

The Effect of Instructional Supervision on School Effectiveness: The Case of Some Selected Public Nursery and Primary Schools in Fako Division, South West Region of Cameroon

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ABSTRACT: The focus of this study was on “instructional supervision and school effectiveness in public nursery and primary schools in Fako division, South West Region of Cameroon. Critical aspect of school effectiveness is effective supervision which encompasses supervisory activities in areas of administration, instructions and curriculum. The survey research design was adopted for the study. Data was collected from 406 teachers and 62 head teachers from both nursery and primary schools and the number of accessible nursery and primary schools were 23. Questionnaire and semi-structured interview guide were the instruments used for the study. The instruments consisted of both close and open ended questions. Results showed that there is a very significant, positive and moderate relationship between instructional supervision and school effectiveness ($P=0.000$, far less than 0.05). This led to the conclusion that schools are more likely to be effective when instructional supervision is carried out effectively. It was recommended that educational state holders from the ministry of basic education should constantly carry out monitoring and supervision at the beginning of the school year and during the various semester of the school year for effective teaching and learning to be enacted.

KEYWORD: Supervision, Instruction, School Effectiveness

INTRODUCTION

The supervisory role is one of the functions of school operation that has been and continues to be a very challenging aspect of administration in primary schools. This challenge involves a continuous process of assisting teachers to improve their instructional performance in accordance to the professional code established by the ministry of basic education of law No. 98/4 of April 1998 which was to lay down guideline for education in Cameroon and how supervision of instruction is an important activity in promoting effective teaching and Learning in schools. It is focus towards the improvement of instruction and professional development for teachers (Acheson, 1987).

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Improvement of quality education focuses quite often on supervision practices with particular issues like curriculum renewal, textbooks improvement, better teaching methods, effective teacher education and provision of material facilities in the schools (Manas Ranjan Panigrahi, 2013). Such that, in the absence of supervision, there is poor quality teaching and learning indicating an ineffectiveness of the school system. The consequence of this ineffectiveness is wastage of resources, stagnation, high school dropouts; just to mention a few. Hence, a critical aspect of school effectiveness is effective supervision which encompasses supervisory activities in areas of administration, instructions and curriculum. For the educational system to achieve its objectives providing quality basic education is relevant and supervision is at the heart of such a system. Supervision and inspection are good machineries to up-grade teachers into required standard. Without supervision, both teachers and school administrators backslide rapidly in their performance. Supervision has a key role to play in preventing accident and other mishappenings at the work place. It helps subordinate to work with less stress and boost up confidence in order to execute effective work. Supervisory functions include planning and allocating work, making decisions, monitoring performance and compliance, and building teamwork, and ensuring workforce involvement. Supervision is considered as the main coordinating agency in any school system. It integrates all educational efforts to create and develop favourable settings for teaching learning. This cannot be left to the mercy of supervisor or group of individuals without considering its quality and standards.

Primary education in Cameroon is organized under the Ministry of Basic Education, catering for teacher training for the primary and nursery levels. Educational programmes at the nursery, primary and secondary levels are different in the two educational traditions in the country. The primary education consists of 'the first six grades of compulsory schooling, normally provided to six to 12 year-olds (though with high repetition rates, students up to age 14 are often included)'. In order to ensure the availability of education, the government of Cameroon uses numerous policies. It started the process of reform and decentralization of its education system after the World Conference on Education for All held in Jomtien, Thailand, in 1990. This reform undertaken through the Cameroonian decentralization policy in a context of educational reform and economic crisis was informed by both the principles articulated in Jomtien and by the realities of an economic crisis, the negative effects of which have marked all sectors of national activity, including the education sector.

BACKGROUND

Supervision as we know it today has evolved through phases of growth starting as an autocratic process to the democratic and participatory process that it is. Soetopo (1984), mentioned that in the colonial era, around 1654, the activities of supervision emerged in the United States. The General Court of Chusetts Bay Colony stated that the leaders of the city were responsible for the selection and regulation of teachers' performance. This is considered as a forerunner to the emergence of the most basic concepts for the development of modern supervision. In Boston, in 1709, a committee of laymen came to know the methods used by teachers in their classes by visiting schools. Their task was not to improve teaching skill of teachers or fix fault made by teachers in their teaching but it rather than to know how capable teachers in their teaching practice. These persons or inspectors were often times ministers, selectmen, schoolmasters or other citizens of the community. Their method of supervision stressed strict control and close observation of the school facilities.

This type of supervision continued in America from the American Revolution up to the end of the 18th century during the reign of Napoleon Bonaparte in France. Schools supervisory activities in Britain started in 1839, when British government established Her Majesty the Inspectorate (HMI) as a result of increasing demands for an educational system under state supervision. A privy council

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which composed of ministers of the crown was appointed to prepare a plan for education and introduce improvement in the education system. The HMI's were to obtain details of the plans and specifications of buildings, the arrangements of desks and the playgrounds. They were to inquire into the provision of books, the proposed method of instruction and discipline. All these were in order to provide some assurance for the tax payer that their money was well spent. Payne (1875), author of the first published book on supervision stated that teachers must be held responsible for work performed in the classroom and supervisors as expert inspectors would oversee to ensure harmony and efficiency.

Supervision continued in the 19th century in the countries of Europe (Grauwe, 2007). In the mid-nineteenth century, the concept of supervision continued to emphasize the inspection of schools and classrooms, with some attention being placed on assisting teachers to improve. At the same time professional educators replaced the laymen in doing supervision. Throughout the 1930's, 40's, and 50's, the idea that supervision involved improving instruction based upon classroom observation gained momentum. Collaborative methods of supervision were expanded during the 1960's with a model known as clinical supervision. This model favoured collaborative practices over inspectional fault finding ones. It prescribed a formal process of collaboration between teachers and supervisors in order to improve instruction and is still widely used today.

