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Investigating the Effect of Instructional Supervisory Practices on Teachers' Productivity in The Basic Education Sector in The North West Region of Cameroon

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Abstract: In many developing education systems, including Cameroon, the quality of basic education remains a critical concern, often linked to the effectiveness of instructional supervision. Despite the presence of official supervisory frameworks, gaps persist in translating supervision practices into improved teacher performance and classroom outcomes. This study investigated the influence of instructional supervision practices on teachers' productivity in the Basic Education Sector of the North West Region of Cameroon, focusing on two core strategies: clinical supervision, and the checking of professional documents. Guided by two objectives and corresponding hypotheses, the study employed a convergent parallel mixed-methods design, combining quantitative data from 245 teachers and qualitative insights from 14 sub-divisional inspectors. Census, stratified and purposive sampling techniques were used in the study. Structured questionnaires and semi-structured interview guides were the instruments used for data collection. The reliability was determined using Cronbach alpha with a coefficient of 0.76 obtained. Quantitative data were analyzed using regression analysis while qualitative data were subjected to thematic analysis. The quantitative findings revealed that clinical supervision ($R = 0.501$, $R^2 = 0.251$) and the checking of documents ($R = 0.525$, $R^2 = 0.275$), significantly influenced teachers' productivity. The qualitative findings indicated that goal-setting through pre-observation meetings, reflective feedback and regular documentation review contributed positively to teaching performance as opposed to inadequate follow-up by inspectors that contributed negatively to teaching performance. Based on these findings the study recommends capacity building for inspectors through seminars and increased supervision frequency by inspectors as salient instructional practices that enhance instructional supervision practices and teachers' productivity.

Keywords: Instructional Supervisory Practices, clinical supervision, checking of teacher's professional documents, teacher's productivity.

Introduction

Teachers' productivity in Cameroon's basic education system and North west region in particular has been a matter of concerned in recent times among stakeholders in the country. It is observed that, most teachers in the North West region usually go to class with inadequate lesson plans which often lead to poorly delivered lessons, outdated or inappropriate teaching methods for the lesson concerned which often fail to engage learners effectively, practiced poor communication with learners, and a chaotic learning environment (Bessong, 2020). Furthermore, teachers' productivity is often undermined by challenges such as irregular instructional guidance, inadequate supervision, and limited professional support (Ampofo, et al. 2019). According to **Ebot-Ashu (2018)**, instructional supervisory practices such as clinical supervision, checking of teachers' professional documents, designed to enhance teaching effectiveness are inconsistent in their implementation and sometimes ineffective. For many schools in the North west region, supervision tends to focus on administrative compliance rather than meaningful instructional improvement. Clinical supervision, which emphasizes observation and feedback for professional growth, is rarely practiced systematically. The routine checking of professional documents often becomes a fault-finding exercise rather than a tool for improving lesson planning and delivery. Moreover, these activities are either insufficient or poorly structured, leaving many teachers without the necessary pedagogical support to improve classroom performance **(Ebot-Ashu, 2018)**.

As a result, the productivity of teachers in the Basic Education sector remains questionable. Hence, there is the need to strengthen teacher quality as part of a comprehensive strategy towards efforts aimed at improving the quality of educational services in the area. However, there are still issues with teachers' productivity perhaps caused by inadequate instructions supervisory practices, clinical supervisory practices and the checking of teachers' professional documents. The general low learning outcome of pupils in the region raises a critical concern to the extent to which instructional supervisory practices influence teachers' productivity in the basic education sector. It is for this reason that this study attempts to examine the contribution of instructional supervision practices in enhancing teacher's productivity in the basic education sector.

Objectives of the Study

1) To examine the effect of clinical supervisory practices on teachers' productivity in the Basic Education Sector in The North West Region of Cameroon
2) To assess the effect of checking teachers' professional documents on teachers' productivity in The Basic Education Sector in The North West Region of Cameroon.

The following research hypotheses guided the study:

$H0_1$: There is no significant effect of clinical supervisory practices on teachers' productivity in the Basic Education Sector in The North West Region of Cameroon.

