EFFECT OF EXTERNAL SUPERVISION ON TEACHING DELIVERY IN JUNIOR SECONDARY SCHOOLS IN THE WESTERN AREA OF SIERRA LEONE

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Abstract

External school supervision should be seen as a conscious effort directed towards finding ways of improving the outcome of each school or educational institution. Several efforts have been made to improve the effectiveness of external school supervision in Sierra Leone. However, there is a gap to determine the how external supervision contributes to teaching delivery in junior secondary schools in Sierra Leone. Two hundred and seventy-six (276), schools, 2,685 school teachers, 4 District Directors, 4 district education officers and 42 school quality assurance officers in the western area were the target population for the study. Twenty-Six (26) schools, 345 teachers, 4 district deputy directors, 42 school quality assurance officers and 2 local council officials were selected as sample for the study. Multistage, probability and non-probability, stratified cluster and simple random sampling methods were adopted for the research. Data collection instruments used for the study were research questionnaire, interview schedule, and focused group discussion summary sheet.The research examined the effect of external supervision on teaching delivery in junior secondary schools. Using descriptive survey design that adopted cross-sectional approach, it was discovered that school principals, external supervisors' teachers and education governance officials rated the effectiveness of external supervision on teaching delivery to be poor. T-test result was t(58)= -0.745, p = 0.459. Lack of resources, limited scope of supervision polices and inadequate evaluation technique of external supervisors were discovered to be major issues. The study recommended the establishment of clear frame work and polices on external school supervision, external school supervisors to be mobile and provided with the adequate reporting equipment, capacity building for external supervisors on lesson observation, teacher coaching and mentoring and evaluation technique. Future studies should explore the relationship between external the supervisors' characteristics and schools' improvements as the outcome of school supervision.

Keywords: *Delivery, quality assurance, supervision, assessment, effectiveness, perception*

INTRODUCTION

It is important in educational administration to ascertain that educational activities are carried out in accordance with the laid down educational goals and objectives (Adu et al, 2014). School inspection plays a very pertinent role in influencing the quality of education (Aguti, 2015). Formerly, the word 'supervision' was invariably used as 'inspection'. The primary purpose of inspection was though the improvement of teaching- learning process, yet the approach was different from that which is prevailing nowadays around the world as supervision (Kalita 2017). School supervision can happen internally and externally. Internal or external supervision should be seen as a conscious effort directed towards finding ways of improving the outcome of each school or educational institution (Haris et al, 2018). Therefore, it can also be defined as the efforts to stimulate, co-ordinate and guide the continuous development of teachers as well as other educational workers in an educational institution, both individually and collectively for improvement of all the functions of the institution (Das, 2020).

External supervision is conducted by education authorities that are not working within school environment and internal supervision is done by superiors working within the school setting. Behlol et al (2011) mentioned that the supervisor is a leader charged with the responsibility of organizing a teaching force for the study of its professional problems. Contemporary studies emphasize that supervisors act as instructional leaders who guide, support, and coordinate teachers' professional growth to enhance classroom practices and student achievement (Zepeda, 2025). According to Glanz and Hazi (2019), supervision is a unique field of study in its own right, that is concerned with concepts and techniques that help teachers examine their teaching and student learning. School supervision exists nearly everywhere. Teacher professional development through regular supervision implies that they not only learn but also learn what to be learnt and transform their knowledge into practice for the betterment of their student learning outcomes (Adu et al, 2014). Instructional supervision is increasingly viewed as a continuous, collaborative process that strengthens teacher effectiveness and promotes quality education through structured feedback and professional development (Othman & Mydin, 2022; Idris et al., 2025).

