' task performance has led to poor academic achievement of secondary school students, and has become a source of concern and worry among parents and stakeholders (Okeke Ifediorah & Okaforcha, 2018). Given the critical role of job performance in achieving secondary school goals, it is essential to identify factors that can enhance teachers' job effectiveness. One key factor that can influence teachers' job performance is the principal's instructional supervisory strategies. Supervision has long been recognized as an age long tool for improving teachers' attitudes toward work (Madukwe et al., 2024). Ineffective supervision of teachers can have adverse effects on their job performance, ultimately compromising the quality of education provided.

Principals' instructional supervisory strategies refer to the approaches and methods that school principals employ to oversee and support teachers' instructional practices. These strategies involve planned and systematic monitoring of teachers, alongside providing professional guidance and assistance to ensure the effective implementation of both formal and informal curricula in schools (Nnebedum & Akinfolarin, 2017). Instructional supervision creates opportunities for teachers to update their skills and knowledge, enabling them to adapt to innovative instructional delivery methods. The primary objective of these strategies is to enhance teaching and learning outcomes. Regular and timely supervision of teachers, coupled with professional guidance, not only minimizes instructional time wastage but also promotes timely execution of their duties, thereby ensuring effective time management within the school.

Several instructional supervisory strategies are available for principals to adopt. These include checking teachers' lesson notes, schemes of work, students' notes, teachers' punctuality, teachers' regularity in class, classroom observation, moderation of examination papers, and marking schemes, among others (Sule et al., 2015). Iloh et al. (2016) identified various supervision techniques, including classroom visitation/observation, inter- and intra-school supervision, team teaching, workshops, demonstration, clinical supervision, and micro-teaching, among others. However, this study focuses on two specific instructional supervisory strategies: classroom observation and demonstration strategies.

Principals' classroom observation and teachers' job performance

Classroom observation is regarded as an interaction between a teacher and a supervisor (internal or external), where the supervisor assesses the teacher's strengths and challenges in instructional delivery with the goal of improving teaching effectiveness (Ozor, 20217; Ezeaku (2012). This supervisory technique involves the principal visiting the classroom to observe how teachers deliver instruction, considering factors such as their mastery of subject matter, use of teaching strategies



and instructional aids, classroom management, and organizational skills (Nnebedum & Akinfolarin, 2017). Classroom observation is essential as it serves as a vital tool for teacher evaluation and professional development. By conducting classroom observations, principals can identify areas where teachers need improvement and provide appropriate support, thus fostering continuous professional growth.

Studies have established a relationship between the variables under investigation. For instance, Nnebedum and Akinfolarin (2017) examined the relationship between principals' supervisory techniques and teachers' job performance in secondary schools in Ebonyi State, Nigeria. The study, based on three research questions and hypotheses, employed a correlational research design. Out of a population of 4,368 secondary school teachers, 1,005 were selected using a stratified proportionate sampling technique. Data were collected through two instruments: the *Principals' Supervisory Techniques Questionnaire (PSTQ)* and the *Teachers' Job Performance Questionnaire (TJPQ)*, both validated by experts. Reliability tests using Cronbach's alpha yielded coefficients of 0.78, 0.68, and 0.81 for different sections of PSTQ and 0.78 for TJPQ. Pearson's correlation coefficient and t-tests were used for data analysis. The findings indicated a strong positive correlation between classroom observation techniques and teachers' job performance. Additionally, a significant relationship was found between principals' demonstration techniques and teachers' job effectiveness.

Similarly, Muhammad and Shohib (2018) explored the link between teacher performance appraisal methods and job performance among 110 teachers in an Islamic boarding school in Gontor, Indonesia. Using a 35-item Likert scale adapted from Muwanguzi (2010), they measured the impact of classroom observation, lesson planning, and self-appraisal on teaching performance. The analysis revealed that teachers preferred self-appraisal as the most effective evaluation method, while classroom observation and lesson planning were moderately applied. Correlation analysis confirmed a positive association between classroom observation and job performance.

Kamotho et al. (2019) investigated the influence of school principals' classroom visits on teachers' job performance in Kangundo Sub-County, Machakos, Kenya. Using a convergent parallel mixed-methods approach and stratified random sampling, they surveyed eight principals, 56 teachers, and 104 students. Data were gathered via questionnaires and interviews. The study found that most principals did not regularly observe classroom teaching, and teachers rarely engaged in peer observation. Additionally, many principals failed to discuss performance outcomes with teachers.

