

UNIVERSITE DE YAOUNDE I

CENTRE DE RECHERCHE ET DE
FORMATION DOCTORALE (CRFD) EN
SCIENCES HUMAINES, SOCIALES ET
EDUCATIVES

UNITE DE RECHERCHE ET DE
FORMATION DOCTORALE EN SCIENCES
DE L'EDUCATION ET INGENIERIE
EDUCATIVE



THE UNIVERSITY OF YAOUNDE I

POST GRADUATE SCHOOL FOR SOCIAL
AND EDUCATIONAL SCIENCES

RESEARCH AND DOCTORAL TRAINING
UNIT FOR SCIENCES OF EDUCATION
AND EDUCATIONAL ENGINEERING

**SUPERVISION OF INSTRUCTION AND
QUALITY EDUCATION IN SELECTED
PUBLIC PRIMARY SCHOOLS IN
YAOUNDE VI SUB-DIVISION**

Thesis presented and defended on the 24th of January 2023 for the Master's

Degree in Educational Management

Specialty: **Educational Administration**

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CERTIFICATION

We here by certify that this dissertation entitled “Supervision of Instruction and quality education in selected public primary schools in Yaoundé VI sub-division” was carried out by ABUA LINUS NDUM. This work has been corrected in accordance with the comments of the jury to our satisfaction. We therefore recommend that this dissertation be bound and copies deposited at the department of curriculum of the faculty of science of Education, University of Yaoundé 1.

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DEDICATION

This work is dedicated to:

THE ABUA'S FAMILY

ACKNOWLEDGEMENT

In the first place, I would like to thank God Almighty for giving me the strength, knowledge, drive, ability and opportunity to undertake this research study. Without his blessings and Grace, this achievement would not have been possible.

In my journey towards this degree, I would like to express my sincere gratitude to my supervisor, Dr. Mbeh Adolf Tanyi, for the continuous support for my Master's study and research, for his patience, direction, motivation and immense knowledge, his guidance helped me in all the time of research and writing of this thesis. Despite his tight schedule, he found time to carefully go through my work and listen to my complaints and challenges. I will forever remain thankful! He has given me all the freedom to pursue my research while ensuring that I stay on course and do not deviate from the core of my research.

Equally my word of appreciation goes to the Divisional Delegate of Basic Education for Mfoundi in the centre region of Cameroon Mme. Adjoga Marie Gertrude epse Ottou Tsala Professeur d'Ecoles Normales d'instituteurs Hors Echelle, who authorized me to carry out my internship in her delegation. In the same light, I am highly delighted to express my gratitude to the following; Late Dr. Teneng Patience Bame, Dr. Njdonmbog; your readiness and willingness to participate in this venture have been of vital importance. May GOD bless you all.

Besides my supervisor, I have found a teacher, a father, an inspiration, a role model and great support in Dr. Shaibou Abdoulai Haji; he has been there providing his heartfelt support and guidance at all times and has given me vital advice, inspiration and suggestions in my quest for knowledge. In addition, I wish to equally appreciate the precious time he put in proofreading this piece of work. He equally gave me a hand in my statistical analysis. May the almighty GOD bless him.

Special thanks must go to my wife Chin Joan Mangan for she could not sleep without making sure that I have eaten something to renew the energy put in the realization of this work. She was always on her knees praying to the almighty GOD to accord me the grace to accomplish this task. To my brothers and sisters, especially Mr. Abua Divine Abua, Abua Bridget Abang for all their moral and spiritual support throughout my studies.

It will be inappropriate to forget my friends and mates, Mr. Beng Jonas, Miss. Julia who always encouraged me to pursue my study. There were always available whenever I reached out, which permitted me to be steadfast in my research.

My acknowledgement would be incomplete without thanking the most significant source of my strength, my family. The blessings of my parents Mrs. Bafeh Christina Achah, and my late Dad Mr. Bafeh Johnson Abua for they laid a good base for me right from the primary school and had been encouraging me to always look forward as I ascend the academic ladder. Their care and moral support has brought me all this far and therefore I say may the almighty GOD continue to bless my mum and may the soul of my departed Dad rest in peace. They have all made tremendous contributions in helping me reach this stage in my life. This would not have been possible without their unwavering and unselfish love and support given to me at all times.

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LIST OF ABBREVIATIONS

A- Agree.

AIDS- Acquired Immune Deficiency Syndrome.

ANOVA- Analyses Of Variance.

APA- American Psychological Association.

CCM- Cultural Context Model.

D- Disagree.

DLP- Data Loss Prevention.

FSLC- First School Leaving Certificate.

GBPS- Government Bilingual Primary School.

GCE- Government Common Entrance.

GEPS- Government English Primary School.

HIV- Human Immuno-Deficiency Virus.

MINEDUB- Ministry of Basic Education.

MKO- More Knowledgeable Other.

PISSQ- Principal's Instructional Supervision Strategies Questionnaire.

PTA- Parent Teacher Association.

RPI- Regional Pedagogic Inspectors.

SA- Strongly Agree.

SD- Standard Deviation.

SD- Strongly Disagree.

SDG 4- Sustainable Development Goal 4.

TJOSQ- Job Performance Scale Questionnaire.

U S- United States.

UN- United Nations.

UNESCO- United Nation Education Scientific and Cultural Organization.

UNICEF- United Nations Children's Fund.

VIP- Very Important Personality.

WHO- World Health Organization.

ZPD- Zone of Proximal Development.

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ABSTRACT

This study examined *supervision of instruction and quality education in selected public primary schools in Yaoundé VI sub-division*. Four research questions and four hypotheses were formulated to guide the study. The research design was Descriptive Survey. A structured questionnaire was developed for data collection. The population of the study comprised 478 respondents, (236 male teachers and 242 female teachers). Proportionate stratified random sampling technique was used to select 123 male teachers and 125 female teachers. Data were analyzed using mean and standard deviation while the four hypotheses were analyzed using simple linear regression statistics at 0.05 level of significance. The result of the study among others is that classroom visitation influences quality education. Also, evaluation of teacher's skill by the headmaster influences quality education. It was found that the frequency of supervision influences quality education. Equally, in-service training of teachers influences quality education. The responses of the teachers did not differ significantly ($p < 0.05$) with regard to quality education. Also, the Ministry of Basic Education should develop a comprehensive program for in-service training and retraining for headmasters on classroom visitation techniques. Seminars and workshops should be organized by the ministry of basic education on special skills in assisting supervisors for effective supervision of schools. Some suggestions were made for further research. Furthermore, some limitations were pointed out in the course of the study and a conclusion given based on the findings.