Around the world, school supervision started in various ways and forms. Grauwe (2009) highlighted that the origins of supervision dates back to the birth of public education, when young nations used education to forge a common language and culture. Culturally responsive teachers are expected to understand culture broadly including their own cultural identities and those of their students (Gay, 2018). There has been disruption to ensure effective teaching and learning with the introduction of supervision as a key mechanism. According to Glanze (2000), this legacy has prevailed despite attempts to denigrate its contributions to instructional improvement. External supervision to ensure teacher effectiveness from governance or policy level perspective still requires more to be done when compared to other education systems in the world. There is no ideal configuration for a ministry of education. The tradition of highly centralized governments in sub-Saharan Africa has concentrated governance functions in central ministries. The ongoing process of decentralization is distributing responsibilities slowly, but the local levels remain largely dependent on provincial or district education offices and have little autonomy. Responsibility for teacher training, deployment, and evaluation typically remains centralized in semi-autonomous government agencies, complicating local school management and accountability, (Glassman and Sullivan, 2006). Adu and Akinloya (2014) mentioned that some administration failed to specify the scope of responsibilities and results in structural supervision is expected to bring about in the school. External supervisors must possess strong knowledge of educational leadership, management, and administration to effectively support teachers, as highlighted in research on the challenges facing secondary school supervision (Suleiman, Ijaya, Ishola, & Joshua, 2020). The historical foundations of supervision as a mechanism for improving education systems remain relevant, but modern approaches now emphasize supportive, developmental, and context-responsive practices rather than fault-finding or control (Tarimo & Lekule, 2024; Kiilu et al., 2023).

The global perspective on external supervision mentioned in the preceding paragraphs are relevant to the context of Sierra Leone. Efforts to improve the quality of education in Sierra Leone are designed to rely on structured oversight and accountability mechanisms. In line with internal best practice, external school supervision in Sierra Leone is undertaken by the Ministry of Basic and Senior Secondary Education and The Teaching Service Commission. These

institutions have the national mandate to supervise basic and senior secondary education activities in line with national standards and guidelines. The determination of teaching efficiency in Junior Secondary Schools in Sierra Leone remains a challenge at policy level as far as supervision is concerned. The education act sets the premise for control and supervision of education to be led by the ministry of education. The Chief Education Officer is the professional and technical head of the Ministry and key adviser to &e Minister on all educational matters, with responsibility to provide expert services of support, guidance, monitoring, inspection. etc., to the various directorates or units in the Ministry (The Education Act, 2023). However, follow up policies and the government white paper recommendation in ensuring effective teaching has not been fully implemented. The challenges for policy structures as cited above, to coordinate their actions in to ensure quality education are still evident. The Implementation of basic education in Sierra Leone is a devolved function to the local councils however, how these institutions ensure and account for effective teaching in JSS is yet to be clearly determined. The establishment and functioning of the Teaching Service Commission to manage the affairs of teachers was welcomed by all education stakeholders. However, such a body is in its sixth year of existence making significant contributions in teacher recruitment, continuous professional development and teacher attendance. Being an Act to provide for the establishment of the Sierra Leone Teaching Service Commission to manage the affairs of teachers in order to improve their professional status and economic wellbeing and for other related matters (TSC Act, 2011) The functional areas of the TSC are guided by corresponding policies. The professional standards for teachers and school leaders developed by the Teaching Service Commission in 2017 stated core competencies to be acquired by teachers. The standards provide a common language and the nationally accepted requirements of a teacher in terms of professional knowledge, practice and engagement and competencies of a school leader (Professional Standards for teachers and school leaders, 2017). These competencies are informed demonstration of professional knowledge, professional practice, professional engagement and standards for school leaders. With these standards, teachers are categorized as New, Proficient, highly accomplished and distinguished which would be informed by an assessment. There have been efforts made by the government of Sierra Leone through the Ministry of Education, the Teaching Service Commission and the Local councils in supervising the operations of junior secondary schools from a holistic point of view.

The 2023 education act of Sierra Leone gives the minister of education control and supervision of pre- primary, primary, junior secondary and senior secondary schooling as well as the non-formal and school-level adult learning sectors (PARTII, subsection 2 Control of Education) The act also gives supervisory duties to employees within the ministry to undertake external supervisory visits. The act also recognizes the supervisory functions of other decentralized government agencies in carrying out supervision of schools The Teaching Service Commission, Ministry of education, Local council and school administrators provided with supervision tools developed within the project phase from the World Bank, Foreign Cooperation and Development Office and the European Union in order to supervise school operations to ensure effective teaching delivery. However, there has not been a report that establishes a relationship (direct or indirect) between their supervisory role and teaching delivery. Teacher attendance, classroom observation, and development of school infrastructure, provision of teaching and learning materials, teacher deployment, teacher capacity building takes the centre of school

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development activities. Assessing the external supervision and its contribution to teaching delivery further brings out the focus areas for improvement in educational administration. The efforts made by external supervision education structures of Sierra Leone are seen as a movement along the right path to ensure effective teaching delivery. However, there is a gap to determine the how external supervision contributes to teaching delivery in junior secondary schools in Sierra Leone. It is against this backdrop the research was conceived with the aim of identifying the effect of external supervision on teaching delivery. This study argues that effectiveness of teaching delivery in junior secondary schools in Sierra Leone, is influenced by the quality and consistency of external supervision carried out by education authorities responsible for monitoring, evaluation and teacher support.

