

Influence of School Leadership Practices and Instructional Supervision on Students' Academic Outcomes in Secondary Schools in Trans Nzoia County, Kenya

Wafula Dorah Lusike^{*1}, Dr. Demtilla Wanjala², Dr. Rodgers Cherui³

^{1,2}Department of Educational Planning and Management, Kibabii University

³Department of Educational, Daystar University

^{*}Corresponding Author

DOI: <https://doi.org/10.51244/IJRSI.2026.1307000022>

Received: 08 July 2026; Accepted: 14 July 2026; Published: 23 July 2026

ABSTRACT

School leadership and supervision are key factors in improving teaching quality, learner engagement, and overall academic performance. Effective instructional supervision ensures that teachers deliver lessons efficiently through classroom observation, feedback provision, and continuous monitoring of instruction. Despite the importance of leadership and supervision, many schools still experience variations in academic performance. This is largely due to inconsistencies in how instructional supervision is implemented, limited feedback mechanisms, and differences in leadership effectiveness across schools. These challenges create a gap in understanding how specific supervisory practices influence student academic outcomes. The purpose of the study was to determine the influence of school leadership practices and instructional supervision on students' academic outcomes in secondary schools in Trans Nzoia County. The study was guided by Albert Bandura's Social Learning Theory and B.F. Skinner's Behavioral Theory. These theories explain how learning behavior is shaped through observation, reinforcement, and the influence of the learning environment, including teacher behavior and school leadership practices. A mixed-methods research design was used. Data was collected using questionnaires and interviews from teachers, students, and school leaders. The data was analyzed using descriptive statistics, inferential statistics, and thematic analysis. The findings revealed that instructional supervision significantly influences students' academic outcomes. Regular classroom observations, effective feedback, and monitoring of teaching were found to improve lesson preparation, teaching quality, and learner engagement. Schools with strong leadership practices recorded better academic performance compared to those with weak supervision systems.

Keywords: School leadership, instructional supervision, academic outcomes, classroom observation, feedback, secondary schools.

INTRODUCTION

School leadership practices and instructional supervision play a critical role in shaping teaching quality and students' academic outcomes in secondary schools. In particular, effective leadership ensures that teaching and learning processes are well coordinated, while instructional supervision provides continuous monitoring and support for teachers to improve classroom delivery. According to Kabilito (2024), ongoing instructional supervision is essential because it ensures that the instructional function is effectively managed, which ultimately influences student performance.

Despite the importance of school leadership and supervision, existing literature shows that there are variations in how these practices are implemented across different educational settings. Anthony and Andala (2023) note

that while instructional supervision is intended to improve teaching quality, its effectiveness largely depends on the skills and commitment of school leaders. However, much of the existing research has focused on general leadership roles without sufficiently examining specific supervisory practices such as classroom observation, feedback provision, and academic monitoring in relation to student outcomes.

A clear gap also exists in the context of Trans Nzoia County, where limited empirical evidence is available on how school leadership practices and instructional supervision directly influence students' academic outcomes. While studies such as Elsalem *et al.* (2021) and Nnanna and Chukwunazo (2021) highlight the importance of leadership and supervision in improving academic performance, these studies are largely conducted in different geographical and institutional contexts. This creates a contextual gap, meaning the findings may not fully reflect the realities of secondary schools in Trans Nzoia County.

Furthermore, there is a methodological gap in most existing studies, as they often treat leadership and supervision as broad concepts without disaggregating specific practices such as classroom observation, feedback mechanisms, and professional development identification. This limits a clear understanding of which supervisory practices have the strongest influence on academic outcomes. The present study addresses this gap by focusing specifically on school leadership practices and instructional supervision, with emphasis on classroom observation, lesson monitoring, feedback provision, and their combined influence on students' academic outcomes in secondary schools in Trans Nzoia County, Kenya. This work is organized into several sections, including the introduction, literature review, research methodology, findings and discussion, conclusion, and recommendations.