RÉSUMÉ

Cette étude porte sur la *supervision de l'enseignement et la qualité de l'éducation dans les écoles primaires publiques sélectionnées dans la sous-division VI de Yaoundé*. Quatre questions de recherche et quatre hypothèses ont été formulées pour guider l'étude. La conception de la recherche était une enquête descriptive. Un questionnaire structuré a été élaboré pour la collecte des données. La population de l'étude comprenait 478 répondants (236 enseignants et 242 enseignantes). La technique d'échantillonnage aléatoire stratifié proportionnel a été utilisée pour sélectionner 123 enseignants et 125 enseignantes. Les données ont été analysées à l'aide de la moyenne et de l'écart type, tandis que les quatre hypothèses ont été analysées à l'aide du test de régression au niveau de signification de 0,05. Le résultat de l'étude est, entre autres, que la visite des classes influence la qualité de l'éducation. De même, l'évaluation des compétences des enseignants par le chef d'établissement influence la qualité de l'éducation. Il a été constaté que la fréquence de la supervision influence la qualité de l'éducation. De même, la formation continue des enseignants influence la qualité de l'éducation. Les réponses des enseignants ne diffèrent pas de manière significative ($p < 0,05$) en ce qui concerne la qualité de l'éducation. Le ministère de l'éducation de base devrait également élaborer un programme complet de formation continue et de recyclage des directeurs d'école sur les techniques de visite des classes. Des séminaires et des ateliers devraient être organisés par le ministère de l'éducation de base sur les compétences spéciales pour aider les superviseurs à superviser efficacement les écoles. Certaines suggestions ont été faites pour des recherches ultérieures. En outre, certaines limites ont été soulignées au cours de l'étude.

CHAPTER ONE

INTRODUCTION

In Cameroon instructional supervision of schools started as far back as 1907, a period during which most schools were owned by the missions. Since education in Cameroon witnessed increase attention in the mid-1990s, so too are supervision practices. A key theme running through the reports of both the National Education Forum (MINEDUB,1995) and the Draft Document of the Sector-Wide Approach to Education (Republic of Cameroon, 2005) is the need to strengthen teacher's as part of the comprehensive strategy towards efforts aimed at improving the quality of educational services at the basic level. One of the strategies adopted by the government to improve and guarantee teacher's quality is the appointment of Regional Pedagogic Inspectors (RPIs) for effective supervision in the ministry of Basic education.

The ministry of Basic education within the framework of its 2012 Road map for the purpose of quality education for all children of school-going age and in order to meet up with the vision of a "National Development Strategies (NDS30)" emphasized on the function of instructional Supervision at each level in the basic education. In this regards supervisor are required to carry out instructional supervision in order to improve on teachers' output; at the central, regional, divisional, and sub-divisional levels.

Supervision of instruction is an important activity in promoting effective teaching and learning in schools. It is focused towards the improvement of instruction and professional development of teachers. One of the major functions of a head teacher is supervision of instruction. Inadequate supervision of instruction by the head teachers causes a lot of problems amongst teachers in their work environment. Such laxity among teachers most often results to poor performances from pupils during examinations like the Government Common Entrance(GCE) and First School Leaving Certificate(FSLC) which might lead to the development of low self-esteem and they might end up as school dropouts at a very early stage in schooling. It is against the backdrop that this research sought to examine the influence of supervision of instruction on quality education in the primary schools. If instructional supervision is well carried out in an educational institution the quality of education will be better and the contrary is when supervision of instruction is not well implemented in an educational institution.

Context of the study

Culturally the term supervision refers to cross-cultural supervision that is the supervision of supervisees by a person of another culture. Internationally, there are three prevailing perspectives. The first perspective is defined as a multi-cultural approach where Ladyshefsky (1996) looked at some of the issues that arose for white Australian supervisor when working with East Asian supervisees. It was found that cultural assumptions interfered with their ability to communicate; for instance, supervisees who did not exhibit the right independence and individualization were seen as less able than western supervisees, while a limitation of vocabulary led to perceived indecision and perceived lack of an appropriate manner. Cultural supervision is about cultural accountability and cultural development. It ensures that the aspirations of all cultures are respected and explored within the supervisory relationship. Our services are delivered through cultural responsive, effective and acceptable practices. As to what concerns supervisors and cultural supervision, all supervisors should be able to provide culturally competent supervision regardless of their ethnicity, know when to seek cultural advice and/or supervision and have identified people they can access. Cultural supervision ensures we respect and explore the strengths and aspirations of tamariki from diverse and different cultures.

Pacific families and communities with different cultural backgrounds including sexual and gender identities, disabilities and other communities exist. So in order to develop our skills, knowledge and capacities in working with diverse cultural groups, one must use cultural supervision and have input from specific colleagues or other community members. They can support ones learning and critical reflection.

Cultural supervision can be either:

Tauwiwi (cultural) implying same culture for instance a Widikum working with a Widikum.

Tauwiwi (cross-culture) implying when participants are working with different cultures different from their own.

(LINK) Working with specific people.

The number of Racial/ethnic minorities such as African Americans, Latinos, and Asians, is rapidly increasing in the United States. From 2000 to 2010, there was a 12.6% increase of African Americans and a 43% increase of Asians Hispanics (U.S. Census Bureau, 2010), while the population of the whites increased only 5% during that time. The 2014 National

Projections provided by the U.S. Census Bureau (2014) estimate that the number of Racial/ethnic minorities would continue to increase between 2014 and 2060.

Culturally, supervision means the training and educational context in which the supervisory relationships are constructed. This culture is constituted by professionals. The purpose of this is to outline a model of culturally competent psychotherapy that can be used to guide both supervisors and trainees in their clinical work with culturally diverse clients. Lopez (1977), has been interested in operationalizing what it means for clinicians to integrate a cultural perspective. Cultural competence, multicultural competence, cultural sensitivity all concern therapists' ability to treat people of diverse cultural backgrounds in ways that respect, value and integrate their sociocultural context. From the outset, culture will be very influential in creating how particular supervisory relationships are constructed. It further introduces principles from the cultural context model (CCM) on the training of master's and doctoral level mental health to clinical supervision. Clinical practice within the model is described to illustrate the learning tasks involved in the supervisory process. By the culture of supervision, we mean the training and educational context in which the supervisory relationships are constructed. The culture is constructed by professionals. From the outset, this context will be very influential in creating how particular supervisory relationships operate.

Financially, supervision is the framework of public finance. In many countries the financial supervisory functions that were once performed by the central banks have been combined with those performed by other official agencies and/or self-regulatory organizations to form a single financial services regulator. They consider three questions: (1) why has this change occurred? (2) What role in supervision, if any, should the central bank continue to play? And (3) do these organizational changes in financial supervision pose risks to financial stability?