METHODOLOGY

Relevant methodologies were used in gathering data and analysis. The methodologies included the research design, location of the study, sample size and sampling technique.

Research Design
The study used the descriptive survey design that adopts cross-sectional approach. The purpose of cross-sectional study is descriptive, often in the form of a survey and usually there is no hypothesis as such, but the aim is to describe a population or a subgroup within the population with respect to an outcome and a set of risk factors (Levin 2006). Data was collected from a representative sample of the population. It adopted the mixed method approach by collecting both qualitative and quantitative data from respondents simultaneously. The quantitative approach was adopted through the use of questionnaires, and the qualitative approach was adopted through interviews, focus group discussions (FGD), observation, and document review. These instruments were chosen to thoroughly examine the effect of external supervision on teaching delivery in junior secondary schools in the western area of Sierra Leone.

Target Population
The Study Population of this study comprised 276 government supported Junior Secondary Schools in the Western Area (145 in Freetown city and 122 in western area rural district) the number of school principals is the same as that for schools because there is one school principal per school. Two thousand eight hundred and sixty-five (2,685) junior secondary school teachers paid by government (2067 western area urban and 798 western area rural) Also, a population of three (3) Deputy District Directors (MBSSE, 1 in each district), Two (2) Deputy Directors (TSC, 1 in each district), Two (2) District Officers (TSC, 1 in each district), Forty-two (42) School Quality Assurance Officers (26 Western Area Urban and 16 Western Area Rural) and one (2) local council education officers one from each district.

Sampling Procedures
A multistage sampling approach, integrating both probability and non-probability techniques, was employed in this study. Stratified, cluster, and simple random sampling methods were used

under probability sampling, while purposive and convenience sampling were applied under non-probability procedures. The Western Area was first stratified into Western Area Urban and Western Area Rural; the former was further divided into eight administrative divisions (West 1, West 2, West 3, Central 1, Central 2, East 1, East 2, and East 3), while the latter comprised four divisions (Koya Rural, Mountain Rural, York Rural, and Waterloo Rural). Junior Secondary Schools within selected divisions were purposively chosen. Proportional stratified sampling was then used to ensure fair representation of respondents across districts. Teachers were stratified by gender and school level (JSS1–JSS3), and selected using simple random sampling. Key education stakeholders including principals, deputy directors, district officers, School Quality Assurance Officers, and local council education officers were purposively selected due to their supervisory and administrative roles within the education system. Additionally, convenience sampling was used to select teachers for participation in focus group discussions.

Sample Size

The sample size selection for Junior secondary schools was based on the recommendation of Mugenda & Mugenda (2003). Giving that the sample size for descriptive studies should be between 10 and 50 percent of the population. Based on this recommendation, therefore, 10% of the 276 junior secondary schools' population were selected, giving a total of 27 schools as a sample for the study. This was considered appropriate for this study. There is one principal per school and the sample size of principals that participated in the study will be 10%. The sample size of schools for each district was determined by dividing the district's schools' population (x) by the regional population (276) multiplied by the selected sample size (27).

Sample size breakdown

DESCRIPTION	Western Area Urban		Western Area Rural		Total Sample
	Population	Sample	Population	Sample	
School	154	15	122	12	27
RESPONDENTS					
Teachers	2067	249	798	96	345
Principals	154	15	122	12	27
Deputy Directors (MBSSE)	1	1	1	1	2
Deputy Directors TSC	1	1	1	1	2
District officer (TSC)	1	1	1	1	2
School quality assurance officers MBSSE	26	26	16	16	42
Local council education officers	3	1	3	1	2
Total Respondents	-	294		128	422

Data Collection Instruments

The research instruments included a questionnaire to record findings from the sample population of teachers and students. Questionnaires can be designed and used to collect vast quantities of data from a variety of respondents (Wilkinson and Birmingham 2003). Primary and secondary data were also collected. Secondary data were collected through document review. The research questionnaire was categorized into sections in relation to the specific research objectives. An interview schedule was also used to record qualitative data from interviews with staff of the MBSSE, TSC and Local council. Both the Questionnaire and the interview schedule included items in the form of structured questions.