$H0_2$ There is no significant effect of checking teachers' professional documents on teachers' productivity in The Basic Education Sector in The North West Region of Cameroon

Review of Related Literature

Conceptually, Daresh (2001) believes that, instructional supervisory practices are continuous processes that integrate assessment, feedback, and follow-up to ensure that both teaching and learning evolve in line with educational goals. This emphasizes the ongoing cycle of supervision not a one-time observation, but a sustained improvement process. Instructional supervisory practices refer to the systematic processes through which school leaders and supervisors observe, evaluate, and enhance the teaching and learning environment (Ebot-Ashu, 2018). These practices aim to improve instructional quality by providing feedback, support, and resources to teachers. Instructional supervision involves collaborative approaches that encourage professional dialogue and reflection among educators (Glickman et al, 2018).

Peretomode (2001) defined instructional supervisory practices as the processes through which school administrators attempt to achieve acceptable standards of performance and results. These are tools of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of educational system. Both definitions of instructional supervisory practices are systematic process of improving instructional quality to enhance teachers' productivity and positive pupils' learning outcomes. Perhaps the use of quality control, support, effective and collegial collaboration between teachers and more experienced teachers (instructional supervisors), as well as immediate feedback aimed at improving teaching practices will enhance teachers' professional development and learning outcomes. The key components of instructional supervisory practices considered in this study are; clinical supervision and the checking of teacher's professional document.

According to Moswela and Mphale (2015) Clinical supervision is based on the idea that teaching as a complex interaction of teacher's behavior, and content variable, is patterned. This means that, If the behaviours are regular than random, then teaching can be studied by classification and analysis. Clinical supervision according to Butterworth (2022) is defined as a planned formal process of professional support and learning conducted in a safe and supportive environment. According to this definition supervisor and the supervisee will agree on the terms of supervision which will include managing confidentiality and escalating professional and case related concerns.

Clinical supervision is a cyclical process consisting of pre-observation conference, classroom observation, analysis, and post-observation conference to promote teacher improvement (Sergiovanni & Starratt, 2007). This emphasizes the step-by-step cycle that defines clinical supervision models. Clinical supervision is a structured process where supervisors observe classroom teaching, analyze the instructional process, and provide systematic feedback to improve teaching practices (Cogan 1973). Furthermore, clinical supervision also involves the diagnosis of teaching strengths and weaknesses, followed by prescriptive interventions to improve instructional effectiveness (Glickman et al, 2018). Here, supervision mimics medicine: diagnose → prescribe → monitor and recovery.

The checking of teachers' professional documents is defined as the review and assessment of various records maintained by educators including lesson plans, assessment, professional development logs, and reflective journals (Danielson, 2016). This practice aims to ensure that teachers are adhering to the educational standards and best practices while also promoting accountability and continuous improvement in their professional practice (Danielson, 2016). Teachers' professional documents refer to the documents used by teachers to prepare, and evaluate the teaching and learning process. The documents are essential for teachers and help to guide them. These documents include schemes of work, curriculum, lesson plans, records of work, progress records, student progress (Okai, 2010). Teachers are implementers of the curriculum and need documents for effective implementation. This is because, anything they do without being checked will hardly be done with seriousness.

The key professional documents considered in this study are records of work, lesson plan, teachers' schemes of work, attendance records, and evaluation forms. Nkunika (2023) defined record of work as an account of the work actually covered/taught indicating the material learners have learnt, the successes and failure of the lesson and what action the teacher intends to take as a result of such successes or failures. These records enable teachers to have a clear and complete picture of students' progress with regards to attendance and achievement from test scores. Teachers' records offer basis for objective evaluation appraisal by inspectors (Edem, 1987). It is measured here through checking of schemes of work, checking records of work, checking lesson note books, checking teachers' attendance books and evaluating forms.

Al-Zawahreh, and Al-Madi (2012) stated that teachers' productivity can be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals. Productivity is determined by the teacher's level of participation in the day to day running of the school. Some factors contribute to teacher productivity include: supervisory techniques of the supervisor, satisfying the learners through his/her teaching style (Ogbohaniir, 2024). Hanushek (1997) defines teacher productivity in terms of student achievement. He argues that productive teachers are those who significantly contribute to improving students' test scores and overall academic performance. Hanushek emphasizes that teacher quality is the most important factor in determining student success. Stronge (2002) describes teacher productivity as a function of instructional effectiveness, classroom management, and student engagement. He argues that productive teachers possess strong pedagogical skills, use data-driven decision-making, and create positive learning environments. Creemers et al (2012) define teacher productivity as the extent to which teachers' instructional behaviors and decision-making processes result in measurable student learning gains and overall school effectiveness. This definition is framed within the dynamic model of educational effectiveness which defines productivity as a behavioral and decision-making process and not just outcomes. This implies that teachers' choices and practices directly feed into productivity measures.