Bank supervisors examine banking organizations to make sure that they are operating in a safe and sound manner and following laws and regulations. Supervisors at each of the 12 Reserve Banks and at the Board of Governors perform on-site and off-site examinations and off-site monitoring. The 2007-2008 financial crises put the financial system and the whole economy under stress. In response, the Fed and other bank regulatory agencies issued new rules, regulations, and guidelines to strengthen the supervision and resiliency of large banking organizations. The aim was to better ensure that these organizations could withstand most forms of financial and economic stress. For instance, banks are required to have enough capital to absorb large losses and withstand fluctuations in values that could affect their balance sheets, revenues and costs. Regulators assess large banks' capital projections and

estimations to make sure that they are sufficient. Large banking organizations also undergo reviews to ensure that they have adequate liquidity to meet current and stress conditions.

The term policy can be explained as statement, which expresses aims or goals, and the means of achieving them. Policy provides a road-map for actions tailored towards achieving or meeting specific goals.

The staff supervision policy in relation to an early year's service means a policy specifying the way employees, unpaid workers and contractors are supervised and supported in the service in relation to their work practices. Jaiyeoba & Atanda (2005), says education policy represents definite courses of action proposed by the government in power or an executive authority and adopted as expedient to the issues and problems of education. Education policies in Cameroon, which may take the form of ordinance, code or even an act, have been observed to change with changes in the political leadership. Heads of schools are often caught in this web when government changes existing education policy. The consistencies in educational policies have been argued to be responsible for the poor service delivery in the system.

Quality context.

The development of any society depends on the quality of education, and the quality of education depends on the quality of teachers, students and the effective involvement of parents in education (Pascal & Mkulu, 2020). To promote quality and effective cooperation in schools is important.

Quality is the degree of excellence of peculiar and essential characteristics. It is the grade, degree of performance and worth. Quality is something considered good which everyone wants to have presupposing that there is a standard set by which it is measured or assessed. Quality in education is assessed in terms of its relevance to the needs of the immediate community or society at large: relevance, functionality, needs of daily life and life challenges (Ogunu & Momoh, 2011). Quality education suggests the ability or degree with which an educational system conforms to the established standard and appropriateness of the inputs available for the delivery of the system. According to Okeke (2001), the quality of schooling can be measured in terms of the number of contact hours, curricular, class size, student's motivation, characteristics of teaching staff, leadership style, how well the system prepares the product for life are to live. He noted that quality is assessed by the level of attainment of the goals as enshrined in the National Policy on Education. This implies that quality is an

institutional value and conscious efforts are to be made to ensure and sustain quality in all its ramifications at every facet of the educational system by proper and adequate utilization of the available human and material resources (Emenalo, 2008). Quality education is adversely affected when the educational system is too loose and stakeholders are allowed to do whatever they like. In Laissez faire supervisory strategy does not help the quality of education in pre-schools as most people do not do what is right at the right time if there is no authority that stipulates what is to be done and also monitor them properly on the job. Achieving the purposes of improving supervision in primary schools makes the achievement of the goals of primary education much easier. This becomes more imperative and pressing as the cry all over the national territory presently is about degeneracy in the education sector.

Sustainable Development Goal 4(SDG) is the educational goal which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” SDG 4 ensures that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. The provision of 12 years of free, publicly-funded, inclusive, equitable, quality primary and secondary education of which at least nine years are compulsory, leading to relevant learning outcomes should be ensured for all without discrimination. Substantially increase the number of youth and adult who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship. It enables that all learners acquire the knowledge and skills needed to promote sustainable development.

Quality education is one which provides all learners with capacities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. It includes learners who are healthy, *well-nourished* and ready to participate and learn and supported in learning by their families and communities, outcomes that encompass knowledge, skills and attitudes and are linked to national goals for education and positive participation in society. Quality education matters in that when people are able to get quality education they can break from the cycle of poverty. Therefore, it helps to reduce inequalities and to reach gender equality. It also empowers people everywhere to live healthier and sustainable lives. The quality of education is adversely affected when the educational system is too loose and stakeholders are allowed to do whatever they like. Laissez faire supervisory strategy does not help quality education in primary schools as most people do not do what is right at the right time if there is no authority that stipulates what is to be done and also monitor them properly on the job. Achieving the

purposes of improving supervision in primary schools makes the achievement of the goals of primary education much easier. This becomes more imperative and pressing as the cry all over the nation presently is about degeneracy in the education sector.

Quality education sustainable Development Goal 4 ensures inclusive and equitable education and promotes lifelong learning opportunities for all. Using “quality” as a qualifier is important here. For the UN, some of the targets for SDG 4 include ensuring that children have access to pre-primary education, free primary education. Education liberates the intellect, unlocks the imagination and is fundamental for self-respect. It is the key to prosperity and opens a world of opportunities, making it possible for each of us to contribute to a progressive, healthy society. Learning benefits every human and should be available for all.

Psychologically, supervision is a formal arrangement for therapists to discuss their work regularly with someone who is experienced in both therapy and supervision. It is to work together to ensure and develop the efficacy of the therapist/client relationship. Supervision allows the quality of psychologist’s work with you to be checked. This is the time when another can ask questions that can help your psychologist expand and deepen their understanding of your problems and of working with you. Supervision helps to keep the standard of psychology practice high. Sigmund Freud- William James defined psychology as “the science of mental life, both of its phenomena and their conditions”. In 2014, the American Psychological Association (APA) officially confirmed what he suspected from the start: There is a pandemic of poor clinical supervision. Clinical supervision is defined as “the formal provision by senior/qualified health practioners of an intensive relationship-based. The term clinical supervision is borrowed from the medical profession and has since become what is used to describe the practice of experienced teachers, to improve their ability to teach in a classroom setting. Clinical supervision is also known as supervision that is used in counseling, psychotherapy, and other mental health disciplines engaged in working with people. This supervision is important because it function as an emotionally safe space that, in turn, promotes critical reflection and has a positive impact on nurse’ emotional well-being. It provides a strategy to mitigate nurses’ workplace stress and enhance retention.

Supervision has always been an important construct in the provision of psychological services. However, with national registration bringing substantial changes to supervision requirements, along with the introduction of peer consultation, the complexity around supervision has increased. Unscrambling this complexity is a critical task for both supervisees and supervisors. That same year, psychotherapy supervision researcher Michael Ellis, Ph.D.,

Published research in which he noted that 96.5% of 363 psychotherapy supervisees reported experiencing poor supervisory experiences at some point. This include “fatal” supervisor infractions, such as having supervisees do personal work for them, and/or more “benign” poor supervision matters like unavailability. Michael Ellis says reasons for poor supervision practices are many, but three have stood out in his 20years in the field. First, some practitioners uninterested in providing the service are placed into supervisory roles. Second, even if interested and well- intended, many supervisors have little knowledge of the supervisory process and fall back on “checking in” and cheap advice, as in the opening scenario. Thirdly, others may have had poor supervision themselves.