Ozor (2021) studied the impact of instructional supervision on teachers' effectiveness in secondary schools in Enugu State. Using a descriptive survey design, the study sampled 198 teachers from six schools through stratified random sampling. Data were collected via a structured questionnaire (RISTE) and analyzed using mean, standard deviation, and t-test at a 0.05 significance level. Findings revealed that **classroom observation** and **checking of teachers' professional documents** by supervisors significantly enhanced teachers' effectiveness.



Principals' demonstration strategy and teachers' job performance

The demonstration strategy involves a skilled and experienced principal illustrating educational materials, procedures, or strategies to improve instruction (Eze, cited in Sule, 2013). During a demonstration session, the principal explains the subject matter clearly, using vivid examples to enhance teachers' understanding. Ezeaku (2019) and Ani (2007) noted that the demonstration technique allows teachers to ask probing questions, leading to the discovery of new methods and ideas for effective teaching. However, Eze (cited in Sule, 2013) pointed out that principals often have limited time to engage in teaching demonstrations and other supervisory services aimed at improving instruction. Despite this limitation, when properly implemented, the demonstration strategy remains an effective tool for enhancing teachers' instructional delivery and overall job performance.

Sule (2013) examined how principals' supervisory demonstration strategies affected teachers' job performance in secondary schools across Cross River State, Nigeria. The study involved 660 teachers and 3,300 senior secondary students selected randomly from 232 schools. Data were collected using the Principals' Instructional Supervisory Strategies Questionnaire (PISSQ) and the Teachers' Job Performance Scale Questionnaire (TJPSQ). A one-way analysis of variance (ANOVA) revealed that the demonstration strategy had no significant effect on teachers' job performance. Based on these findings, the study recommended that the Ministry of Education implement broader supervision methods, including classroom visits, lesson note reviews, teacher record inspections, conferencing, and administrative workshops.

In another study, Omeodu (2019) investigated the instructional strategies employed by Physics teachers and their impact on students' academic performance in Rivers State secondary schools. The study examined which strategies teachers used, the extent of their application, and the differences in student achievement based on these methods. The sample consisted of 28 Physics teachers from 18 schools and 140 students from four schools where frequently used strategies were applied. Data were collected using a structured questionnaire and a Physics Achievement Test (PAT). Statistical analyses included frequency, mean, standard deviation, and hypothesis testing via a z-test at a 0.05 significance level. Findings showed that traditional methods such as lectures, demonstrations, laboratory work, and problem-solving were commonly used. Among these, students taught using the demonstration method performed better than those taught with the lecture method.

Bujar and Buniamin (2020) explored how the demonstration teaching method influenced students' academic achievement in primary schools in the Tetovo region of Macedonia. The study was guided by two research questions and one hypothesis, utilizing a sample of five school heads, 100 teachers, and 54 students. Data were gathered through questionnaires, and Pearson's chi-squared test was employed for analysis at a $p < 0.05$ significance level. The results indicated that the demonstration method significantly improved student performance compared to traditional lecture-based teaching. The researchers recommended that teachers should fully integrate and prioritize the demonstration method in all primary school classes to enhance learning outcomes.



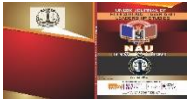
Similarly, Inyang et al. (2023) analyzed the effects of guided-discovery and expository instructional methods on Senior Secondary School students' academic performance in Physics in Ikot Abasi, Akwa Ibom State, Nigeria. The quasi-experimental study involved non-randomized pretest and posttest groups, comprising 182 Senior Secondary Two Physics students from the 2022/2023 academic session. A purposive sampling technique was used to select the schools. The Physics Achievement Test on Waves (PATW), with a reliability index of 0.85, served as the data collection instrument, validated by academic experts. Two instructional packages were developed for teaching the topic "Waves." Data analysis included mean, standard deviation, and hypothesis testing using Analysis of Covariance (ANCOVA) at a 0.05 significance level. Findings revealed a significant difference in achievement between students taught using guided-discovery and those taught through expository methods, highlighting the effectiveness of guided-discovery in improving learning outcomes.