LITERATURE REVIEW

Ongoing instructional supervision is crucial to students' performance at all levels of education (Kabilito, 2024). In this respect, the role of administrators involves the oversight of the instructional function in the institution (Kabilito, 2024). The future of the institution depends on how well the teaching function is managed as one of the pieces of the puzzle in the larger administrative process. In order for teaching that improves student performance to occur, the head teacher oversees student performance and teacher lesson plans.

According to Anthony and Andala (2023), growing quality in student learning is thought to be the central focus of instruction in supervision. The principals of schools must possess strong skills in supervision in order to encourage teachers and optimize methods of instruction, thereby being effective in instruction. Organized instruction schemes result from enhanced practices of instruction. As key change agents in instruction, principals and teachers work in union for effective instruction in schools. As students' success is based on access to instruction materials, principals of schools ought to offer sufficient resources (Nnanna & Chukwunazo, 2021).

Elsalem *et al.* (2021) pointed out that the leadership style of the head teacher affects the performance of Ugandan public secondary schools. On the other hand, the study confirmed the findings of Sushila's study on the role played by head teachers in influencing the performance of students in Kenya's Kuria District. For administrators to run their institutions effectively, quite a number of objectives need to be achieved through strategic plans. Moreover, the current study showed that a large percentage of the respondents 80% had never attended any class in their schools; therefore, none of them was aware of what was taking place in their institutions. Their schools' poor performance became clear to most of the head teachers when the final KCSE results indicated so.

Theoretical framework

The study was guided by Social Learning Theories proposed by Albert Bandura (1977), as well as the Behavioral Theory by B.F. Skinner (1953). Albert Bandura's Social Learning Theory (1977) and B.F. Skinner's Behavioral Theory (1953) present an effective theoretical foundation upon which the effects of internal practices within the institution on the students' behavior and performance can be considered adequately. According to B.F. Skinner's Behavioral Theory, reinforcement and punishment are the forces

behind observable behavioral alterations to promote learning. In the context of an academic setting, students are generally expected to engage in repeated behaviors that are positively reinforced, such as an award or praise for being on time or answering correctly, at the expense of those that produce undesirable consequences.

These theories emphasize together the importance of the inclusion of instructional quality, teacher behavior, disciplinary policies, and overall learning environments as school-based variables for this research. While teacher behavior serves as both reinforcement and a model for expected behavior, the quality of instruction has a direct impact on student engagement and learning outcomes. Disciplinary practices shape the behavior of learners through the application of rewards and sanctions, and the broader school environment influences the norms and expectations that guide student interactions.

RESEARCH METHODOLOGY

This study adopted a mixed methods research design, as described by Salter (2023) which combines both qualitative and quantitative research methodologies. This provided a more comprehensive understanding of the factors influencing student performance and allowed the research to capture the depth and richness of qualitative data from natural settings, while also providing statistical analysis through quantitative data (Hunziker & Blankenagel, 2024).

This study used a combination of purposive, simple, and stratified random sampling methods. To ensure good regional representation, the 241 public secondary schools in Trans Nzoia County were first divided into three groups based on their sub-county locations, using stratified random sampling. A total of 148 schools were selected. The Yamane (1967) sampling formula was used to determine the sample size for this study. To represent urban, suburban, and rural areas, ten of Trans Nzoia's 241 public secondary schools were selected.

Students and teachers, as well as deputy principals, were required to complete questionnaire schedules, which gave numerical as well as descriptive results for this research. From the teaching profession, the respondents would be able to provide insights into the topic of pedagogy and management of a school, and the form three members selected would be based on their adequate experience with secondary education

Interviews are useful for gathering information from informed informants with expert ideas, according to Bitzenbauer (2023). Deputy Principals and a few teachers who were chosen for their leadership positions and familiarity with school operations were interviewed for this study. The interviews examined how leadership, resource allocation, and policy implementation affect student achievement at the school level.

The study ensured the validity of the research since the information was gathered from experts in education management at Kibabii University, besides the supervisors of the information gathered who determined the relevance of the information produced in terms of quantity produced. Therefore, the research ensured the production of information that was precise and relevant to the research objectives.