From a theoretical perspective, Bass (1985) defined four components of transformational leadership as charisma/idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. The theory states that leaders inspire, motivate, and stimulate followers to exceed expectations and achieve higher levels of performance by fostering a shared vision, intellectual engagement, and personal growth (Bass, 1985). The theory assumes that people are not merely motivated by rewards or punishments but respond to leaders who inspire them to attend their individual development. The theory is relevant here in understanding how instructional clinical supervisory practices can influence teachers' productivity in the basic education sector. It demonstrates how school supervisors that can transform their followers by inspiring and motivating them beyond their immediate self-interests for the sake of the school, fostering an environment conducive to growth and performance.

Furthermore, the Attachment theory of Bowlby and Ainsworth (1930) is used in this work to explain the practice of checking teachers' professional documents. The theory states that humans have an innate need for attachment to a primary figure who provides security and support. It explains how a person's (teacher) early relationship with caregivers (instructional supervisors) shapes their emotional and social development. It assumes that, children display distinct attachment patterns, secure, avoidant, or resistant largely determined by the sensitivity and responsiveness of their caregivers. with long-term consequences for emotional regulation, social competence, and relationship-building skills (Bowlby and Ainsworth, 1930). The theory is relevant here in that, it demonstrates how the checking of professional documents can be seen as an attachment behavior that fosters accountability and guidance, ensuring that teachers operate within a structured and supportive framework.

Several studies have focused on the contribution of clinical supervisory practices on teacher's productivity. Specifically, Marashi and Bani-Ardalani (2017), explored the effect of clinical supervision on EFL teachers' level of burnout. A total number of 80 male and female EFL teachers within the age range of 26 and 47 who were working at a language school in Tehran participated in their study. Forty teachers in the experimental group underwent a clinical supervision program which comprised the three steps of pre-observation conference, observation, and post-observation feedback conference while the other 40 teachers who were in the control group were subjected to the conventional supervision program of the language school. The program for both groups spanned a total period of 12 weeks. Prior to the program, the Maslach Burnout Inventory questionnaire (MBI) was used to measure the level of all of the teachers' burnout as the pretest and again at the end of study, both groups took the MBI questionnaire as the posttest. Data was analyzed using a test of analysis of covariance and the results revealed that, the clinical supervision program had lowered significantly the participants' burnout. This study is relevant here as it shows the clinal supervision greatly contributes to improve performance of teachers.

In another study, Fitriani et al (2021), examined the effect of clinical supervision on teacher performance in elementary schools in Kelurahan Kemalaraja. The population of this study was 151 elementary school teachers. The sample was made up of 60 teachers determined using simple random sampling. Observation checklist and questions were used as instrument for data collection. The findings indicated that there was a significant effect of clinical supervision on teacher performance with a correlation value of 0.650. Fitriani et al (2021), argued that clinical supervision contributed 67.2% to teacher's performance. To corroborate this findings Woyengikari (2024) investigated the relationship between clinical supervisory strategies and teachers' classroom performance in secondary schools in Bayelsa State using a correlation research design. The sample size of 1184 representing 30% of teachers drawn from a population of 3946 teachers in Bayelsa Stale was determined using stratified random technique. The reliability of the questionnaire instrument was determined using the split half method and later Cronbach alpha. The instrument had a reliability co-efficient index of 0.82. The multiple regressions results revealed that there was a significant relationship between clinical supervision strategies and teachers' classroom performance in Bayelsa State.

In kenya, Mutio et al (2020) studied the effects of checking teachers' professional documents on teacher's productivity in Machakos county public secondary school. The results reveal that, despite the importance of preparation of professional documents during the training of teachers most secondary school teachers do not prepare the documents leading to low students' outcome consequently, low teacher's productivity. Similarly, Akudo (2022) findings where he used a sample of 1,135 teachers from 129 public secondary schools in Nigeria indicated that teachers' participation in the effect of checking teachers' professional documents on teacher's productivity was low. The results also revealed that continuous in-service training programs through induction and orientation training programs, internship programs, school seminars and workshops, coaching and committee assignment for teachers improved job productivity was low. The findings of Njoroge and Gikandi (2022) where they used a sample size of 181 supported earlier findings that checking of professional documents had a substantial impact on instructors' professional output.