Data Analysis Techniques

Quantitative and Quantitative analysis were used to analyse the study. data. Quantitative data was analysed using excel and Statistical Packages for Social Sciences (SPSS) version 22.0. Excel was employed for downloading, cleaning, exploring, manipulating, and analysing the data. SPSS version 22.0 was utilized to analyse the data through descriptive and inferential statistical processes. Qualitative data from interviews were analysed according to the study objectives, utilizing qualitative data transcription techniques to convert spoken responses into written text. The transcripts were meticulously edited by the researcher, removing irrelevant details, rectifying 68 errors, and ensuring grammatical accuracy.

Ethical Considerations

The study strictly adhered to established research ethical principles to ensure the protection and dignity of all participants throughout the research process. Prior to data collection, formal permission was obtained from school principals in the selected schools, and informed consent was secured from all participants involved in focus group discussions and interviews. Participants were fully informed about the purpose of the study, as well as any potential risks, discomforts, and anticipated benefits, and were assured of their voluntary participation, including the right to decline or withdraw at any stage without penalty. Participants' freedom to express their views openly and to raise concerns without constraint were assured. Confidentiality and anonymity were rigorously maintained, with assurances that no identifying information would be disclosed beyond the research team, and all data collected were securely stored and used solely for research purposes, thereby upholding the privacy and integrity of the respondents.

RESULTS

The results presented represents quantitative and qualitative data collected during the study. The results intend to provide a comprehensive understanding of how external supervision contributes to enhancing teaching delivery within the specific educational context of the Western Area of Sierra Leone.

Demographic Characteristics of the Respondents

This section presents the background characteristics of the respondents involved in the study, focusing primarily on external school supervisors and school principals. Understanding the

demographic profile of respondents is essential in contextualizing the findings, as factors such as professional qualification, experience, and institutional roles significantly influence perceptions and implementation of external supervision.

The findings indicate that respondents comprised key stakeholders involved in the supervision of junior secondary schools, including School Quality Assurance Officers (SQAO), officials from the Ministry of Basic and Senior Secondary Education (MBSSE), representatives of the Teaching Service Commission (TSC), and Local Council Education Officers. These categories reflect the multi-layered supervisory framework within the education system.

In terms of academic qualifications, the data reveal that a majority of external supervisors possess a first degree (52.5%) as their highest and most recent qualification, while a substantial proportion hold master's degrees (35%). This distribution suggests that most supervisors meet the minimum professional requirements for educational supervision, although the relatively lower proportion of postgraduate qualifications may have implications for the depth of pedagogical and supervisory expertise.

Regarding professional capacity, respondents identified key strengths that enhance their effectiveness in supervisory roles. Teaching experience emerged as the most dominant strength (33%), followed by classroom observation techniques (28%) and communication skills (13%). These competencies are critical in facilitating effective supervision, as they enable supervisors to assess instructional practices, provide constructive feedback, and engage meaningfully with teachers.

School Visitation by External Supervisors
This section presents the distribution of external school supervision visits as reported by principals across the study area. It highlights the key supervisory actors involved in monitoring school activities and the relative frequency of their visits. The table below provides a comparative overview of the extent to which different education authorities and agencies engage in supervisory roles within schools, thereby offering insight into the dominant structures of external supervision in the system.

Table 3.1 School visitation by external supervisor

		Responses	
		N	Percent
Supervisors that visit schools[a]	School Quality Assurance officers (SQAO)	12	29.3%
	MBSSE district directors	8	19.5%
	TSC district directors	6	14.6%
	Local council education officers	4	9.8%
	TSC district officers	6	14.6%
	All of the above	5	12.2%

Total	41	100.0%

According to the table above, most of the principal's state that the School Quality Assurance Officers represented at 29.3%, the district directors of the MBSSE at 19.5% are the ones that pay visit their schools. The district officers and directors of the Sierra Leone Teaching Service Commission also conduct school supervision accounted for at 14.6% each not as much as the MBSSE district officers. District local council officer also conducts external school supervision visits but accounts for the least visit from among the category at 9.8%.