The reviewed studies highlight the significant impact of effective supervisory strategies employed by principals in enhancing teachers' job performance. However, the researchers observed that, despite existing studies on the topic, none have specifically examined the relationship between principals' instructional supervisory strategies and teachers' job performance in Obubra Local Government Area. There is a noticeable gap in empirical research measuring principals' instructional supervisory strategies and teachers' task performance in public secondary schools within this area, particularly concerning classroom observation and demonstration strategies. Recognizing this gap, the researchers deemed it necessary to conduct this study to explore the relationship between principals' instructional supervisory strategies and teachers' job performance in Obubra Local Government Area of Cross River State, Nigeria. This study was undertaken to bridge the gap in the literature and contribute to the existing body of knowledge.

Statement of the Problem

Teachers play a critical role in achieving the goals and objectives of secondary education. Their effectiveness in task performance is reflected in their deliberate efforts to improve students' academic achievements, the depth of knowledge they display in their subject areas, the organized presentation of lessons, effective classroom management, active involvement in school curricular activities, consistent attendance and punctuality, positive relationships with both colleagues and superiors, maintenance of discipline, and their ability to motivate and counsel students, among other responsibilities.

However, the researchers have observed a persistent and prolonged decline in teachers' task performance in public secondary schools in Obubra Local Government Area of Cross River State. A majority of teachers are not punctual, fail to properly mark attendance registers, and do not write their lesson notes. Some teachers are irregular in school attendance, while others engage in personal businesses during official hours, neglecting their students' academic needs. These negative attitudes pose a significant challenge to the attainment of educational goals in the study area. The situation has raised serious concerns among parents and stakeholders.



Despite efforts by the state government to enhance teachers' task performance such as regular payment of monthly salaries and renovation of dilapidated school facilities there has been no corresponding improvement. This could be attributed to the fact that school principals in the area spend a substantial portion of their official hours on other administrative duties, often at the expense of effective instructional supervision. Instructional supervision is essential for providing professional guidance and support to teachers, enabling them to improve their instructional delivery.

Given this context, it becomes necessary to investigate whether instructional supervisory strategies have any significant relationship with teachers' job performance. Thus, the central research question guiding this study is: *What is the relationship between principals' instructional supervisory strategies and teachers' job performance in public secondary schools in Obubra Local Government Area of Cross River State?* The need to answer this question prompted this study.

Purpose of the Study

The purpose of this study was to investigate the relationship between principals' instructional supervisory strategies and teachers' job performance in secondary schools in public secondary schools in Obubra Local Government Area of Cross River State, Nigeria. Specifically, the study sought to find out whether:

1. Principals' classroom observation strategy relates to teachers' job performance in public secondary schools in Obubra Local Government Area of Cross River.
2. Principals' demonstration strategy relates to teachers' job performance in public secondary schools in Obubra Local Government Area of Cross River.

Research hypotheses

The following hypotheses guided the study:

1. There is no significant relationship between principals' classroom observation strategy and teachers' job performance in public secondary schools in Obubra Local Government Area of Cross River State.
2. Principals' demonstration strategy does not significantly relate to teachers' job performance in public secondary schools in Obubra Local Government Area of Cross River.

Significance of the Study

The findings of this study may be beneficial to principals, teachers, students, and policymakers.

For **principals**, the study provides insights into effective instructional supervisory strategies, enabling them to refine their leadership approaches to better support teachers. Understanding the impact of various supervisory styles on teachers' task performance can help principals foster a positive school culture and improve teaching outcomes.

Teachers can benefit from the study by gaining awareness of supervisory strategies that enhance their professional growth and task performance. The findings can also encourage a collaborative



relationship between teachers and principals, creating a supportive environment for instructional improvement. For **students**, effective instructional supervision can enhance teachers' task performance, leading to improved teaching methods and a higher quality of education.

Policymakers can use the study's findings to inform educational policies related to leadership development, teacher training, and instructional improvement. Additionally, understanding the relationship between instructional supervision and teachers' performance can help policymakers allocate resources effectively to support the implementation of successful supervisory practices in schools.