Methodology

The study made use of the descriptive survey research design. Geographically, the study was carried out in the North west region of Cameroon. The accessible population of the study comprised of teachers of public primary schools and inspectors from two divisions and five subdivisions in the region for the academic year 2024/2025. The sample size was suggested from the population with the use of Krejcie and Morgan (1970) table**.** According to Krejcie and Morgan (1970), when the population size is 259 and above at a 95% confidence level and a sampling error

of 5%, the sample size is set at 148 and more. Based on the above information, all 259 respondents were deemed appropriate as the sample size for the study. It consisted of 245 teachers and 14 inspectors to participate in the study. The purposive and stratified random sampling techniques were used to select the sample. The purposive sampling technique was used to select the divisions, subdivisions, inspectors and teachers to participate in the study while the stratified random sampling technique was used to select the schools. The census sampling technique was used to get the number of teachers from each school and the inspectors in the subdivisions to participate in the study. From the above assertion, all the teachers and inspectors of the schools and subdivisions concerned were selected to participate in the study. Primary data was collected mainly with the use of questionnaires and interviews. The questionnaires were constructed in conformity with the research questions and designed to collect data from the teachers while the interviews were designed to collect data from the inspectors. The reliability of the instruments was determine using the Cronbach alpha test for internal consistency with a coefficient of 0.76 gotten; while validity was obtained using expert judgment. Specifically, two experts from the faculty of education at the University of Bamenda were consulted to check the validity of the instruments and give their appraisal. Their feedbacks help to improve the validity of the instruments.

Both descriptive and inferential statistics were used to analyse the data collected. For descriptive statistics, frequency counts, percentages, means and standard deviation were used while for inferential statistics the hypothesis was tested for significance using the student t-test. This was because, the t-test helped to determine whether the differences between groups were statistically significant, providing insight into whether changes or differences observed in sample data was likely to apply to the larger population. The ordinary least square regression technique was used to do the analysis with the help of SPSS software version 25.The data collected during the interview were analysed using a well demarcated thematic phase labelled thematic content analysis and precoding. Ethical considerations such as informed consent, voluntary participation, confidentiality was respected in the course of conducting the study.

Findings and Discussion

Objective 1: To investigate the effect of clinical supervisory practices on teachers' productivity in the Basic Education Sector of the North West Region, Cameroon.

To investigate this objective, data on clinical supervisory practices was collected from the respondents and the results are presented in table 1

Table 1: Descriptive Statistics on Clinical Supervisory Practices

S/N	Items	SA	A	D	SD	SA/A	D/SD	Mean	Std Dev
8	Pre-observation meetings are usually organized by instructional supervisors to help me set clear goals for my lessons	102	87	34	22	189	56	3.10	0.94
9	Pre-observation guidance from instructional supervisors helps me align my teaching strategies with the learning objectives.	96	90	36	23	186	59	3.06	0.95
10	I can better manage my time when engaged in pre-observation meetings with instructional supervisors	91	86	40	28	177	68	2.98	0.99
11	Classroom observation by instructional supervisors helps me adopt new teaching techniques in the teaching and learning process	105	82	37	21	187	58	3.11	0.94
12	Classroom observation helped me to stay focused during instructional delivery	98	89	38	20	187	58	3.08	0.94

13	Classroom observation encourages me to be more reflective in my teaching practices	101	84	40	20	185	60	3.09	0.93
14	Feedback from post-observation meetings helps me refine my teaching strategies	108	81	39	17	189	56	3.14	0.94
15	Post observation conferencing helped me become more confident in my teaching	92	90	43	20	182	63	3.04	0.93
16	Regular post-observation feedback from supervisors contributes to my professional growth	104	83	41	17	187	58	3.12	0.92
Overall Mean of Responses (Out of 36)								**3.08**	**.93**

The analysis of Table 1 reveals that clinical supervisory practices do take place in schools, as reflected by the overall mean of 3.08 and a standard deviation of 0.93. Most teachers tend to agree that clinical supervision, encompassing pre-observation meetings, classroom observations, and post-observation feedback, contributes to enhancing various aspects of their professional practice. The relatively low standard deviation further shows a moderate level of consensus among the respondents regarding these perceptions. To understand the depth of this influence, the table can be interpreted across the three major components of clinical supervision.