Ellis (2014) listed several components, also included in APA supervisory guidelines (2018) that are the minimum of what adequate supervisors should provide. These include, but are not limited to:

They hold proper credentialing for discipline/profession.

The supervisor has appropriate knowledge and skills for supervision are aware of issues of diversity in supervision, and are aware of their own limitation.

It is an indisputable fact that for any activity to be properly carried out there is need for such an activity to be executed by someone who is grounded in the execution of such an activity. Supervision is essentially the practice of monitoring the performance of school staff, noting the merits and demerits, using befitting and amicable techniques to ameliorate the flaws while still improving on the merits to increase standards of schools and achieving educational goals Onasanya (2008). He further maintained that supervision is a process of stimulating growth and a means of helping teachers to help one another. He stressed that supervision is necessary because it encourages teachers to put in their best in carrying out duties. In view of Thakral (2015) supervision is about evaluating and supporting teachers by bringing improvement in the teaching-learning process and their professional development. In addition, a supervisor is a formally and officially designated person to assess and assist teachers in teaching-learning process and professional development. Additionally, effective supervision comprises tasks done by the head of schools and other school supervisors to direct and enlighten teachers about what should be done or have been done rather than faults findings. Cudjoe and Sarfo (2016) provide that, supervision intends to help teachers improve instruction by directly assisting them.

In primary school supervision is seen as the process of ensuring that head teachers effectively implement rules, regulations and methods prescribed for purposes of implementing and achieving the objectives of education. Simbano, (2013) investigated the influence of the headmaster's supervision functions on teachers' work performance in the Arusha Municipality, Tanzania. The findings revealed that teachers benefit from headmaster's instructional supervision. Similarly, Paul, Musaaazi & Oonyu, (2016) study on the effect of supervision on teachers' practices revealed that supervision of teaching improves instructions, but it was not adequately conducted in public primary schools in Uganda. Also, in a paper on supervisors' practices and teachers' effectiveness, Sule, et al. (2015) posits that the competence level of teachers increases with classroom observation. The current study assessed the extent of headmaster's classroom visitation and how it influences quality education in primary schools. Supervision is an accountable, two-way process, which supports, motivates and enables the development of good practices for individual social care workers. As a result, this improves quality education in primary schools. Supervision is a vital part of individual performance management (kettle, 2015)

Tomlinson, (2008) says that instruction means to show someone a procedure or to direct one another on how to do something. Instruction is the act of educating people with the view to imparting knowledge or skills. The quality of instructional supervision in schools is most probably presumed to have effects on the teachers' expertise, practice and job satisfaction and on pupils' learning outcomes.

Education is an inseparable aspect of development that influences the socio-economic growth of a nation and the quality of life of its people. The key institutional framework used to establish individual skills and expertise is called the formal educational system of a nation and act as the continuum of an important ingredient for public services (Mansell et al. 2009). It is assumed that there is a need for educational stakeholders to supervise educational practices.

Statement of the problems

Supervision has great impact on quality education in terms of teaching and learning. Through the government of Cameroon, there have been various initiatives to improve quality education in terms of teaching, learning and performance. One of the initiatives was to ensure in the Education Act of 1978 (Amended in 2016), school supervision is highlighted as the most important aspect of teaching and learning. Understanding this importance, school supervision has been decentralized down to school heads that are in good position to supervise all teachers

under their jurisdiction. It is with no doubt these supervisions have been done and continue to be done but the question remains how continuous are they done? How effective are these supervisions? Supervision is yet to be done to its fullest and as required. Several challenges lead to ineffective school heads supervision including: ability for school heads to combine supervision with other activities, limited knowledge and experience by school heads, inadequate educational resources to facilitate supervision by head of schools, inadequate training and support which would be important in facilitating supervision effectively and negative perception by teachers on supervision (Mbezi, 2016).

In the primary school supervision is carried out with the view of ensuring quality and effectiveness of teaching and learning activities (classroom instruction). For quality to be achieved in primary schools there is need for effective supervision of instruction geared towards achieving educational objectives. Supervision of instruction and quality education is a special practice that can easily make the primary school educational system to achieve its goal if properly handled. Primary school pupils in Yaoundé VI sub- division produce poor results, behave poorly and most of those who succeed to pass the Government Common Entrance and First School Leaving Certificate face a lot of difficulty in the society as they cannot read or write. While in the secondary school, they perform poorly thus leading to a high degree of school dropout. This is caused by the fact that there is insufficient supervision of teachers by the supervisors, poor subject mastery, poor staff understanding and relationships and poor participation among various school units. Many authors have been writing on supervision of instruction but nothing has been written on supervision of instruction and quality education. This is the gap the researcher wants to fill in this study.

Purpose of the Study

The general purpose of this study is to investigate the extent to which supervision of instruction influences quality Education in primary schools in Yaoundé VI Sub-Division. Specifically, this study seeks to:

1. Investigate the extent to which classroom visitation influences quality education in Primary Schools.
2. Investigate the extent to which teacher's skill evaluation by the headmaster influences quality Education in Primary Schools.
3. Examine the extent to which the frequency of supervision influences quality education in Primary Schools.

4. Investigate the extent to which in-service training influences quality education in primary schools.

Objectives of the study.

Main Objective:

To investigate the extent to which supervision of instruction influences quality Education in primary schools.

Specific objectives:

1. To investigate to what extent classroom visitation influences quality education in primary schools.
2. To investigate to what extent teacher's skill evaluation by the headmaster influences quality education in primary schools.
3. To examine to what extent the frequency of supervision influences quality education in primary schools.
4. To investigate to what extent in-service training influences quality education in primary schools.

Research Questions

The following research questions have been designed to guide this study:

Specifically, the research seeks to fine out;

1. To what extent does classroom visitation influences quality education in Primary Schools?
2. To what extent does teacher's skill evaluation by the headmaster influences quality education in Primary Schools?
3. To what extent does the frequency of supervision influences quality education in Primary Schools?
4. To what extent does in-service training influences quality education in primary schools?

Research Hypotheses

The following null hypotheses which will be tested at 0.05 level of significance will guide the study.

H0₁: There is no significant difference in the respondents with regard to the extent to which Classroom Visitation influences quality Education tested at 0.05 level of significance in primary schools.

H0₂: There is no significant difference in the respondents with regard to the extent to which teacher's skill evaluation by the headmaster influences quality education tested at 0.05 level of significance in primary schools.