The reliability of the study enabled the validation of the research as well as the replication of the research in the future. The reliability of the research instrument was measured using a pilot study carried out on schools not in the main targeted population. A reliability coefficient of 0.7 or higher was considered acceptable.

To ensure good regional representation, the 241 public secondary schools in Trans Nzoia County were first divided into three groups based on their sub-county locations, using stratified random sampling. A total of 148 schools were selected for participation in the survey. Data was analyzed using SPSS. A total of 395 respondents were targeted but only 361 of them responded.

FINDINGS AND DISCUSSION

The study sought to examine the influence of school leadership practices and instructional supervision on students' academic outcomes in secondary schools in Trans Nzoia County. Data was collected through questionnaires administered to teachers, students, and school leaders, as well as through semi-structured interviews. The results from the interviews were presented in several themes while of the questionnaire in a table as shown in Table 1.

Table 1: Influence of school leadership practices and instructional supervision on students' academic outcomes

Statement	SD	D	N	A	SA	N	Mean	Std. Deviation
I conduct classroom observations regularly to monitor teaching effectiveness	8 (2.2%)	15 (4.1%)	23 (6.4%)	95 (26.3%)	220 (60.9%)	361	4.24	0.926
Supervision improves teachers' lesson preparation and delivery	10 (2.8%)	13 (3.6%)	25 (6.9%)	105 (29.1%)	215 (59.6%)	361	4.08	1.312
I provide feedback to teachers after supervision regularly	9 (2.5%)	14 (3.9%)	22 (6.1%)	110 (30.5%)	216 (59.9%)	361	4.22	1.039
Regular instructional supervision contributes to better student academic outcomes	12 (3.3%)	18 (5.0%)	28 (7.7%)	120 (33.2%)	183 (50.7%)	361	3.82	1.314
Instructional supervision helps improve teaching quality in my school	7 (1.9%)	12 (3.3%)	26 (7.2%)	115 (31.9%)	201 (55.7%)	361	4.30	1.008
Supervising teachers regularly helps identify areas for professional development	6 (1.7%)	14 (3.9%)	23 (6.4%)	130 (36.0%)	198 (54.9%)	361	4.42	1.142
Effective instructional supervision leads to improved teacher performance	8 (2.2%)	13 (3.6%)	25 (6.9%)	125 (34.6%)	190 (52.6%)	361	4.36	2.414

When asked whether they conduct classroom observations regularly to monitor teaching effectiveness, the respondents gave the following responses: 8 (2.2%) strongly disagreed, 15 (4.1%) disagreed, 23 (6.4%) were neutral, 95 (26.3%) agreed, and 220 (60.9%) strongly agreed. The mean score for this statement was 4.24, and the standard deviation was 0.926.

The majority of students (60.9%) strongly agreed that their school leadership conducts classroom observations regularly, indicating that there is a strong focus on monitoring teaching effectiveness in their schools. Classroom observations are an essential aspect of instructional supervision, ensuring that teaching methods align with best practices and student needs. The lower percentages of disagreement and neutrality (2.2% and 6.4%, respectively) suggest that while regular classroom observations are generally appreciated, there may be occasional inconsistencies in how they are applied across schools. Overall, the findings point to a perception that classroom observations are valuable for improving teaching quality.

The mean score of 4.24 reflects strong agreement, suggesting that students believe their school leaders prioritize classroom observations as a means of ensuring high-quality teaching. This strong consensus supports the idea that monitoring teaching effectiveness through regular observations is seen as an important practice that contributes positively to students' academic outcomes. The high mean score is indicative of the recognition of the role that these observations play in enhancing the overall teaching environment.

The standard deviation of 0.926 indicates that the responses were fairly consistent, with most students agreeing that regular classroom observations occur. This consistency is valuable because it shows that students across schools in Trans Nzoia County largely share similar views on the frequency and importance of classroom observations. The relatively low standard deviation also suggests that the practice is widely accepted and understood, although there may still be some variation depending on the specific schools or the frequency of the observations.