First, pre-observation meetings appear to lay a solid foundation for instructional improvement. These meetings aim to prepare teachers by clarifying lesson objectives, aligning teaching strategies with learning goals, and improving instructional planning. Item 8, which addresses the organization of pre-observation meetings by supervisors to help teachers set clear goals, recorded high agreement levels (Strongly Agree = 102; Agree = 87) and a mean of 3.10, suggesting that teachers find these sessions effective for lesson clarity and goal-setting. Similarly, item 9, which concerns the alignment of teaching strategies with learning objectives, has a mean of 3.06, showing that pre-observation guidance enhances instructional relevance and coherence. Though slightly lower, item 10 (mean = 2.98) still reflects positive perceptions about how these meetings aid in better time management during lesson delivery. Together, these findings underscore that pre-observation practices help teachers feel more prepared, organized, and intentional in their teaching, all of which are markers of improved productivity.

Second, the classroom observation phase contributes significantly to teachers' instructional effectiveness and professional growth. Teachers reported that direct observation by instructional supervisors helps them adopt innovative or alternative teaching techniques. Item 11, which measures this aspect, has a mean of 3.11, supported by strong agreement levels (SA = 105; A = 82). Likewise, item 12 (mean = 3.08) reveals that being observed helps teachers stay focused during instructional delivery, likely due to increased accountability and the awareness of being assessed. Item 13 (mean = 3.09) shows that classroom observation encourages teachers to be more reflective, a critical aspect of continuous professional learning. These findings suggest that observation is not perceived as a punitive mechanism but rather as a developmental process that encourages teachers to improve their classroom practices, experiment with new strategies, and remain engaged with their teaching methods, all of which contribute positively to their productivity.

Third, the post-observation feedback and conferencing phase emerges as the most impactful supervisory component. Teachers responded most favorably to statements concerning post-observation practices, which suggests that feedback and dialogue after lessons are particularly effective in promoting professional improvement. For instance, item 14, stating that post-observation feedback helps refine teaching strategies, has the highest mean (3.14), showing that teachers highly value this opportunity to receive constructive suggestions. Item 15 (mean = 3.04) indicates that post-observation conferencing boosts confidence, which is essential for teachers to implement new strategies and maintain morale. Furthermore, item 16 (mean = 3.12) emphasizes

that regular post-observation feedback contributes to teachers' long-term professional growth. These responses suggest that post-observation interactions serve as a powerful tool for self-assessment, reinforcement of good practices, and identification of areas for improvement. In this way, teachers not only refine their existing skills but also build confidence and motivation to perform better.

The interpretation of Table 1 clearly demonstrates that clinical supervisory practices positively influence teacher's productivity in multiple ways. Pre-observation meetings improve planning and focus; classroom observations enhance engagement, reflection, and adaptability; and post-observation feedback strengthens instructional strategies and fosters professional growth. The relatively high means and consistent agreement across all items suggest that teachers view clinical supervision not as a form of judgment but as a collaborative, growth-oriented process. Therefore, it can be concluded that when clinical supervision is properly implemented, with structured pre-observation sessions, objective and supportive classroom observations, and meaningful post-observation feedback, it greatly enhances teacher performance, confidence, and overall productivity in the classroom.

Ho_1: There are no significant effects of clinical supervisory practices on teachers' productivity.

Table 2: Regression Coefficients on Clinical Supervisory Practices and Teachers' Productivity

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	11.682	1.100		10.620	.000	9.520	13.844
	Clinical Supervisory Practices	0.478	0.047	0.501	10.153	.000	.385	.571
a. Dependent Variable: Teachers' Productivity								

The coefficients table above provides detailed information about the strength and direction of the relationship. The unstandardized coefficient (B = 0.478) indicates that for every one-unit increase in the quality or intensity of clinical supervision, there is an expected 0.478 unit increase in teachers' productivity, assuming all other factors are held constant. This positive B value means that the relationship is directly proportional: the more instructional supervision a teacher receives (especially when its formative and supportive), the more productive they become in their teaching tasks, lesson delivery, and classroom management.

The standardized coefficient (Beta = 0.501) reveals the strength of this predictor relative to other possible variables. A Beta of 0.501 indicates a moderate effect size, meaning that clinical supervision is a key driver of teacher productivity, though not the only one. Furthermore, the t-value of 10.153 and p-value of .000 confirm that this effect is statistically significant. The 95% confidence interval for the unstandardized coefficient (0.385 to 0.571) does not include zero, which reinforces the reliability of the result. This interval tells us that we can be 95% confident that the true effect of clinical supervisory practices lies within this positive range, further affirming the impact of supervision on teacher productivity.