H0₃: There is no significant difference in the respondents with regard to the extent to which frequency of supervision influences quality education tested at 0.05 level of significance in primary schools.

H0₄: There is no significant difference in the respondents with regard to the extent to which in-service training influences quality education tested at 0.05 level of significance in primary schools.

Justification of the problem

Sustainable Development Goal 4 (SDG 4) is the education goal which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. The quality education can be achieved through supervision. Supervision has great impact on quality education in terms of teaching and learning. Through the government of Cameroon, there have been various initiatives to improve quality education in terms of teaching, learning and performance. One of the initiatives was to ensure in the Education Act of 1978 (Amended in 2016), school supervision is highlighted as the most important aspect of teaching and learning.

The corona virus (COVID-19) which started in late 2019 that in March 2020 limited to a greater extent supervisor from going to work. WHO (2020) declared COVID-19 outbreak a global pandemic. This made the Cameroon government to declare school stopped for a good number of months. Supervisors therefore where no more going to work and teachers on the other hand received no supervision leading to a decrease in quality education to about 65% registered success in public exams such as Government Common Entrance (GCE) and First School Leaving Certificate (FSLC) compared to the past percentages. In the absence of supervision, quality education is likely bound to decline. The pandemic widened preexisting

opportunities and achievement gaps, hitting historically disadvantaged students hardest. In mathematics, pupils in majority Black schools ended the year with six months of unfinished learning, students in low-income schools with seven. High scholars have become more likely to drop out of school, and high school seniors, especially those from low-income families, are less likely to go on to postsecondary education. And the crisis hits on not just academics but also the broader health and well-being of students, with more than 35% of parents extremely concerned about their children's mental health.

In areas like Baramenchang in Momo division located in the North west region of Cameroon, the quality education is low. This is accounted for by a number of reasons including; the area is very far off from town and the supervisors who are the headmasters supervise their teachers either once in a month or even in a year making them to teach reluctantly. Some even teach without preparing their lessons simply because the headmaster is not present to correct them. Equally teachers in this area are not duty conscious and can absent from school abandoning the pupils in class who pass the whole day without learning anything. All these because the headmasters find it difficult crossing the bridge leading to school every day. This thus leads to a low quality education in this area. The teachers sent to this area hardly stay there equally because the area is enclave and has no electricity and the villagers do not like strangers to live amongst them. External supervisors who are the inspectors find it difficult to make their way into this area due to the poor nature of the bridge leading into Baramenchang. Their difficulties reaching this area make the few teachers who happen to be posted here to become lazy because they know nobody checks what they teach in the classroom to the pupils. Equally schools in Baramenchang lack qualified trained teachers giving the way for the recruitment of unqualified teachers by the Parents Teachers Association (PTA) who teach with little or no experience leading to low quality education especially as supervisors hardly get access to this area to supervise their works. The teachers teach with little or no supervision and consequently lead to poor academic performance thereby leading to a low quality education in the educational system. The supervisors who are supposed to descend into the field to oversee, direct and encourage them to effectively carryout the teaching and learning process always do not perform their functions. Even when some supervisors succeed to descend into the field, the materials necessary for them to carry on this process are usually not enough or inadequate. Consequently, quality education is always negatively affected bringing about low

percentages (%) in the results of both Government Common Entrance (GCE) and First School Leaving Certificate (FSLC) examinations.

Furthermore, the current socio-political crisis which began on 11th October 2016 in the two Anglophone regions; North West and South West regions has even rendered many families homeless. Schools are no longer regular; most teachers have migrated to other secured regions to secure their lives. Some Children who manage go to school do so with much fear of the unknown and cannot concentrate during the teaching and learning process in order to assimilate what they are being taught in class. As a result, they witness a great drop in their academic performances in both the First School Leaving Certificate (FSLC) and Government Common Entrance (GCE) results. The number of school dropouts has drastically increased given the fact that they have spent a good number of years without going to school and now feel empty returning back to school. This consequently will increase the crime waves as those who drop out now join bad groups in a bid to socialize thus leading to a destruction of the community.

Significance of the study

The study has both theoretical and practical significance. The theoretical significance of this study centers on Social Constructivism theory (1978), human relation theory, Theory X and Theory Y of Douglas McGregor (1960) and Theory of organizational behavior. These theories are important in the achievement of educational objectives. Human relation theory as one of the theories used for the study is essential in the achievement of organizational goal. According to Mary packer follet (1863-1933) in mgbodile (2004) viewed coordination among workers. Follet maintained that coordination is a basic ingredient of any organization effectiveness.

With human relation theory, the focus is on people and how they interact. The implication of human relations theory as suggested by follet in this study is that primary school head teachers should always coordinate primary school teachers, pupils and other members of staff to achieve quality standard in primary schools. Thus, it is assumed that school system will achieve better if the teachers' welfare is taken into consideration.

The Social Constructivism Theory of Lev. Vygotsky a Russian Psychologist, whose major contributions were his theories on social learning and it impacts a child's development. His thoughts and ideas on the subject were embodied in what is known as the Social Development Theory. In this social constructivist Theory, he introduced two major principles based on the

fact that Cognitive Development is limited up to a certain extent or within a certain range, at any given age of the individual and an individual's full cognitive development requires social interaction. Learners need to fully interact with others and or their facilitators for better skill development. This theory talks of More Knowledgeable Other which refers to the supervisor who knows more than the supervisee and has to direct, encourage, oversee the task of the teachers to enhance an improvement in the educational system.

Lev. Vygotsky equally made mention of Zone of Proximal Development (ZPD) which refers to the gap between what a child can do alone without any help and what the child can only do with help from someone who has more knowledge such as a teacher or from peers. The implication of this is that there are some things that teachers can do alone but the supervisor comes in through encouragement, direction and oversees the teacher to better realize the outcome of the teaching and learning process.

Theory of Organizational Behavior is relevant to this study because it thoroughly explains understanding of primary schools' dimension as well as the individual's dimensions. An understanding that exists between supervisors and other workers could foster quality education and quicker attainment of goals and objectives. On the practical aspects, the findings of this study will be useful in a number of ways to teachers, head teachers, Universal Basic Education Board, the general public, Educational policy-makers and future researchers.

It will help the teachers to develop their latent potentials. The teachers also having been aware of the role of supervision of instruction on quality education, it is expected that the findings will go a long way in improving teacher effectiveness and the overall improvement in the standard of instruction and learning in Yaoundé VI Sub-Division. The teacher will also benefit from the findings of this study since it will expose them to all that are involved in supervision of instruction.