As the field moved forward through the 1980s, 1990s, and early twenty-first century, models and conceptions of supervision have changed and emerged to extend democratic/collaborative methods of supervision. This was an attempt to try and disassociate the field of supervision from its bureaucratic and inspectional beginnings. Glanz (1995), indicated that by the end of the nineteenth century, individuals concerned with the inefficiency in schools transformed schools into streamlined central administrative bureaucracies. During this period, superintendents used supervision as a means to legitimize their existence in the school system. Although changes were taking place in schools, supervision as inspection was still the dominant method used to administer schools. Although the methods used varied, the fundamental belief in education was that teachers were instruments to be used by administrators to realize the goals of the particular school.

In the early twentieth century, inspection involved supervision of classroom instruction through direct classroom observation and demonstration, with the focus being placed on the teacher. The supervisors or inspectors were supposed to be skilled interviewers and sympathetic listeners. They were supposed to create a purposeful, but non- stressful atmosphere. Also, attempts were made to align supervision in schools with models of industrial management. Glanz, (2000) stated that at this time in American history, the industrial revolution played a significant role in society. The industrial revolution strove to modernize America and remove inefficiencies within our industries. The field of education mirrored this belief; the movement emphasized the need for standardization of educational methods. Schools were viewed as factories, where raw materials (children) could be transformed into valuable products. During this time, what has come to be known as scientific management was utilized both in schools and factories across America.

Besides the afore-narrated, other authors have also described the trends in supervision over its existence in schools. Glanz (1997) categorized the trends in supervisory practice using the descriptors, pre-modern, modern, and post-modern era. According to Glanz, in the pre modern era (up to the 1920s), supervision was characterized in two ways: inspectional practices, which reflected the bureaucracy in education and the social efficacy movement, which used principles of scientific management to produce efficient, competent teachers.

The modern era (1920-1980's) was characterized by democratic supervision, where supervisors attempted to employ democratic and scientific methods. Glanz indicated that democratic supervision implied that teachers and their supervisors would cooperate and work together in order to improve instruction. The post-modern era (1990's-present) favours the term instructional leadership instead of supervision. According to Glanz and Waite, a post-modern supervisor would advocate a collegial relationship between supervisors and teachers. In this relationship, the supervisor is not the overseer, but a facilitator or confidante. The supervisor becomes a witness to a teaching episode in order to enter into a dialogue with the teacher

Instructional Supervision

Instructional supervision process has become an integral component and process in the functioning of every school (Sergiovanni & Starratt, 1998). Glickman (1992) views instructional supervision as the actions that enable teachers to improve the quality instructions for students and as an act that improves relationships and meets both personal and organizational needs. They describe instructional supervision as the opportunities provided for teachers to develop their capacities to contribute for students' academic success. Therefore, instructional supervision process is important because, the merits of a proper instructional supervision process could influence the improvement of the pupils' performance and ultimately, the teacher's professional development. Instructional supervision is very important because as an administrator you can reinforce and enhance teaching practice that will contribute to improve student learning it should be noted that instructional supervision is a situational process requiring constant decision –making which properly implemented, increase the probability of learning.

For school community relations, the activities are planning the amount and nature of school community contract, explaining the school to the community and coordinating school activities with those of other agencies to avoid conflict and supervising and evaluating the effectiveness of the school community projects. Instructional supervision adopted in this study according to Kiamba (2001), hinges on the checking teachers' professional documents, consider learners' individual differences, supporting instructional programs by providing instructional materials, advising and assisting teachers, holding classroom visits to observe teachers, holding post-observation conference with the teachers, revisiting classes to evaluate progress.

The Purpose of Supervision

Basically, the purpose of supervision is to provide services and assistance for improving teachers' professionalism in order to achieve their main tasks of classroom teaching, so it can improve the quality of student learning. According to Nurnalisa; et al (2015), there are two purposes of supervision, general purpose and specific purpose. The general purpose of supervision is to provide assistance to the teachers in the form of both technical assistance and purpose in the form of guidance to the teacher and other school staff in order to raise the quality of work. For a general purpose to be reached easily it must be explained in detail, so that it becomes a specific purpose with clear targets (Nurnalisa, 2015).

All teachers need assistance in order to attain the highest level of professional development possible for them to attain. Certainly, no one questions the advisability of wise and competent supervisory help for beginning teachers. All too frequently, inexperienced teachers receive practically no help. They are compelled to muddle through as best as they can, especially teachers in private schools (Fonkeng and Tamajong, 2009).

Glatthorn (1984) and Glickman (1990), contend that supervision aims to promote growth, interaction, fault-free problem solving and a commitment to build capacity in teachers. However, the purpose of

instructional supervision are formative, concerned with on-going, developmental, and differentiated approaches that enable teachers to learn from analyzing and reflecting on their classroom practices with the assistance of another professional.

Fonkeng and Tamajong (2009), equally added that teachers who are new to a particular school need help in becoming oriented to an unfamiliar situation. In fact, the induction of new teachers is an important part of a principal's responsibility. He must ensure that new staff members have adequate information about the school, the objective of the school, syllabuses, examinations, breaks etc. The satisfaction of the individual teacher in secondary schools depends on the pivotal role of the principal. Some teachers may need much assistance to eradicate bad habits formed by teaching without help, or they may need “developmental” supervision in order to arrive at their full potentialities.

In addition to new teachers who need orienting to a school situation, at least two kinds of experienced teachers need supervisory help. These are the experienced, competent teachers who wish to increase their scope of professionalism, beginning teachers who wish to increase their scope of professional activity and mature teachers who are in a rut. The former may wish to prepare supplementary material to enrich the curriculum or, to help in the re-organization of the entire curriculum. Teachers in general need and should receive assistance when they undertake projects which aim to improve the teaching process.