Table 3: Interview Findings on Clinical Supervisory Practices and Teachers' Productivity

Category of Variable	Questioning Themes	Response Themes	Key Statements from Interviewees
Clinical Supervisory Practices	How do pre- and post-observation conferences influence teacher performance?	Enhances goal setting and reflective teaching	"Through pre-observation meetings, we guide teachers to set clear lesson goals. (IP3)
	What is your experience with classroom observation as a tool for improving instruction?	Promotes adoption of new techniques	Most teachers adopt better methods after being observed and receiving feedback. (IP6)
	How frequently do you conduct clinical supervision and why?	Infrequent due to workload but considered valuable	I wish we could do more clinical supervision, it really helps, but we are few. (IP2)
	What challenges limit effective clinical supervision?	Limited time, large teacher population	Supervision is often rushed due to large numbers of schools under one inspector. (IP11)

The qualitative data on clinical supervisory practices highlight its significant role in shaping teachers' instructional effectiveness, particularly through pre- and post-observation conferences. Inspector IP3 emphasized that pre-observation meetings enable teachers to set clear and achievable lesson goals, which indicates that these sessions serve as a platform for clarifying expectations and aligning instructional delivery with learning outcomes. This structured support allows teachers to approach their lessons with intentionality, thereby fostering a professional mindset. Similarly, post-observation feedback, as noted by IP6, encourages teachers to adopt new techniques and refine existing methods. This suggests that supervision, when conducted reflectively, serves not only as an evaluative process but also as a developmental experience that leads to tangible improvement in classroom practice.

However, despite these benefits, the implementation of clinical supervision is hampered by operational challenges. For instance, IP2 expressed concerns about the infrequency of supervision due to high workloads and limited manpower, implying that the supervisory system is overstretched. This concern is reinforced by IP11, who highlighted that large school coverage areas make effective supervision difficult, often leading to hurried and superficial engagements. Collectively, these insights point to a systemic issue: while clinical supervision is recognized as valuable for boosting teacher productivity, its impact is limited by structural constraints such as inadequate staffing and time limitations. If not addressed, these bottlenecks could hinder the professional growth of teachers and weaken the feedback loop that supports instructional improvement.

Objective Two: To assess the effect of checking teachers' professional documents on teachers' productivity.

Table 4: Descriptive Statistics on Checking Teachers' Professional Documents

S/N	Items	SA	A	D	SD	SA/A	D/SD	Mean	Std Dev
17	Reviewing my schemes of work with my supervisor helps me plan my lessons more effectively	110	85	30	20	195	50	3.17	0.90
18	Regular checking of schemes of work improves my teaching organization	108	86	32	19	194	51	3.16	0.91

19	Regular monitoring of my records of work motivates me to maintain proper documentation	103	84	38	20	187	58	3.10	0.93
20	'Checking my record of work helps me track learners' progress in the teaching and learning process	106	85	35	19	191	54	3.13	0.92
21	Supervision of lesson notes helps me improve my lesson structure	101	89	35	20	190	55	3.12	0.92
22	Supervision of the lesson note helps improve my lesson content	104	88	34	19	192	53	3.13	0.91
23	Supervision of attendance book helps me to be punctual in the teaching learning process	98	90	37	20	188	57	3.08	0.93
24	Supervision of attendance book helps me to be consistent in the classroom	96	91	38	20	187	58	3.07	0.93
25	Feedback from evaluation forms helps me identify areas of improvement in my teaching engagements	100	86	39	20	186	59	3.08	0.93
Overall Mean of Responses (Out of 36)								**3.12**	**0.91**

Table 4 provides critical insights into how this supervisory practice is perceived by teachers and how it contributes to their professional effectiveness. The analysis of the descriptive statistics suggests that the systematic review of teachers' professional documents, such as schemes of work, lesson notes, records of work, attendance books, and evaluation forms, has a positive and meaningful influence on teachers' productivity. The overall mean score of 3.12 indicates a general agreement among respondents that checking their professional documents improves their teaching practices. This is further supported by a relatively low standard deviation of 0.91, which reflects consistency in teachers' perceptions. A detailed look at individual items offers further clarity on how specific document checks affect different aspects of productivity.

Items 17 and 18, which assess the impact of reviewing and regularly checking teachers' schemes of work, yielded high mean scores of 3.17 and 3.16, respectively. These findings suggest that teachers view supervisory reviews of their schemes of work as a critical factor in enhancing lesson planning and organization. When teachers receive feedback or guidance on their schemes, they are more likely to structure their lessons around curriculum expectations and instructional goals, leading to more coherent and effective teaching.