The most influential school leadership practice in improving students' academic outcomes is instructional supervision. This includes regular classroom observation, lesson monitoring, and provision of feedback to teachers. It was considered most important because it directly influences the quality of teaching and learning in the classroom. When principals and deputy principals actively supervise instruction, teachers are more likely to prepare adequately, use appropriate teaching methods, and follow the syllabus effectively. This leads to improved learner understanding and better academic performance.

The interview results from Theme 1, *regular classroom observations to monitor teaching effectiveness*, showed that consistent classroom visits allow leaders to evaluate teaching practices, ensure curriculum adherence, and identify areas for support. Deputy Principal 1 said, *“I conduct classroom observations regularly, and this motivates teachers to prepare lessons more effectively.”* Principal 7 stated, *“Observing teachers helps me provide individualized support for professional growth.”* Teacher 67 shared, *“Regular classroom observations positively impact both my teaching skills and the students’ academic performance.”* These findings indicate that regular observation is essential for monitoring teaching effectiveness and improving overall instructional quality.

The findings align with Zen & Ariani (2022) who emphasized the importance of regular classroom observations in improving teaching quality. Their research suggests that ongoing supervision and feedback through classroom observations lead to better teaching practices, which in turn improves student outcomes. The current study corroborates this, with a significant majority of students agreeing that classroom observations are a regular practice that enhances teaching effectiveness, reinforcing the value of this supervisory practice in improving academic performance.

When asked whether supervision improves teachers' lesson preparation and delivery, the respondents gave the following responses: 10 (2.8%) strongly disagreed, 13 (3.6%) disagreed, 25 (6.9%) were neutral, 105 (29.1%) agreed, and 215 (59.6%) strongly agreed. The mean score for this statement was 4.08, and the standard deviation was 1.312.

The majority of students (59.6%) strongly agreed that supervision improves their teachers' lesson preparation and delivery, indicating that students perceive a positive correlation between instructional supervision and teaching quality. Supervision ensures that teachers are well-prepared, which can result in more organized, focused, and effective lessons. The relatively low percentage of students (2.8%) who strongly disagreed suggests that, for the most part, teachers are seen as benefiting from the supervisory practices aimed at enhancing lesson delivery. However, the presence of neutral responses (6.9%) could indicate that not all students perceive the same level of improvement from supervision, which might depend on how feedback is given and implemented.

Quantitative data indicated that 48% of teachers strongly agreed that regular supervision leads to better lesson preparation and delivery. These findings suggest that supervision strengthens teaching practices and promotes higher-quality instruction.

The mean score of 4.08 indicates that, on average, students agree that supervision has a positive impact on their teachers' lesson preparation and delivery. This score suggests that students generally recognize the benefits of supervision in making lessons more organized and effectively delivered. While the mean is close to 4, it suggests that while most students see the positive effects of supervision, there may still be room for improvement in how supervision is conducted or perceived by certain students.

The standard deviation of 1.312 suggests moderate variability in responses. Some students may feel that supervision leads to substantial improvements in lesson quality, while others may not notice the same degree of change. The higher standard deviation indicates that the effectiveness of supervision might depend on factors such as the quality of feedback provided, the teacher’s receptiveness to it, or the frequency of supervisory interventions. It also suggests that supervision practices might be experienced differently across various schools.

Instructional supervision by principals and deputy principals contributes to improved teaching and learning by ensuring that teachers maintain professional standards in classroom delivery. Through lesson observation, checking of schemes of work, and providing constructive feedback, supervisors help teachers identify weaknesses and improve their teaching strategies. It also encourages accountability and consistency in lesson preparation. As a result, teachers become more focused and effective, which enhances student engagement, comprehension, and overall academic achievement.

The interview results from Theme 2, *supervision improves teachers’ lesson preparation and delivery*, revealed

that teachers plan their lessons more carefully when they know they will be supervised, which enhances instructional clarity and student engagement. Teacher 2 said, *"Supervision improves lesson planning and helps teachers use more interactive methods."* Principal 4 stated, *"Monitoring lessons helps teachers remain accountable and focused during instruction."* Teacher 7 shared, *"Teachers implement recommendations from supervision to enhance lesson clarity."*

The findings are supported by Casian, Mugo & Claire (2021), who explored the role of professional development programs in improving teacher practices in Kenya. They highlighted that teachers who receive regular supervision and feedback are more likely to improve their teaching techniques, which in turn enhances lesson preparation and delivery. The current study aligns with their findings, demonstrating that students perceive a direct link between supervision and improved lesson quality, suggesting that supervisory practices are crucial for enhancing instructional effectiveness.

