

Principals' Supervisory Strategies for Improving Teachers' Job Performance in Kweneng Primary Schools: Botswana.

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ABSTRACT

This study examined the supervisory strategies employed by principals to improve teachers' job performance in primary schools within the Kweneng region of Botswana. The study was motivated by persistent concerns regarding low learner academic performance in the region, as reflected in national examination results. Grounded in McGregor's Theory X and Theory Y, the study explored how principals' supervisory practices influence teachers' professional performance and instructional effectiveness.

A convergent mixed-methods design guided the study. Quantitative and qualitative data were collected concurrently using questionnaires and structured interviews. The study involved 60 participants, including teachers, principals, deputy principals, and heads of departments selected from three primary schools representing rural, peri-urban, and urban contexts. Quantitative data were analyzed using descriptive statistics, while qualitative data were analyzed thematically.*98/*//////////

The findings revealed that principals commonly employed supervisory strategies such as classroom observation, delegation of responsibilities, review of professional records, inclusive decision-making, and professional development initiatives to improve teachers' job performance. The study further established that supportive and collaborative supervisory approaches contributed positively to teacher motivation, instructional delivery, and professional accountability. However, challenges such as inadequate resources, limited professional development opportunities, excessive administrative workload, and negative teacher perceptions toward supervision constrained effective supervisory practices.

The study concludes that effective supervision plays a critical role in enhancing teachers' job performance and improving educational outcomes in primary schools. It recommends that the Ministry of Basic Education strengthen capacity-building initiatives for school leaders, provide adequate instructional resources, and promote supportive supervisory environments that encourage teacher professional growth. The study contributes to educational leadership literature by providing empirical evidence on supervisory practices within the Botswana primary school context.

Keywords: Principal, Supervision strategies, teachers, teachers' job performance, Kweneng region, primary schools

Overview and Background to the Study

INTRODUCTION

Over the years, the Government of Botswana has invested significantly in the professionalization of teaching through various professional development initiatives aimed at improving the quality of education. These initiatives seek to strengthen teachers' pedagogical competencies, instructional delivery, and responsiveness to the demands of twenty-first-century education (Hermans, Sloep, & Kreijns, 2017; Wolf & Peele, 2019). Effective teacher performance remains central to the achievement of educational goals and improved learner outcomes.

Within educational institutions, supervision is widely regarded as an essential mechanism for promoting teacher effectiveness, accountability, and professional growth (Walker, 2017; Edo & Amaechi, 2019). Through supervisory practices such as classroom observation, professional support, mentoring, and instructional guidance, school principals play a critical role in influencing teachers' job performance and overall school effectiveness (Agba, 2021). Educational supervision, therefore, extends beyond monitoring compliance and involves supporting teachers to improve instructional practices and learner achievement.

In Botswana, concerns regarding learner academic performance, particularly in some regions, have intensified the need for effective school leadership and supervision. Reports from the Botswana Examinations Council (2015–2020) indicate that a considerable number of primary schools in the Kweneng region continue to perform below expected national standards in the Primary School Leaving Examinations (PSLE). Despite government efforts to strengthen teacher training and educational management, challenges related to teacher performance and instructional supervision remain evident in many schools.

Teachers have multiple responsibilities within schools, including instructional delivery, classroom management, learner guidance, curriculum implementation, and participation in co-curricular activities. These responsibilities require ongoing professional support and effective supervision to ensure high-quality educational delivery (Akinfolarin & Emetarom, 2017). Consequently, principals are expected to employ supervisory strategies that not only monitor teacher performance but also motivate, guide, and support teachers in achieving institutional and instructional goals. Against this background, the present study sought to examine the supervisory strategies employed by principals to improve teachers' job performance in selected primary schools within the Kweneng region of Botswana.

Background and context of the study

Teachers play a critical role in achieving educational goals and improving learner academic outcomes. Within schools, teachers are responsible for instructional delivery, classroom management, curriculum implementation, learner guidance, assessment, and participation in co-curricular activities. The effectiveness with which teachers perform these responsibilities significantly influences the quality of education provided within a school system. Consequently, improving teachers' job performance remains a major concern for educational stakeholders worldwide.

In response to changing educational demands and the growing complexity of classroom environments, governments and educational institutions have increasingly invested in teacher professional development and instructional improvement initiatives. In Botswana, the Ministry of Basic Education has implemented various programmes aimed at strengthening teachers' pedagogical competencies and improving instructional quality. These initiatives are intended to equip teachers with the knowledge, skills, and professional competencies necessary to address the challenges associated with twenty-first century education (Hermans, Sloep, & Kreijns, 2017; Spratt, 2019).

Despite these efforts, concerns regarding teacher effectiveness and learner academic performance persist in some regions of Botswana. Reports from the Botswana Examinations Council (2015–2020) indicate that many primary schools within the Kweneng region continue to record low performance in the Primary School Leaving Examinations (PSLE). Such outcomes have raised concerns regarding the effectiveness of instructional supervision and school leadership practices within the region.

Educational supervision is widely recognised as a key mechanism for improving instructional delivery, promoting professional accountability, and enhancing teachers' job performance. (Walker, 2017; Agba, 2021). In school settings, principals are expected to supervise, guide, support, and monitor teachers to ensure the effective implementation of teaching and learning activities. Supervisory practices such as classroom observation, professional mentoring, delegation of responsibilities, review of professional records, and professional development initiatives are considered important strategies for improving teacher effectiveness and learner outcomes.

Research further suggests that effective school leadership significantly influences teachers' motivation, instructional practices, and overall school performance (Azainil, Komariyah, & Yan, 2021; Obi & Onyeike, 2018). Principals who provide supportive supervision, encourage collaboration, and promote teacher professional growth are more likely to create positive school environments that enhance both teacher productivity and learner achievement. Conversely, weak supervisory practices may contribute to poor instructional delivery, teacher demotivation, and declining academic performance.

While several studies have explored instructional supervision in different educational contexts, limited empirical evidence exists regarding the specific supervisory strategies employed by principals to improve teachers' job performance in Botswana primary schools. This study, therefore, sought to examine the supervisory strategies used by principals in improving teachers' job performance in selected primary schools within the Kweneng region of Botswana.

Statement of the problem/Research problem

Teacher job performance remains a critical factor in determining the quality of education and learner academic achievement within school systems. Effective teachers contribute significantly to curriculum implementation, learner engagement, classroom management, and overall instructional effectiveness. Consequently, improving teachers' job performance has become a major concern for educational stakeholders globally and within Botswana.

In Botswana, the government has implemented various educational reforms and professional development initiatives aimed at improving teaching quality and learner outcomes. Despite these efforts, concerns regarding poor learner academic performance continue to persist in some regions, particularly within primary schools in the Kweneng region. Reports from the Botswana Examinations Council (2015–2020) indicate that several schools in the region have consistently recorded unsatisfactory performance in the Primary School Leaving Examinations (PSLE). These trends have raised concerns regarding the effectiveness of instructional supervision and school leadership practices in supporting teacher performance and improving educational outcomes.

Research has shown that supportive and collaborative supervision positively influences teacher motivation, instructional delivery, and learner achievement. (Walker, 2017; Azainil, Komariyah, & Yan, 2021). However, ineffective supervisory practices may contribute to teacher demotivation, poor instructional quality, and declining learner performance. Although studies on instructional supervision and educational leadership have been conducted in different contexts, limited empirical research has specifically examined the supervisory strategies employed by principals to improve teachers' job performance in Botswana primary schools, particularly within the Kweneng region. Existing studies have largely focused on general school leadership and academic performance without adequately exploring how principals' supervisory practices influence teachers' professional performance in primary school settings.

It is against this background that the present study sought to examine the supervisory strategies employed by principals to improve teachers' job performance in selected primary schools within the Kweneng region of Botswana.

Theoretical context of the research

This study was guided by McGregor's Theory X and Theory Y, developed by Douglas McGregor in 1960. The theory explains managerial assumptions about employee behaviour and motivation within organisational settings and provides a useful framework for understanding supervisory practices in educational institutions. McGregor proposed two contrasting management approaches, namely Theory X and Theory Y, which influence how leaders supervise, motivate, and manage employees.

Theory X assumes that employees inherently dislike work, avoid responsibility, require close supervision, and must be controlled or coerced to achieve organisational goals (McGregor, 1960). Within school settings, principals who adopt Theory X supervisory approaches are more likely to rely on rigid supervision, strict

monitoring, directive leadership, and authoritarian management practices. Such supervisory strategies may include excessive inspection of teachers' work, strict enforcement of rules, and limited teacher participation in decision-making processes.

In contrast, Theory Y assumes that employees are self-motivated, capable of self-direction, committed to organisational goals, and able to exercise responsibility and creativity when provided with supportive working conditions (McGregor, 1960). In educational contexts, principals who adopt Theory Y supervisory approaches are more likely to encourage collaboration, professional growth, shared decision-making, delegation of responsibilities, mentoring, and supportive instructional supervision. These practices promote teacher motivation, professional accountability, and positive working relationships within schools.

The relevance of McGregor's Theory X and Theory Y to this study lies in its ability to explain how principals' supervisory assumptions and leadership approaches influence teachers' job performance. Supervisory strategies that are supportive, participatory, and developmental are consistent with Theory Y and may contribute positively to teacher motivation and instructional effectiveness. Conversely, supervisory practices characterised by excessive control, intimidation, or punitive monitoring reflect Theory X assumptions and may negatively affect teacher morale and professional performance.

The theory, therefore, provided a lens through which the supervisory strategies employed by principals in Kweneng primary schools were examined and interpreted. Specifically, the study assessed whether principals' supervisory practices promoted teacher support, collaboration, professional growth, and motivation, or whether they reflected controlling and authoritarian approaches that could undermine teachers' job performance.

Research aims/purpose of the study

The overarching purpose of this study was to investigate principals' supervisory strategies to improve teachers' job performance in Kweneng Region Primary Schools. The following objectives supported this aim:

1 Research objectives

The specific objectives of this research were:

- i. To find out the predominant supervision strategies used by principals in Kweneng region primary schools.
- ii. To investigate the extent to which the principal's supervisory skills affect teachers' job performance in Kweneng region primary schools.
- iii. To find out the challenges faced by principals in improving teachers' job performance through supervision of Kweneng region primary schools.

1.5.2 Research questions

The following research questions were used;

- i. Which supervision strategies are prominently used by principals in Kweneng region primary schools?
- ii. To what extent does the principal's supervisory skill affect teachers' job performance in Kweneng region primary schools?
- iii. What are the challenges faced by the principals in improving teachers' job performance through supervision?

Significance of the problem

This study was designed to provide crucial information on supervisory strategies used by principals to improve teacher performance and, ultimately, learner performance in primary schools in the Kweneng region. The

findings from this study may be used by the Ministry of Education, Education Regional offices, and other principals to improve their institutions. The findings from the study may help teachers improve their classroom instruction and enhance their job performance. Its conclusions may assist teachers in understanding the value of performing their duties and how it improves learners' academic performance. In the long run, findings from this study may help improve productivity in schools across the country. This study creates a way for other interested researchers to carry out a similar study in other parts of the country. Lastly, this study fills the gap in the existing literature on supervisory strategies used by principals to improve teachers' job performance.

Limitations and delimitations of the study

The limitations and delimitations of the study contribute significantly to the outcome of the study. These are discussed below.

Limitations of the study

Study limitations are restrictions that are placed on the ability to generalize the findings or use the study findings for a certain purpose due to the methodology chosen (Theofanidis & Fountouki, 2019). This study used a mixed method in data collection, which involved the use of structured questionnaires and an interview guide. These instruments contain self-reported data that may pose a source of bias during the research process. Participants and/or respondents tend to report certain events as if they happened at another time or exaggerate the situation, which may lead to bias. This study may be affected by the sample size as it may be too small to allow for generalization. Only three schools out of ninety-one (91), with fifty (50) representatives from two schools comprising 25 participants each, and ten from one school in a remote area in the Kweneng region, were investigated. This chosen sample may not be representative of the entire population; however, in the selected rural school, only 10 teachers were employees of the school. The study was limited to using simple random sampling and purposive sampling in choosing respondents and/or participants for the study from three schools.

Delimitations of the study

Delimitations describe the scope of the study or establish restrictions for the study. These are often self-chosen restrictions by the researcher compared to limitations that have natural restrictions to the methodology (Miles & Scott, 2017). This study was delimited to Kweneng region primary schools only; therefore, the results may or may not be generally applicable to other regions. The study only focuses on principals' supervision strategies and how they impact the job performance of teachers; it does not focus on other aspects or tasks carried out by the principal.

Definition of significant terms

a. Job performance- refers to the accomplishment of set objectives, and observable and measurable actions against the set standards of accuracy, completeness, speed, and cost (Bashir A. , Amir, Jawaad, & Hasan, 2020; Limon & Sezgin-Nartgün, 2020). It is basically how employees do their duties to meet the set objectives and standards.

b. Strategies- refers to a plan or a course of action that a manager takes to attain the organization's set goals and targets (Barad, 2017).

c. Supervision- the term supervision is used to define support and monitoring given to an individual to ensure professional learning and development, and improve job performance (Obi & Onyeike, 2018).

Structure of the study

This study consisted of five chapters described below:

Chapter 1 introduced the study, discussed the background of the study, the statement of the problem, the theoretical framework relevant to the study, the research aims and/or purpose of the study, research questions, significance of the study, limitations, and delimitations of the study, definition of terms, and summaries.

Chapter 2 reviewed relevant literature to the study on supervision and job performance of teachers. The concept of supervision was discussed, types of supervision, the concept of job performance, principals' supervisory strategies, challenges faced by principals in implementing the strategies as well as a summary of chapter 2.

Chapter 3 discussed the methodology that was used in the study, which is a mixed-method approach. The research philosophy and/or paradigms, research approaches, research design, population and sampling, data collection tools, and ethical considerations were discussed in this section. A summary of Chapter 3 was also provided.

Chapter 4 provided an analysis, presentation, and discussion of the data collected in the study. This chapter presents an analysis, presentation, and discussion of both qualitative and quantitative data collected from the chosen respondents and/or participants.

Chapter 5 discussed the summary of the study in more detail. A conclusion that discusses the significance of the findings is also provided in this chapter, as well as recommendations that discuss the theory guiding this study, future research, or the field of practice.

Summary

Job performance is an important aspect in the progress of any case; in this case, teachers' performance is an important aspect as it determines the progress of students. The principal, as a supervisor, has the responsibility of ensuring that every teacher performs their job efficiently and effectively. The lack of proper supervision may lead to poor academic performance among learners and demotivation among teachers who want to perform well. Therefore, principals must take supervision seriously since it can either make or break the school and the progress of students. This study is important as it provides the strategies that the principal can use to improve the job performance of teachers. Aside from the theoretical values, this study is beneficial to the teaching fraternity as they can use some of the findings and recommendations to help improve their performance.

LITERATURE REVIEW

Introduction

This chapter reviewed related literature and studies that show the linkage between principals' supervision strategies and teachers' job performance. The concept of supervision, types of supervision, benefits of supervision, the concept of job performance, principals' supervisory strategies, and challenges inhibiting principals from executing their supervisory role are discussed in this chapter. The literature was reviewed under the following headings.

Literature on Supervision

The following literature provides more information on the topic of supervision. The following was discussed under this topic: the concept of supervision and types of supervision.

The concept of supervision

Supervision is a very important aspect of every thriving organization. Various situations demand the use of different supervisory strategies. The word supervision originates from the English language and is made up of two words, namely "super", meaning "to be above", and "vision", which means "to see", "inspect", "examine", and "observe", thereby referring to the process through which superiors guide and oversee the activities of subordinates (Pratami, Harapan, & Arafat, 2018). Within organizational contexts, supervision involves

monitoring, coordinating, and directing activities to ensure that institutional objectives are achieved effectively and in accordance with the set standards and procedures.

Various scholars have conceptualized supervision from different perspectives. Walker (2016) defines supervision as the act of watching over a person or activity to ensure that it is executed correctly and safely. Similarly, Obi and Onyeike (2018) define supervision as the support, monitoring, and guidance provided to individuals in order to promote their professional development and improved job performance. These definitions suggest that supervision extends beyond mere inspection and control and includes professional support aimed at enhancing employee effectiveness and productivity.

Within an educational setting, supervision is viewed as a developmental process intended to improve instructional quality and promote professional growth among teachers. Edo and Amaechi (2019) argue that educational supervision involves stimulating professional growth and encouraging teachers to improve both instructional and administrative performance. Educational supervision further includes activities such as classroom observation, mentoring, professional guidance, monitoring of instructional practices, and in-service training programmes aimed at improving teachers' competencies and effectiveness.

Types of Supervision

Supervision may take different forms depending on the objectives of the institution, the leadership style of the supervisor, and the needs of employees within the organization. McPherson and McNamara (2017) classify supervision into several types, including remedial, precautionary, resourceful, clinical, and repressive supervision. Each type reflects different supervisory approaches and has varying implications for teacher motivation, professional growth, and institutional effectiveness. The types are discussed as follows:

Remedial Type: This type of supervision is where the supervisor keeps a record of wrongs, inadequacies, and mistakes of teachers, education managers, and the institution's work. These are then reported to educational authorities for action. This type of supervision cannot enhance effective service delivery in the schools, as it aims to report rather than help teachers, managers, and the institution improve or work on their mistakes. This method of supervision is found to be effective for teachers who do not want to change but want to continue doing their jobs the way they have been doing. For instance, if a supervisor realizes that a teacher rarely comes to class and is always absent from school without a reason, after numerous efforts to remedy the situation, the supervisor may proceed to report to higher authorities to seek help. When the teacher realizes that s/he has been reported, they may change their ways and start doing their job.

Although remedial supervision may be effective in addressing persistent misconduct or unprofessional behavior among employees who resist change, it is often criticized for placing greater emphasis on fault-finding than professional support and development. Within educational settings, excessive reliance on remedial supervision may negatively affect teacher morale and create fear or resistance toward supervisory processes. Such practices are closely associated with Theory X assumptions, which emphasize control, monitoring, and enforcement of compliance.

Precautionary Type: Don, Husin, and Khalid (2018) and Makin, Abdullah, and Shafee (2018) argue that this form of supervision provides useful feedback that enables teachers and school leaders to develop strategies for addressing anticipated difficulties. Supervisors of this type often act as companions and provide guidance every step of the way. Don et al. (2018) indicate that this type of supervision is essential for any thriving school as it allows the teachers and principals to prepare for problems they are likely to encounter, which is very important. It is often said that prevention is better than cure; therefore, this supervisory style is important for principals as they will be able to guide their teachers and help them avoid problems that may affect their teaching in the long run. Furthermore, precautionary supervision may strengthen trust and positive working relationships between principals and teachers, thereby contributing to improved instructional effectiveness.