Another view by Teseme (2014), holds that the intention of supervision is promoting face-to-face interaction and relationship building between the teacher and supervisor and also promotes capacity building of individuals and the organization. It promotes the improvement of students’ learning through improvement of the teacher’s instruction; and it promotes change that results in a better developmental life for teachers and students and their learning. Instructional supervision is service that will be given for teachers, and it is the strategy which helps to implement and improve teaching learning process, and also an activity that is always performed for the advantage of students learning achievement.

Wanga and Karagu (1992), believe that head teachers (supervisors) personality or office may try to influence the staffing functions and obtain the kind of teachers they want from the T.S.C. As such, the instructional supervisor performs the following; helping teachers to develop personal knowledge and competence and remain abreast with professional advances through direct and non-direct consultations between teachers and supervisors program development through improvement of course material, learning environment, to suit teachers and pupils; maintenance of competence and interest in the work of teachers through promotion, commitment, creativity, participative management, reducing frustrations and stress at work and ensuring adequate, valid and criteria based data and record to facilitate evaluation appraisal or access to the extent to which program objectives have been met.

Also, Kutsyuruba (2003), outlined the purposes of supervision as; to repair instruction (Beach & Reinhartz, 2000); Professional development of effective teachers (Wiles and Bondi, 1996); to help teachers to be aware of their teaching and its consequences for learners; to enable teachers to try new instructional techniques in a safe, supportive environment (Nolan, 1997); fostering the development of the curriculum; inspiring human relations; to foster motivation of teachers; to monitor the learning process to get the best results with students (Schain, 1988); to provide a mechanism for teachers and supervisors to improve their understanding of the teaching and learning process through collective investigation with other professionals (Nolan & Francis, 1992).

Meanwhile, Ambarita et al (2016), indicated that the purpose of academic supervision is to help teachers to improve the ability to achieve learning goals, and Sahertian and Mataheri in (Ambarita; et al, 2016) stated that there are three objectives of academic supervision: assisting the teachers in developing teaching and learning process; helping the teachers to analyze the curriculum; assisting the teachers in developing school staff; based on the explanation above, the general purpose of academic supervision can be set to assist teachers in formulating learning goals, guiding teachers in the teaching and learning experience, the use of resources of learning, the application of teaching methods, understanding student learning needs, assessing the progress of student learning, the moral development of students, adjusting to society, and building the quality of schools (Ambarita; et al, 2016).

Furthermore, according Sergiovanni (2003), as a cited in Ambarita; et al, (2016), the purposes of academic supervision are; implementation of academic supervision to assist in developing and understanding professional teachers, the teaching and learning process, and developing skills and techniques in teaching; monitoring the teaching and learning processes in schools; encouraging teachers in implementing the ability to do the tasks of teaching, committed to their duties and responsibilities. McQuarrie and Wood (1991), stated that the purpose of supervision is to assist and support teachers in adapting, adopting and improving teaching practice and applying it in the classroom.

To end with, Ezeocha (1990), stated that the supervisory role in the school covers a wide range of activities. Some of them are: developing instructional units, organizing for instruction like grouping students and planning class schedules for various classes, maintaining personal records of staff, providing materials, arranging for in service education of teachers.

In promoting the objective of supervision, supervisors should use a variety of strategies and methodologies of supervision for each teacher, thus creating an effective process of supervision and creating fun learning for students as well. Many experts of education argued that this is caused by some differences in teachers' backgrounds, experience, the ability to think abstractly and level of concern (Beach & Reinhartz, 2000; Glickman et al, 1998; Wiles and Bondi, 1996). Therefore, the effectiveness of supervision should conform to the characteristics and contexts of teacher differences by using the most appropriate framework. On the other hand, Sergiovanni & Starratt (1998) found that the regulatory process can use a variety of appropriate styles, but it does not easily fit in a short time considering the needs and preferences of different teachers in the regulatory process.

Problem Statement

Over the past two decades, Cameroon's primary education system provided significant improvements in educational opportunities for children. Nearly 4.3 million children enrolled in primary education in 2019, up from just under 2 million in 1991. More than 90% of school-age children enrolled in primary school in 2009, compared to only 69% in 1991. The abolition of school fees in primary education in 2000 spurred some of this increase in total enrolment (UNESCO, 2010). While the various measures have spurred increase school enrolment, the quality of school output have not been consistent with the quantitative increased.

Given this high value placed by government on primary education, the need to ensure that the teaching is effective is indisputable. A few of the problems affecting school effectiveness are linked to poor and undesirable behaviours, observed among learners and teachers. For instance, due to the on-going crisis witnessed in the country, especially within the English speaking parts of the country, where Buea happens to be one of the main educational centre in the South west region has caused the total closure of some schools while others function during times of perceived safety and security. This has led to the influx of people from areas of intense crisis for safety in Buea. This has brought

about learners from different backgrounds; a mixture of which most of these schools are experiencing elements of indiscipline and insubordination. Lessons are frequently interrupted as teachers are forced to stop and address a learner themselves or take up the learner to the head teachers' offices; which takes away learning time.

However, the Cameroonian education system still faces many challenges in providing a quality education to all children. These challenges are associated with but not limited to regional, wealth and gender disparities putting vulnerable groups at risk for not attending school and being further disadvantaged in life opportunities.

The search for effective schools is one of the main educational reform initiatives taking place in Cameroon from the multiple education reforms that have taken place in the country since the 1980s. However, academic output measures still reveal the wide existence of school ineffectiveness across the country.