The monitoring of records of work, covered in items 19 and 20, also appears to be beneficial. For example, item 19 shows a mean of 3.10, indicating that teachers feel motivated to maintain accurate and up-to-date records when they know those documents are subject to regular review. Similarly, item 20 (mean = 3.13) reflects that reviewing records of work helps teachers track learners' progress, enabling more informed instructional decisions. These practices likely contribute to improved student outcomes and better classroom management, both indicators of teacher productivity.

Furthermore, items 21 and 22 reveals that supervision of lesson notes enhances both lesson structure (mean = 3.12) and content quality (mean = 3.13). These findings imply that when supervisors engage with lesson notes, they provide feedback that sharpens how lessons are framed and delivered. This not only reinforces instructional clarity but also boosts teachers' ability to meet learning objectives effectively. Supervision of attendance records, as captured in items 23 and 24, demonstrates additional benefits. These items show mean scores of 3.08 and 3.07, respectively, suggesting that document supervision fosters greater punctuality and consistency in classroom presence. Teachers may be more diligent and accountable in fulfilling their duties when

they know that attendance is being monitored. Regular presence in class is a direct indicator of productivity and professionalism.

Finally, item 25 highlights the role of evaluation feedback, with a mean of 3.08. Teachers report that feedback based on documented evaluations helps them identify areas of improvement in their teaching. This aspect is particularly valuable because it allows teachers to reflect on their practice in light of concrete evidence, and make targeted improvements. Constructive feedback grounded in reviewed documents fosters a culture of growth and continuous development.

Therefore, the findings from Table 4 clearly indicate that the systematic checking of teachers' professional documents contributes positively to their productivity. Through better planning, documentation, reflection, and accountability, teachers are empowered to improve instructional delivery and meet professional expectations. The consistency in high mean scores across all items suggests that document supervision is not seen as bureaucratic oversight, but rather as a supportive and developmental process that helps teachers enhance their effectiveness in the classroom. Therefore, educational supervisors should sustain and strengthen this practice as part of a broader strategy to improve teaching quality and learning outcomes.

Ho_2: There are no significant effects of checking teachers' professional documents on teachers' productivity.

Table 5: Regression Coefficients on Checking Teachers' Professional Documents and Teachers' Productivity

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	12.163	1.382		8.804	.000	9.442	14.884
	Checking of Teachers' Professional Documents	.523	.054	.525	9.604	.000	.415	.630
a. Dependent Variable: Teachers' Productivity								

Table 5 provides detailed regression coefficients that explain the nature and magnitude of this effect. The unstandardized coefficient (B = 0.523) means that for every one-unit increase in the regularity or effectiveness of document checking, teacher productivity is expected to increase by approximately 0.523 units. The standardized Beta coefficient of 0.525 also reflects a moderate to strong effect size, indicating that this independent variable is a key predictor of teacher productivity. The associated t-value of 9.604 and significance value (p = .000) confirm that the relationship is statistically significant. Additionally, the 95% confidence interval for B ranges from 0.415 to 0.630, further reinforcing that the effect is not only statistically significant but also practically relevant. This confidence interval does not include zero, confirming the positive impact of the predictor variable.

Table 6: Interview Findings on Checking Teachers' Professional Documents and their Productivity

Category of Variable	Questioning Themes	Response Themes	Key Statements from Interviewees
Checking Teachers Professional Documents	How does reviewing professional documents help improve teaching?	Ensures preparedness and accountability	When we check lesson plans, teachers are more conscious and prepared. (IP4)

	How do teachers respond to document checking?	Mixed reactions, some improve, others feel pressured	Some teachers see it as micromanagement; others use it as a guide. (IP8)
	What impact does this practice have on student outcomes?	Promotes organized instructional delivery	Teachers who keep updated records often produce better learner results. (IP10)
	What are common issues found during document review?	Poor planning, outdated content	Sometimes we find lesson notes not updated for weeks. (IP1)

The interviews reveal that the checking of teacher's professional documents is a core practice that promotes structure, accountability, and improved performance in instructional delivery. Inspector IP4 remarked that when teachers know their lesson notes or schemes of work will be reviewed, they become more diligent and better prepared, reflecting a positive form of accountability. This monitoring mechanism appears to instill a sense of professional responsibility in teachers, motivating them to stay organized and consistent. IP10 supported this perspective by noting that teachers who maintain up-to-date records tend to produce better learner outcomes, suggesting a direct link between effective documentation and instructional quality.