Resourceful Type: this involves a partnership between the supervisor and the supervisee where they work together to improve each other's self-determination, strength and promote open-mindedness. This type requires

the supervisor to pay attention to the challenges that the supervisee is going through and then discuss the solutions to those challenges. The supervisor also must motivate the supervisee to work more and produce results. This method is very useful for both teachers and principals as it creates a sense of security since teachers will feel free to ask for guidance, which, in turn, will contribute towards the success of the institution. This method is mostly dependent on trust and requires vulnerability from both parties for it to work. Through open communication and collaborative problem-solving, teachers are encouraged to share their professional concerns and seek assistance without fear of criticism or victimization. Existing literature suggests that resourceful supervision creates supportive school environments that foster teacher confidence, motivation, and professional accountability. This supervisory approach aligns closely with Theory Y assumptions, which emphasize trust, employee development, self-direction, and collaborative leadership.

Clinical Supervision: Clinical supervision involves systematic observation, analysis, feedback, and follow-up aimed at improving classroom instruction and learner outcomes. According to Gold (2014), cited in Suleiman et al. (2020), the primary purpose of clinical supervision is to enhance student learning through the improvement of teachers' classroom practices and professional competencies. Goldhammer (1969) and Cogan (1973), pioneers of the clinical supervision model, viewed supervision as a continuous developmental process through which experienced supervisors support less experienced teachers in achieving organizational goals.

Studies indicate that clinical supervision contributes positively to instructional improvement and enhances teaching and learning processes within schools (Kayıkçı et al., 2017). However, some scholars argue that the approach may be time-consuming and may create tension or distrust between teachers and supervisors, particularly where teachers perceive supervision as evaluative rather than developmental (James & Massiah, 2019). Challenges such as inadequate supervisory training and limited professional competence among supervisors may further affect the effectiveness of clinical supervision. These findings suggest that although clinical supervision has substantial benefits, its effectiveness largely depends on the manner in which it is implemented within schools.

e. Repressive Type: This type of supervision involves giving a supervisee a task and instructions or guidelines on doing that task. The supervisee is not expected or allowed to find ways of doing that task, but must follow what the supervisor has given them. This type of supervision stifles the creativity and innovation of teachers and does not help in the advancement of the school. Teachers may also feel like they are not trusted by the supervisor, thus they are likely not to want to do the assigned task. This type of supervision does not allow growth for teachers, especially if it is new teachers who are still learning the job. It portrays a lack of trust on the part of the principal and shows that the principal does not trust the teachers to make their own decisions that may be beneficial to the school community. This type of supervision leads to a lack of ownership of the decisions and mistakes made by teachers. The principal will always be to blame because people do what they are told and not what they think is right. This supervision style also affects accountability on the part of teachers. This approach reflects Theory X assumptions that employees require strict supervision and control to perform effectively.

Overall, the literature suggests that supervisory approaches characterized by collaboration, professional support, mentorship, and shared decision-making are more likely to improve teachers' job performance and institutional effectiveness than authoritarian and fault-finding supervisory practices. Consequently, principals are encouraged to adopt supervisory strategies that promote teacher professional growth, motivation, and instructional improvement within schools.

Related literature on educational supervision

The following literature discusses educational supervision under the following headings: principles of educational supervision and purpose of supervision.

Principles of Educational Supervision

Effective educational supervision is guided by principles that promote professional growth, instructional improvement, collaboration, and institutional effectiveness. These principles provide a framework through

which principals and educational leaders can supervise teachers in ways that enhance teaching and learning outcomes within schools. These are discussed below:

Organizational Principle

The organizational principle emphasizes the responsibility of educational authorities and school management in ensuring the effective delivery of quality education. Milne (2017) and Osakwe (2016) argue that the responsibility of the Ministry of Education is to ensure that schools are considered as formal educational settings burdened with the responsibility of ensuring that quality education is delivered. That is, the Ministry of Education must have high regard for schools; that way, schools will be able to deliver on the set goals and objectives. These objectives must be communicated to the different school leaders. This principle regards supervision as involving organizational behavior, which is the responsibility of management within the school. That is, teachers should not feel like they are being micromanaged when they are being supervised.

This principle further views supervision as part of organizational management and leadership within schools. Supervision should therefore focus on supporting teachers and improving instructional practices rather than promoting excessive control or micromanagement. Supportive organizational supervision may contribute positively to teacher morale, accountability, and professional commitment.

Principle of Optimism

The principle of optimism emphasizes the importance of focusing on teachers' strengths and professional capabilities rather than concentrating primarily on their weaknesses. Watkins Jr (2018) contends that supervision of teachers should mainly focus on the positive aspects of teachers and should promote their strengths rather than focusing on their weaknesses. The goal of supervision is to improve the instructional delivery of teachers and ultimately the academic performance of students; therefore, if compulsion and direct control are used on teachers, supervision will become ineffective.

This principle aligns closely with developmental and supportive models of supervision, which emphasize encouragement, motivation, and professional collaboration between principals and teachers.

Principle of Group Dynamism

The principle of group dynamism highlights the importance of teamwork, collaboration, and collective responsibility in achieving effective supervision within schools. Osakwe (2016) notes that successful supervision requires cooperation among teachers, principals, and other educational stakeholders to promote effective teaching and learning. For effective learning and teaching to be actualized, it is essential that teachers, principals, and all stakeholders understand that supervision is a group task. Therefore, there should be collaboration and cooperation between the relevant stakeholders to attain the goal of supervision. In addition, this principle recognizes that teachers possess diverse professional needs, experiences, and competencies. Consequently, principals should adopt flexible supervisory approaches that address individual teacher needs instead of relying on a uniform supervisory strategy for all teachers.

Principle of Professional Growth and Development

Educational supervision also emphasizes continuous professional growth and development among teachers. Bashir et al. (2020) argue that principals have a responsibility to promote teachers' professional development through activities such as workshops, seminars, mentoring, conferences, and in-service training programmes. In contemporary educational environments, professional development further includes equipping teachers with modern instructional approaches and technological competencies necessary for effective teaching and learning.

Research suggests that opportunities for continuous learning and skill acquisition improve teachers' confidence, motivation, instructional competence, and job satisfaction. These improvements may ultimately contribute to enhanced learner academic achievement and overall school effectiveness.

Principle of Practicability and Change

The principle of practicability and change emphasizes the need for supervision to be practical, adaptable, and responsive to changing educational demands. Knight (2018) argue that principals must always seek to provide teachers with practical knowledge so that they can be able to enhance their instructional delivery and understanding of a certain topic. This indicates that supervisors must make certain changes in the mode of education delivery, and teachers should be guided through those changes.

Milne (2017) further notes that teachers also must understand that change happens every day, and they need to position themselves in a way that they can adapt to the changes. This requires that teachers be open-minded and willing to accept the change that comes with each season. Similarly, the Ministry of Basic Education (MoBE) must also continuously adjust educational policies and supervisory practices to align with evolving educational needs and technological developments. This principle highlights the importance of flexibility, innovation, and continuous improvement within educational supervision.

Purpose of Supervision

The ultimate purpose of supervision in a school setting is the improvement of students' learning by focusing on the teacher and the educational environment. Mulatu, (2016) and Ampofo, Onyango, and Ogala, (2019) argue that educational supervision ensures that schools meet and promote the professional development of teachers so that they can meet the students' learning needs. seen that supervision is therefore viewed as having the potential to improve instruction and the entire school environment.

Improvement in the teachers' instructional delivery directly affects the academic performance of students. Studies suggest that supervision helps to guide and equip teachers with skills and competencies capable of improving their instructional practices and ultimately improving students' outcomes (Mwesiga & Okendo, 2018). Supervisory strategies such as walk-throughs have been found to provide an opportunity for supervisors to identify areas where teachers are having difficulties and/or need to improve (Edo & Amaechi, 2019; Ayeni, 2020). This knowledge helps supervisors to aid and support individual teachers. Similarly, the presence of the supervisor in the classroom allows teachers to seek assistance from them, boosts their confidence and morale, and encourages them to strive to improve students' academic performance.

Furthermore, instructional supervision has been found to have a positive influence on teachers' lesson plans, scheme of work, and lesson notes as well as teachers' effectiveness (Sule, Amen, and Egbai, 2015). Continuous supervision also encourages accountability and preparedness among teachers, as they are more likely to maintain professional standards and instructional readiness. Mwaniki and Guanti (2018) carried out a study on the influence of instructional supervision on teachers' competence in Kenya, and the findings indicated that supervision is necessary for the improvement of teachers' instructional knowledge. These findings suggest that educational supervision plays a critical role in promoting continuous professional improvement, enhancing instructional delivery, and improving learner outcomes within schools. Overall, the literature demonstrates that effective educational supervision contributes to teacher professional growth, improved instructional practices, and institutional effectiveness. Supervisory approaches characterized by professional support, collaboration, mentoring, and continuous feedback are more likely to improve teachers' job performance and educational outcomes than authoritarian or fault-finding supervisory practices.

Related literature on job performance

The following literature discusses job performance, focusing on the concept of job performance. This was discussed below.

Concept of job performance

Job performance is regarded as a critical determinant of organizational effectiveness and the achievement of institutional goals. Within an organization, job performance is very important as it allows for the achievement

of the set objectives. Abun, Nicolas, Apollo, Magallanes, and Encarnacion (2021) describe job performance as an observable individual behavior that contributes towards the achievement of an organization's goals and generates value for the organization. Similarly, Bashir, Amir, Jawaad, and Hasan, (2020) and Limon and Sezgin-Nartgün, (2020) conceptualize it as the accomplishment of set objectives, and observable and measurable actions against the set standards of accuracy, efficiency, and completeness

These definitions suggest that job performance involves not only the completion of assigned tasks but also the quality and effectiveness with which employees execute their responsibilities. Within school settings, teachers are expected to perform instructional, administrative, and professional duties in ways that support institutional objectives and learner academic achievement. Consequently, poor job performance among teachers may negatively affect instructional quality, learner outcomes, and overall school effectiveness. Existing literature further indicates that employee performance is influenced by several factors, including supervision, motivation, professional support, organizational climate, and leadership practices. Although individual commitment and personal responsibility remain important determinants of performance, supportive supervisory practices may significantly enhance teachers' motivation, confidence, accountability, and instructional effectiveness. This suggests that principals' supervisory strategies play a critical role in shaping teachers' job performance within schools.

Empirical literature

The following literature discusses empirical literature on job performance and supervision under the following headings: principals' supervisory strategies for teachers' job performance, and challenges inhibiting principals from performing their supervisory role.

Principals' supervisory strategies for teachers' job performance

Supervisory strategies are different methods that are used to improve learning and teaching in a school setting. These strategies determine the outcome of the school or how employees perform in their assigned roles. Lawson (2022) defines supervisory strategies as methods adopted to ensure that rules and regulations are met, including all the objectives that have been set. These strategies are often viewed as a form of control in which tasks are assigned by a supervisor to subordinates, the supervisor then monitors progress and checks to ensure that the set objectives are met or whether there may be corrections that need to be made. Abubakar, Luka, Musa, Yahaya, & Bukar, (2020) contends that strategies set must ensure the professional development of teachers, involvement in decision-making and problem-solving, recognition of achievement, and motivation of teachers, among others. Furthermore, existing literature suggests that effective supervisory strategies positively influence teacher motivation, instructional competence, accountability, and learner academic achievement.

Inclusion in Decision Making and Teachers' Performance

Teachers, as part of the ecology of a school, should be made part of the decision-making process, as it enables them to take ownership and accountability for all decisions taken. Felix (2018) argues that teachers can play a massive role in the overall success of the school if they commit to being active participants in the decision-making process. It is the role of the principal to ensure that teachers are involved in decision-making, as the decisions may affect their job performance. Studies further indicate that when teachers feel that they have more to offer than just teaching in their classroom, their motivation, self-esteem, or confidence increases (Ezewuzie & Eziamaka, 2018; Macha & Mhagama, 2018). The participation of teachers in decision-making is believed to increase willingness to implement such decisions in the classroom, which increases productivity. Inclusion in decision-making not only facilitates implementation but also leads to teachers feeling empowered and respected.

Moreover, this inclusion in decision-making helps teachers acquire new skills, strengthens staff morale, and builds trust, increasing the commitment and teamwork of teachers (Ezewuzie & Eziamaka, 2018). It also leads to high productivity and high academic performance, reduces absenteeism, management overhead, and turnover, and leads to better problem-solving, which leads to the effectiveness of the organization (Paulsrud & Wermke, 2020). This indicates that where teachers are adequately involved in decision-making, they will automatically

support and commit to ensuring that the principal's set objectives and goals are met. Cooperation and collaboration of staff members is an important asset to the school principals as it helps in achieving set objectives. The principal's mounting problems can easily be solved through the involvement of teachers in decision-making, as they will be able to put their heads together and come up with solutions to problems that may otherwise not be solved by one mind. Therefore, principals must always involve teachers in decision-making. These findings suggest that supervisory approaches characterized by collaboration and shared leadership are more likely to improve teachers' job performance than authoritarian management approaches. Such practices are consistent with Theory Y assumptions, which emphasize trust, participation, and employee self-direction.

Delegation and Teachers' Performance

Delegation involves the allocation of responsibilities, duties, authority, and power to someone to ensure that roles are shared equally. Ayeni (2020) defines delegation as the allocation of tasks by the masters/mistresses, heads of committees and departments, etc., based on talent and competence. These duties are delegated to ensure that teachers work jointly to attain the organizational goals of the provision of quality education (Harper, 2018; O'shea, 2020). Authority should not be centralized if an organization is to go far, thus the need for delegation. Masaku, Kimiti, and James (2017), argue that delegation does not mean that a superior is evading responsibility and authority, but rather uses it as an avenue to train subordinates on managerial skills. In a school setup, the administration, management, and coordination of co-curricular activities have been entrusted to teachers by the principal with the hope that they will carry out their duties (Sahin, 2018).

The school is a very complex entity, such that delegation cannot be avoided, principals need to embrace delegation as a means of improving efficiency and effectiveness in the delivery of services (Masaku, Kimiti, & James, 2017). This indicates that one cannot lead all departments, be on duty every week, teach all subjects, oversee all clubs and societies within the school, and deal with all correspondence and discipline issues. Therefore, to move forward, the principal must identify the talent available within the school and give them some of the responsibilities. This does not include members of staff who always cooperate but using those who do not always cooperate may lead them to trust and feel secure around the principal, thus they can perform well in their duties. Assigning teachers to supervise their fellow teachers and students tends to lead to regular school attendance, improved instructional delivery, and involvement in extracurricular activities.

Class Visitations and/ Observation and Teachers' Performance

Classroom observation or visit can be described as a mutual and integrative meeting between the supervisors and teachers to improve instruction delivery. The main intention of the principal's visitation, according to the definition, is the improvement of the teaching-learning process. A supervisor can do both formal and informal visits to ensure that teachers are doing their job; that is, both formal and informal visits should enable evaluation of performance. Formal classroom visits are often planned in collaboration with the teacher concerned, during which the principal makes notes while observing teachers in the classroom. At the end of the lesson, the principal must ensure that they discuss their observations with teachers after the lesson to improve the instructions. Through this process, the teacher can identify their shortcomings and work towards improving them.

Sule, Ameh, and Egbai (2015) argue that classroom visits aim to encourage teachers to be keen on their work, and by detecting problems during the supervision, teachers are motivated to develop problem-solving skills. Therefore, regular formal classroom observation or visits by the principal are encouraged. Informal walkthrough, a method of classroom visitation, enables the principal to briefly observe teachers' performance and environmental factors within the classroom setting (Garba, Waweru, & Kaugi, 2019). This type of classroom visitation ensures that teachers attend classes regularly, as well as their students, who are punctual and use appropriate methods and resources for lesson delivery. Empirical findings indicate that the principal's supervisory roles in terms of classroom visitation and observation had a positive relationship with teachers' job performance (Tyokyaa & Nwaogwugwu, 2019). However, the effectiveness of classroom supervision largely depends on whether teachers perceive the process as supportive and developmental rather than punitive or fault-finding. Supervisory approaches characterized by mentorship, collaboration, and constructive feedback are therefore more likely to improve instructional quality and teacher motivation.

Review of official records and teachers' performance

School records are documents that contain information about activities happening in the school, thus they are very important for the administration of schools. Alabi (2017) argues that school records provide useful information not only about the school but also about the contribution of the community to the school; without this information, knowledge would not be available. These include the admission register, visitors register, staff movement register, and staff attendance registers, among others. By keeping the staff movement book and the staff attendance register, the principal can be able to monitor the attendance of teachers and proper measures may be taken if a teacher is constantly missing school or leaving during lessons. Before and after training, teachers are expected to keep a daily record of activities they carry out in the classroom. Thuo and Mugo (2017), the records they are expected to prepare include the following teaching instruments: lesson plans, scheme of work, record of work done, attendance register, and student assessment to ensure monitoring of content coverage and adherence to the syllabus. The principal must ensure that these records are checked weekly so that teachers may be able to come to work prepared. However, Lomudang, Kithinji, and Gitonga (2022) found that many teachers only prepare instructional records consistently when they anticipate supervisory visits, suggesting that supervision influences teacher preparedness and accountability.

Although supervision of official records promotes accountability and instructional readiness, excessive emphasis on compliance and documentation may discourage teachers if not accompanied by professional support and developmental guidance. Effective supervision should therefore balance accountability with teacher support and professional encouragement.

Professional development and teachers' performance

Professional development is a very important component of every thriving school. Teachers need to feel that they are growing in their knowledge and skill sets as they do their job. Chukwuaguzie and Ngusha (2021) argue that principals should create opportunities for teachers to participate in workshops, seminars, conferences, mentoring programmes, and collaborative learning activities aimed at enhancing professional skills and instructional effectiveness. The goal of the workshops, seminars, or conferences should be to rub mind, exchange ideas, and evaluate concepts and suggestions for classroom improvement. The principal must engage an expert on the subject matter instead of being the one to deliver the lessons. This will enable teachers to learn from a fresh mind that is not part of the school. The principals must identify areas where teachers are struggling and then organize workshops, seminars, or conferences to address those areas.