The findings of this research will enable the primary school head teachers by throwing more insight to them on the influence of classroom visitation on quality education in primary schools. Also to the head teachers, it will help them to understand and appreciate the extent to which evaluation of teacher's skills by the head master influences quality education in primary schools. And also investigate how the frequency of supervision influences the quality of education in primary schools. Similarly, through seminars and workshops, the information contained in this study will be disseminated. This will be beneficial to the ministry of education by enabling them to become aware of the expected standard of primary school

teachers thereby providing chances for them to carryout in-service training leading to improvement in the teaching and learning process in primary schools.

To the general public, this study if displayed in public libraries will enable them to understand how supervision of instruction can bring about quality education in our primary school system in Yaoundé VI Sub-division. It will also help the general public to make better achievement in their leaning since improve supervision brings about good standard of education.

To the educational policy makers, they will from the findings of this study be in a better position to formulate appropriate policies on supervision of instruction in our primary schools to ensure quality education. Also, it will give them insight on the shortfalls of supervision of instruction in influencing quality education in primary schools.

Finally, if this work is published in a widely circulated journal, future researchers in this field of study will use it as a springboard for further researches hence, the suggestions for further research.

Scope of the study

This study will be limited to the Basic Education, involving eleven public primary schools in Yaoundé VI Sub-division and it will be focusing on the influence of supervision of instruction on quality education.

This study in its content covers the investigation on how supervision of instruction influences quality education in primary schools. It is also concerned with an examination of the influence of classroom visits on quality education, investigate the extent to which evaluation of teacher's skill by the head master influences quality education, and examine how the frequency of supervision influences quality education in primary schools.

Operational definitions:

Supervision

The word supervision is derived from two Latin words: "Super" and "Video". Super means "over" or "above", while Video means "to see". Bringing together, super-video simply means to see from above or to oversee, to guide and to stimulate the activities of others, with a view of improvement. Ijaduola (2017) defines supervision as the process of improving the overall educational setting to enhance pupils learning. Supervision is a way of stimulating, helping, guiding, refreshing, encouraging and overseeing teachers in their tasks (Obasi, 2009). In view

of Thakral (2015) supervision is about evaluating and supporting teachers by bringing improvement in the teaching-learning process and their professional development.

Instruction.

Tomlinson, (2008) defines instruction as a means to show someone a procedure or to direct one another on how to do something. Instruction is the act of educating people with a view to imparting knowledge or skills. According to Luma (1983) instruction is the act of imparting knowledge, skills, information attitudes, understanding, appreciations or behaviors to learners. He further stressed that when instructing, learners are given a set of task to do something specific. That instruction is synonymous to coaching, training, schooling and indoctrination. One way to help teachers improve instruction is through supervision (Glickman, 1996)

Supervision of instruction.

Nkwenty (2015) sees supervision of instruction as a process which aims at supporting, assuring and developing the knowledge, skills and values of the supervisee. He considers this in the educational domain as the process of facilitating the teacher's professional growth primarily by giving the teacher feedback on classroom interactions and making the teacher make use of that feedback to make teaching more effective. Supervision of instruction is the process of helping and encouraging teachers to improve themselves and their instructional skills with a view to enhancing effective teaching and learning (Afianmagbon, 2007). Nick (2017) says instructional supervision is a process of inspecting both what the teachers are teaching and what the pupils are learning. Those involved in instructional supervision here are the headmasters and inspectors.

Quality:

Crosby (1979) defines quality as the totality of features and characteristics of a product or service that bears on its ability to meet a stated or implied need. Quality is the ongoing process of building and sustaining relationships by assessing, anticipating, and fulfilling stated and implied needs. It is the degree of excellence of peculiar and essential characteristics. According to Okeke (2001), the quality of schooling can be measured in terms of the number of contact hours, curricular, class size, pupils' motivation, characteristics of teaching staff, leadership style, how well the system prepares the product for life are to live. He noted that quality is assessed by the level of attainment of the goals as enshrined in the National Policy on Education. This implies that quality is an institutional value and conscious efforts are to be

made to ensure and sustain quality in all its ramifications at every facet of the educational system by proper and adequate utilization of the available human and material resources (Emenalo, 2008)

Education.

The word education is derived from the Latin words educere, educare and educatum which mean “to lead out”, “to train or mold” and “to grow”. That is education means to lead out internal hidden talent of a child or person. Aristotle defines Education as the process of training man to fulfill his aim by exercising all faculties to the fullest extent as member of the society. Socrates says “Education means the bringing out of the ideas of universal validity which are latent in the mind of every man”. Education is also defined as the deliberate, systematic and sustained effort to transmit, provide or acquire knowledge, values, attitudes, skills or sensibilities as well as any learning that results from the effort (Cremin Public Education, p.27). It is activity which takes place in diverse venues and is intended to develop knowledge, understanding, valuing, growing, caring and behaving. Education can happen “when you sit in your house, when you go out on the way, and when you lie down and when you rise” (Deuteronomy 6:7). Three types of education exist; formal education, non-formal education and informal education.

Quality Education.

Quality in education is assessed in terms of its relevance to the needs of the immediate community or society at large: relevance, functionality, needs of daily life and life challenges (Ogunu & Momoh, 2011). Quality education suggests the ability or degree with which an educational system conforms to the established standard and appropriateness of the inputs available for the delivery of the system. The development of any society depends on quality of education, and the quality of education depends on the quality of teachers, students and effective involvement of parents in education (Paschal & Mkulu, 2020). To promote quality and effective education, cooperation in schools is important (Paschal, Nyoni & Mkulu, 2020).

CHAPTER TWO

LITERATURE REVIEW

Conceptual Framework.

Concept of supervision.

The word supervision comes from two Latin words super and video where by super means over or above, while video means to see. Therefore, supervision simply means the function of leaders to make difference in school organization through controlling and overseeing teaching and learning process. Glickman & Gordon (2004) and Marecho (2012) insisted that, supervision in school organization is more potential towards determining the effectiveness of teaching and learning in school. Also, In Mohanty's (2008) views, teaching and learning supervision conveys the same general concept and is applied to both academic and administrative responsibilities. This shows that supervision implies watching over a certain action or performed by individuals or group of people. Carrol, M., (2007) defines supervision as a forum where supervisees review and reflect on their work in order to do it better. In supervision, the teachers or the supervisees need to assess themselves on their teaching practices in order to improve their effectiveness.