Highest and Most Recent Qualification of External Supervisors
This section presents the academic qualifications of external school supervisors who participated in the study. It provides an overview of the highest and most recent qualifications held by respondents, offering insight into the educational background and professional capacity of personnel involved in external school supervision. The figure below illustrates the distribution of these qualifications among the supervisors.
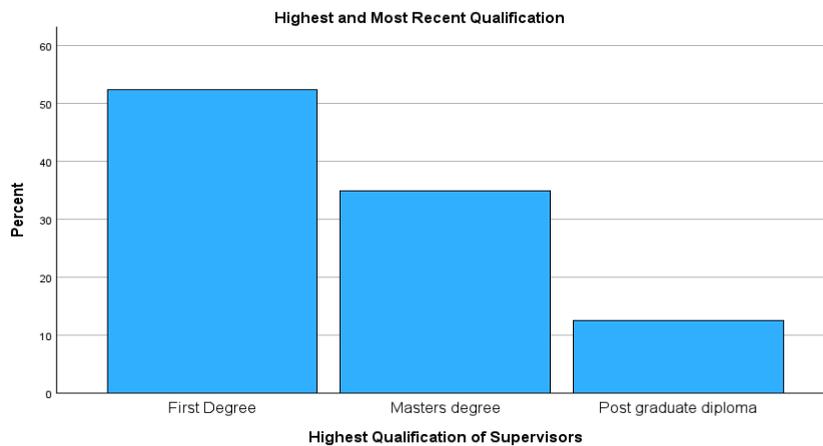

Figure 3.1Highest and Most Qualification of External School Supervisors

More than half of the external school supervisors that participated in the research had a first degree as highest and most recent qualification at 52.5%. External school supervisors that had a master's degree as highest and most recent qualification was at 35%.

External Supervisors' Major Strength in terms of their capacity to carry our external supervision.

This section presents results on the key strengths identified by external school supervisors in relation to their capacity to effectively perform their roles. It highlights the core competencies and skills perceived by supervisors as critical to the execution of their duties. The figure below provides a breakdown of these strengths, offering insight into the areas where supervisors feel most competent.
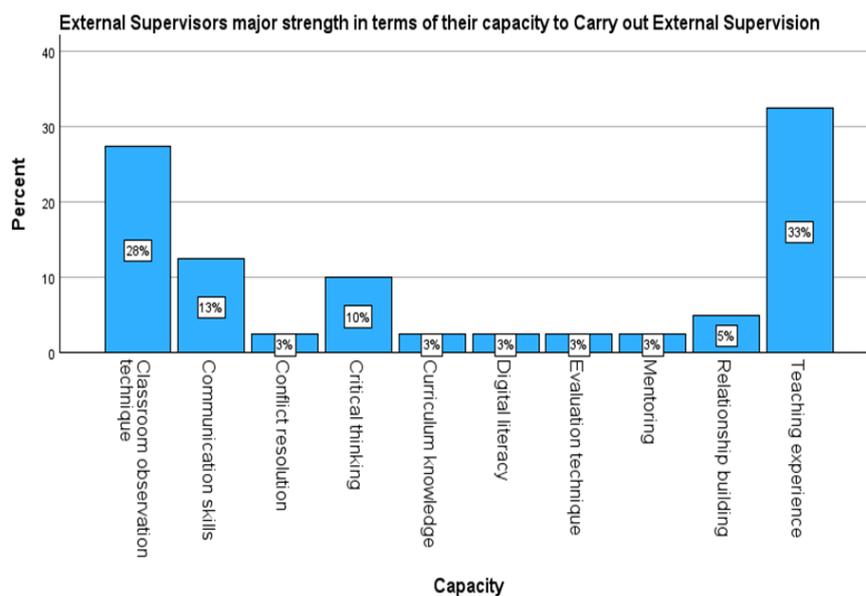

Figure 3.2 External Supervisors' Major Strength in terms of their capacity to carry our external supervision

According to the figure presented, most of the external school supervisors stated that teaching experience is their major strength in relation to their capacity to carry out their job which was recorded at 33%. Another major strength they highlighted was Classroom observation technique at 28% and communication skills at 13%.