Professional development activities enable teachers to exchange ideas, improve pedagogical knowledge, and acquire modern instructional strategies necessary for effective teaching. Darling-Hammond, Hyler, Gardner, & Espinoza, (2017) argue that active learning is another important aspect of professional development since it provides teachers with the opportunity to partake in the same style of learning that they normally use for their students, using real examples from the curriculum, student notes, and exercises. This helps them to view things from a different angle and see what they can improve within their lessons. Collaborative professional learning environments further encourage teachers to share knowledge, solve instructional challenges collectively, and improve classroom practices.

By working collaboratively, teachers can create communities that positively change the culture and instruction of their department, grade level, school, or district. Collaboration allows teachers to learn from each other. For instance, if a teacher is not confident with teaching one topic, they can seek ideas from other teachers or even ask the teachers to teach that topic while they observe. This, in a way, helps to improve their job performance. Studies indicate that teachers who go through professional development often exude good self-confidence and job satisfaction (Rashid, Ye, Hui, Li & Shunting, 2021; Egorychev, Akhtyan, Ananishnev, Levina, Suyskaya, Tyutchenko, 2021). These findings suggest the importance of professional development as it significantly affects the job performance of teachers. **2.5.1.6 Demonstration Strategy and Teachers' Job Performance**

Demonstration strategy involves instructional modelling by experienced supervisors or principals to improve teachers' instructional practices and professional competencies. Chukwuaguzie & Ngusha, (2021)

demonstration involves teaching and learning activities where the principal, who is skilled and experienced in a certain topic or subject, illustrates the use of different strategies, materials, and procedures. During the demonstration, principals must clearly explain the subject matter using vivid examples. Ngwale (2021) argues that principals should maintain active involvement in instructional activities to remain knowledgeable about current teaching methodologies and classroom demands. That is, for principals to be able to have this knowledge, they must not detach themselves entirely from teaching, as they need to serve as an example and keep abreast with the demands and cognitive levels of the students.

Edo and Amaechi (2019) further note that demonstration strategies are especially useful in improving teachers' competencies when introducing new educational technologies, teaching materials, or instructional approaches. With the increasing integration of technology in education, principals are expected to support teachers by modelling effective use of technological tools and innovative teaching practices. Demonstration supervision, therefore, contributes significantly to teacher professional growth, instructional improvement, and overall educational effectiveness.

Challenges inhibiting principals from performing their supervisor role

Existing literature indicates that school principals face insurmountable challenges in discharging their supervisory duties (Ayeni, 2020; Chukwuaguzie & Ngusha, 2021). These challenges affect the quality of instructional supervision, professional teacher support, and ultimately learner academic outcomes. Among the commonly reported challenges are weak relationships between supervisors and teachers, inadequate support from higher educational authorities, insufficient supervisory preparation, excessive administrative workload, lack of instructional resources, and limited professional development opportunities.

Ankoma-Sey and Marina (2016), argue that although supervisors may be very competent, they may lack professional qualifications thus they must continue training and updating their educational knowledge and skills for proper supervision. Consequently, continuous professional development and supervisory training are necessary to equip principals with the knowledge and skills required for effective instructional supervision. Similarly, Ngole and Mkulu (2021) notes that principals are faced with overwhelming workloads such as administrative routines, which often provide insufficient time inside their schools to supervise. Ampofo, Onyango, & Ogala, (2019) further contend that the lack of ample time for supervision presents a threat to teaching and learning since principals may not be able to inspect the school's teaching and learning activities.

Resource-related challenges also significantly affect the effectiveness of supervision. Akinfolarin, Babalola, & Aladetan, (2017) observed that inadequate teaching and learning materials presents a challenge for supervisors, teachers, and learners since it limits not only instructional delivery but also effective supervision. In such situations, principals may struggle to support teachers adequately or monitor curriculum implementation effectively. These findings suggest that the availability of adequate instructional resources is essential for effective educational supervision and improved teacher performance. In addition, schools face various institutional and behavioural challenges that complicate supervisory processes. Kirimu, Kathuri, & Thuba, (2017) identify issues such as high school dropout rates, mass transfers of students between schools, and examination malpractice between students and teachers that negatively affect school management and supervision. In some cases, teachers may feel that they are not involved in decision making, thus they may not be interested in helping around the school, for instance, they may feel like they are not involved in making school rules or induction of new teachers. This makes them feel like the principal does not trust them, therefore, principals must involve teachers in decision-making to allow for the efficient running of the school. Principals as circuit supervisors are also faced with a lack of cooperation from teachers in the form of inefficient use of teaching hours, absenteeism, lateness, and unavailability of written lesson plans and scheme of work (Osei, Mensah, & Agbofa, 2020). This makes it very difficult to trace how far the class has gone in syllabus coverage.

Studies further reveal that some of the issues facing adequate supervision include inadequate allocation of funds for in-service training and capacity-building workshops, lack of motivation of teachers, lack of retention of teachers, and the fault-finding attitude of some supervisors (Tubosun & Umar, 2016; Zikanga, Anumaka, Tamale, & Mugizi, 2021). Other challenges that often impede the principal from executing their role, which in

effect affects the success of the school, include interpersonal relations issues, disrespect and indiscipline of teachers, no pre-service training or insufficient and inappropriate training, lack of pedagogical content knowledge, uneven distribution of power, lack of teaching resources, heavy workload, overcrowding of classrooms, and too much paperwork and a rigid educational framework. For a school to progress, these challenges must be addressed, letting these challenges linger around often affect the school grossly, as the students' academic performance will drastically drop. The literature, therefore, suggests that effective supervision requires collaboration, adequate institutional support, professional training, and shared responsibility among educational stakeholders. Principals are encouraged to promote participatory leadership practices, delegation of responsibilities, and collaborative problem-solving approaches to address supervisory challenges within schools. Supervisory approaches characterized by trust, support, and professional development are more likely to improve teachers' job performance and institutional effectiveness than authoritarian or fault-finding practices.

Critical review and gap identification

Several studies have examined instructional supervision and teacher performance within educational institutions; however, important contextual, methodological, and conceptual gaps remain. Bakokonyane (2022) carried out a study using the qualitative approach, using a multi-cross case study analysis where data were collected using in-depth, semi-structured, and focus group interviews, observations, and document analysis. The study used purposive sampling to select fifty-six (56) participants from Kweneng district rural primary schools. The study found that when it comes to instructional supervision, principals in high-performing schools are thoroughly involved with their staff and stakeholders in the creation of the school's mission, vision, values, and strategic plans, whereas low-performing schools only offer lip service. This confirms Theory X, which indicates that for people to produce results, there is a need to constantly monitor them, including those who hold supervisory positions. However, the current research used mixed-method research to collect the data from the respondents and/or participants. Questionnaires and interviews were used to collect the data. This study also failed to show how different supervisor strategies impact teachers' job performance. This current study did not only focus on rural areas within Kweneng but on both urban and rural areas.

A study by Mbayi (2018) carried out using a mixed-method approach revealed that effective supervision can be achieved with a minimum of personnel and resources, compatibility with the values and procedures of management and staff, access to training and consultation, and sufficient incentives. The findings indicate that the ingredients for the supervision relationships involve a working alliance based on mutual respect and trust. This study contradicts Theory X, which gives credence to supervision as a monitoring tool aimed at making employees work hard. The conclusion of the study supports Theory Y, which indicates that employees love their job and are willing to work if they are given a platform and the necessary resources. Nevertheless, the study did not specifically examine the relationship between supervisory strategies and teachers' job performance within primary school contexts.

Zikanga, Anumaka, Tamale, and Mugizi (2021) conducted a cross-sectional study using the quantitative approach with a sample of 333 teachers. The study investigated head teachers' supervision practices and the job performance of teachers in government-aided secondary schools in Western Uganda. Inferential analysis indicated that while supervision behavior and support significantly influenced teachers' job performance, supervision communication did not. Therefore, the study concluded that supervision behavior is important for the performance of teachers. While this study only focused on supervision behavior, support, and communication, the proposed study will focus on the different supervisory strategies that contribute to improved teachers' job performance. The current study used a mixed method approach to collect data from participants and/or respondents, which made it more valid as opposed to this study, which used a quantitative approach only.

A study by Mohammedsiraj (2015) examined the practices of instructional supervision in government preparatory schools of Arzi Zone, Oromia Regional State, but did not exclusively measure teacher job performance. The findings found supervision ineffective and less supportive of teaching and learning, especially in environments where the supervisor is not supportive. This study contradicts theory X but supports theory Y, which states that employees love their jobs, have self-control and direction, and always aim to take responsibility.

While the study focused on instructional supervision in government preparatory schools, the current study measured different supervisory strategies against teacher performance in Kweneng public primary schools.

Nasution and Lesmana (2018) investigated the influence of work discipline and supervision on increasing employee productivity in Citra Robin Sarana Medan by using causal associative research using a quantitative approach. The findings positively indicated instantaneously that supervision and work discipline have a significant influence on workers' productivity. The research concluded that supervisors and managers should be more effective in their roles to increase job productivity. The findings indicate that if a supervisor is not effective in their role, they are likely to not be able to influence the supervisors to achieve the set goals. This implies that supervisors are the yardstick for performance in an organization. This study supports theory Y, which indicates that workers love their jobs and are disciplined enough to do their responsibilities without being constantly supervised. The findings also acknowledge the need for supervision, which theory X supports. While this study focused on work discipline and supervision using quantitative methods, more insight would have been collected had the study used a mixed-method approach. This current study uses a mixed-method approach to understand how different supervisory strategies affect the job performance of teachers.

The study sampled data from three public schools in the Kweneng district, with a sample of teachers, senior teachers, heads of departments (HODs), principals, and deputy principals, contrary to Bakokanyane (2022), who sampled from the same district but interviewed both teachers and learners. The study only focuses on primary schools in the rural areas in Kweneng; however, this current study focuses on both urban and rural areas in the same region. The theoretical underpinning of this study is Theories X and Y, which are very relevant as the two theories view supervision as a necessary process for the success of an organization, that is, employees who need to be constantly supervised and those who can work under minimal supervision. Moreover, only qualitative methods were used to collect information, which may be very limited, unlike in this study, where a mixed method was used. The study only focused on instructional supervision, whereas this study focuses on multiple supervision variables. The missing link is that supervision is a social process that requires input and exchange of ideas from both the supervisor and the supervisee; that is, the process will not be a success if it is one-sided. The study used theory X and Y to substantiate the fact that supervision requires that the supervisees be interested in doing their job without the need to be supervised, whereas the supervisor should not lag with the hope that workers will implement their duties without supervision. The study aimed to highlight how principals' supervisory strategies improve teachers' job performance.

Summary

The reviewed literature demonstrates that principals' supervisory strategies significantly influence teachers' job performance, instructional effectiveness, and overall school improvement. Supervisory practices such as teacher involvement in decision-making, delegation, classroom observation, professional development, demonstration teaching, and collaborative leadership contribute positively to teacher motivation, accountability, instructional competence, and learner academic achievement.

The literature further suggests that supportive and developmental supervisory approaches are more effective in improving teacher performance than authoritarian or fault-finding supervisory practices. Strategies characterized by collaboration, professional support, mentoring, trust, and continuous feedback are more likely to enhance teachers' professional commitment and instructional effectiveness. However, the literature also reveals that principals face numerous challenges in executing their supervisory roles effectively, including excessive workload, inadequate resources, insufficient supervisory training, poor interpersonal relationships, lack of teacher motivation, and limited institutional support. Addressing these challenges requires collective effort from educational stakeholders, including principals, teachers, ministries of education, and local communities.

Overall, the reviewed studies highlight the importance of effective supervision in promoting teacher professional growth, improved instructional delivery, and enhanced learner outcomes. The identified contextual and methodological gaps further justify the need for the current study, which examined the influence of principals' supervisory strategies on teachers' job performance within public primary schools in Kweneng District, Botswana.

RESEARCH DESIGN AND METHODOLOGY

Introduction

This chapter presents the methodology that guided the study. It discusses research philosophy, research approach, research design, population and sampling procedures, data collection instruments, validity and reliability, piloting procedures, ethical considerations, and methods of data analysis employed in the study.

Research philosophy/paradigms

Research paradigms refer to general worldviews or perspectives that shape how researchers understand reality and generate knowledge. According to Babbie (1998), paradigms are general contexts or perspectives that provide ways of looking at life and are based on sets of theories about the nature of reality. Similarly, Kivunja and Kuyini (2017) explain that paradigms include the nonconcrete beliefs that shape how a researcher views the world, and how s/he interprets and performs within that world.

This study was guided by the Pragmatism paradigm. Pragmatism embraces both quantitative and qualitative designs, hence it reinforces the mixed-method approach (Creswell & Creswell, 2018). The use of mixed-method research by pragmatists allows the researchers to thoroughly understand the phenomena under study. This method embodies the need to understand phenomena by using different methods. Consequently, pragmatism allows researchers to combine different forms of data collection and analysis to address research questions effectively.

Positivism, which is mostly used in quantitative research. It assumes that the truth exists separately from humans, that is, there is a cause-and-effect relationship that exists between occurrences (Rehman & Alharthi, 2016). The knowledge generated is based on careful observation and measurement of independent reality through studying the behavior of individuals and then developing a numeric explanation (Creswell & Creswell, 2018; Rehman & Alharthi, 2016). The methods used for collecting data are true experiments, or less rigorous, quasi-experiments, standardized tests, and large or small-scale surveys using closed-ended questionnaires.

Interpretivism, on the other hand, is a method commonly used in qualitative research. Interpretivists believe that there is no single correct way, or a particular method of knowledge, and that no objective knowledge is independent of human reasoning (Aliyu, Bello, Kasim, & Martin, 2014; Rehman & Alharthi, 2016). They believe that truth and reality are created, not discovered; they believe in collecting in-depth information from participants about phenomena. Information is often collected through an in-depth examination of a phenomenon of interest using observations, field notes, personal notes, document analysis, open-ended questionnaires, and interviews.

The pragmatist paradigm was considered appropriate for this study because it enabled the researcher to combine the strengths of both quantitative and qualitative methods in examining principals' supervisory strategies and teachers' job performance in Kweneng primary schools.

Research Approaches

A research approach, often based on the problem being addressed, consists of broad assumptions and detailed methods on data collection, how the data was analyzed and interpreted, and the different ethical considerations. It refers to an organized procedure of collecting, examining, and interpreting data to provide answers to research questions about a phenomenon (Kumatongo & Muzata, 2021). The research questions for this study were answered using a mixed-method approach. This approach was used as it represents different frameworks for conceptualizing and comprehending a phenomenon.

According to Creswell and Plato Clark (2011), the qualitative and quantitative approaches are often used in research as they strengthen and balance the weaknesses of the other. The qualitative approach was used in this study because it allowed the researcher to report the findings in the narrative as the researcher sought to understand the research problem through process, values, context, and interpretation in the construction of

meaning and context from the experiences of the participants (Linneberg & Korsgaard, 2019). Qualitative data is often very subjective, therefore, to supplement the data collected quantitative approach was used since it aids in the collection of measurables, impartial, and value-free data (Noyes, Booth, Moore, Flemming, Tunçalp, Shakibazadeh, 2019). Through qualitative inquiry, the researcher was able to explore contextual and experiential aspects of supervision and teacher performance.

The quantitative approach complemented the qualitative data by generating measurable and objective information that could be analyzed statistically (Noyes et al., 2019). Quantitative data enabled the researcher to identify patterns, frequencies, and trends regarding principals' supervisory strategies and teachers' job performance. The integration of both approaches, therefore, provided a more comprehensive understanding of the phenomenon under investigation.

Research design

This is defined as a research procedure that outlines a sequence of well-planned and carefully performed activities that a researcher follows during their research (Creswell & Creswell, 2018). Quantitative research adds to this design as it helps to represent and describe the participants accurately. Under this design, the researcher was able to summarize the responses in frequencies, percentages, and graphs (for quantitative data) and used themes to summarize qualitative data. Similarly, qualitative research adds to this design as it allows for the collection of in-depth information on participants' experiences concerning supervision. Therefore, this study used a mixed-method research design.

The mixed method approach can be carried out in different ways, as follows: sequential designs, which involve sequential explanatory, sequential exploratory, and sequential transformative, and concurrent designs. In the sequential quantitative data, it is collected first and then analyzed (Brian, 2019), and then qualitative data collection and analysis follow based on the results of the quantitative data (Creswell, 2013; Fischler, 2019). The explanatory design uses qualitative data to explain quantitative results that need further exploration. The sequential exploratory design starts with the collection and analysis of qualitative data, followed by the collection and analysis of quantitative data based on the results collected during the qualitative process (Fischler, 2019; Creswell, 2018). The thematically analyzed qualitative data provides a foundation for the quantitative phase, and the results enable the researcher to formulate questions and variables and develop an instrument for data collection.

In this study, the researcher used the concurrent or convergent design, which involved collecting both qualitative and quantitative data simultaneously (Jeanty & Hibel, 2011). The two data sets were then analyzed separately; however, the two databases were then mixed by merging the results during the analysis process (Creswell & Creswell, 2018). This method was used as it allowed the researcher to obtain a more complete analysis from the two data sets. It also allowed for validation of results from different methods (Creswell & Creswell, 2018). This design allowed for the results to be analyzed at the same time and for conclusions to be drawn from both data sets. Qualitative research's major strength is the in-depth examination of issues, and the data collected is based on human experience, thus it is more powerful and sometimes more compelling than quantitative data (Busetto, Wick, & Gumbinger, 2020). Quantitative research's major strength is that it allows for the collection of a large amount of data that can be analyzed statistically, and the use of statistical data for the research descriptions and analysis reduces the time and effort that the researcher would have invested in describing their results (Creswell & Creswell, 2018). Combining these approaches enhanced the overall understanding of how principals' supervisory strategies influence teachers' job performance.

Population and Sampling

The population of the study is defined as the total number of people or objects in the area where the study is conducted (Casteel & Bridier, 2021). It consists of all cases of individuals who are in a specific locality under investigation. The study's target population was teachers, senior teachers, heads of departments (HODS), deputy principals, and principals.

Purposive sampling was initially used to select the three schools for the study out of ninety-one (91) schools. Purposive sampling is a form of non-probability sampling in which researchers rely on their judgment when choosing members of the population to participate in the study (Campbell, et al., 2020). The schools chosen comprised high-performing, middle-performing, and lowest-performing schools in rural, peri-urban, and urban areas. This selection enabled the researcher to obtain diverse perspectives regarding supervisory practices and teachers' job performance.