The education system is plagued by a weak financial and management system, insufficient planning, and a lack of accountability and transparency. However, there was lack of awareness on utilizing various supervisory practice, a lack of relevant continuous trainings for department heads and senior teachers who were supposed to carry out supervisory activities at school level and also there's inadequate classroom observation to improve teachers' instructional process still as pointed by leads to ineffectiveness in schools (Zewdu Negasa Abde, 2018). Plaque with these issues, researchers have pointed out that effective supervision could improve on school effectiveness.

Improvement of quality of education focuses quite often on supervision practices with particular issues like curriculum renewal, textbooks improvement, better teaching methods, effective teacher education and provision of material facilities in the schools (Manas Ranjan Panigrah, 2013). Such that, in the absence of supervision, there is poor quality teaching and learning indicating an ineffectiveness of the school system. The consequence of this ineffectiveness is wastage of resources, stagnation, high school dropouts; just to mentioned a few. Hence, a critical aspect ensuring school effectiveness is effective supervision which encompasses supervisory activities in areas of administration, instructions and curriculum.

Inadequate supervision of instruction by head teachers causes a lot of laxity amongst teachers in their work environment which in term lead to ineffectiveness in school system and poor performances from pupils during examination. The consequences are drastic as they might lead to low self-esteem and high school dropouts at a very early stage in schooling. In view of the above, the importance of supervision increases as the supervisors inspect various aspects of the educational system; such as the pedagogy, the administration, the instructional methods and the curriculum implementation. These are done at various levels; by the Divisional level by the Divisional Pedagogic Adviser.

The current study therefore, is an effort to determine any potential association between supervisory practices and school effectiveness reflected in both teachers and pupils' performances.

Research Questions

What is the relationship between instructional supervision and school effectiveness in public primary schools in Fako Division?

Objective of the Study

Examine the correlation between instructional supervision and school effectiveness in public primary schools in Fako Division.

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Hypothesis

Instructional supervision has no significant association with school effectiveness in public Primary schools in the Fako Division.

METHODOLOGY

This study used mixed method research approach where quantitative and qualitative research paradigms were employed. Cross sectional survey and phenomenology designs was used. Cross sectional survey design enabled the researcher to ask a large group of people at one point, such as teachers and administrators questions about a particular issue .

The study was carried out in Fako, a division of the south west region of Cameroon. The area consists of Limbe I, Limbe II, Limbe III Buea, Tiko, Muyuka and West Coast Idenua sub divisions. The targeted population consists of Regional Inspector of Basic Education, Divisional Pedagogic Advisor of Basic Education, and Inspectors of Basic Education in Fako Division of South West Region.

The sample size for this study was estimated using the Kyce and Morgan table of sample size estimation (1970). Thus, the sample size for teachers was 297 while that for head teachers was 54. However, for parents and Regional Pedagogic Animators, 20 parents and 5 Regional Pedagogic inspectors were interviewed for the study to critically appraised the nature difficulties and need assessment on their activities with respect to supervision and school management. Therefore, a total of 374 participants were sampled for the study. The parameters used in estimating the sample size as indicated by Krejcie & Morgan particularly for teachers and head teachers are:

$$\frac{NZ^2P(1-P)}{d^2(N-1) + Z^2P(1-P)}$$

Where N=total population

Z= Z value corresponding to the confidence level=1.96.

d= absolute precision=5%,

P=expected proportion in the population =50% for optimal sample size

Precision values 5% and below are acceptable for a good statistical significance.

The sample techniques used for this study are stratified sampling techniques, purposive sampling techniques and the simple random sampling techniques. Before selecting the schools for the study, the schools that made up the accessible population of the study were stratified according to the six sub-divisions of interest to the study. After the schools were stratified by sub-divisions, the purposive sampling technique was used in selecting only schools that were functional within the six sub-division that were chosen for the study. After selecting the schools functional for the study, a simple random sampling technique was used in selecting the number of schools required from each of the 6 sub-divisions that constituted the target population of the study.

The use of simple random sampling technique in this study gave each school and equal chance to be selected for the study. The researcher used this technique (simple random) to select the number of schools to be sampled for each of the sub-divisions that made up the accessible population of the study. To select the schools required from each of the sub-divisions, the names of all the schools that are functional within particular sub-division were written on pieces of papers. After all the names of the schools have been written on separate pieces of papers, they were folded and placed in a basket and were later reshuffled.

After the schools were reshuffled, a paper was then picked and the name of the school found on it was chosen for the study. This exercise was repeated several times for each of the sub-divisions until the number of schools required from each sub-division was gotten for the study.

Data for this study was collected using two types of instruments: questionnaires and interview guide. The questionnaire helped the researcher to collect a relatively wide range of information from a large sample within a short time and at a reasonably low cost. The use of questionnaire is to enable the researcher to collect data from a large population which can be used to test the research hypotheses. This was further motivated by the fact that the respondents were literate and so could conveniently answer the questions of the study.

The qualitative and quantitative methods were used in analyzing the data for the study.

Analysis of quantitative data

Before the quantitative data were analysed, a pre-designed EpiData Version 3.1 (EpiData Association, Odense Denmark, 2008) database which has an in-built consistency and validation checks was used to enter the data with both the demographic information and the test items coded with numbers. Questionnaires were also assigned with serial numbers. The reason for coding and assigning each questionnaire a serial number was to ensure that on the data base, one should easily trace the individual response of participants and to ease verification in areas of uncertainty if they arise. Further consistency, data range and validation checks were also performed in SPSS version 23.0 (IBM Inc., 2015) to identify invalid codes (data cleaning) with the aid of exploratory statistics.