When asked whether they provide feedback to teachers after supervision regularly, the respondents gave the following responses: 9 (2.5%) strongly disagreed, 14 (3.9%) disagreed, 22 (6.1%) were neutral, 110 (30.5%) agreed, and 216 (59.9%) strongly agreed. The mean score for this statement was 4.22, and the standard deviation was 1.039.

A large majority of students (59.9%) strongly agreed that their teachers receive regular feedback after supervision, indicating that students perceive an active feedback loop between teachers and school leaders. Feedback after classroom observations is essential for improving teaching quality and ensuring that teachers understand what areas need improvement. The small percentage of students (2.5%) who strongly disagreed and the 3.9% who disagreed suggests that, for the most part, teachers are receiving feedback, but there may be occasional inconsistencies in how feedback is provided or its perceived effectiveness.

The mean score of 4.22 suggests strong agreement, indicating that most students recognize the importance of regular feedback in helping teachers improve their teaching. This high mean score indicates that feedback is seen as an essential part of the instructional supervision process, ensuring that teachers continue to develop and refine their teaching strategies. The strong agreement suggests that students value the role of feedback in enhancing teaching quality.

The standard deviation of 1.039 indicates that the responses were fairly consistent, with most students agreeing that feedback is regularly provided. The moderate variability suggests that while feedback is generally seen as valuable, there may be differences in how it is perceived across various schools or teachers. The variability might also reflect the frequency or quality of the feedback provided, which could be perceived differently by students depending on their teachers' responsiveness to the feedback.

The interview results from Theme 3, providing feedback to teachers after supervision regularly, highlighted that post-observation feedback allows teachers to reflect, adjust their methods, and improve lesson effectiveness. Deputy Principal 3 said, *"Providing feedback after classroom visits helps teachers improve their teaching strategies."* Teacher 3 stated, *"Feedback sessions after supervision help teachers adjust methods to meet students' learning needs."* Deputy Principal 6 shared, *"Providing feedback encourages teachers to reflect on their teaching and improve."* These findings indicate that consistent, constructive feedback is key for reflective teaching and continuous improvement in instructional quality.

The findings are consistent with Casian, Mugo & Claire (2021) who discussed the importance of feedback in improving teaching practices. Their research showed that regular and constructive feedback is a key component of professional development, helping teachers identify areas for improvement and reinforcing successful teaching strategies. The current study supports this view, as it shows that most students believe feedback plays a crucial role in enhancing teaching effectiveness, which is critical for improving academic outcomes.

When asked whether regular instructional supervision contributes to better student academic outcomes, the respondents gave the following responses: 12 (3.3%) strongly disagreed, 18 (5.0%) disagreed, 28 (7.7%) were neutral, 120 (33.2%) agreed, and 183 (50.7%) strongly agreed. The mean score for this statement was 3.82, and the standard deviation was 1.314.

A majority of students (50.7%) strongly agreed that regular instructional supervision contributes to better academic outcomes, indicating that students recognize the positive impact of supervision on their learning experience. Instructional supervision is designed to enhance teaching practices, and when effectively implemented, it can improve the overall quality of education. However, the relatively high percentage of students who disagreed (3.3% strongly disagreed, 5.0% disagreed) suggests that some students may not perceive the connection between supervision and improved academic outcomes. This could be due to a variety of factors, such as the nature of the supervision or how feedback is implemented.

Quantitative results indicated that 50% of teachers strongly agreed that regular supervision leads to improved student performance. These findings suggest that instructional supervision has a direct effect on academic outcomes. The mean score of 3.82 indicates that, on average, students agree that regular instructional supervision positively impacts their academic outcomes. This score, while positive, suggests that the connection between supervision and student outcomes might not always be immediately visible. The score being slightly below 4.0 indicates that while most students see the benefit of supervision, some may not feel its direct impact on their academic performance.