Thereafter, simple random sampling was used to select teachers from the chosen schools. Noor and Golzar (2022) explain that simple random sampling provides all members of the population with an equal opportunity of selection. The researcher placed teachers' names in a container and randomly selected participants from each school. A total sample of sixty (60) participants was selected from a population of 3,640 teachers within the ninety-one schools. Twenty-five participants were selected from each of the two larger schools, while ten participants were selected from the smaller school due to its limited staff population.

Although the study involved a relatively small sample comprising three primary schools and sixty participants, the sampling strategy was considered appropriate for the exploratory nature of the study and the mixed-methods research design. The selected schools represented diverse contexts, including rural, peri-urban, and urban settings, thereby allowing the researcher to capture varied perspectives regarding principals' supervisory strategies and teachers' job performance. Furthermore, the inclusion of principals, deputy principals, heads of departments, and teachers enhanced the depth and richness of the data collected. Nevertheless, future studies may consider larger and more representative samples, possibly through stratified sampling techniques, to improve generalizability.

Data collection tools

Data collection tools are used to gather the necessary information on the topic. The researcher used the following instruments to collect the data for the study. For quantitative, a questionnaire was used, whereas for qualitative, an interview guide was used to collect the data. The research instruments are discussed below:

Questionnaire

A questionnaire is a sequence of questions asked to individuals to obtain useful information about a given topic that can be analyzed statistically (Mcleod, 2023; Taherdoost, 2022). A structured questionnaire was used to collect data, and the questions were matched with the research objectives. A structured questionnaire is designed in such a way that it collects specific and intended information related to the problem and collects quantitative data only (Architha & Sreeramana, 2020).

The questionnaire consisted of two sections. Section one- demographic information about the respondent, and section two contained closed-ended questions, where respondents were required to rate different options by looking at the statement that best describes their opinion on the Likert scale. The Likert scale provides research participants with a continuum of research choices or statements to indicate their responses to the questionnaire items (Jebb, Ng, & Tay, 2021). In this type of scale, respondents are supposed to choose from the available options and not provide an explanation. The questionnaires were administered to fifty (50) respondents. The questionnaire took twenty minutes to complete per person; however, the respondents were given a week to complete the questionnaires, after which the researcher picked them for analysis.

Interview guide

An interview guide is simply a list of the high-level topics that the researcher plans on covering in the interview, with the high-level questions that the researcher wants to answer under each topic (Bird, 2016). Structured interviews were administered to ten participants using an interview guide. A structured interview is an interview that normally has questions that are to be used by the moderator to guide the discussion (Bird, 2016).

An interview checklist was created and used to guide the interviewer on questions that should be asked about the topic. Every time a question has been discussed, the interviewer ticked it off the list. The interview guide contained questions that the interviewer could use to probe for more information in instances where they want clarity. Interviews were used to collect qualitative data from the respondents. The interviews were conducted face-to-face with the participants; these interviews were audiotaped to provide maximum interaction with each participant and included open-ended questions. The interviews were done in English. Each interview lasted approximately twenty minutes. The use of interviews enabled the researcher to obtain in-depth explanations and clarifications regarding participants' experiences and perceptions, thereby complementing the quantitative findings.

Piloting of research question

Prior to the main data collection process, a pilot study was conducted to test the effectiveness and clarity of the research instruments. Mutz and Müller (2016) explain that pilot studies assist researchers in identifying vague questions, ambiguous statements, and weaknesses in research instruments.

The pilot study was conducted in schools with characteristics similar to those selected for the main study. Questionnaires were administered to teachers and analyzed using Microsoft Excel to determine whether the items aligned with the study objectives. Interviews were also conducted and coded to assess whether the emerging themes corresponded with the research questions. Based on the pilot findings, necessary revisions and corrections were made to improve the clarity, validity, and reliability of the instruments.

Validity and Reliability

Reliability and validity are closely related. However, a research instrument can be reliable without necessarily being valid, whereas a valid instrument is often reliable. Validity refers to how credible and accurate the findings of a study are. Validity is concerned with the extent to which a study accurately reflects or evaluates the concept or idea under investigation (Kubai, 2019). To ensure validity in this study, two methods of data collection were used, that is, questionnaires and interviews. Appropriate sampling methods and the population of the study were clearly defined.

Reliability discusses how constant and dependable data collection and analysis are (Mohajan, 2017). That is, if a research instrument can be used repeatedly in similar settings and still produce the same results, then it is reliable. In qualitative research, reliability is referred to as trustworthiness. To ensure trustworthiness in this study, triangulation was used. Triangulation enables the researcher to combine different theories, methods, or observers in a research study, which ensures that fundamental biases arising from a single method or a single observer are overcome (Donkoh & Mensah, 2023). Therefore, collecting both quantitative and qualitative data and using structured questionnaires and interviews ensured that the data were credible and valid. The pilot study further contributed to improving the reliability and validity of the instruments by identifying areas requiring revision before the main study.

Ethical considerations

Ethical considerations in research refer to a set of principles or codes of conduct that guide the practices of the researcher when collecting data from people (Cacciattolo, 2015). It aims to ensure that no harm befalls the respondents or participants. In this study, the researcher adhered to the following issues:

Research Clearance Letters

Permission to conduct the study was obtained from the relevant authorities. The researcher first obtained clearance from the Graduate Studies Office and the Office of Research and Development before seeking permission from the Kweneng Regional Education Office and the selected schools.

Informed Consent

Participants were informed about the purpose of the study, their rights, and the voluntary nature of participation before data collection commenced. Consent forms were distributed and signed by all participants before they participated in the study (Maseko, 2018).

Confidentiality and Anonymity

Confidentiality is commonly understood as synonymous with the principles of privacy and respect for autonomy (Cacciattolo, 2015). It means that information given to another person will not be repeated without their permission. Anonymity, on the other hand, is the process of not disclosing the identity of the participants (Badampudi, Fotrousi, Cartaxo, & Usman, 2022). Pseudonyms were used in the form of alphabetical letters to each participant who took part in the study to protect them from victimization once the report was shared. The respondents were assured confidentiality and anonymity.

Publication of Findings

The researcher ensured honesty, transparency, and integrity during data collection, analysis, and reporting of findings. The results were presented objectively without manipulation or fabrication. All sources used in the study were properly acknowledged to avoid plagiarism.

Summary

This chapter discussed the methodology employed in the study. The study adopted a convergent mixed-methods approach guided by the pragmatist paradigm. Data were collected from sixty participants selected from three public primary schools in Kweneng District using questionnaires and interviews. Quantitative data were analyzed statistically using Microsoft Excel, while qualitative data were analyzed thematically. The chapter further discussed the sampling procedures, pilot study, validity and reliability measures, and ethical considerations observed during the study.

Data Presentation, Analysis, and Discussion of Findings

Introduction

This chapter presents data analysis and discussion of the findings on the Principal's Supervisory Strategies for Improving Teachers' Performance among selected primary schools in the Kweneng Region, Botswana. This study targeted teachers, senior teachers, Heads of Departments (HoD), principals, and deputy principals in three rural, peri-urban, and urban schools based on learners' academic performance. Data was collected using an interview guide and questionnaires. The interviews were conducted among ten (10) participants, three (3) principals, three (3) deputy principals, and four (4) HoDs. The questionnaires were given to fifty (50) teachers, all of whom returned them, constituting a 100% return rate. This high rate of return was achieved through the constant monitoring of the questionnaires by the teachers assigned to help the researcher with the data collection process in the different schools.

The data collected from questionnaires were analyzed using Microsoft Excel and presented through frequencies, percentages, tables, graphs, and charts. Qualitative data obtained through interviews were analyzed thematically and supported with verbatim quotations from participants to provide deeper insight into the findings. The chapter is organized into two main sections. The first section presents the demographic characteristics of the respondents and participants, while the second section presents findings according to the study objectives and research questions.

The findings are presented under the following thematic areas: supervisory strategies commonly used by principals in Kweneng Region primary schools; the influence of principals' supervisory strategies on teachers' job performance; and challenges faced by principals in implementing supervisory practices effectively.

Demographic Data of Teachers

Figure 1: Gender of Teachers

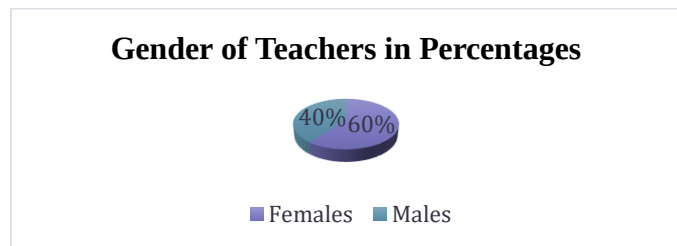


Figure 1 presents the gender of participants

The findings indicate that majority of the respondents were female teachers that is, 60% compared to male teachers who accounted for 40%, in the three investigated schools.

Although simple random sampling was used to select participants for the study, there are naturally more female teachers in schools around the country, including the participating schools, than male teachers, which resulted in the study having more female teachers. This gender disparity may be due to the belief that women are better at handling primary school children due to their nurturing abilities than male teachers.

Table 1: Age group of the teachers

Age group (in Years)	Frequency	Percentage (%)
Below 25	1	2
26-30	4	8
31-35	8	16
36-40	10	20
41-45	14	28
46 and above	13	26
Total	50	100

Table 1 presents the age distribution of respondents.

The findings reveal that the majority of the respondents were in the age groups, 41-45 (28%), 46 (26%), and above and 36-40 (20%). Respondents in the age group 31-35 accounted for 16%, whereas age groups 26-30 and below 25 represented 8 and 2 percent respectively.

These findings suggest that most teachers within the selected schools were experienced and mature professionals who were likely to possess adequate knowledge and understanding of supervisory practices and instructional processes. However, the relatively low representation of younger teachers may indicate limited recruitment of newly trained educators into the participating schools. Younger teachers are often associated with innovative teaching approaches and increased integration of technology in instructional delivery, which are important competencies within contemporary educational environments.

Figure 2: Professional qualification of teachers

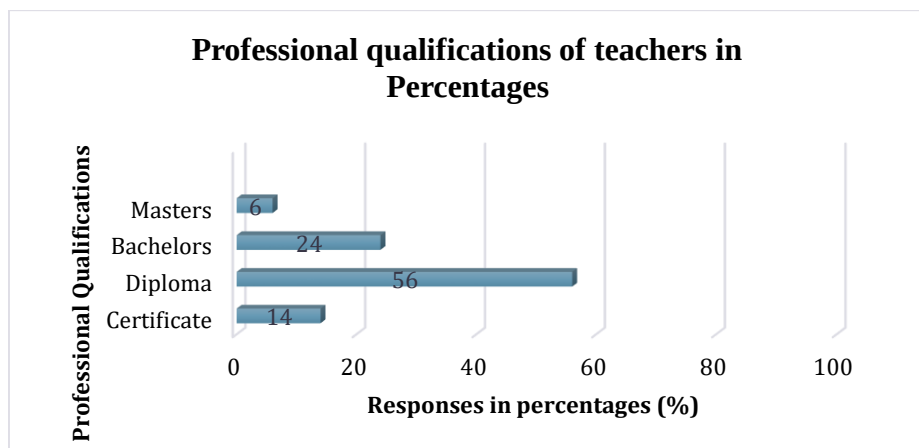


Figure 2 illustrates the professional qualifications of teachers.

The results show that the majority of the respondents, that is 56%, had a Diploma, 24% had a bachelor's degree, 14% had a certificate, whereas 6% had a master's degree.

The findings indicate that the teachers had the required qualifications or training by the Ministry of Basic Education to serve in their positions, which is a minimum of a certificate in Primary Education. However, the relatively low proportion of teachers holding postgraduate qualifications may suggest limited opportunities or motivation for advanced professional development among teachers within the selected schools.

Table 2: Number of years of employment of teachers

Number of years	Frequency	Percentage (%)
Less than 1 year	1	2
1-5 years	3	6
6-10 years	6	12
11-15 years	8	16
16-19 years	13	26
20 years and above	19	38
Total	50	100

Table 2 presents the number of years respondents had served in the teaching profession.

The findings reveal that most respondents had extensive teaching experience. Teachers with 20 years and above constituted 38% of the sample, while those with 16-20 years represented 26%. Respondents with 11-15 years of experience accounted for 16%, and those with 6-10 years represented 12%. Teachers with less than five years of experience formed the smallest portion of the respondents, that is, 1-5 years (6%) and less than 1 year (2%).

The findings suggest that the majority of participants possessed substantial professional experience and were therefore well-positioned to provide informed perspectives regarding principals' supervisory strategies and teachers' job performance. Experienced teachers are often more familiar with institutional supervisory processes and educational management practices, thereby enhancing the credibility and reliability of the data collected. These findings correlate with Dangara (2015), who argued that the validity and reliability of data are often

obtained from respondents who have had a longer interaction with the phenomenon under study. Therefore, the vast knowledge of supervision from these teachers is very significant to the findings of this study.

4.2.5 Figure 3: Positions Held/Work Designation

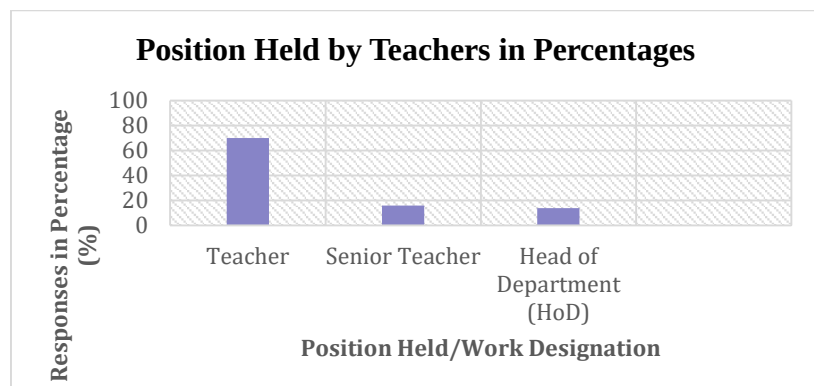


Figure 3 presents the position held by respondents within the participating schools.

The majority of the responses, that is, 70%, were teachers, whereas 16% were senior teachers and 14% were HoDs. The findings indicate that most respondents occupied positions that subjected them to supervision by school management personnel.

The findings may further suggest limited opportunities for promotion and career progression among teachers despite many possessing extensive teaching experience. Limited professional advancement may contribute to reduced motivation and job dissatisfaction, which could negatively affect instructional delivery and learner

Demographic data of Principals, Deputy Principals, and HODs

The demographic data was obtained through the interviews. Among the principals, two were female, and one was male. All deputy Principals were females, while HoDs comprised two males and one female. These findings indicate that female educators occupied the majority of leadership positions within the participating schools.

In terms of professional experience, two principals had worked for over eighteen years awhile one had fifteen years of experience. The deputy principals had worked for twelve, fifteen, and twenty years respectively, whereas the two HoDs had worked for eight years, while the other two had worked for twelve and fifteen years respectively. The extensive experience possessed by the interview participants suggests that they had substantial knowledge regarding school supervision, instructional leadership, and teachers' job performance. Their experiences therefore, provided valuable insights relevant to the objectives of the study.

Findings on Principals' Supervisory Strategies and Job Performance

This section presents findings relating to principals' supervisory strategies and their influence on teachers' job performance. Respondents were asked to indicate their level of agreement with various statements using a five-point Likert scale ranging from Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). For purposes of analysis, the responses "Strongly Agree" and "Agree" were merged and presented as "Agree," while "Strongly Disagree" and "Disagree" were combined and presented as "Disagree." Neutral responses were maintained as a separate category.

The findings are presented using frequency tables, where n represents the number of respondents and % represents percentages. The findings are discussed according to the study objectives and research questions.

Supervision Strategies prominently used by principals in Kweneng region primary schools

This objective focused on the different supervision methods and how they affect the job performance of teachers. The questions asked for this objective are in line with the research question, which supervision strategies are prominently used by principals in Kweneng region primary schools? The strategies investigated were classroom visitation or observation, checking professional records, delegation of duties, inclusion in decision-making, and provision of professional development opportunities. The results are discussed below:

Classroom Visitation or Observation as a Supervision Strategy

The first item examined the extent to which a principal's class visitation or observation influences teachers' job performance. Table 3 presents teachers' responses regarding classroom observation practices within their schools.

Table 3: Classroom Visitation or Observation as a Supervision Strategy

Statement	Agree		Neutral		Disagree	
	n	%	n	%	n	%
The principal conducts regular classroom visits to ensure that content lesson delivery is in line with the assigned syllabus.	36	72	2	4	12	24
Principals make observations during class visitation.	33	66	4	8	13	26
There is usually a pre-lesson meeting with teachers by the principal.	20	40	6	12	24	48
The principal checks on the teaching and learning aids used by the teacher.	36	72	4	8	10	20
Other teachers are allowed to observe fellow teachers when teaching.	38	76	6	12	6	12
As a teacher, I always ensure punctuality for class.	47	94	0	0	3	6
After classroom observation, we discuss the results with the head teacher thus improving the instructional practices.	28	56	5	10	17	24
Principals visit classrooms after lessons to find out the level of understanding of the lesson.	16	32	11	22	23	46
Regular classroom visits have reduced the lateness and absenteeism of teachers.	35	70	5	10	10	20
My lesson notes are assessed regularly.	27	54	6	12	17	34
The principal teaches students (e.g., tutoring, after school).	9	18	0	0	41	82

The findings that the majority of the respondents, 72%, posited that their principals conducted regular classroom visits to ensure that content lesson delivery was in line with the assigned syllabus, whereas 24% indicated that their principal did not conduct regular classroom visits, and 4% neither agreed nor disagreed. These findings suggest that classroom supervision remains an important strategy used by principals to monitor instructional practices and curriculum implementation. These findings are reinforced by Dangara (2015), who indicates that

principals' classroom visitation provides them with an opportunity to know whether the teachers are adhering to the set objectives stated in the scheme of work. This indicates that observation makes teachers focus when teaching and makes them prepare enough before coming to the classroom.

Similarly, sixty-six percent (66%) of the respondents indicated that their principals made observations during class visitation whereas 26% disagreed and 8% neither agreed nor disagreed. However, only forty percent (40%) of the respondents indicated that there is usually a pre-lesson meeting with teachers by the principal whereas 48% indicated that it is not there, and 12% neutral. The limited use of pre-observation meetings may suggest that classroom supervision was not consistently implemented according to recommended supervisory procedures. These findings are supported by Garba, Waweru, and Kaugi, (2019), who encouraged walk-throughs as a method of brief informal supervision to observe teachers' environmental factors and their instructional delivery. Practicing this method of supervision keeps teachers on their toes as they do not know when the principal may visit their classroom as such, they ensure that they are always prepared which results in the delivery of quality education to the learners.