After the data was thoroughly checked for possible errors, the quantitative data was analyzed using both the descriptive and inferential statistical tools. The descriptive statistical tools used were frequency count, percentages and multiple responses set which aimed at calculating the summary of findings for each variable where applicable. The hypotheses of study were tested using the Spearman's Rho test which is a non-parametric test. This test was used because the data for the variables were not approximately normally distributed as revealed by the Shapiro-Wilk test and the Komogorov test of significance with P-values all less than 0.05 (See test of normality table below). Using these tests of normality, for a data which is normally distributed, the P-values will be greater than 0.05 and in that case; the Pearson Product Moment Correlation Coefficient test was used.

Checking for normality assumption is very important to know which test is more suitable for the verification of hypotheses and to avoid faulty generalization like committing the type 1 or type 2 hypotheses error. Also, Chi-square test which is another inferential statistical test was used to compare how participants precisely head teacher and teachers differ in their opinion and by their demographic characteristics.

Analysis of qualitative data

The qualitative data derived from open ended questions and semi-structured interview guide were analysed using the thematic analysis technique with the aid of themes, groundings/frequency and quotations. Themes are umbrella words which capture the main idea of the participants' statements. On the other hand, groundings also call frequency represent the number of time that particular theme/concepts surface from the direct statements of the participants. However, it should be noted that in the context of thematic analysis, a theme with a grounding of one is equally more important like a theme with a grounding of more than one.

Finally, findings were presented using frequency distribution tables and thematic tables with all inferential statistics presented at 95% level of confidence interval with alpha set at 0.05 levels, accepting 5% margin of error.

FINDINGS

The findings of this paper are discussed based on the research question under investigation

How does Instructional Supervision affect School Effectiveness in Public Primary Schools in Fako Division?

Teachers' Perspective

Table 1: Teachers' opinion on Instructional Supervision

Items	Stretched					Collapsed	
	Strongly agree (SA)	Agree (A)	Neutral	Disagree(D)	Strongly Disagree(SD)	SA/A	D/SD
My head teacher carries out orientation when new teaching staff are recruited in school	49 (16.8%)	10 (3.4%)	0 (0.0%)	58 (19.9%)	174 (59.8%)	59 (20.3%)	232 (79.7%)
The head teacher most often guides and assists the teachers to meet the school targets	0 (0.0%)	0 (0.0%)	0 (0.0%)	98 (33.7%)	193 (66.3%)	0 (0.0%)	291 (100%)
The Head teacher provide teachers with in-service training	10 (3.4%)	20 (6.9%)	0 (0.0%)	136 (46.7%)	125 (43.0%)	30 (10.3%)	261 (89.7%)
My head teacher checks the scheme of work and ensures that lesson plans are in line with them	9 (3.1%)	0 (0.0%)	0 (0.0%)	115 (39.5%)	167 (57.4%)	9 (3.1%)	282 (96.9%)
My head teacher checks the scheme of work and ensures that lesson plans are in line with them	25 (8.6%)	24 (8.2%)	0 (0.0%)	25 (8.6%)	217 (74.6%)	49 (16.8%)	242 (83.2%)
Multiple response set	93 (6.4%)	54 (3.7%)	0 (0.0%)	432 (29.7%)	876 (60.2%)	147 (10.1%)	1308 (89.9%)

Findings on table 1 showed that all the teachers 291 (100%) disagreed that their head teacher most often guides and assists the teachers to meet the school targets. Furthermore, a majority of the teachers 282 (96.9%) and 242 (83.2%) respectively, disagreed that head teachers ensure that they have instructional learning materials and **checks the scheme of work and ensures that lesson plans**

are in line with them. Also, a majority of the teachers 261 (89.7%) disagreed that the head teacher provide teachers with in-service training and carries out orientation when new teaching staff are recruited in school 232 (79.7%). In summary, findings showed that while 10.1% of the teachers agreed that head teachers carry out instructional supervision, a majority of them 89.9% disagreed with none of them being neutral.

Table 2: Comparing teachers' opinion on the carry out of instructional supervision by head teachers

Demographic characteristics		Statistics	The head teacher carry out instructional supervision		Total based on response	Chi-square test (χ^2)
			Strongly agree and Agree	Disagree and Strongly disagreed		
Gender	Male	N	3	137	140	$\chi^2=0.82$ df=1 P=0.364
		%	2.1%	97.9%		
	Female	N	144	1171	1315	
		%	11.0%	89.0%		
Level	Nursery	N	10	135	145	$\chi^2=0.10$ df=1 P=0.752
		%	6.9%	93.1%		
	Primary	N	137	1173	1310	
		%	10.5%	89.5%		
Longevity in service	Less than 2 years	N	4	46	50	$\chi^2=0.01$ df=3 P=0.981
		%	8.0%	92.0%		
	2 to 5 years	N	22	223	245	
		%	9.0%	91.0%		
	6 to 10 years	N	20	365	385	
		%	5.2%	94.8%		
	11 years and above	N	101	674	775	
		%	13.0%	87.0%		

Findings on table 2 showed that teachers do not significantly differ in their opinion on the practice of instructional supervision in their school ($P>0.05$) with a majority of them irrespective of their demographic characteristics that is gender, male 97.9% and female 89.0% disagreed that that their head teachers carry out instructional supervision in their school. Also, for teachers teaching in the nursery school, 93.1% and 89.5% of those teaching in primary schools disagreed that that their head teachers carry out instructional supervision in their school. Finally, based on longevity in service, for those who have teaching for less than 2 years, 92.0%, 2-5 years 91.0%, 6-10 years 94.8% and 11 years and above 87.0% disagreed that their head teachers carry out instructional supervision in their school.