Research method

The study employed a correlational research design. The target population consisted of 146 secondary school teachers from 15 public secondary schools in Obubra Local Government Area, comprising 94 male and 52 female teachers. Given the relatively small population size, the census technique was adopted, allowing the researcher to include all 146 teachers in the study. Data collection was carried out using a researcher-designed questionnaire titled *Principals' Instructional Supervisory Strategies and Teachers' Job Performance Questionnaire (PISSTJPQ)*. A cover letter was included to explain the study's purpose, reassure respondents of confidentiality, and emphasize that the research was solely for academic purposes. The questionnaire was divided into two sections: Section A contained 20 items measuring the sub-variables of *Principals' Instructional Supervisory Strategies*, while Section B had five items assessing *Teachers' Job Performance*. The instrument comprised 25 items structured on a four-point Likert scale: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

To ensure validity, the questionnaire was reviewed by three experts in Test, Measurement, and Evaluation from the Faculty of Educational Foundation Studies, University of Calabar. Based on their recommendations, irrelevant items were either modified or removed. The instrument's reliability was established using Cronbach alpha formula, and a reliability coefficient of .81 and .84 was obtained. Before distribution, permission was obtained from school heads, and respondents were briefed on the study's objectives and the importance of providing honest responses. They were also assured of the confidentiality of their information. The questionnaires were distributed and retrieved within three days.

Upon collection, the researchers meticulously sorted the responses to confirm completeness and usability. All 146 questionnaires were retrieved, sorted, and used for analysis. The responses were organized based on the measured variables, and scoring was applied as follows: for positively worded items, SA = 4 points, A = 3 points, D = 2 points, and SD = 1 point, while negatively worded items followed a reversed pattern. Data analysis was conducted using Pearson Product Moment Correlation at a 0.05 level of significance, with results presented in tables.



Results and discussion

Hypothesis one: There is no significant relationship between principals' classroom observation strategy and teacher's task performance in public secondary schools in Obubra Local Government Area of Cross River State.

TABLE 1: Summary of correlation between principals' classroom observation strategy and teachers' task performance in public secondary schools in Obubra Local Government Area of Cross River State. (n=146)

Variables	\bar{X}	S. D	r	Sig.
Principals' classroom observation strategy	19.99	3.56		
Teachers' job performance	20.71	9.97	.66*	.000

*Significant at $p < .05$ $df=144$

The two variables in this hypothesis are principals' classroom observation strategy and teacher's job performance. Pearson Product Moment Correlation was used to test the hypothesis and the result of the analysis is presented in Table 1. Table 1 showed the correlation coefficients between principals' classroom observation strategy and teacher's job performance. The correlation coefficient was statistically significant for teachers' job performance ($r = .66$, $p < .05$). Since p (.000) is less than p (.05), hypothesis one is rejected in terms of teachers' job performance. The result of the analysis implied that there was a statistically significant relationship between principals' classroom observation strategy and teachers' job performance in public secondary schools in Obubra Local Government Area of Cross River.

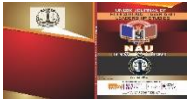
Hypothesis two: Principals' demonstration strategy does not significantly relate to teacher's job performance in public secondary schools in Obubra Local Government Area of Cross River State.

TABLE 2: Summary of correlation between principals' demonstration strategy and teachers' job performance in public secondary schools in Obubra Local Government Area of Cross River State. (n=146)

Variables	\bar{X}	S.D	r	Sig.
Principals' demonstration strategy	20.12	3.85		
Teachers' job performance	20.71	9.97	.80*	.000

*Significant at $p < .05$ $df=144$

The two variables in this hypothesis are principals' demonstration strategy and teacher's job performance. Pearson Product Moment Correlation was used to test the hypothesis and the result of the analysis is presented in Table 2. Table 2 showed the correlation coefficients between principals' demonstration strategy and teacher's job performance. The correlation coefficient was statistically significant for teachers' job performance ($r = .80$, $p < .05$). Since p (.000) is less than p (.05), hypothesis two is rejected in terms of teachers' job performance. The result of the analysis implied that there was a statistically significant relationship between principals' demonstration



strategy and teachers' job performance in public secondary schools in Obubra Local Government Area of Cross River.