The findings further reveal that 72% of the respondents agreed that the principal checked on the teaching and learning aids used by the teacher, whereas 20% disagreed and 8% neither agreed nor disagreed. Furthermore, 76% of the respondents agreed that other teachers were allowed to observe fellow teachers when teaching, whereas 12% disagreed, and another 12% neither agreed nor disagreed. These findings suggest that principals promote collaborative instructional improvement practices within the participating schools.

In addition, 94% of respondents agreed that they ensured that they were always punctual for class, whereas 6% neither agreed nor disagreed on whether they were punctual for class or not. The majority of the respondents, that is, 70%, agreed that regular classroom visits had reduced the lateness and absenteeism of teachers, whereas 20% disagreed and 10% neither agreed nor disagreed. This implies that supervision may contribute positively to teacher accountability and professionalism.

Regarding post observation feedback, 56% agreed that after classroom observation, they discussed the results with the head teacher, thus improving the instructional practices, 24% disagreed, while 10% neither agreed nor disagreed. However, 46% of the respondents disagreed that principals visited classrooms after lessons to find out the level of understanding of the lesson, while 32% agreed, and 22% neither agreed nor disagreed. These findings may indicate that although classroom observations were conducted, follow-up instructional support and learner-centered evaluation practices were less consistently implemented.

The findings also show that 54% of the respondents agreed that their lesson notes were assessed regularly, whereas 34% disagreed and 12% neither agreed nor disagreed. Interestingly, 82% of the respondents disagreed that the principal teaches students (e.g., tutoring, after school), whereas 18% agreed. This suggests that principals primarily focus on supervisory and administrative responsibilities rather than direct classroom teaching.

The quantitative findings were supported by qualitative data obtained from principals, deputy principals, and heads of departments during interviews. One participant stated:

"Teachers are always prepared for their lessons when they know that a supervisor is coming to their class. Therefore, this does not provide a true reflection of what they do daily unlike when the supervisor visits their class unaware. However, visiting unaware is also a source of conflict for some teachers," stated P10.

Another explained:

"Observation is a good method of supervision that should be done regularly, however, it can only work if it is done by more than one person as it is time-consuming, as it requires planning and prior communication, however, a good classroom visit has to help the teacher improve on their lesson delivery," retorted P2.

Similarly, another noted:

“During observation, I try to be like the students and learn with them, I ask questions where need be as a way of checking whether the teacher understands their content, this keeps teachers on their toes as they often think outside the box and provide useful information for learners,” said P7.

The qualitative findings demonstrate that classroom observation was perceived as an important supervisory strategy for improving instructional delivery and teacher accountability. However, concerns regarding inconsistency, time constraints, and tensions associated with unannounced visits were also highlighted. These findings are congruent with Sule, Ameh, and Egbai (2015), who argue that classroom visits aim to encourage teachers to be keen on their work, and by detecting problems during supervision, teachers are motivated to develop problem-solving skills. Therefore, regular formal classroom observation or visits by the principals are encouraged. These findings also correlated with Tyokyaa and Nwaogwugwu (2019), who established that as instructional supervisors, principals are obligated to spend most of their time in classrooms observing the teaching and learning processes so that they can offer advice that may improve the job performance of teachers and ultimately the academic performance of learners. The findings further support McGregor’s Theory X, which assumes that employees may perform better under close supervision and monitoring.

Overall, the findings suggest that classroom visitation and observation constitute significant supervisory strategies used by principals in Kweneng Region primary schools. Effective classroom supervision appears to contribute positively to teacher preparedness, punctuality, instructional improvement, and accountability. However, inconsistencies in implementation, particularly regarding pre-observation conferences and post-observation learner assessment, may limit the effectiveness of supervision in improving overall learner academic performance.

Delegation as a Supervisory Strategy

The second question sought to find out the extent to which the delegation of tasks improves teachers’ job performance. Table 4 presents teachers’ responses on how the delegation of tasks by their principals improves their performance.

Table 4: Delegation of tasks and how it improves teachers’ job performance

Statement	Agree		Neutral		Disagree	
	n	%	n	%	n	%
Principals delegate their duties to some teachers considered fit to do the job.	33	66	3	6	14	28
There is a ceiling or limit regarding delegation in my school.	38	76	0	0	12	24
Delegation of duties allows teachers to learn and develop new skills.	46	92	4	8	0	0
Delegation of duties builds trust between the teacher and the principal and improves communication.	38	76	2	4	10	20
Delegation of duties boosts teachers’ morale as they get to prove their abilities to the principal.	39	78	0	0	11	22
Delegation of duties improves efficiency, productivity, and time management.	40	80	3	6	7	14

Delegation of duties helps to reduce the pressure on the principal as they can focus on more important issues.	45	90	0	0	5	10
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The findings indicate that most of the respondents, that is, 66%, agreed that their principals delegated their duties to some teachers considered fit to do the job whereas 28% disagreed and 6% neither agreed nor disagreed. This suggests that delegation is a common supervisory strategy in the selected schools. Delegation enables principals to distribute responsibilities among staff members to ensure the smooth running of the school. However, 76% of the respondents agreed that there was a ceiling or limit when it regards delegation in their schools, whereas 24% disagreed. This may imply that delegation is not evenly distributed among teachers and that some teachers are trusted with responsibilities more frequently than others. Such practices may create perceptions of favouritism among staff members and negatively affect teamwork and staff morale.

The majority of the respondents (92%) agreed that delegation of duties provided teachers with the opportunity to learn and develop new skills, whereas 8% neither agreed nor disagreed. Similarly, 76% agreed that delegation of duties built trust between the teacher and the principal and improved communication, whereas 20% disagreed and 4% neither agreed nor disagreed. Furthermore, 78%, agreed that delegation of duties boosted teachers' morale as they got to prove their abilities to the principal, whereas 22% disagreed. These findings demonstrate that delegation is not only a management strategy but also an important professional development tool that contributes to teachers' growth and confidence.

Most of the respondents (80%), agreed that delegation of duties improved efficiency, productivity, and time management, whereas 14% disagreed and 6% neither agreed nor disagreed. Furthermore, 90% of the respondents agreed that delegation of duties helped to reduce the pressure on the principal as they could focus on more important issues whereas 10% disagreed. These findings suggest that delegation contributes significantly to the effective administration of schools and the improvement of teachers' job performance.

The interview findings further supported the quantitative results. Participants highlighted that delegation was important for ensuring teamwork and developing leadership skills among teachers. One participant stated:

"I often give tasks to teachers; however, it is often not out of cohesion but a willingness to see them grow. Some are often able to complete the task while others have to be followed to do the given tasks," Stated P1.

Another participant explained:

"Delegation often works where both the teacher and the principal do not see each other as competition but have a common vision that they want to fulfill. However, in some instances, principals may feel intimidated by a teacher, especially if the teacher is more educated and exposed than they are," indicated P4.

Similarly, another participant stated:

"I have time to do other duties because some teachers are helping me with the others. This has made my workload lighter, thus I can even visit classes for supervision from time to time," retorted P8.

These responses indicate that delegation is very beneficial for the efficient running of the school, as it results in things being done more efficiently and effectively than when it was done by one person. Delegation also creates opportunities for teachers to participate in leadership and decision-making processes within the school environment.

These findings align with Masaku, Kimiti, and James (2017), who argue that delegation does not mean that a superior is evading responsibility and authority, but rather uses it as an avenue to train subordinates on managerial skills. Similarly, Harper (2018) noted that delegation improves efficiency and promotes teamwork within educational institutions. Through delegation, teachers acquire practical experience and confidence in handling responsibilities beyond classroom instruction.

The findings can further be explained using McGregor's Theory X and Theory Y. Theory Y assumes that employees are self-motivated, responsible, and capable of taking initiative when given opportunities and trust. The positive responses regarding skill development, morale, and teamwork support Theory Y because teachers appeared motivated when entrusted with responsibilities by their principals. However, the findings also revealed that some teachers resisted delegated duties or required close follow-up to complete assigned tasks. This reflects aspects of Theory X, which assumes that some employees' dislike responsibility and require close supervision and monitoring to perform effectively. Therefore, the study demonstrates that both theories are relevant in understanding delegation practices within schools

Despite the benefits associated with delegation, some principals indicated that they faced challenges when delegating duties because some teachers were unwilling to participate in school activities beyond classroom teaching. In some cases, principals preferred assigning responsibilities only to teachers they considered hardworking and dependable. While this may ensure efficiency, it may also contribute to feelings of exclusion among other teachers. Additionally, some participants noted that teachers may lose motivation to perform delegated duties if principals fail to acknowledge or appreciate their contributions. These results contradict what Masuku, Kimiti, and James (2017) argued that in a school setup, delegation cannot be avoided, thus both the principal and teacher need to embrace it as a means of improving efficiency and effectiveness in their service delivery. This indicates the need for both teachers and supervisors to ensure that they acknowledge each other for the work done and assist each other to ensure efficiency in the running of the school.

Overall, the findings suggest that delegation is an important supervisory strategy that contributes to teachers' professional growth, improved communication, efficiency, and teamwork. However, for delegation to be effective, principals must ensure fairness, recognition of teachers' efforts, and equal opportunities for participation in school responsibilities.

Checking Professional Records as a Supervisory Strategy

The third question sought to determine the extent to which professional document checking improves teachers' job performance. Table 5 presents teachers' responses regarding how their principals' checking of professional documents improves their performance.

Table 5: Checking professional documents and how they improve teachers' job performance

Statement	Agree		Neutral		Disagree	
The principal checks the teacher's records of work regularly.	25	50	5	10	20	40
I always ensure that my lesson plan, scheme of work, student registers, and notes are prepared even when I am not supervised.	32	64	1	2	17	24
The principal ensures teachers cover the syllabus for all subjects taught.	37	74	3	6	10	20
The principal checks records of student's progress after each assessment.	31	62	11	22	8	16
The time allotted for curriculum instruction is adequate.	12	24	0	0	38	76
The school has an admission register and transfers.	48	96	2	4	0	0

There is class attendance and time register for teachers	45	90	0	0	5	10
Teacher's movements are monitored through the staff movement book	20	40	2	4	28	56
There is regular marking of students' attendance register	48	96	0	0	2	4

The findings indicate that 50% agreed that the principal checks the teachers' records of work regularly, whereas 40% disagreed, and 10% neither agreed nor disagreed. This suggests that although some principals consistently supervise professional records, others may not conduct regular monitoring of teachers' documents. Regular supervision of professional records is important because it enables principals to monitor curriculum implementation, teachers' preparedness, and learners' progress.

The findings further revealed that 64% of the respondents agreed that they always ensured that their lesson plan, scheme of work, student registers, and notes are prepared even when they are not being supervised whereas 24% disagreed and 2% neither agreed nor disagreed. This is concerning as teachers are expected to always have their records up to par. The results may suggest that some teachers only prepare professional documents when supervision is expected, which may negatively affect the quality of instruction and learner performance.

Most of the respondents, that is, 74%, agreed that the principal ensured that teachers covered the syllabus for all subjects taught, whereas 20% disagreed and 6% neither agreed nor disagreed. Sixty-two percent (62%) of the respondents agreed that the principal checked students' progress after each assessment, whereas 16% disagreed and 22% neither agreed nor disagreed. These findings suggest that principals play a significant role in monitoring curriculum coverage and learner achievement. Effective monitoring of professional records allows principals to identify areas where teachers or learners may require support before challenges become severe.

A major concern raised by respondents was that the time allocated for curriculum instruction was inadequate, 76% disagreeing that the time allocated was sufficient or adequate whereas 24% agreed. This may negatively affect syllabus coverage and instructional effectiveness, especially in schools with overcrowded classrooms and numerous administrative activities. Limited instructional time may also increase pressure on teachers and reduce opportunities for learner engagement and remediation.

The findings further showed that most schools maintained important official records. For example, 96% of the respondents indicated that their schools had an admission and transfers register, whereas 4% neither agreed nor disagreed. Furthermore, 90% of the respondents agreed that there was a class attendance and time register for teachers, whereas 10% disagreed. This is surprising as teachers are expected to mark the learners' attendance register daily, so the question was expected to have a 100% agreement rate. Similarly, 96% of the respondents agreed that there was regular marking of students' attendance, whereas 4% disagreed. This is a contradiction, as in the previous question, only 90% of the respondents indicated that there was a class register in their schools. These findings indicate that schools recognized the importance of maintaining official records for accountability and monitoring purposes.

However, the results also revealed inconsistencies in supervision practices. While most respondents acknowledged the existence of attendance registers, 56% disagreed that teachers' movements were monitored through the staff movement book, whereas 40% agreed, and 4% neither agreed nor disagreed. This may suggest weaknesses in monitoring teacher attendance and movement during working hours, which may contribute to absenteeism and reduced instructional time.

The interview findings supported the quantitative results. Participants emphasized the importance of checking professional records regularly to monitor both teacher and learner progress. One participant stated:

“Checking records has to be done regularly as the principal can be able to keep up to date with what is happening in the various classrooms,” stated P4.

Another participant explained:

“I make sure I check all the records for one classroom per week; however, some teachers always have to be followed to bring the required documents, which wastes time. At times, my workload does not allow me to do the regular checking,” stated P1.

Similarly, another participant noted:

“Since I decided to make a schedule and share it with teachers when I will require their professional records, such as scheme of work, lesson plans, mark registers, students’ attendance registers, and lesson notes, I have seen a tremendous improvement in the academic performance of my learners. Teachers are now putting in the effort,” stated P5.

These findings suggest that regular supervision of professional records encourages teachers’ accountability, preparedness, and improved instructional practices. The findings support Lomudang, Kithinji, and Gitonga (2022), who argued that the consistent checking of records by the principal ensures that teachers keep track of records of what has been covered in the classroom. Checking these records also ensures that the principal can be able to assist before the situation becomes dire. Similarly, Thuo and Mugo (2017) observed that a principal’s instructional supervision should include checking all professional documents or records to ensure that they align with the objectives of the curriculum.

The findings can further be explained using McGregor’s Theory X and Theory Y. Theory X assumes that employees require close supervision and monitoring to perform effectively. The finding that some teachers only prepare professional documents when they anticipate supervision reflects aspects of Theory X, as it suggests that some teachers may not consistently fulfill their responsibilities without external pressure. On the other hand, the responses from teachers who indicated that they prepared their documents even without supervision support Theory Y, which assumes that employees are self-motivated, responsible, and capable of self-direction.

Therefore, the study demonstrates that checking professional records is an essential supervisory strategy that promotes accountability, preparedness, and curriculum coverage. However, for supervision to be effective, principals must ensure consistency in monitoring, provide support to teachers where necessary, and create systems that encourage teachers to take responsibility for their professional duties even in the absence of supervision.

Inclusive Decision Making as a Supervisory Strategy

The third question sought to find out the extent to which inclusive decision-making improved teachers’ job performance. Table 6 presents teachers’ responses on how inclusion in decision-making by their principals affects their performance.

Table 6: Inclusive decision-making and how it improves teachers’ job performance

Statement	Agree		Neutral		Disagree	
The principal double-checks information sources before deciding.	31	62	8	16	11	22
The principal makes clear and valuable decisions for the school.	32	64	5	10	13	26

Principals seek teachers' advice or input to make the right decision.	41	82	2	4	7	14
The principal makes the appropriate decisions.	23	46	9	18	18	36
The principal usually has a rationale for making decisions.	27	54	11	22	12	24
Teachers are encouraged to make rational decisions concerning the activities within the school.	37	74	5	10	8	16
The principal calls meetings from time to time to engage teachers in making decisions.	35	70	9	18	6	12
The principal considers various options in terms of school-specific goals before making decisions.	33	66	12	24	5	10
Participation in decision-making boosts the morale of teachers and leads to high productivity.	48	96	0	0	2	4

The findings in Table 6 indicate 62% agreed that the principal double-checked information sources before deciding, whereas 22% disagreed and 16% neither agreed nor disagreed. Furthermore, 64% of the respondents agreed that the principal made clear and valuable decisions for the school, 26% disagreed, and 10% neither agreed nor disagreed. These findings suggest that principals attempted to make informed decisions that would benefit the school community. However, a notable percentage of respondents disagreed with these statements, indicating that some teachers were not fully satisfied with the decision-making processes within their schools.

Most of the respondents, that is, 82%, agreed that principals sought teachers' advice or input to make the right decision, 14% disagreed, while 4% neither agreed nor disagreed. Similarly, 46% of the respondents agreed that the principal made the appropriate decisions, 36% disagreed, and 18% neither agreed nor disagreed. The majority of the respondents, that is, 56%, agreed that the principal usually has a rationale for making decisions, 44% disagreed, and 22% neither agreed nor disagreed.

Furthermore, on the issue of inclusive decision-making, 74% agreed that teachers were encouraged to make rational decisions concerning the activities within the school, 16% disagreed, and 8% neither agreed nor disagreed. Similarly, 70% of the respondents agreed that the principal called meetings from time to time to engage teachers in making decisions, 18% disagreed and 12% neither agreed nor disagreed. These findings suggest that most principals practiced participatory leadership and encouraged collaboration among staff members.

Furthermore, 66% of the respondents agreed that the principal considered various options in terms of school-specific goals before making decisions, 10% disagreed and 24% neither agreed nor disagreed. Most importantly, 96%, agreed that participation in decision-making boosted the morale of teachers and led to high productivity whereas 4% disagreed. This demonstrates that involving teachers in school matters contributes positively to motivation, commitment, and teamwork.

The interview findings further supported these quantitative results. Participants emphasized that involving teachers in decision-making created a sense of belonging and ownership among staff members. One participant stated:

“When teachers are involved in decision-making, it gives them a sense of belonging as they feel that they are heard and their opinions are valued in the school. This makes them own up to every decision that is taken,” retorted P2.

Another participant explained:

“Involving teachers in decision-making improves job productivity as teachers feel the need to work hard to ensure that the decisions they have made become successful,” stated P10, 8.

Similarly, participants noted that participatory decision-making promoted peace and teamwork within the school environment:

“Involvement in decision-making has made our school so peaceful as everyone is held accountable should anything go wrong; there is no pointing of fingers and accusations anymore. We work as a team to ensure the achievement of all that has been discussed, and we achieve greater success,” retorted P4, 1, 4.