The headmasters in the primary schools are considered responsible for supervision of not only classroom teachers but also all aspects of schools' administration. Supervision in educational context is the process of enhancing and improving effective teaching and learning in schools. Supporting this view, educational theorists agree that supervision exists for the primary purpose of instruction. Supervision is a way of stimulating, helping, guiding, refreshing, encouraging and overseeing teachers in their tasks (Obasi, 2009). Nosiri in Obasi (2009) defined supervision in educational context as an expert technical service primarily aimed at studying and improving cooperatively all factors which affect child growth and development. In view of Thakral (2015) supervision is about evaluating and supporting teachers by bringing improvement in the teaching-learning process and their professional development. In addition, a supervisor is a formally and officially designated person to assess and assist teachers in teaching-learning process and professional development. Additionally, effective supervision comprises tasks done by the head of schools and other school supervisors to direct and enlighten teachers about what should be done or have been done rather than faults findings. Cudjoe & Sarfo (2016) provide that, supervision intends to help teachers improve instruction by directly assisting them where as inspection aims to check the completion of the goals of

curriculum by the teacher and in case of failure, to caution them critically. Onasanya, (2008) maintained that supervision consists of all activities leading to the improvement of instruction and activities relating to morale; improving human relations and in-service education.

Supervision is a way of helping, guiding, stimulating and improving professional growth of teachers to develop appropriate techniques, methods and procedures of teaching in ways that will improve their overall performance or effectiveness (Igwe, 2004). School heads are concerned with the positive implementations of school curriculum. It is directed positively towards the utilization of available human and material resources in achieving specific objectives of instructions and general educational goals for the purpose of national growth and development (National Policy on Education, 2004)

The process of supervision involves the stimulation of professional growth and development of teachers; selection and revision of educational objectives; materials of instructions, methods of teaching and evaluation of instructions. School supervisors are usually school heads, senior assistants to school head, instructional head teachers, department heads, and form masters. Supervision is a leadership instruction where the ultimate aim is to improve classroom instructions, (Komoski, 2007). Besides helping to enhance teaching and learning process, it is also seen as a process to ensure that schools' curriculum is implemented in the classroom. More importantly, the supervision process provides teachers with constructive feedback leading to increased teacher motivation. Kurebwa, Wadesango and Wadesango (2015) argued that, most of the head teachers lack confidence in supervising role, and their counter head teachers do not recognize the presence of their assistants. Therefore, most of the heads of schools do not have enough knowledge on supervision due to the fact that most of them are given that position because of their experience and not because of their knowledge. Through the use of supervision we improve instruction, stimulate professional growth and develop teachers to be able to utilize the appropriate materials of instruction and methods of teaching in schools.

Five tasks of supervision that have direct impact on instructional improvement are;

- direct assistance,
- group development,
- staff development
- curriculum development and
- Action research.

There is no denying the fact that supervision process also helps school heads evaluate teacher-competency in terms of teacher-knowledge, skills and attitudes. Holland and Adams (2002:227-247) highlight that the right supervision supports teaching and professional development, enhances “personal and collaborative enquiry; promotes critique and contributes to an evolving pedagogy.” Schools’ supervision in the words of Enyi, (1999) should be done in a “manner that promotes rather than distorts learning. It should be undertaken in a friendly way and in a style that gives courage and hope to teachers. It should not be done in a manner that makes the teacher lose face before his pupils. He noted that all corrections must be done through friendly and mature approach. The relationship between school heads and the teachers should be colleagues. He advocated that it should not be a situation of supervisor-subordinate or master-servant relationships, which characterized old systems of supervisions. Supervision must be undertaken for a purpose and not just as mere cosmetic exercise. It could be to familiarize oneself with what goes on in classes, to diagnose teachers or pupils’ needs and problems or to ascertain teacher’s instructional needs. Supervision is the backbone of effective teaching and learning. Also, supervision provides direct assistance to teachers as it continuously focuses on improvement of classroom instruction.

Types of supervision

Ijaduola (2017) defines supervision as the process of improving the overall educational setting to enhance pupils learning. The fundamental purpose of supervision in school is to improve pupils learning, and its immediate center of attention is on teachers and education in total. To supervise means to direct, oversee, guide or to make sure that expected standards are met. According to the Larousse dictionary (2009.P783), it is the action to supervise; that is control and revises a work without going into the details. Supervision is a way of stimulating, helping, guiding, refreshing, encouraging and overseeing teachers in their tasks (Obasi, 2009). There are three types of supervision. There are;

- supervision of school life,
- supervision of pedagogy and
- supervision of services.

Supervision of school life.

Supervision of any school ordinarily refers to the improvement of the total teaching-learning situation and the conditions that affect them. At primary school level, the headmasters are in

charge of supervising their teachers. The inspectorate comprises mainly the UEOs and AUEOs who work at the field level. The main functions of the UEOs and AUEOs are to visit schools which aim at both teacher supervision and inspection. There are supervision guidelines, reporting formats and also provision for follow-up actions. There is a regular monitoring system for the supervision staff. The AUEOs have to recognize sub-cluster (one sub-cluster comprising 15-20 schools) training for in-service teachers every month. The other in-service training methods that are imparted to the teachers include subject-based training, training on teaching methods and management training for head teachers. Supply of teaching aids, learning materials and teacher guides are other form of teacher support.

The ministry of Education was established in 1954 under the portfolio of the premier. In 1958, a separate ministry was established with its own staff of administrative and technical officers to assist the minister in the execution of government policy. Regarding the school division, it is made up of two subunits and is supervised by the chief education officer. Each section of the school division has administrative personnel to assist the technical teams in carrying out their duties. This assistance can be through encouragement, directing, overseeing the teachers in their tasks. The assistance offered is what is referred to here as supervision. These administrative persons include administrative officers 1 and 2, senior clerk and clerical officers.

Equally lack of sufficient number of classrooms, science teaching facilities and libraries principally at the CDSSs, undermines the quality of teaching. In general, the condition of classrooms and science teaching and learning facilities (if at all there exist) in CDSSs does not provide conducive environment for teaching and learning to take place and most schools lack libraries and facilities for teaching science.

Supervision is a way of stimulating, helping, guiding, refreshing, encouraging and overseeing teachers in their tasks (Obasi, 2009). In arranging appropriate supervision on the playgrounds or on school grounds before and after school and during recess and other intermissions, the headmaster inform the teachers concern on the days the exercise takes place. The dictionary of education defines supervision as all efforts of designated school officials towards providing leadership to teachers and other workers in the improvement of instruction. It is the process of counseling, sharing and supporting teachers to improve their performance in the classroom. Supervision in the school context is also referred to as a form of support and professional development that can assist SENCOs, teachers and support staff to manage both the personal and professional demands of such demanding and often disturbing work.

Where supervision is not otherwise provided, provide for certificated employees to supervise the conduct and safety, and direct the play and activity of students who are on school grounds before and after school and during recess and other intermissions. Clearly identify supervision zones and require all supervisors to remain at assigned locations from which they can observe their entire zone of supervision.