Gaps in External Supervision Policies on Educations

This section examines the perceived gaps in existing external supervision policies within the education system, as identified by external school supervisors. It draws attention to key limitations in the scope and implementation of these policies, particularly in relation to their effectiveness in addressing core teaching and learning challenges. The figure below presents a summary of these concerns, highlighting the most critical areas where policy improvements may be required.
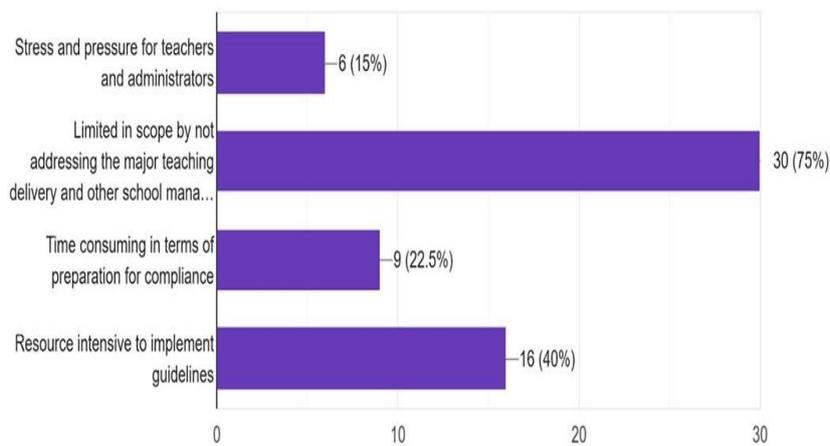
Figure 3.3 Gaps in External Supervision Policies on Education

From the figure above, external school supervisor noted that the most significant gap in external supervision policies in education is the limit in scope by not addressing the major teaching delivery issues this was recorded 75%. Another significant gap was that the polices were resource intensive to implement accounted for at 40% of out of the multiple response dataset.

Test of Hypothesis Independent Sample T-Test school principals and external supervisors rating on the effectiveness of external supervision on teaching

This section presents the results of the inferential analysis comparing principals' and external supervisors' ratings of the effectiveness of external supervision on teaching delivery. It examines whether any statistically significant differences exist between the two groups' perceptions, using appropriate statistical tests. The analysis provides insight into the extent of agreement or divergence in their views, as shown in the results below.

Table 3.2 Test of Hypothesis Independent Sample T-Test school principals and external supervisors rating on the effectiveness of external supervision on teaching

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance		Mean Difference	Std. Error Difference	99% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
		F	Sig.	t	df						
Rate the extent to which your supervision has been effective in terms of Lesson observation	Equal variances assumed	14.193	<.001	-.745	56	.230	.459	-.192	.257	-.877	.494
	Equal variances not assumed			-.959	55.855	.171	.342	-.192	.200	-.725	.342

The p-value (0.342) is greater than 0.05, indicating that the difference between the two groups is not statistically significant. The confidence interval (-0.725 to 0.342) contains zero, confirming that there is no meaningful difference in ratings. Since the mean difference (-0.192) is small and not significant, we conclude that principals and external supervisors rate the effectiveness of external supervision in teaching delivery similarly.$t_{(58)}$= -0.745, p = 0.459 The null hypotheses Ho:µ1=µ2 was accepted. There was no significant difference in the ratings of the effectiveness of external supervision on teaching delivery. The results suggest that there is no significant difference in how principals and external supervisors perceive the effectiveness of external supervision in teaching delivery. This implies that both groups generally share a similar view regarding its impact. The two groups rate the effectiveness of external supervision to be relatively poor**.**

DISCUSSION

The visitation frequency from the study shows that most external supervisors conduct monthly visits with school quality assurance officers visiting more frequently than other supervisors at 29.3%. The findings show that there are irregularities in the visitation frequency for external supervisors due to logistical challenges. In the context of junior secondary schools in Sierra Leone, such inconsistencies directly affect teaching delivery, as teachers are less likely to receive continuous guidance, feedback, and monitoring necessary for improving instructional practices. Irregular visits weaken accountability mechanisms and limit opportunities for supervisors to identify and address gaps in lesson planning, pedagogy, and learner engagement. Glickman, Gordon, and Ross-Gordon's (2018) developmental supervision model highlights the multiple roles and responsibilities supervisors must manage from directive to collaborative and nondirective interactions which can contribute to complex demands on supervisors' time and focus. These challenges may reduce the overall effectiveness of supervision, aligning with findings on irregular visitation and insufficient supervisor capacity.