These findings suggest that These findings align with Moradi and Shabbazi, (2016), who argued that the involvement of teachers in the decision-making process often leads to enhanced performance, increased efficiency, reduced conflicts, commitment, and new ideas. Similarly, Ojasalo and Tähtinen, (2016) observed that employees identify more with the organization when they feel that they have an active role in making policies and decisions within their organizations. This indicates that participation gives employees a certain amount of satisfaction and the desire to own up to the decisions, as purported by some of the interviewed principals, deputy principals, and HoDs. The findings can further be explained using McGregor’s Theory X and Theory Y. Theory Y assumes that employees are capable of self-direction, creativity, and responsibility when given opportunities to participate in organizational processes. The positive responses regarding participation, teamwork, morale, and productivity strongly support Theory Y, as teachers appeared motivated when involved in decision-making. Inclusive leadership practices enabled teachers to feel trusted, respected, and valued within their schools.

However, some findings also reflected elements of Theory X. For example, although teachers were involved in decision-making, some respondents still disagreed that principals always made appropriate decisions. This suggests that conflicts and dissatisfaction may still arise in schools despite participatory leadership approaches. Consequently, principals must strike a balance between involving teachers in decision-making and maintaining leadership authority and accountability for final decisions.

Overall, the findings indicate that inclusive decision-making is an effective supervisory strategy that enhances teachers’ morale, teamwork, commitment, and productivity. The study therefore recommends that principals continue creating platforms that encourage teacher participation in school governance and decision-making processes to improve both teacher performance and learner academic achievement.

Professional Development as a Supervisory Strategy

The fourth question sought to find out the extent to which professional development improved teachers’ job performance. Table 7 presents teachers’ responses on how exposure to professional development opportunities by their principals improved their performance.

Table 7: Professional development as a supervisory strategy and how it improves teachers’ job performance

Statement	Agree		Neutral		Disagree	
The principal plans and facilitate professional development for teachers.	24	48	6	12	20	40

The principal plans and facilitates professional development for prospective principals.	19	38	3	6	28	56
The principal provides training or demonstration for teachers to enhance instructional delivery.	38	76	8	16	4	8
The principal implements the required professional development.	23	46	2	4	25	50
The principal engages in self-improvement/professional development.	20	40	16	32	14	28
Professional development improves teachers' job performance.	48	96	2	4	0	0

The findings reveal that 48% of the respondents agreed that the principal planned and facilitated professional development for teachers, 12% neither agreed nor disagreed, and 40% disagreed. In contrast, the majority of the respondents, that is, 56%, disagreed that the principal planned and facilitated professional development for prospective principals, 38% agreed, and 6% neither agreed nor disagreed. These findings suggest that although some professional development initiatives exist, opportunities for leadership preparation and advancement remain limited.

Furthermore, 76% of the respondents agreed that the principal provided training or demonstration for teachers to enhance instructional delivery, 8% disagreed, and 16% neither agreed nor disagreed. These results resonated with Edo and Amaechi (2019) and Chukwuaguzie and Ngusha, (2021), who argued that demonstration was a useful tool in a school setting as it assisted in improving teachers' competencies, hence it needed to be innovative, involving the use of new textbooks or modules, equipment, orthography, and technology. This indicates that demonstration can improve job performance if it is executed well.

The findings further revealed that 50% of the respondents disagreed that the principal implemented the required professional development, 46% agreed, and 4% neither agreed nor disagreed. Additionally, 40% of the respondents agreed that the principal engaged in self-improvement/professional development, 28% disagreed, and 32% neither agreed nor disagreed. This may suggest inconsistencies in the implementation of professional development activities within schools.

Despite these concerns, an overwhelming majority of the respondents, that is, 96%, agreed that professional development will improve teachers' job performance, and 4% neither agreed nor disagreed. This finding demonstrates the importance teachers attach to continuous learning and skills development. The finding is also consistent with Theory Y, which emphasizes that employees are capable of self-development and growth when provided with appropriate opportunities and support.

During interviews, principals, deputy principals, and HoDs highlighted various efforts undertaken to improve teachers' professional growth, although they acknowledged several challenges, such as financial constraints and inadequate time. One respondent explained:

“When it comes to professional development, I can only recommend teachers who want to go for further studies. It is the Ministry of Basic Education that makes the decisions on who should go. However, teachers always look forward to going to school so that they may upgrade their qualifications,” stated P6.

Another participant stated:

“Professional development provides exposure for teachers and ultimately improves their job performance. In our school, we often hold meetings or trainings with experts on different technologies and teaching methodologies to try and improve the learning outcomes,” Said P2.

Similarly, another participant explained:

“We normally face financial constraints in providing workshops for our teachers, so often we depend on those organized by the government, where a representative is sent, and then they come back and train the rest of the staff. These exercises are often fruitful, especially when more teachers are sent out. However, the lack of enough teachers and inadequate time affects the schedule for teachers’ personal development,” said P9.

From the findings, it is clear that principals did their best to ensure that their teachers receive training in the form of workshops to improve their teaching methodologies and to inspire them to work hard. It is also clear that this role is not only for the principals to perform but requires the involvement of all stakeholders. Teachers must be at the forefront of their professional development if they are to become effective in their jobs. These findings align with Rashid, Ye, Hui, Li, and Shunting (2021) and Egorychev, Akhtyan, Ananishnev, Levina, Suyskaya, and Tyutchenko, (2021) who found that teachers who go through professional development often exude good self-confidence, motivation, and improvement in their job performance. Similarly, Asiyah, Wiyono, Hidayah, and Supriyanto, (2021) observed that professional development affects the quality of learning as professionally trained teachers are exposed to various strategies and learning models that can be used in the classroom to improve learning outcomes thereby improving the academic performance of learners. This indicates the need for professional development to be made a priority to improve the academic performance of learners.

The findings on professional development support Theory Y assumptions that employees seek growth, self-development, and opportunities for advancement when provided with supportive organizational environments. Teachers overwhelmingly acknowledged that professional development improved their instructional delivery, confidence, and overall job performance. However, limited funding and inadequate time hindered the effective implementation of professional development programmes, thereby restricting teachers’ opportunities for continuous growth.

Overall, the findings indicate that professional development plays a significant role in improving teachers’ instructional delivery and professional competence. Therefore, principals, teachers, and the Ministry of Basic Education should prioritize continuous professional development to enhance the quality of teaching and learning in schools.

Principals’ Supervisory Skills and how They affect teachers’ Job Performance

This objective sought to establish what the teachers thought about the principal’s supervisory skills and how it affected their job performance. The questions asked for this objective provide answers to the research question: To what extent does the principal’s supervisory skill affect teachers’ job performance in Kweneng region primary schools? Table 8 below presents the teachers’ responses.

Table 8: Teachers’ perceptions of principals’ supervisory strategies and how they affect their job performance

Statement	Agree		Neutral		Disagree	
	n	%	n	%	n	%
The principal approach to supervision is appropriate.	30	60	5	10	15	30
The principal conducts regular supervision of teachers.	35	70	3	6	12	24
There is prompt feedback from the principal on the outcome of the supervision.	38	76	4	8	8	16

Principals' reports on the outcome of supervision are objective.	25	50	10	20	15	30
Principals' supervisory practice improves teachers' job performance.	40	80	4	8	6	12
Principals' supervisory practice is not a waste of resources.	45	90	0	0	5	10
Principals' supervisory practice is a routine exercise.	34	68	4	8	12	24
The reported outcome of supervision is communicated to teachers by principals.	47	94	3	6	0	0
Supervision is a fault-finding exercise.	36	72	0	0	14	28
The principal does not show favoritism in their supervision reports.	30	60	2	4	18	36
Principal's supervision has helped improve my instructional delivery.	40	80	0	0	10	20

The majority of the respondents, that is, 60%, agreed that the principal's approach to supervision was appropriate, 30% disagreed and 10% neither agreed nor disagreed. These findings suggest that most teachers viewed their principals' supervisory approaches positively. Similarly, 70% of the respondents agreed that the principal conducted regular supervision of teachers, 24% disagreed, and 6% neither agreed nor disagreed. These findings indicate that supervision was a common practice in the surveyed schools and was considered an important aspect of school management.

The findings further revealed that 76% of the respondents agreed that there was prompt feedback from the principal on the outcome of the supervision, 16% disagreed, and 8% neither agreed nor disagreed. Prompt feedback is important because it allows teachers to identify areas requiring improvement and encourages professional growth. This may positively influence teachers' instructional delivery and professional performance.

Half of the respondents 50%, agreed that the way the principal reported on the outcomes of supervision was objective or unbiased, 30% disagreed, and 20% neither agreed nor disagreed. This finding suggests that although some teachers perceived principals as fair and unbiased during supervision, others questioned the objectivity of the supervision process. The findings may indicate the need for principals to ensure transparency and fairness during supervision to build trust and cooperation among teachers.

Furthermore, most of the respondents, that is, 80%, agreed that the principals' supervisory practice improved teachers' job performance, 12% disagreed, and 8% neither agreed nor disagreed. Similarly, 90% agreed that the principals' supervisory practices were not a waste of resources, and 10% disagreed. These findings suggest that teachers generally acknowledged the importance and value of supervision within schools.

Additionally, 68% of the respondents agreed that the principal's supervisory routines were a routine exercise, 24% disagreed, and 8% neither agreed nor disagreed. Furthermore, 94% of the respondents agreed that the reported outcomes of supervision were communicated to teachers by principals, while 6% neither agreed nor disagreed. This demonstrates that communication between principals and teachers following supervision was relatively effective in most schools.

Surprisingly, the majority of the respondents, that is, 72%, agreed that supervision was a fault-finding exercise while 28% disagreed. This finding may suggest that some teachers perceived supervision negatively, possibly due to the way it was conducted. Such perceptions may negatively affect teacher morale and professional relationships within schools.

Interestingly, 60% of the respondents agreed that the principal did not show favoritism in their supervision reports, 36% disagreed, and 4% neither agreed nor disagreed. This suggests that while many teachers viewed the supervision process as fair, a significant number still perceived some level of bias in supervisory practices. Fairness and objectivity during supervision are important in promoting trust and cooperation between principals and teachers.

Moreover, 80% of the respondents agreed that their principals' supervision had helped improve their instructional delivery, and 20% disagreed. This finding demonstrates that despite some negative perceptions regarding supervision, most teachers acknowledged its positive contribution to their professional performance and classroom practices.

During interviews, principals, deputy principals, and HoDs indicated that supervision was mainly intended to guide teachers and ensure that school objectives were achieved. One respondent stated:

"As principals are close to most teachers, it may be very difficult to objectively carry out the process of supervision. As a result, the delegation of such a task to another supervisor is important to ensure objectivity," retorted P3.

Another respondent explained:

"Impartiality in the supervision process is imperative if principals are to foster trust between them and teachers," stated P4.

Similarly, another respondent explained:

"Supervision, if done well, has the power to transform the rest of the school as the principal shares their aspirations, objectives, and vision concerning the outcomes of the school. Then the principal directs the teachers on the path to success by modeling what they are supposed to be doing in their classrooms," indicated P7.

These findings correlate with Theory X used in this study, which gives credence to supervision as a monitoring tool aimed at making employees work hard to meet organizational objectives. Therefore, it is a necessary tool for the success of any organization. Furthermore, the findings support Köybaşı, Uğurlu, Bakır, & Karakuş (2017), who argued that the supervision of teachers has the potential to improve their job performance and ultimately the academic performance of learners. The results suggest that when supervision is done appropriately, it can improve teachers' job performance since cooperation and collaboration become easier, and the supervisor's comments often help teachers improve their instructional delivery.

Challenges inhibiting principals from executing their supervisory strategies

This objective sought to establish the challenges inhibiting principals from executing their supervisory strategies, thereby improving teachers' job performance. This objective is in line with the research question: What challenges are principals faced with in executing their supervisory strategies? Table 9 below presents the teachers' responses.

Table 9: Challenges inhibiting principals from executing their supervisory strategies

Statement	Agree		Neutral		Disagree	
	n	%	n	%	n	%

Bad attitude and unsupportive teachers.	32	64	8	16	10	20
Unavailability of resources.	46	92	0	0	4	8
Inadequate training among heads of schools.	40	80	1	2	9	18
Poor communication skills.	38	76	5	10	7	14
Inadequate time spent on supervision.	14	28	10	20	26	52
Inappropriate advice offered by the Supervisor.	10	20	2	4	38	76
Lack of incentives.	42	84	2	4	6	12
Low motivation among teachers.	48	96	2	4	0	0
Limited budget for carrying out teacher's professional development.	48	96	0	0	2	4
A large number of teachers.	12	24	0	0	38	76
Multiple responsibilities.	27	54	3	6	20	40
The negative attitude of teachers toward supervision.	39	78	2	4	9	18

The majority of the respondents, that is, 64% agreed that bad attitudes and unsupportive teachers posed a challenge to supervision for their principals, 20% disagreed, and 16% neither agreed nor disagreed. This suggests that the attitudes of some teachers negatively affect the effectiveness of supervision within schools. Teachers who are resistant to supervision may fail to cooperate with principals, making it difficult to achieve the desired educational objectives.

There was an overwhelming consensus among respondents, with 92% agreeing that the unavailability of resources poses a challenge to supervision for their principals, and 8% disagreed. These findings indicate that effective supervision cannot be successfully implemented without adequate teaching and learning resources, financial support, and infrastructure. The lack of resources may hinder principals from conducting regular monitoring, organizing professional development activities, and providing instructional support to teachers.

The majority of respondents, that is, 80%, agreed that inadequate training among heads of schools poses a challenge to supervision for their principals, 18% disagreed while 2% neither agreed nor disagreed. These findings suggest that some principals may lack the necessary supervisory competencies and leadership skills required to effectively guide teachers and improve instructional delivery. This may negatively affect teachers' professional growth and ultimately learners' academic performance.

Furthermore, 76% of the respondents agreed that the poor communication skills of their principals posed a challenge for supervision, 14% disagreed, and 10% neither agreed nor disagreed. Effective communication is essential in supervision because it promotes understanding, collaboration, and trust between principals and teachers. Poor communication may result in misunderstandings, conflicts, and resistance to supervision practices.

Fifty-two percent (52%) disagreed that inadequate time spent on supervision posed a challenge for the principal's supervision, 28% agreed and 20% disagreed. This suggests that although principals have multiple responsibilities, some respondents felt that time was not the greatest hindrance to effective supervision. However, the respondents who agreed indicate that balancing administrative duties and instructional supervision remains difficult for some principals.

The majority of the respondents, that is, 76%, disagreed that inappropriate advice offered by the Supervisor posed a challenge to the principal's supervision, 20% agreed, while 4% neither agreed nor disagreed. This implies that most teachers considered the guidance and advice offered by principals during supervision to be appropriate and helpful in improving their instructional practices.

Lack of incentives was considered a challenge to supervision by 84% of the respondents, 12% disagreed, and 4% neither agreed nor disagreed. This finding suggests that teachers may feel demotivated when there are limited rewards, recognition, or incentives associated with good performance and participation in supervisory activities. Motivation is critical in enhancing teachers' commitment and willingness to improve their instructional delivery

Furthermore, low motivation among teachers was considered a challenge to the principal's supervision by 96% of the respondents, and 4% neither agreed nor disagreed. These findings suggest that demotivated teachers may be less receptive to supervision, less committed to their responsibilities, and less willing to improve their performance. Low motivation may therefore undermine the effectiveness of supervision in schools.

Similarly, 96% of the respondents agreed that a limited budget for carrying out teachers' professional development was a challenge to the principal's supervision, while 4% disagreed. This finding indicates that inadequate financial resources hinder principals from organizing workshops, seminars, and in-service training programmes necessary for improving teachers' competencies and instructional delivery.

Interestingly, 76% disagreed that a large number of teachers pose a challenge to the principal's supervision, whereas 24% agreed. This may imply that the teacher population in most schools was manageable and did not significantly hinder supervisory practices. However, the respondents who agreed suggest that supervising many teachers can still become difficult in some schools.

Furthermore, 54% of the respondents agreed that the principal's multiple responsibilities posed a challenge to their supervision, 40% disagreed, and 6% neither agreed nor disagreed. These findings suggest that principals often balance administrative, managerial, and instructional duties simultaneously, which may reduce the amount of time and energy devoted to effective supervision.

The majority of respondents, that is 78% agreed that the negative attitude of teachers toward supervision was considered a challenge to supervision 18% disagreed, and 4% neither agreed nor disagreed. This finding suggests that some teachers perceive supervision negatively, possibly as a fault-finding exercise rather than a developmental process aimed at improving instructional delivery. Such attitudes may limit cooperation and reduce the effectiveness of supervision.

During interviews, principals, deputy principals, and HoDs indicated that supervision required the commitment of both supervisors and supervisees as well as the availability of adequate resources and time. However, they highlighted several challenges, such as limited resources, multiple responsibilities, poor communication, lack of teacher cooperation, and inadequate incentives. One participant stated:

"Due to limited resources, it becomes very difficult to reprimand teachers for not doing things in a certain way because they will point out to you that they do not have the resources to do that. This makes us as head teachers look like we do not know what we are doing," said P10.

Another participant explained:

"The greatest challenge we are faced with is the lack of enough teachers, which poses a difficulty in supervision. Right now, I am teaching two classes, which makes it very difficult for me to pay attention to each student and offer them the necessary help they need. This makes it very difficult for me to carry out my duty of supervision as I already have a lot of work on my plate," indicated P3.

Similarly, another participant explained:

“While some teachers are receptive to supervision and feedback, the attitudes of some teachers towards supervision and feedback are very bad as they do not want to be corrected. This means that they continue teaching in the way they have been teaching which does not benefit the students at all nor does it help them to grow professionally,” retorted P9.

These findings are consistent Osei, Mensah, and Agbofa (2020) who found that principals as circuit supervisors are also faced with a lack of cooperation from teachers in the form of inefficient use of teaching hours, absenteeism, lateness, and unavailability of written lessons plans and scheme of work. This makes it very difficult to trace how far the class has gone in syllabus coverage. Similarly, Tubosun and Umar, (2016) and Zikanga, Anumaka, Tamale, and Mugizi (2021) also tally this study as they indicated that some of the issues facing adequate supervision include, inadequate allocation of funds for in-service training, and capacity-building workshops, lack of motivation of teachers, lack of retention of teachers, and the fault-finding attitude of some supervisors.