Head Teachers Perspective

Table 3: Head teachers' opinion on instructional supervision

Items	Stretched					Collapsed	
	Strongly agree (SA)	Agree (A)	Neutral	Disagree (D)	Strongly disagree (SD)	SA/A	D/SD
Orientation of new teaching staff in the school	0 (0.0%)	0 (0.0%)	2 (4.0%)	24 (48.0%)	24 (48.0%)	0 (0.0%)	48 (96.0%)
Guides and assists the teachers to meet the school targets	0 (0.0%)	0 (0.0%)	2 (4.0%)	18 (36.0%)	30 (60.0%)	0 (0.0%)	48 (96.0%)
Provision of teachers in-service training	0 (0.0%)	2 (4.0%)	0 (0.0%)	22 (44.0%)	26 (52.0%)	2 (4.0%)	48 (96.0%)
Monitoring of pupils' academic progress	0 (0.0%)	2 (4.0%)	0 (0.0%)	20 (40.0%)	28 (56.0%)	2 (4.0%)	48 (96.0%)
Provision of instructional learning materials	0 (0.0%)	0 (0.0%)	2 (4.0%)	18 (36.0%)	30 (60.0%)	0 (0.0%)	48 (96.0%)
Protects instructions time by observation of punctuality	0 (0.0%)	0 (0.0%)	6 (12.0%)	20 (40.0%)	24 (48.0%)	0 (0.0%)	44 (88.0%)
Multiple response set	0 (0.0%)	4 (1.3%)	12 (4.0%)	122 (40.7%)	162 (54.0%)	4 (1.3%)	284 (94.7%)

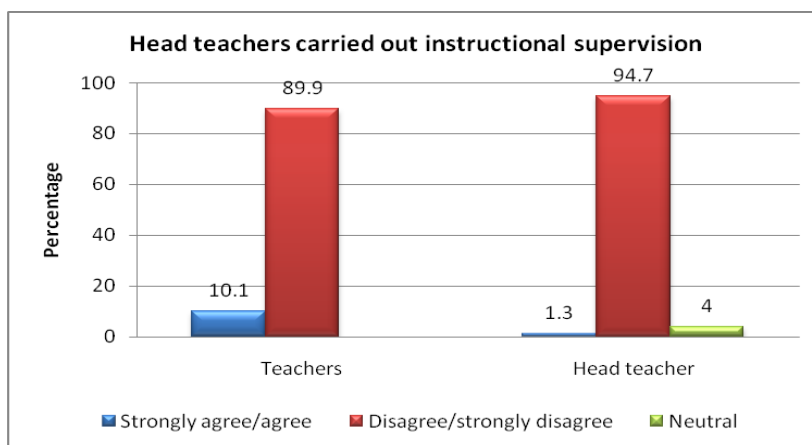
In overall, findings showed that a majority of head teachers 94.7% disagreed that head teachers are carrying out instructional supervision while 4.0% of them were neutral. For instance, a majority of the head teachers of equal proportion 48 (96.0%) disagreed that head teachers are carrying out orientation of new teaching staff in their school, guides and assists the teachers to meet the school targets, provide in-service training to teachers, monitor pupils academic progress and provide instructional materials. Finally, findings also showed that a majority of the head teachers 3 (88.0%) disagreed that head teachers are carrying out observation.

Table 4: Comparing head teachers' opinion on the carry out of instructional supervision by head teachers

Demographic characteristics		Statistics	Head teacher carry out instructional supervision			Total based on response	Chi-square test (χ^2)
			A/SA	Neutral	D/SD		
Gender	Male	n	4	8	60	72	$\chi^2=0.01$

	Female	%	5.6%	11.1%	83.3%	228	df=2 P=0.998
		n	0	4	224		
		%	0.0%	1.8%	98.2%		
Level	Nursery	n	0	0	36	36	$\chi^2=0.03$ df=2 P=0.992
		%	0.0%	0.0%	100.0%		
	Primary	n	4	12	248	264	
		%	1.5%	4.5%	93.9%		
Longevity in service	Less than 2 years	n	0	0	24	24	$\chi^2=0.02$ df=6 P=0.996
		%	0.0%	0.0%	100.0%		
	2 to 5 years	n	4	6	62	72	
		%	5.6%	8.3%	86.1%		
	6 to 10 years	n	0	4	80	84	
		%	0.0%	4.8%	95.2%		
	11 years and above	n	0	2	118	120	
		%	0.0%	1.7%	98.3%		

Findings on table 4 showed that the head teachers do not significantly differ in their opinion on the practice of instructional supervision in schools ($P>0.05$) with a majority of them irrespective of their demographic characteristics that is gender, male 83.3% and female 98.2% disagreed that that head teachers are carrying out instructional supervision. Also, by level, all the head teachers teaching in the nursery school, 100% and 93.9% of those teaching in primary schools disagreed that that their head teachers are carrying out instructional supervision. Finally, a majority of the head teachers irrespective of their duration on the post also disagreed that head teachers are carrying instructional supervision.



$$\chi^2=0.39, df=1, P=0.531$$

Figure 2: Comparing teachers and head teachers opinion on instructional supervision

Findings showed that teachers and head teachers do not significantly differ in their opinion ($P>0.05$) with a majority of the head teachers 94.7% and teachers 89.9% of almost equal proportion disagreed that head teachers are carrying out instructional supervision in their school.

Verification of Hypothesis : Instructional Supervision has no significant influence on School Effectiveness in public Primary Schools in the Fako Division.

Table 5: Relationship between instructional supervision and school effectiveness

Statistical test	Test statistics	Instructional supervision	School effectiveness
Spearman's rho	R-value	1.000	.429**
	P-value	.	.000
	N	291	291
**. Correlation is significant at the 0.01 level (2-tailed).			