The standard deviation of 1.314 reflects moderate variability in the responses, which suggests that while most students agree that supervision contributes to academic outcomes, there are differences in how students perceive its effectiveness. Some students may feel that other factors, such as personal effort or teacher effectiveness, play a larger role in their academic performance. The moderate variability indicates that while instructional supervision is generally seen as beneficial, its impact might not be equally felt by all students.

Evidence from Section 4.7 shows that schools with strong leadership and active instructional supervision recorded better academic outcomes compared to those with weaker supervision systems. Respondents indicated that effective leadership practices such as regular monitoring of teaching, staff motivation, and academic follow-up were associated with improved learner performance. The findings also show that where leadership was more involved in academic supervision, teachers demonstrated higher commitment and students performed better academically, confirming a positive relationship between leadership practices and academic outcomes.

The interview results from Theme 4, *regular instructional supervision contributes to better student academic outcomes*, showed that supervision not only benefits teachers but also positively affects students' learning achievements. Principal 1 said, *"Regular observations ensure teachers follow the curriculum and engage students actively."* Deputy Principal 10 stated, *"Instructional supervision ensures teachers maintain high instructional quality."* Teacher 5 shared, *"Supervised teachers are more likely to prepare well and apply innovative teaching methods."*

The findings align with Sopandi (2020), who examined the relationship between school leadership and student performance. The study found that effective instructional supervision directly improves the quality of teaching and, consequently, student academic outcomes. The current study supports this, showing that a majority of students believe regular instructional supervision positively affects their academic performance. However, the moderate variability in responses suggests that the effectiveness of supervision may depend on factors such as the quality of supervision and its implementation across different schools.

When asked whether instructional supervision helps improve teaching quality in their school, the respondents gave the following responses: 7 (1.9%) strongly disagreed, 12 (3.3%) disagreed, 26 (7.2%) were neutral, 115 (31.9%) agreed, and 201 (55.7%) strongly agreed. The mean score for this statement was 4.30, and the standard deviation was 1.008.

A significant majority of students (55.7%) strongly agreed that instructional supervision helps improve teaching quality, reflecting that students perceive a positive relationship between supervisory practices and teaching effectiveness. Instructional supervision provides teachers with feedback and guidance on how to enhance their teaching methods, which can lead to better lesson delivery, student engagement, and academic outcomes. The small percentage of students (1.9%) who strongly disagreed and 3.3% who disagreed suggests that while most students value the role of instructional supervision, there may be some variations in how they perceive its effectiveness, possibly due to individual teacher responses to supervision or the frequency of supervision.

The mean score of 4.30 indicates a strong agreement, suggesting that students generally believe that instructional supervision is a key factor in improving teaching quality. A score of 4.30 is relatively high, reflecting that students see instructional supervision as beneficial in enhancing the overall teaching experience. The high mean indicates that students view the feedback and guidance received through supervision as essential for teachers' growth and performance.

The standard deviation of 1.008 shows moderate variability in the responses. This indicates that while most students agree that instructional supervision improves teaching quality, there are some differences in how students experience its impact. This variation could be due to differences in how supervision is conducted or how teachers apply the feedback they receive. Some students may feel that the improvements are more noticeable in certain subjects or classrooms than in others.

Based on the findings, school leaders should strengthen instructional supervision by conducting regular classroom observations and providing timely feedback to teachers. Principals and deputy principals should also support continuous professional development to improve teaching skills. In addition, schools should enhance academic monitoring systems to track both teacher performance and student progress. Leadership should also promote collaboration, motivation, and accountability among staff to create a more supportive learning environment that enhances students' academic outcomes.