It was discovered that Over half of supervisors hold a bachelor's degree (52.5%), while 35% have a master's degree. These qualifications align with the expectations of school inspectors outlined by Tucareers, which emphasize the need for knowledge of regulations, teaching methods, and school operations. Finds revealed that major strengths of external supervisors in carrying out their job description were Teaching experience (33%), classroom observation skills (28%) and communication skills (13%). The limited proportion of higher-level qualifications may constrain the ability of external supervisors to introduce innovative instructional strategies or critically evaluate complex teaching practices. Consequently, supervision may remain focused on routine compliance rather than driving instructional improvement in classrooms.

The study further identified multiple challenges of the external supervision mechanism which included structural challenges, policy gaps, operational issues and teacher specific challenges. In terms of structural challenges, there were limited manpower and mobility constrain supervisors' ability to perform regular and comprehensive visits and funding and resource allocation remain significant obstacles consistent with Hossain (2017), who identified high

inspector-to-school ratios and inadequate transportation as major barriers in public institutions. In junior secondary schools, this results in uneven supervision coverage, where some schools benefit from regular oversight while others receive minimal attention, thereby widening disparities in teaching quality. A notable gap in existing policies was that they are often resource-intensive and lack clarity in addressing core teaching delivery issues, as noted by 75% of supervisors. In practical terms, this means that supervision frameworks may emphasize administrative compliance rather than instructional quality, thereby limiting their impact on classroom teaching. This aligns with De Grauwe (2007) and Ehren (2015), who observed that inspectorates in developing countries often struggle with financial constraints, unclear mandates, and outdated frameworks. In Sierra Leone's junior secondary schools, such policy limitations reduce the effectiveness of supervision in improving lesson delivery, learner assessment practices, and overall instructional outcomes.

Result on Test of Hypothesis was $t_{(58)}$= -0.745, p = 0.459. The null hypotheses Ho: $\mu1=\mu2$ was accepted. This result indicated that were no significant difference in the ratings of the effectiveness of external supervision on teaching delivery by principals and external school supervisors. The effectiveness of external supervision on teaching delivery was rated as poor by both groups. This convergence of views underscores systemic issues within the supervision framework, where existing efforts are insufficient to drive meaningful improvements in classroom practice. According to U-Sayee & Adomako (2021), supervision has benefits, its overall impact is limited, possibly due to resource and logistical constraints.

Overall, the study demonstrates that while external supervision is a critical component of the education system in Sierra Leone, its effectiveness in improving teaching delivery at the junior secondary level is significantly limited by irregular visitation, capacity gaps among supervisors, structural inefficiencies, and weak policy frameworks. Addressing these issues is essential to strengthening supervision as a tool for enhancing instructional quality and improving learning outcomes.

CONCLUSION

The study confirms that external supervision mechanisms are guided by key policies such as the Education Act, the Teacher Code of Conduct, and the Professional Standards Framework. However, inconsistencies in the implementation of supervision policies, inadequate resources, and irregular visitation schedules hinder the full realization of its intended benefits. While supervisors employ various methods such as lesson observations and teacher coaching, the overall impact of these strategies remains suboptimal due to logistical and personnel constraints. The study's hypothesis test further reinforces the findings by demonstrating no significant difference in the effectiveness ratings between principals and supervisors, indicating a general perception that external supervision has a limited impact on teaching delivery. This suggests that while supervision mechanisms exist, their execution needs significant improvements to achieve their intended goals.

This study recommends policy interventions aimed at strengthening external supervision mechanisms, enhancing capacity-building initiatives, fostering greater collaboration among stakeholders, and ensuring the provision of adequate resources for external supervisors.

The development of a standardized supervision framework is also critical in ensuring consistency, fairness, and efficiency in the school supervision process. Finally, this study highlights the need for further research to explore external supervision mechanisms in other districts, conduct long-term impact assessments, and identify specific training needs for both teachers and supervisors. Addressing these areas will contribute to a more effective and supportive supervision system, ultimately improving teaching delivery and student learning outcomes in Sierra Leone.

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