Statistically, findings showed that there is a very significant, positive and moderate relationship between instructional supervision and school effectiveness ($P=0.000$, far less than 0.05). The positive sign of the correlation value ($R= 0.429^{**}$) implies that schools are more likely to be effective when instructional supervision is carry out and less likely to be effective when instructional supervision is not carry out. Therefore, the null hypothesis that states that instructional supervision has no significant influence on school effectiveness in public Primary schools in the Fako Division was rejected and the and the alternative hypothesis that states that instructional supervision has a significant influence on school effectiveness in public Primary schools in the Fako Division was accepted.

Findings showed that under instructional supervision, pedagogic animators check on syllabus coverage and teaching method while some of them do not check of any (nothing).

Discussing the Findings of this study, it is revealed that less than a quarter (20.3%) of the head teachers carry out orientation when new teaching staff are recruited in school according to teachers. This is in accordance to the findings of Ozigi (1983), that in staff personnel, the activities are establishing training and certification guidelines, recruitment and selecting staff, induction of new staff, in-service maintaining good staff relations, retaining staff, and motivating them. Also, Irungu (2015), established conducted a study on teachers' characteristics influencing instructional supervision in public primary schools in Ruiru Sub County of Kiambu County. He concluded that most of the head teachers had high academic and professional qualifications which were important in instructional supervision. Majority of the head teachers had attended various in-service training courses which were related to instructional supervision. The study recommended more research to be carried out in Ruiru Sub County in order to find out other factors which may influence instructional supervision in public primary schools.

It was found that only few head teachers provided teachers with in-service training. This is in contrast to the study of Onen (2016), who concluded that teachers' pedagogical practices are dependent on the manner in which they are supervised, other factors notwithstanding. Therefore, in order to augment the pedagogical practices of teachers, school inspection by the Directorate of Education Standards should be increased and regular in-service training needs to be provided to head teachers as well as subject heads on how to conduct classroom observations and portfolio supervision in schools.

Also, Fonkeng and Vukeh (2009) state that supervisors carry out group supervisions in the form of in service training where a workshop geared towards in-service improvement activity is planned and carried out locally to deal with problems in which a considerable number of teachers are interested. Teachers who participate in workshops usually find the activity most fruitful. The workshop adds a new dimension to in-service education.

The study found that almost a quarter of them admitted that their head teachers carry out orientation when new teaching staff are recruited in school. According to the guiding principles for pedagogic supervision (Agarwal and Harding (1995), during staff orientation, the quality and quantity of the work must be specified in clean and clear terms. Staff should be made to understand clearly what are or not expected of them. New staff must be given the necessary orientation. They should have a schedule to know where to get information and materials to help them perform the work satisfactorily well. Nevertheless, the fact that majority of these teachers could not attest of this orientation exercise, the findings was comparable to those of Ogunu (2005) who mentioned that many newly appointed principals are not given the necessary training and orientation to equip them with the skills they need to carry out their instructional supervisory functions. They manage through for years without understanding what instructional supervision entails and how to do it.

Interestingly, a great proportion of the head teachers check the scheme of work and ensure that lesson plans are in line with them as per the teachers. According to Afolabi and Loto (2008), the lesson plan is a reflection of the level of preparedness as well as the effort the teacher made in gathering information for the lesson. So a poorly written lesson plan not only indicates the quality of the teacher, but also the level of commitment to his primary task of teaching. The school head must critically examine the lesson plan. The head teachers earn some credit for implementing this aspect of the supervision, although there is need to ameliorate given that according to the teachers, head teachers do not cross check the scheme of work to ensure that lesson plans are in line with them. Still in this light, the supervision of instructions require that school heads critically evaluate whether the lesson plan enhances the lesson clarity and appropriateness of the learner behavioural objectives; the relevance and adequacy of the lesson notes; selection of appropriate teaching aids and selection of appropriate evaluation techniques to determine the extent of realizing the objective effectively.

One is equally persuaded to resolve that school effectiveness is a far-fetched goal to be realise in primary schools in Buea since head teachers do not give adequate attention to the teachers in the teaching process. As propounded by Afolabi and Loto (2008), another area of supervision is lesson presentation; where teaching effectiveness is feasible when the desired objectives are achieved. This requires that the school heads are carefully pay attention to the introduction of the lesson and the teacher's ability to maintain pupils' attention throughout the duration of the lesson; the teacher's voice quality, speech, clarity of expression, intelligibility and appropriateness of language, effective use of learning materials such as audio-visual aids and chalkboard; teacher's knowledge of the subject matter in terms of structure and sequence; and the use of classroom management techniques including skills in affecting student's participation in class activities.

Inferentially, findings have shown that instructional supervision has a very significant and positive on the effectiveness of public Nursery and primary schools ($P>0.05$). The positive nature of the relationship implies that public primary schools are more likely to be effective when instructional supervision is carried out and less likely to be effective when instructional supervision is not carried out. This finding tied with that of Mwangi (2012) who investigated the influence of the head teachers' instructional supervision strategies on performance in KCPE public primary schools in Rumuruti division, Laikipia West District and founded out that instructional supervision significantly affect the effectiveness of the school by improving not only on pupil academic performance but even the performance of teachers.

Furthermore, Mudawali and Mudzofir (2017) examined the perceptions of teachers' instructional supervision, more specifically of actual and ideal instructional supervision in the schools, and the relationship between instructional supervision and teacher personal development in secondary

schools in Lhokseumawe Municipality and the findings showed that instructional supervision has a significant and strong effect on teachers' personal development.

In as much as instructional supervision have shown to have a significant effect on the effectiveness of public Nursery and primary schools, in the area of study, descriptively, findings showed that a majority of the teachers disagreed that head teachers and inspectors and pedagogic animators are carrying out instructional supervision. It should be noted in every school, when teachers' personal development is high, the school is also going to be effective and vice versa. It is for this reason that head teachers and inspectors in public primary schools in the Fako Division, South-West region of Cameroon have to adequately carry out instructional supervision and they have to use the right approaches/practices.