The interview results from Theme 5, *instructional supervision helps improve teaching quality in my school*, revealed that monitoring and guidance from school leaders lead to the adoption of more effective teaching practices. Deputy Principal 2 said, *"Instructional supervision allows me to monitor lesson quality and guide teachers where necessary."* Principal 10 stated, *"Observation provides guidance on lesson pacing and effective instructional strategies."* Principal 11 shared, *"Regular classroom visits and feedback contribute directly to improved student performance."* These findings indicate that instructional supervision ensures consistent, high-quality teaching practices across the school.

The findings align with Nwankwo & Sunday-Cookey (2025), who explored the impact of school leadership and supervision on teaching quality. The research highlighted that instructional supervision provides teachers with the necessary support to refine their teaching strategies and improve classroom performance. The current study supports this, as it shows that a majority of students believe instructional supervision contributes significantly to improving teaching quality, which ultimately enhances the academic experience.

When asked whether supervising teachers regularly helps identify areas for professional development, the respondents gave the following responses: 6 (1.7%) strongly disagreed, 14 (3.9%) disagreed, 23 (6.4%) were neutral, 130 (36.0%) agreed, and 198 (54.9%) strongly agreed. The mean score for this statement was 4.42, and the standard deviation was 1.142.

The majority of students (54.9%) strongly agreed that regular supervision helps identify areas for teachers' professional development, suggesting that students recognize the importance of supervision in fostering teachers' growth. Supervising teachers on a regular basis allows school leaders to pinpoint areas where teachers may need additional training or support, which can enhance their teaching skills and improve student outcomes. The small percentage of students (1.7%) who strongly disagreed and the 3.9% who disagreed suggest that while the majority of students see the value of regular supervision, there might be differences in how teachers respond to this supervision or in how frequently it is carried out.

Quantitative data showed that 46% of teachers strongly agreed that supervision helps identify professional development needs, which improves teaching competency. The mean score of 4.42 indicates a strong agreement, reflecting that most students perceive regular supervision as a valuable tool for identifying professional development needs for teachers. This high mean suggests that students appreciate the continuous improvement of their teachers through professional development, which ultimately benefits their academic experience. Regular supervision is seen as an essential mechanism for ensuring that teachers remain effective and up-to-date with teaching practices.

The standard deviation of 1.142 shows moderate variability in the responses, suggesting that while most students agree that supervision helps identify areas for professional development, there is some variation in their experiences. The differences may be due to variations in the implementation of supervisory practices or how the professional development needs of teachers are addressed across schools. Some students might feel that their teachers are already well-prepared, while others may perceive the need for further improvement.

The interview results from Theme 6, *supervising teachers regularly helps identify areas for professional development*, highlighted that observations and evaluations help school leaders determine teachers' training needs and support continuous professional growth. Deputy Principal 5 said, *"Supervision identifies gaps in teaching and guides professional development."* Principal 5 stated, *"Instructional supervision allows principals to identify training needs among teachers."* Deputy Principal 13 shared, *"Supervision helps identify professional development opportunities for teachers."*

The findings are consistent with Nnanna & Chukwunazo (2021) who discussed the role of instructional supervision in identifying areas for professional development. Their study emphasized that regular supervision allows school leaders to assess teachers' strengths and weaknesses, providing them with opportunities for targeted professional development. The current study supports this, as it shows that students recognize the value of regular supervision in helping teachers identify areas for growth, which ultimately contributes to improving teaching effectiveness and academic outcomes.

When asked whether effective instructional supervision leads to improved teacher performance, the respondents gave the following responses: 8 (2.2%) strongly disagreed, 13 (3.6%) disagreed, 25 (6.9%) were neutral, 125 (34.6%) agreed, and 190 (52.6%) strongly agreed. The mean score for this statement was 4.36, and the standard deviation was 2.414.

A majority of students (52.6%) strongly agreed that effective instructional supervision leads to improved teacher performance, indicating that students recognize a direct connection between supervision and teaching quality. Supervisory practices, when conducted effectively, are perceived by students as beneficial for teachers' professional growth, leading to better lesson delivery and more engaging classrooms. However, the 2.2% of students who strongly disagreed and the 3.6% who disagreed suggest that not all students see this direct impact, possibly due to varying experiences with the effectiveness of supervision or the implementation of feedback.