However, the reception to document checking is not uniformly positive. According to IP8, some teachers interpret the practice as supportive, while others see it as overbearing or micromanaging, highlighting a tension between professional accountability and perceived autonomy. This dual perception suggests that the success of document checking depends not only on the frequency of the practice but also on the approach and tone used by the supervisors. If conducted respectfully and with clear pedagogical intent, it can foster growth; if done punitively, it may lead to resentment or minimal compliance. Furthermore, IP1 highlighted that outdated or incomplete lesson notes are commonly encountered, raising concerns about lapses in planning and curriculum delivery. This reflects potential gaps in teacher professionalism or training, pointing to the need for capacity-building initiatives that reinforce the importance of instructional documentation. In summary, while the checking of professional documents is effective in promoting teacher productivity, its full potential can only be realized if it is embedded within a culture of continuous support, professional growth, and constructive feedback.

Discussion of Results

The findings of this study indicate that clinical supervisory practices play a significant role in enhancing teachers' productivity, a conclusion that aligns with existing literature and underscores the importance of structured, developmental supervision in the education sector. Clinical supervision, characterized by pre-observation meetings, direct classroom observation, and post-observation feedback, is widely regarded as a formative tool that supports continuous teacher improvement. The quantitative evidence presented, demonstrates that over a quarter of the variability in teacher productivity can be explained by clinical supervision activities. This is corroborated by studies such as Kutsyuruba et al. (2015), which found that schools that systematically implemented clinical supervision witnessed not only improvements in teacher instructional quality but also enhanced learner outcomes. These practices offer a framework for meaningful reflection, enabling teachers to identify instructional gaps and areas for growth.

From the qualitative findings, inspectors confirmed that pre-observation conferences allow teachers to set clear lesson objectives, while post-observation feedback fosters reflective teaching. Such reflective practice is crucial in an era that increasingly demands adaptive and responsive pedagogy. This is in agreement with the work of Fitriani et al (2021), who declared that, there was a significant effect of clinical supervision on teacher performance with a correlation value of 0.650 while the contribution made was 67.2%.

The findings of this study that the checking of teachers' professional documents plays a significant and positive role in enhancing their productivity are in line with the empirical work of Njoroge and Gikandi (2022) whose findings revealed that performance contracting settings had a substantial impact on instructors' professional output. The current study's results echo these conclusions, emphasizing that consistent review of teachers' planning and reporting tools is not just administrative but a pedagogical necessity. Document checking helps ensure lesson coherence, continuity, and alignment with expected competencies, making it a key driver of structured and purposeful classroom instruction.

Qualitative insights from the inspector interviews reinforce the quantitative findings by highlighting how professional document supervision shapes teacher behavior and outcomes. Inspectors consistently reported that reviewing lesson plans, schemes of work, and attendance registers enhanced teacher preparedness, instructional organization, and accountability. One inspector (IP4) noted, "when we check lesson plans, teachers are more conscious and prepared," and another (IP10) added that up-to-date documentation often correlates with better student achievement. These observations are supported by Akudo (2022) who recommended that school principals should to high extent constantly organize on-the-job continuous in-service training programs through induction and orientation training programs, shadowing or co-worker training, job rotation, mentorship from older teachers, internship programs, school seminars and workshops, coaching and committee assignment for teachers improved job productivity in schools.

Conclusion

The findings from the first objective reveal that, clinical supervision has a significant positive effect on teacher's productivity in the area. It was concluded that, clinical supervision, when implemented effectively, contributes to improved lesson planning, reflective teaching, and professional growth. The findings from the second objective reveal that, the checking of teachers' professional documents have a significant positive effect on teacher's productivity in the area. It was concluded that, systematic review of professional documents fosters a culture of accountability and preparedness among teachers.

Recommendations of the Study

- The Ministry of Basic Education and local inspectorates should restructure clinical supervision schedules to ensure more frequent and meaningful engagement between inspectors and teachers.
- Adequate staffing and logistics should be provided to reduce the supervision burden on inspectors, allowing them to carry out quality pre-observation conferences, classroom observations, and post-conferencing sessions.
- Inspectors should use professional document checks not just as a control mechanism but as formative tools to support lesson planning, curriculum alignment, and teaching quality.
- Schools should adopt standardized and digitized systems for preparing and submitting lesson plans, schemes of work, and attendance records to enhance supervision and reduce paperwork

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