Based on the theory of motivation by Maslow (1954) and Hertzberg (1987), supervision to improve on teachers' effectiveness and professional growth is a vital need. This is important in that when teachers are supervised instructionally using the right approach, their problems are identified and solutions are provided and this is capable of motivating the teachers as their goals is more likely to be attained.

All teachers need assistance in order to attain the highest level of professional development possible for them to attain. Certainly, no one questions the advisability of wise and competent supervisory help for teachers (Fonkeng and Tamajong, 2009). Basically, the purpose of instructional supervision is to provide services and assistance for improving teachers' professionalism in order to achieve their main tasks of classroom teaching and to improve the quality of learning. Therefore, it is evident that when instructional supervision is not carry out by inspectors and head teachers, schools will be negatively affected because the classroom problems/difficulties of many teachers especially the less experience ones will not be addressed and hence, the teaching-learning process will be effected.

Schools especially public ones cannot be effective when instructional supervision is not carry out. Head teachers and pedagogic animators have to ensure that they orientate new teaching staff, guide and assist teachers to meet school targets, provide in-service training, monitor pupil academic performance, provide instructional materials and have to **protect instructions time by observation of punctuality. All these though not been done in public primary schools in the area of the study as indicated by a majority of the teachers, they have to be adequately addressed.**

Conclusion

In brief, the findings have revealed that instructional supervision have a very significant and positive relationship on the effectiveness of public Nursery and primary schools. While this was the case, descriptively, it was also realised that instructional supervision is not adequately carried out in public primary schools in Buea. The effectiveness of schools was found to be very low whereby findings showed that a majority of the teachers and head teachers were not satisfied with the effectiveness of their respective schools. It should be noted that on the side of pedagogic animators, they rated the effectiveness of schools under their supervision as low. However, while a majority of teachers and head teachers were dissatisfied with the effectiveness of their school, findings showed that all the pedagogic animators sampled indicated that supervision improve on school effectiveness.

It raises the perspective that supervision is not the only practice that has impact on school effectiveness. Other aspects that enhance school effectiveness are the community support, parental involvement relationship maintained by supervisors and teachers and financial management system instituted in the school are equally of importance. Efforts from parents and community alike help to maintain a positive school climate and health of the learners, which in turn can be translated into effective learning. A healthy school climate is a product of teachers' inputs from home by providing

a conducive learning environment for learners, which will build a foundation for their effective learning finally harnessed by the school administrators. This facilitates the realization of other goals related to areas school facilities which directly affect the effectiveness of the school. To confirm this, Sullivan and Glanz (2005), advance that the environmental conditions of a school include physical facilities like classrooms, furniture and equipment, teaching/learning materials and creation of teaching/learning situations by teachers, discipline masters, parents and pupils relationships.

Hence, the certainty that if inspectors, pedagogic animators and head teachers effectively carry out their supervision; school effectiveness would be realized is not guarantee as other mediating inputs from parents, community and learners themselves are imperative. Judging from parents' viewpoints *"To improve teaching and learning, following up the administrative management of the school helps to improve on the learning situation" and improvement in learning can easily take place when parents follow up the administrative management of their children and school."*

Sergiovanni (2003) as a cited in Ambarita; et al, (2016) said the purposes of academic supervision are; to assist in developing and understanding professional teachers, improve the teaching and learning process, and developing skills and techniques in teaching; monitoring the teaching and learning processes in schools and helping teachers to be committed to their duties and responsibilities. McQuarrie and Wood (1991) also stated that the purpose of supervision is to assist and support teachers in adapting, adopting and improving teaching practice and applying it in the classrooms. Therefore, the implication here is that when supervision is not adequately carried out, the effectiveness of schools will be low as teachers will not be productive thus, negatively affecting the teaching learning process and giving a poor results during the summative and formative evaluation of results in schools.

The conclusion on school ineffectiveness was equally subject to further analysis as Brookover (1979), unequivocally stated that the characteristics of an effective school are not isolated components, but that they are integrated and must be considered as a whole. School effectiveness should encompass qualitative variables; that is, school climate, instructional leadership, high expectations, as well as quantitative variables (public achievement scores). If one accepts the view that schools are complex social systems, one must consider the issue of time in measuring school effectiveness. The importance of viewing schools and how they change over time is inherent in a system's approach to school effectiveness. In view of this, the timing of this study is a probable contributor to the study outcome. Primary schools in Buea have for the past 3 years been operating in tense and crisis-filled atmosphere which has resulted to the closure of some. This few surviving schools are still operating in unpleasant conditions which can affect their effectiveness since their survival is amidst inconsistencies generated both within and without the school environment. All these can possibly affect all school stakeholders and at all educational levels; primary school inclusive.

Recommendations on Instructional Supervision

1. The head teachers should strengthen their efforts towards instructional supervision, by checking the teacher's record books and pupils' record books to ensure effectiveness. The process should be well planned to ensure it does not inflict fear, intimidate or cause loss of morale among the teachers.
2. Head teachers should also improve instructional supervision to enhance syllabus coverage through all classes; hold frequent meetings with teachers to improve relationships and hence good performance. Head teachers should adopt instructional supervision strategies that motivate and

reward teachers who meet up with the standard in order to raise competition among them. This can be done through recognitions and awards.

3. Hence, instructional supervision can be enhanced through head teachers' orientation of new teaching staff, provision of in-service training for teachers, checking compliance with syllabuses and scheme of work. To ensure this, there is need for head teachers to be professionally trained to offer in-service training to their newly recruited and inexperienced teachers.

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