These findings can also be explained using McGregor’s Theory X and Theory Y. Theory X assumes that employees dislike work and require strict supervision and control to perform effectively, while Theory Y assumes that employees are self-motivated and capable of taking responsibility when provided with supportive conditions. The negative attitudes of some teachers toward supervision, lack of cooperation, and low motivation reflected elements of Theory X, where principals may feel compelled to enforce strict supervision to ensure compliance. On the other hand, the findings showing that motivation, incentives, professional development, and supportive communication improve supervision align with Theory Y, which emphasizes collaboration, trust, and encouragement as essential factors for improving teachers’ job performance.

DISCUSSION OF FINDINGS

The education system is constantly evolving to keep up with the global trends in terms of teaching methodologies, instructional delivery, instructional technology used, teacher training, supervision, and assessment; therefore, every educational leader must evolve. Supervision as an educational system provides support and guidance for teachers and principals alike; therefore, it is the cornerstone of every thriving organization, as it helps teachers improve themselves and grow professionally. In Botswana, the supervisory role is assigned to the principal, deputy principal, and heads of departments (HoDs).

The first objective aimed to reveal the supervisory strategies prominently used by the principals in the selected schools. The findings of the study suggest that there are internal measures for instructional supervision in the surveyed schools. This is evident throughout the research when participants and respondents discuss the different supervisory styles used by their principals. The supervisory strategies used in the schools include classroom visitation or observation, of which 72% of the participants indicated that their supervisors do it regularly. However, 48% noted that there are no pre-lesson meetings before supervision, whereas 40% noted that such meetings are often held. These findings indicate that supervisors in the surveyed schools practice both formal methods of supervision, which require planning and informing the teacher in advance, and walk-throughs, where the supervisors just show up in a teacher’s class and observe how they are teaching, the classroom setup, and any other element that is important for instructional delivery. These findings suggest that classroom observation is an important aspect of teaching and learning and should be practiced regularly. These findings correlate with Edo and David (2022), who argued that both teachers and principals perceived classroom visitation and demonstrations as a supervision strategy that contributes to a very great extent to the job performance of teachers.

Seventy-six percent of the teachers also indicated that they were allowed to observe their colleagues during lessons. This is a good strategy as some teachers may feel free to seek advice from someone who is not their senior. These findings correspond with Fletcher (2017), who stated that peer observation can be an effective tool to improve classroom instruction and ultimately the performance of teachers. Even though Fletcher's (2017) study focused on peer observation in institutions of higher learning, it can be easily applied to this study as it can benefit teachers in primary schools. These findings align with Theory X, which emphasizes the importance of supervision and monitoring in ensuring that employees effectively perform their duties. Regular classroom observation enabled principals to monitor instructional delivery and ensure accountability among teachers.

Another method of supervision, which is delegation, was regarded as effective by 66% of the participants who indicated that their principals delegate tasks to some of the teachers. Seventy-six percent of the respondents indicated that delegation helped to build trust between the supervisor and the supervisee. Another 76% indicated that supervision helped to boost the morale of the teachers, hence leading to increased productivity. These findings tally with Seth and Ndirandekura (2022), who carried out a study on the delegation of responsibilities and teachers' job performance in selected secondary schools in Kabale Municipality. The findings indicated that giving teachers a lot of activities to do gives them greater job satisfaction, which enhances job performance. Teachers who are delegated to tasks often feel more involved, have a greater sense of belonging, enjoy work, and often put in the necessary work to justify their positions as they execute higher-level roles. However, 78% of the respondents indicated that in their schools, there was a ceiling when it came to delegation. When the principals were asked why there seemed to be a limit in the delegation of tasks in their schools, they indicated that some teachers did not want to take part or delay returning feedback on whatever they had been assigned. As such, it was better to use the same people who were diligent in completing assigned tasks. These findings suggest a need for clear communication on duties and division of responsibilities, as stated by Seth and Ndirandekura (2022), that when duties or responsibilities are clearly defined, teachers are most likely to carry them out effectively. However, the positive outcomes associated with delegation, such as trust, morale, and professional growth, reflect Theory Y assumptions that employees become more productive when they are trusted and given responsibility.

Furthermore, inclusive decision-making was another strategy that was used by principals. Eighty-two percent of the respondents indicated that their principals engaged them in decision-making. Seventy-four percent of teachers indicated that their principals encouraged them to make rational decisions. When asked whether participation in decisions boosted their morale and improved their productivity, 96% of the respondents concurred. These findings demonstrate that involving teachers in decision-making is imperative as it has the potential to improve their job performance, which results in improved academic performance for learners. These results correlated with Seth and Ndirandekura (2022), who argue that the power to make decisions affects teachers' job performance, as the findings revealed that possession of power by teachers gives them a certain level of job satisfaction because it results in them working hard to improve their results. Similarly, Ayeni (2020), observed that involvement in decision-making awards teachers the authority necessary for them to work harder toward the improvement of the performance of their respective schools. This indicates that teachers must be given full authority to take part in decision-making in their schools. This leads to them working hard to ensure the successful implementation of those decisions, which leads to the success of the schools. These findings strongly support Theory Y, which argues that employees are motivated when they participate in decision-making and are given opportunities to contribute meaningfully toward organizational goals.

Checking professional records was another method used by principals in the selected schools. The findings suggest that records were not checked as regularly and efficiently as they should be, which may result in low job performance by teachers. Only 50% of the respondents indicated that their records were checked regularly. Another surprising finding was that only 62% of the respondents indicated that their principals checked the students' records after every assessment. This suggests that some principals may not be aware of how the students in their schools were performing and therefore failed to remedy the situation of high failure rates. The respondents indicated that the time allotted for instructional delivery was not enough, as such, supervision became a challenge, as the little time available was allocated to pushing the syllabus. During interviews, the participants indicated that they had to divide classes, and the class schedule, which is 4 hours, does not allow for proper supervision to be done. These findings contradict Wanjiru's (2015) findings that perceived checking teachers' professional records has a significant impact on the academic performance of learners, as the principal can gather the level of preparedness and efforts put in by the teacher to produce results, and as such can devise measures to assist the teacher to reach their desired goals. This suggests the need for principals and other supervisors within the schools to put more effort into checking the professional documents of teachers and students.

Professional development was considered another important supervisory strategy employed by principals in the selected schools. Most of the respondents, that is, 76% indicated that their principals provided opportunities for training and demonstrations aimed at enhancing the instructional delivery of teachers. This is often done through

workshops and conferences organized by the principal for teachers. At times, representatives are sent out to attend conferences and then provide feedback to the school. Most of the teachers, that is, 96% indicated that professional development improved their job performance. These findings correlate with Edo and David (2019), who indicated that teachers' continual improvement of job performance is dependent on the right training and adequate supervision they receive. This suggests that adequate and timely training should be provided based on the needs of the teachers and the current trends to enhance their job performance. This can be in the form of workshops, conferences, or sending them back to school so that they can upgrade their qualifications. The findings also support Theory Y, which emphasizes that employees have the potential for self-development and creativity when provided with opportunities for growth and support.

The second objective investigated the perceptions of teachers on how the principals' supervisory skills affected their job performance in the selected schools. The findings suggested that supervision is done appropriately in the selected schools, as 60% of the respondents corroborate this. Seventy-six percent indicated that their principal provided prompt feedback after supervision. The respondents further indicated that supervision was not a waste of time, that is, 90%. Most of the respondents indicated that their principals' supervisory practices had improved their job performance. These findings correlate with Koç, (2018), who assumed that effective school supervision is most likely to improve teachers' job performance and subsequently boost the overall performance in the school. Koç's (2018) findings further supported those principals who perceived their supervision strategies as a learning process for themselves, as they got to learn from their colleagues during the process of supervision. This results in both the teacher and the principal improving in their job performance, which subsequently affects the academic performance of learners.

Despite these findings, 72% of the respondents considered supervision as a fault-finding exercise. During interviews, some of the participants noted favoritism as a factor that affects impartiality in supervision, as supervisors often have people they like and are close to. These findings contradict Şanlı, Altun, and Tan's (2015) findings that argued that school principals often practice the principle of impartiality in their supervision process, as impartiality positively increases the effect of supervision. These results suggest that principals need to employ the principle of impartiality if they are to gain their supervisees' trust and thereby improve the overall achievement of the schools. Favoritism and any behaviors that suggest otherwise or compromise the principals' objectivity need to be addressed and dealt with.

The third objective focused on the challenges inhibiting principals from executing supervisory strategies. Dealing with people always has its challenges that may hinder the achievement of set objectives or milestones. The principals indicated that they were faced with various challenges in their quest for supervision such as a lack of cooperation from teachers, unavailability of resources, and inadequate time for supervision as they also had to do other administrative duties. The low motivation of teachers, limited budget to carry out professional development activities, and unavailability of resources were rated as challenges of supervision by 96%, 96%, and 92% of teachers respectively. This suggests an alarming issue as some of the schools did not even have a printer which forced teachers to do all the work of writing and drawing with their free hands, as such teachers complained of back and shoulder pains which may lead to lower productivity as they may not be able to do all the required work. These findings suggest that priority must be given to the provision of resources for learning and teaching as this will make supervision easier and also improve the instruction delivery of teachers. Inadequate training of supervisors, bad attitudes and unsupportive teachers, negative attitudes towards supervision, and lack of incentive were some of the challenges that were stated by the participants and respondents of this study. The resistance to supervision and negative attitudes displayed by some teachers' further support Theory X assumptions that some employees may avoid responsibilities unless closely monitored and guided.

These findings further relate to McGregor's Theory X and Theory Y, which guided this study. Theory X assumes that employees require close supervision, control, and monitoring to achieve organizational goals because they may naturally avoid responsibilities. This was reflected in the findings where some teachers displayed negative attitudes toward supervision, resisted delegation, failed to prepare professional records adequately, and required constant monitoring from principals. On the other hand, Theory Y assumes that employees are self-motivated, responsible, and capable of self-direction when provided with supportive conditions. This was evident in

findings showing that teachers responded positively to inclusive decision-making, delegation, professional development, and supportive supervision practices. Teachers who were involved in decision-making and provided growth opportunities demonstrated increased morale, motivation, collaboration, and improved job performance. These findings tally with Adikwu, Ogwuche, and Usman (2020), who observed that undisputedly, a school that lacks thorough supervision and evaluation eventually crumbles, resulting in absenteeism, lateness, disrespect to and from school authority, low morale, disruptive behavior of different forms, and subsequently poor academic performance. Therefore, the findings of this study suggest that effective supervision in schools requires a balance between monitoring and support, depending on the attitudes, motivation, and professionalism of teachers.

Summary

This chapter presented and discussed the findings of the study based on data collected through questionnaires and interviews. The data were analyzed both statistically and thematically in line with the study objectives and research questions. The findings revealed that principals in the selected schools employed various supervisory strategies such as classroom observation, delegation, checking professional records, inclusive decision-making, and professional development to improve teachers' job performance. The findings further showed that these supervisory practices generally contributed positively toward improving instructional delivery, teacher morale, collaboration, and accountability within schools.

The chapter also established that teachers generally perceived principals' supervisory practices positively, particularly where supervision involved prompt feedback, support, collaboration, and professional guidance. However, some teachers still perceived supervision as a fault-finding exercise, suggesting the need for principals to adopt more supportive and developmental approaches to supervision. Furthermore, the study identified several challenges affecting the effective implementation of supervision, including inadequate resources, low teacher motivation, negative attitudes toward supervision, multiple responsibilities among principals, limited budgets for professional development, and poor communication.

The findings of this study relate closely to McGregor's Theory X and Theory Y, which guided the study. Some findings reflected Theory X assumptions, particularly where teachers required close monitoring and supervision to ensure effectiveness and accountability. Other findings aligned with Theory Y assumptions, especially where teachers responded positively to inclusive leadership, delegation, professional development, and participatory decision-making. Therefore, the study concludes that effective supervision in schools requires a balance between monitoring, guidance, motivation, collaboration, and professional support to enhance teachers' job performance and improve learners' academic achievement.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter presents the summary of the study, the findings, conclusions, and recommendations. The objectives of the study were to identify the predominant supervisory strategies used by principals; investigate the extent to which principals' supervisory skills affect teachers' job performance; and determine the challenges principals face in improving teachers' job performance through supervision in Kweneng Region primary schools.

Chapter Summary

Chapter 1 discussed the background of the study, the statement of the problem, the objectives of the study, and the significance of the study. The identified problem that prompted this study was the poor academic performance of learners which is associated with the job performance of teachers. Therefore, investigating how principals' supervisory strategies affected teachers' job performance, which ultimately influences learners' academic performance, was significant. The objectives of the inquiry were to find out the predominant supervision strategies used by principals; to investigate the extent to which the principal's supervisory skills affect teachers' job performance and lastly to find out the challenges faced by principals in improving teachers'

job performance through supervision of Kweneng region primary schools. This study was significant as it could provide remedies for improving the job performance of teachers which ultimately leads to improved students' academic performance. The theories that guided this study were Theory X and Theory Y, which suggest that employees work differently, as some require supervision while others can work effectively with minimal supervision.

Chapter 2 reviewed the literature on the aspects of supervision, supervision practices, and job performance. The literature reviewed showed that the strategy adopted by the principal could assist in improving teachers' job performance. The literature further revealed that the principal could put measures in place such as organizing seminars and training and bringing experts to facilitate, leading by example, motivating teachers through awarding and praising those who are doing well, creating a conducive working environment that allows for innovation and creativity, optimizing educational facilities, resources, and infrastructure, involving teachers in every activity of the school, paying attention to the welfare of teachers both within and outside the school environment and allowing freedom of opinion for the advancement of the school. The literature further indicated that principals may not always be effective in executing supervision because of the other roles that they carry thus all stakeholders must be concerned to assist them in carrying out their roles. Thriving schools are those that have all stakeholders involved in ensuring that the students get quality education.

Chapter 3 discussed the methodology that was used in this study which was a mixed-method approach, which involves the collection of both qualitative and quantitative data from respondents and/or participants. A sample of 60 participants and/or respondents took part in the study. They were sampled from three schools within the Kweneng region constituting the highest-performing, middle-performing, and lowest-performing schools in rural, peri-urban, and urban areas. Interviews and questionnaires were used to collect the data from the respondents. The data was analyzed thematically for qualitative and statistically using Microsoft Excel for quantitative data.

Chapter 4 provided the analysis of the data that was collected through interviews and questionnaires. The chapter further discussed the findings of the study with the provision of references to support the findings. The data was analyzed thematically and statistically using Microsoft Excel. The findings revealed that supervision is an important element of any thriving school, as such both teachers and principals must see it as such. Principals' supervision practices were limited by a lack of resources, teachers' negative attitudes toward supervision, and perceptions of favoritism. The findings further revealed that teachers who viewed supervision as an opportunity to learn and exchange ideas with principals and other supervisors were more likely to improve their job performance and ultimately learners' academic performance. The results further indicated a need for training for the principal and other supervisors on best practices in supervision so that they can be implemented properly. The summary of findings is provided below as follows.

Summary of the findings based on each objective

Supervisory Strategies prominently used by principals

The findings suggested that the most used supervisory strategy was professional development opportunities offered by the principals, followed by classroom visitation and observation, delegation of tasks, and, lastly, checking of professional records. From these findings, it is evident that supervision is being carried out in the selected school although the effectiveness of such supervision remains uncertain. Supervisors did not check academic records as often as they should, which may have contributed to the high failure rate among the schools. The principals could not participate fully in the supervision process as there were administrative tasks they were also expected to do. The multiple roles often affected the delivery of quality supervision. The findings also suggest that a one-size-fits-all approach to supervision should not be used as one method may apply and work in one school while it may fail in another.

Perspectives of teachers on how the principals' supervisory skills affect their job performance in the selected school

The findings of this study suggested that teachers found their supervisors' feedback to be very useful in improving their job performance. Most of the respondents indicated that supervision was done appropriately in their schools as such it had improved their job performance. Furthermore, the principals and other supervisors indicated that supervision had helped them learn from their supervisees, which has also improved their jobs. The findings further suggest that some teachers had negative attitudes toward supervision, while some principals were perceived as showing favouritism during supervision. Both situations have the potential to negatively affect the supervision process, thereby reducing its effectiveness.

Challenges Inhibiting Principals from executing their Supervisory strategies

Numerous challenges exist in the selected schools that inhibit the execution of supervision practices. The most frequently cited challenge was the lack of resources to execute not only supervision but also teaching. Resources such as textbooks, notebooks, manillas, printers, preparation books, internet, computers, and every other stationery are not available in the selected schools. These resources include the finances needed to facilitate the professional development of teachers. As such supervision becomes difficult as the principals were aware that there were limited or no resources that teachers may use to make their lessons more effective.

Conclusion

In educational settings, school principals play a vital role in determining teachers' job performance and overall school improvement. Specifically, their supervisory skills significantly influence teacher learning and job performance. Principals serve as custodians of learning and often value continuous professional development. They act as models to both teachers and students as they demonstrate a commitment to learning and working hard in their everyday work. From this study, it is very clear that principals' expertise influences teachers' growth and effectiveness. The principals' leadership, guidance, feedback, and support have a direct impact on teachers' learning. By creating a positive environment for learning and teaching principals have the potential to improve teachers' job performance. The findings further indicate that principals' active and intentional participation in creating and delivering professional development programs, as well as assessing the effectiveness of these programs, has the potential to improve the job performance of teachers. These findings suggest that principals need to strike a balance between supervision and administrative roles if they desire to be effective in their supervisory roles. The findings of this study support both Theory X and Theory Y. Some teachers appeared to require close supervision, monitoring, and continuous feedback to improve their performance, which aligns with Theory X assumptions. However, the findings also revealed that teachers responded positively to professional development, delegation, and participation in decision-making, reflecting Theory Y assumptions that employees can be self-motivated and responsible when provided with support and conducive working conditions.

Recommendations

Based on the findings of the study, the following recommendations are made. Firstly, professional teachers are encouraged to read and try to apply educational research related to teaching as often as they can. Reading such articles will be useful as it will help them to find good practices used for classroom management such as class readiness, lesson planning, and ways of creating a conducive environment that fosters interaction between students and teachers. Teachers need to constantly motivate themselves to do their job. Besides supervision, the principal is recommended to provide other incentives like rewards, recognition, and motivational means aimed at boosting the morale of teachers. Principals should also adopt supportive and collaborative supervisory approaches to ensure that supervision is viewed as developmental rather than fault-finding. Principals should also foster collaboration between their schools and principals of other schools that are performing well to learn strategies for improved performance. Secondly for academic researchers, the study recommends that the result of this research can be used to support the findings and analyses if similar research is performed in schools outside of the Kweneng region. Academic researchers can further research the role of teachers in shaping supervision practices and investigate how teacher collaboration impacts supervision outcomes. Thirdly, for

policymakers, this study recommends that consideration of the effects of policy changes, educational reforms, and funding on supervision practices should be made. Stringent measures should also be put in place to ensure that effective supervision is achieved. Policymakers should also ensure to provide the necessary resources and training for effective supervision and ultimately improved job performance. If these recommendations are implemented, supervision practices in primary schools may become more effective, thereby improving teachers' job performance and learners' academic achievement in Kweneng Region primary schools.