Discussion of findings

The findings from the first hypothesis revealed a moderately positive and statistically significant relationship between principals' classroom observation strategy and teachers' job performance in public secondary schools in Obubra Local Government Area of Cross River State. This result is anticipated, as regular classroom observations enable principals to provide constructive feedback, recognize teachers' strengths, and identify areas needing improvement. This strategy supports professional development by fostering reflective practices, encouraging teachers to enhance their instructional methods based on real-time feedback. Additionally, classroom observations help establish a culture of accountability and collaboration, creating a supportive environment where teachers exchange effective teaching strategies and learn from one another. The implication is that consistent classroom observation not only aids individual teacher development but also enhances the overall effectiveness and quality of education within the school.

This finding supports that of Nnebedum and Akinfolarin (2017) who examined the relationship between principals' supervisory techniques and teachers' job performance in secondary schools in Ebonyi State, Nigeria. The findings indicated a strong positive correlation between classroom observation techniques and teachers' job performance. The finding also in agreement with that of Muhammad and Shohib (2018) who explored the link between teacher performance appraisal methods and job performance among 110 teachers in an Islamic boarding school in Gontor, Indonesia. Using a 35-item Likert scale adapted from Muwanguzi (2010), they measured the impact of classroom observation, lesson planning, and self-appraisal on teaching performance. The correlation analysis confirmed a positive association between classroom observation and job performance. The finding further corroborates that of Ozor (2021) who revealed that classroom observation and checking of teachers' professional documents by supervisors significantly enhanced teachers' effectiveness.

The finding of hypothesis two established that; there is moderate positive relationship which is statistically significant between principals' demonstration strategy and teacher's job performance in public secondary schools in Obubra Local Government Area of Cross River State. This finding is expected because principals provide concrete examples of effective instructional methods and leadership practices. Through live demonstrations or model lessons, they illustrate best practices, effective communication, and successful classroom management techniques, giving teachers a clear benchmark for instructional expectations. This approach serves as a valuable professional development tool, enabling teachers to observe the practical application of pedagogical strategies in real time.

The demonstration strategy not only establishes high standards for job performance but also fosters a collaborative and supportive school environment where educators can learn from firsthand expertise. This, in turn, enhances teaching quality and improves student outcomes. Ultimately, the



principal's demonstration strategy is a transformative approach, promoting a culture of excellence and significantly boosting teachers' overall job performance.

This finding supports that of Omeodu (2019) investigated the instructional strategies employed by Physics teachers and their impact on students' academic performance in Rivers State secondary schools. Findings showed that traditional methods such as lectures, demonstrations, laboratory work, and problem-solving were commonly used. Among these, students taught using the demonstration method performed better than those taught with the lecture method. The finding also supports that of Bujar and Buniamin (2020) who explored how the demonstration teaching method influenced students' academic achievement in primary schools in the Tetovo region of Macedonia. The results indicated that the demonstration method significantly improved student performance compared to traditional lecture-based teaching.

Conclusion

This study examined the relationship between principals' instructional supervisory strategies and teachers' job performance in public secondary schools in Obubra Local Government Area, Cross River State. The findings revealed a statistically significant relationship, indicating that principals' supervisory approaches, particularly classroom visitation and demonstration strategies, play a crucial role in enhancing teachers' job performance. These strategies provide constructive feedback, model effective instructional techniques, and foster a collaborative teaching environment that promotes professional growth and improved student learning outcomes.

Recommendations

Based on the findings of this study, it was recommended that:

1. Principals should actively engage in regular classroom observations as a key instructional supervisory strategy. By providing timely and constructive feedback, they can help teachers identify strengths, address weaknesses, and refine their instructional techniques, which will enhance their job performance.
2. Secondary school administrators should promote the adoption of demonstration teaching as a vital supervisory strategy. Principals should model effective instructional practices, showcasing exemplary teaching methods, classroom management techniques, and student engagement strategies. This approach will foster a culture of continuous professional growth, inspires teachers to improve their pedagogical skills, for enhanced teaching effectiveness.

Contribution to knowledge

Given the importance of instructional supervision in strengthening teaching effectiveness, it is essential for school administrators to consistently implement and refine these strategies to optimize teacher performance. This study contributes to the growing body of literature on educational supervision and underscores the need for sustained support and professional development initiatives for teachers through structured and interactive supervisory practices.



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