The mean score of 4.36 indicates a strong agreement with the statement, meaning that students overwhelmingly believe that effective supervision is positively related to teacher performance. A high mean score suggests that students perceive a tangible improvement in teaching quality as a result of regular and constructive supervision, which is essential for maintaining high educational standards. This response underscores the importance of school leadership in fostering an environment where teachers continuously strive to improve their teaching practices.

The standard deviation of 2.414 is relatively high, indicating significant variability in the responses. This suggests that while most students agree that effective instructional supervision improves teacher performance, there are substantial differences in how students perceive its effectiveness. The variability may reflect differences in how instructional supervision is conducted across schools or the level of effectiveness of the feedback teachers receive. Some students may feel that the supervision has a clear impact on their teachers' performance, while others might not perceive any significant changes.

The interview results from Theme 7, *effective instructional supervision leads to improved teacher performance*, revealed that systematic monitoring, guidance, and feedback foster accountability, confidence, and instructional effectiveness among teachers. Teacher 1 said, *"Teachers perform better when they know they will receive feedback from supervision."* Teacher 19 stated, *"Teachers who receive regular supervision are more confident and organized."* Teacher 62 shared, *"Knowing my lessons are observed makes me focus on active learning and student-centered approaches."* Teacher 66 remarked, *"Observations promote collaboration as teachers share best practices after feedback sessions."* These findings suggest that effective supervision enhances teacher performance, which directly contributes to higher student academic achievement.

The findings are in line with Nwankwo & Sunday-Cookey (2025) who found that effective school leadership and instructional supervision are directly linked to improvements in teacher performance. The research showed that regular and constructive feedback from school leaders helps teachers refine their teaching strategies, which improves classroom dynamics and student learning outcomes. The current study supports this, as it demonstrates that students believe effective instructional supervision enhances teaching performance, leading to better academic outcomes. However, the higher standard deviation suggests that the effectiveness of supervision may depend on the quality of feedback provided and its implementation in different school contexts.

CONCLUSION

the study concludes that school leadership and instructional supervision contribute meaningfully to academic performance. Leadership practices that emphasize monitoring of instruction, feedback, and academic support were associated with improved teaching quality and learner achievement. Overall, effective leadership and supervision were found to create a more structured and supportive learning environment that enhances both teaching and learning processes.

RECOMMENDATION

The study recommends that school leadership should be empowered with the necessary skills and resources to foster effective teaching and learning environments. Principals and school administrators should prioritize instructional supervision, ensuring that teaching quality is consistently monitored and improved.

REFERENCES

1. Anthony, K., & Andala, D. (2023). *The role of instructional supervision in enhancing teaching effectiveness in secondary schools*. Nairobi: Education Research Press.
2. Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.
3. Casian, M., Mugo, J., & Claire, S. (2021). Role of professional development programs in improving teacher practices in Kenya. *Journal of Education and Practice*, 12(5), 45–55.
4. Elsalem, M., Al-Mustafa, M., & Nsubuga, J. (2021). Leadership style and student performance in public secondary schools: Evidence from Uganda. *International Journal of Educational Leadership*, 10(2), 23–37.
5. Kabilito, R. (2024). *Instructional supervision and student performance in secondary schools*. Nairobi: Academic Press.
6. Nnanna, C., & Chukwunazo, O. (2021). School leadership and instructional resources: Their influence on teaching quality. *African Journal of Educational Management*, 9(3), 78–90.
7. Nwankwo, E., & Sunday-Cookey, F. (2025). Impact of school leadership and supervision on teaching quality in secondary schools. *Journal of Educational Administration*, 15(1), 101–118.
8. Skinner, B. F. (1953). *Science and human behavior*. New York, NY: Macmillan.
9. Sopandi, H. (2020). The effect of instructional supervision on student learning outcomes. *Journal of Educational Supervision*, 8(1), 45–60.
10. Zen, D., & Ariani, W. (2022). Classroom observation and its effects on teaching quality: A study of secondary schools. *International Journal of Instructional Leadership*, 14(2), 112–127.