Dedication

This study is dedicated to my loving husband Mr. Sunday Silungwe who has been a pillar of strength and support throughout my academic journey even when I felt like giving up, he continuously provided his moral, financial, emotional, and spiritual support. He has taught and continuously encouraged me to pursue my goals and achieve them.

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APPENDICES

Appendix 1: Informed consent

Principal investigator: Itumeleng Thabang Silungwe

Research title: Principals' Supervisory Strategies for Improving Teachers' Job Performance: The Case of Kweneng Primary Schools

This informed consent explains the role of the participant in the research study named above. **Please read this information carefully and then decide whether you will take part or not.**

The purpose of the research study: to investigate the principal's supervisory strategies for improving teachers' job performance: The case of Kweneng Primary Schools

Procedures: The researcher would like to administer an interview and a questionnaire to the chosen participants and/or respondents which include, teachers, heads of department, senior teachers, deputy principal, and principal. The interviews conducted will be audio-taped. The participant may decline to answer questions or withdraw from the study and no reasons will be given during the interview. A questionnaire will also be distributed to respondents who are not part of the interview. The respondents are expected to fill out the questionnaire truthfully. The participant and/or respondents will sign the consent form before starting the interview. The other participants (will be allocated 20 minutes. The participants and/or respondents will not be expected to write their names when filling out the questionnaire and when answering questions during the interview to protect their identity.

Benefits of the study: this study will help to enhance the principal's supervisory strategies and thus improve the teachers' job performance which will ultimately lead to the improvement of the academic performance of learners.

By signing below, it indicates that you have read this document or it has been read to you. You freely and voluntarily choose to be in this research project.

Name of the participant

signature of the participant

Date

Name of the investigator

signature of the participant

Date

Contact for questions: Itumeleng Thabang Silungwe +260 962497808/ +267 76646450(WhatsApp Only)

Appendix 2: Questionnaire

Section A: Demographic information

- Tick where appropriate
 - Provide brief information where necessary.
1. Gender: Male () Female ()
 2. Age: below 25 years () 26-30 years () 31-35 years () 36-40 years () 41-45 years () 46 and above ()
 3. Professional qualification: Certificate () Diploma () Bachelors () Masters () others: Specify _____
 4. Number of years of employment: less than 1 year () 1-5 years () 6-10 years () 11-15 years () 20 and above ()
 5. Position held: Teacher () Subject teacher Senior teacher () () Head of department () Deputy principal () Principal ()

Section B: Supervisory strategies and job performance

The following statements relate to supervision and job performance. Read them carefully and use the following scale: **Strongly Agree (SA)**, **Agree (A)**, **Neutral (N)**, **Disagree (D)**, **Strongly Disagree (SD)**, to tick the answer that most resonate with you.

Does the principals' classroom visitation or observation influence teachers' job performance?

Statement	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
The principal conducts regular classroom visits to ensure that content lesson delivery is in line with the assigned syllabus.					
Principals make observations during class visitation.					
There is usually a pre-lesson meeting with teachers by the principal.					
The principal checks on the teaching and learning aids used by the teacher.					
Other teachers are allowed to observe fellow teachers when teaching.					

As a teacher, I ensure that I am always punctual for class.					
After classroom observation, we discuss the results with the head teacher improving the instructional practices.					
Principals visit classrooms after lessons to find out the level of understanding of the lesson.					
Regular classroom visits have reduced the lateness and absenteeism of teachers.					
My lesson notes are assessed regularly.					
The principal teaches students (e.g., tutoring, after school).					

Does delegation of tasks improve teachers' job performance?

Statement	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
Principals delegate their duty to some teachers considered fit to do the job.					
There is a ceiling or limit when it regards delegation in my school.					
Delegation of duties provides teachers with the opportunity to learn and develop new skills.					
Delegation of duties builds trust between the teacher and the principal and improves communication.					
Delegation of duties boosts teachers' morale as they get to prove their abilities to the principal.					
Delegation of duties improves efficiency, productivity, and time management.					
Delegation of duties helps to reduce the pressure on the principal as they can focus on more important issues.					

Does checking professional documents improve teachers' job performance?

Statement	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
The principal checks the teacher's records of work regularly.					
I always ensure that my lesson plan, scheme of work, student registers, and notes are prepared even when I am not being supervised.					
The principal ensures teachers cover the syllabus for all subjects taught.					
The principal checks records of student's progress after each assessment.					
The time allotted for curriculum instruction is adequate.					
The school has an admission register and transfers.					
There is class attendance and time register for teachers.					
Teacher's movements are monitored through the staff movement book.					
Regular marking of students' attendance weekly.					

How does inclusion in decision-making improve teachers' job performance?

Statement	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
Principal double-checks information sources before deciding.					
The principal makes clear and valuable decisions for the school.					
Principals seek teachers' advice or input to make the right decision.					
The principal makes the appropriate decisions.					
The principal usually has a rationale for making decisions.					

Teachers are encouraged to make rational decisions concerning the activities within the school.					
The principal calls meetings from time to time to engage teachers in making decisions.					
The principal considers various options in terms of school-specific goals before making decisions.					
Participation in decision-making boosts the morale of teachers and leads to high productivity.					

What is teachers' perception of principals' supervisory strategies?

Statement	Strongly Agree	Agree	Neutral	Strongly Disagree	The principal
Principal approach to supervision is appropriate.					
Principal conducts regular supervision of teachers.					
There is prompt feedback from the principal on the outcome of the supervision.					
Principals' reports on the outcome of supervision are objective.					
Principals' supervisory practice improves teachers' job performance.					
Principals' supervisory practice is not a waste of resources.					
Principals' supervisory practice is a routine exercise.					
The reported outcome of supervision is communicated to teachers by principals.					
Supervision is a fault-finding exercise.					
Principal does not show favoritism in their supervision reports.					
Principal's supervision has helped improve my instructional delivery.					

Does professional development as a supervisory strategy improve teachers' job performance?

Statement	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
The principal plans and facilitates professional development for teachers.					
The principal plans and facilitates professional development for prospective principals.					
The principal provides training or demonstration for teachers to enhance instructional delivery.					
Implementing required professional development.					
The principal engages in self-improvement/professional development.					
Professional development improves teachers' job performance.					

What are some of the challenges inhibiting principals from executing their supervisory strategies?

Statement	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
Bad attitude and unsupportive teachers.					
Unavailability of resources.					
Inadequate training among heads of schools.					
Poor communication skills.					
Inadequate time spent on supervision.					
Inappropriate advice offered by Supervisor.					
Lack of incentives.					
Low motivation among teachers.					
Limited budget for carrying out teacher's professional development.					
A large number of teachers.					
Multiple responsibilities.					

The negative attitude of teachers toward supervision.					
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THANK YOU FOR RESPONDING TO THE QUESTIONNAIRE

Appendix 3: Interview guide

QUESTIONS	ANSWERS
Questions to build rapport	
What position do you hold in the school?	
Share your experience working as a teacher/ principal	
What is your fondest memory about your profession?	
Questions on Supervision	
What does supervision mean to you?	
What is your perception of the principals/ your supervision?	
What is your perception of the following supervision strategies?	
Inclusion in decision making	
Delegation of duties	
Professional development of teachers	
Checking of official records or documents	
Observation or classroom visitation	
Talk briefly about some of the supervision strategies the principal (you) uses.	
Are the strategies effective in improving the teachers' job performance?	
How does supervision enhance teachers' (your) job performance	
Talk briefly about some of the challenges encountered by the principal in supervision	
What are your recommendations on the ways that the principal can use to enhance teachers' job performance?	

Appendix 4: Request for Permission to Conduct Research from Schools

Itumeleng Thabang Silungwe

Plot A32, Kalongwezi Street

Chipata, Zambia

19 July 2021

The Principal

Ditshukudu Primary School/ Lephalleng Primary School/Solomon Dihutso Primary School

Dear Sir/Madam

Re: Request for permission to conduct research

I am writing to request permission to conduct research at your school as part of my Master in Education: Educational Leadership dissertation. My research will focus on the Principal's supervisory strategies and how they influence job performance. The main purpose of this study is to investigate the principal's supervisory strategies for improving teachers' job performance.

I assure you that my research will not disrupt the normal functioning of the school, and I will take all necessary precautions to ensure the safety of the students and staff. My research will not involve any invasive procedures or pose any risk to the participants.

I will obtain written consent from the teachers involved in the research and will ensure that their privacy is protected. The data collected from the research will be kept confidential and will only be used for academic purposes.

I understand that the school's policy requires prior approval from the administration before conducting any research on school grounds. Therefore, I would be grateful if you could permit me to conduct my research at your school. A letter permitting me should contain the letterhead of the school and should be addressed to me using my full name.

Thank you for considering my request. If you have any questions or concerns, please do not hesitate to contact me.

Appendix 5: Request for Permission to conduct research-Regional Education Office

Itumeleng Thabang Silungwe

Plot A32, Kalongwezi Street

Chipata, Zambia

19 July 2023

The Director

Kweneng Regional Education Office

Private Bag 045

Molepolole

Dear Sir/Madam

Re: Request for permission to conduct research

I am writing to request permission to conduct research in schools as part of my Master in Education, Educational Leadership dissertation. My research will focus on the Principal's supervisory strategies and how they influence job performance. The main purpose of this study is to investigate the principal's supervisory strategies for improving teachers' job performance. The study findings will be very useful for the region as they may provide insight into what the best-performing schools are doing to enhance their performance. This can then be generalized to the other schools within the region.

I assure you that my research will not disrupt the normal functioning of the schools, and I will take all necessary precautions to ensure the safety of the students and staff. My research will not involve any invasive procedures or pose any risk to the participants.

I will obtain written consent from the teachers involved in the research and will ensure that their privacy is protected. The data collected from the research will be kept confidential and will only be used for academic purposes.

I understand that the region's policy requires prior approval from the administration before conducting any research on school grounds. Therefore, I would be grateful if you could permit me to conduct my research in the schools. A letter permitting me should contain the letterhead of the region and should be addressed to me using my full name.

Thank you for considering my request. If you have any questions or concerns, please do not hesitate to contact me.

Appendix 6: Request for Permission to conduct research- Botswana Open University

Itumeleng Thabang Silungwe

Plot A32, Kalongwezi Street

Chipata, Zambia

19 July 2023

School of Education

Private Bag BO 187

Gaborone

Dear Madam

Re: Permission to conduct research

I hereby refer to the above-mentioned heading. I am Itumeleng Thabang Silungwe studying Master of Education, Educational Leadership (MEdEL) in the Department of Education at your esteemed university, Botswana Open University (BOU).

The research that I am conducting is on Principal's supervisory strategies for improving teachers' job performance in the Kweneng district in Botswana. For the same, I will be requiring a letter permitting me to conduct the research. This letter will be sent to schools as a way of showing that the University has permitted to conduct the study.

I am writing this letter to seek your permission and allowance for the above-said research. This research will be conducted under the guidance of Dr Mohiemang who is my research supervisor.

I shall be highly obliged if you look into this matter and approve my request.

Appendix 7: Research Permit- Botswana Open University

Private Bag BO187, Bontleng, Gaborone
Tel: (+267) 3646000 Fax: (+267) 3191089
www.bou.ac.bw

Inspire Tomorrow, Today



Reference No: 202201410

Date: 13 November 2022

The Regional Director
Ministry of Basic Education
Kweneng Regional Office
Private Bag 045
Molepolole

Dear Sir/Madam

Request to Conduct Research for Master in Education Educational Management & Leadership (MEDEL)

Mrs Itumeleng Thabang Silungwe, is a registered student at Botswana Open University reading for Masters in Education- Educational Management & Leadership (MEDEL). This student is currently undertaking research in partial fulfillment of the Masters programme. The topic for the study is:

**PRINCIPAL'S SUPERVISORY STRATEGIES FOR IMPROVING TEACHERS' JOB
PERFORMANCE IN KWENENG PRIMARY SCHOOLS: BOTSWANA**

This letter is accompanied by an Ethical Clearance Certificate issued by the Chairperson of the University Research Ethics Committee.

I kindly request your office to offer the student the necessary assistance to complete his/her Research Dissertation.

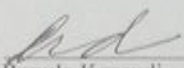
Yours faithfully



For/ Deborah V Sanoto (PhD)
HOD Teacher Education
For/Executive Director

Appendix 8: Request to Conduct Research from Kweneng Regional Education Office to Selected Schools**SAVINGRAM**

FROM: The Director-Regional Operations
Kweneng


Rapula Kgasudi
For/ Director

TEL: 5920378

FAX: 5920460

TO: School Head- Primary
Ditshukudu
Lephaleng
Solomon Dihutso

Ref: MEC: 1/14/1 II (85)

23rd November 2023

REQUEST TO CONDUCT COLLECT DATA – MS. ITUMELENG THABANG SILUNGWE

This serves to introduce Ms. Itumeleng Thabang Silungwe who is a final year student at the Botswana Open University (BOU) pursuing a Master of Educational Management and Leadership (MEDEL). She is conducting research as part of the requirements for her program of study on the topic: **Principal's supervisory strategies for improving teachers' job performance in the Kweneng Region Primary Schools in Botswana**

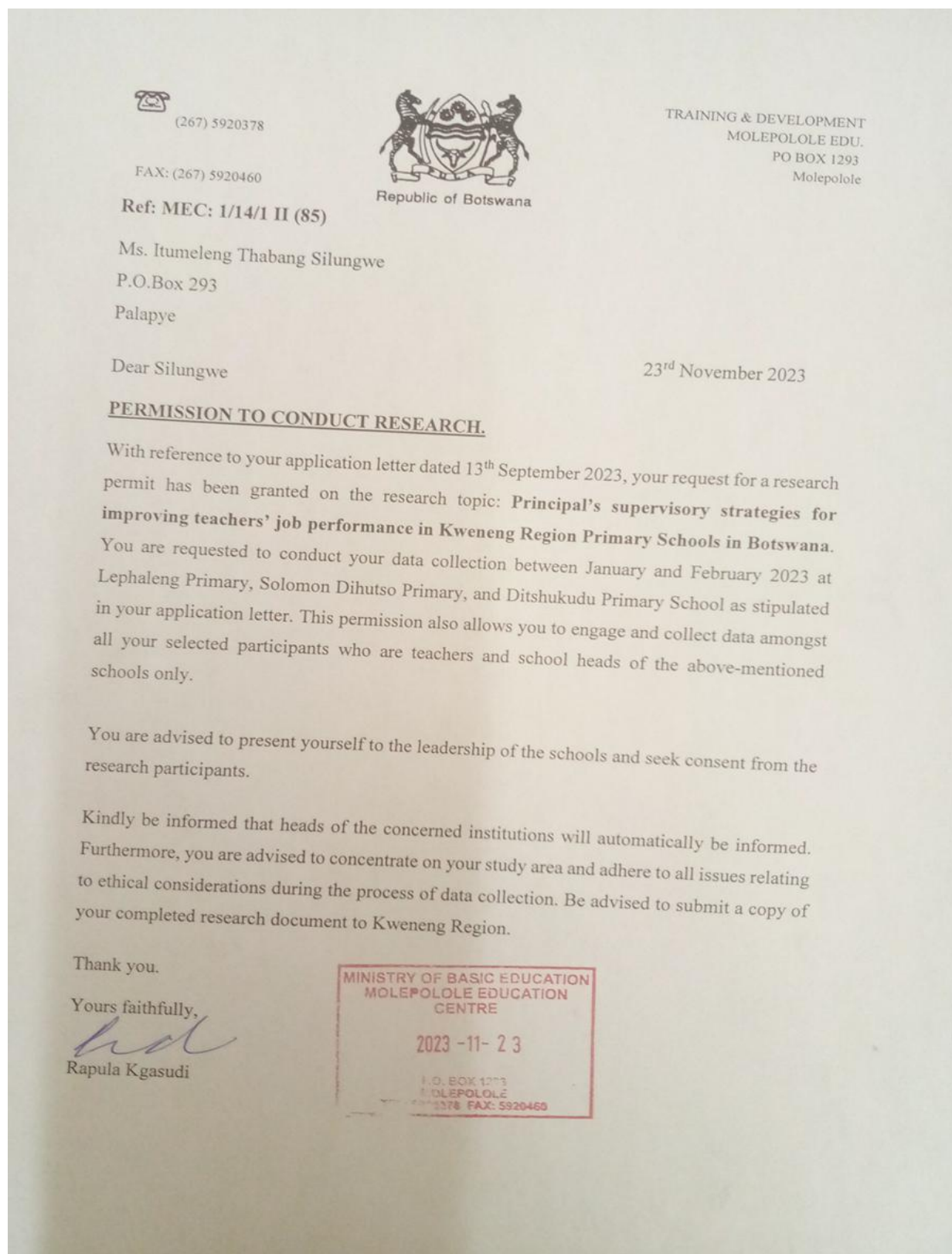
Kweneng region has granted her permission to collect data in your institution. Therefore, I kindly request your support in facilitating this research by allowing her access to research participants. The researcher will be expected to comply with all issues of ethical consideration during data collection between January and February 2024. Therefore I kindly request that the researcher be given the necessary support during the entire period of data collection. For further clarification please contact **Mr. Rapula Kgasudi** at 71527794 or at 5920378.

Thank you.

Cc Chief Education Officer- MAA, Lentsweletau & Mogoditshane/Thamaga Sub region

**Report any corrupt practice @ 0800 700 100
0800 600 990**

Appendix 9: Research Permit from Kweneng Regional Education Office



1. I understand plagiarism and am aware of the Institution's policy in this regard.
2. I declare that this assignment is my original work. Where other people's work has been used (either from a printed or electronic source), this has been properly acknowledged and referenced by departmental requirements.
3. I have not used work previously produced by another student or any other person to hand in as my own.



4. I have not allowed, and will not allow, anyone to copy my work to pass it off as his or her work.