Supervision is a term derived from two words” super” and “video” which are being used to explain the action of an individual who is super or of better qualities in vision and capable of seeing what others do not see. It is an intervention provided by a superior officer to a subordinate to see that the latter does the expectation appropriate (Canas, 2017: Osakwe, 2016: Sooksomchitral, 2020). In Finland, it is undeniable that supervision was evidenced to support teachers’ professional growth and development that resulted into quality teaching and learning. In a general view, supervision in school rests on teamwork, reflection, and exchange of ideas among supervisors and subordinates (Pattison, 2010). Furthermore, supervision aims at a more reflective understanding of a teacher’s innumerable role and teacher identity (Paliokosta and Blandford, 2010). However, Tyagi (2010) claims that, supervision practices are still not taken in its generality.

Consider the nature of supervision zone, and as applicable, the size of the playground area, the playground equipment, the number of areas that are not immediately visible, and the age and disability status of the pupils to determine the appropriate ratio of pupils to supervisors.

Key players:

- Headmaster/administrator- the ultimate leader of the school with the overall responsibility of enforcement of the policies within the organization.
- Teacher/certificated personnel-classroom leader and rule enforcer on the playground.
- Nurse/health clerk or technician- personnel with medical training to respond to playground injuries and team member familiar with emergency response.
- Out-of-classroom supervisor-personnel with the most practical understanding of the supervisory preventative actions on the playground or other designated supervision zones.

Supervisors are responsible for: warning and information, providing proper instruction, providing proper supervision, disciplining and rewarding, providing safe equipment and lastly providing prompt and appropriate post injury care.

Parents/guardians expect that their children: will be returned to them without injuries, will be kept safe, will be treated with respect, will be provided safe play equipment and that they will receive fair discipline. Sample policy will strive to achieve adequate supervision of learners as follows;

- On the playground whenever it is occupied during the school day and
- On the way to and from school, in hall ways and restrooms, and at recess when under control of the District.

The responsibility of learners' supervisor is; orienting the learner to his/her role in the department of employees training in skills and procedures necessary to perform tasks. Providing a place of learning that is free from hazards. Thus a school supervisor is one who inspects and directs the work of others.

Pedagogic Supervision

Tsafak (2001), pedagogic supervision consists of controlling, supervising, advising, inspecting and evaluating the pedagogic action of teachers on the field. Pedagogic supervision is the act of watching carefully and directing accurately and correctly what is being taught or the activities of the pupils and teachers of the primary school in accordance with the laid down pedagogy regulations in order to achieve any intended objective (Ajangha, 2012)

For Peter and Olivia, it is a service rendered to teachers with the aim to increase their efficiency. In one- word pedagogic supervision is a process of immediate investigation on pedagogic activities of an educative system with the aim of determining the pertinence and efficacy in the light of established objectives. Pedagogic supervision thus lays emphasis on; learning activities, the management of academic programs, the pertinence of didactic material, academic environment just to mention a few.

Since 1965, the concept pedagogic supervision had evolved and it is more or less linked to coordination and the services. Pedagogic supervision is important in that it refers to a set of activities of control, training, advice and evaluation of collaborators in view of ameliorating the quality of work and above all their outcomes or results. It is very important for teaching and learning procedures to be constantly monitored and reviewed to ensure total achievement

of objectives. It is for this reason that pedagogic supervision and instruction in the basic school is very necessary (Kweku & Eric, 2014). Effective pedagogic supervision in basic schools is likely to improve the teacher's professional performance and consequently enhance the general output of pupils in the schools. In terms of objectives and mission, pedagogic supervision seeks to establish scientific and objective bases in view of attributing administrative marks and the classification of teachers on the aptitude list, increases the intellectual competences of teachers in varied and possible domains, ameliorate the efficacy of the educative system indicated by amelioration of academic performance of learners and generally a good functioning of schools, identify the domains which shows weaknesses and offer the means of correcting and reinforce positive points. Pedagogic supervision has as accompanied activities; pedagogic seminars, model lessons, collective lessons, pedagogic animation and pedagogic assistance. Equally, other activities involved in evaluation include; school visit or class visit, inspection and audit.

Supervision of services.

Supervision is an effort that can be done in order to help teachers improve their ability to manage learning. Supervision services mean the services rendered by the seller to supervise the erection commissioning and optimization. It equally refers to the activities undertaken to provide the structured monitoring needed by a child and the child's family to use and benefit from the rehabilitative treatment services. This type of supervision is a referral to coordination with other appropriate available services for a child, until the child becomes twenty-one (21) years of age, when the child has been discharged to independent living (with adult). Supervision in the school context refers to a form of support and professional development that can assist SENCOS, teachers and support staff to manage both the personal and professional demands of such demanding and often disturbing work.

Who is a school supervisor?

A supervisor could also be the Headmaster of a school or a senior member of staff of a school (Ani, 2007). However, supervision in a school system implies the process of ensuring that policies, principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives for education are effectively carried out. Igwe (2001), Viewed that supervision involves the use of expert knowledge and experience to oversee, evaluate and coordinate the process of improving teaching and learning in schools. Supervision, through supporting teachers, controlling schools leads to improvement in teaching and learning

process. Functioning and allowing for regular exchanges between schools, can be a powerful tool for quality improvement. This is rarely the case in Africa, probably even less so than elsewhere. Research at the end of the 1990s in four Southern African systems (Botswana, Namibia, Tanzania mainland and Zimbabwe) showed that a supervisor was on average responsible for over 150 teachers under him (De Grauwe 2001).

The effective improvement of instructional delivery and maintenance of standards in the school system are enhanced through regular internal and external supervision. Ayodele (2002) argued that primary schools are presently supervised by two categories of people, viz: (i) internal supervisors those within-the school, supervisors as head teachers, (ii) external supervisors those outside the school, supervisors as the formally designated officials from the inspectorate division of the Ministry of Basic Education. The primary responsibility of supervisors is to see that high standards are maintained and that schools are run in accordance with the laid down regulations. The supervision of personnel and materials in order to ensure the set minimum standards are attained, sustained and seen to meaningful impact on society. Having a Quality supervisor is important because it will ensure that good services produced in a country are of highest possible standard, as well as protecting buyers from purchasing sub-standard products (Uyanga, 2008). According to Oriafe in Maduewesi (2005), quality supervision is a baseline standard in education which can be measured on a scale of reference. It is an expression of standard or a means by which a certain set standard in education can be achieved. It could easily be deduced therefore that quality in education is a totality of the combination of such indispensable variables as quality teachers, quality instructional materials and quality infrastructure (classrooms, seats, tables, chalkboards etc.). Others include, favorable teacher/pupils ratio, favorable pupil/classroom ratio and quality instructional supervision. All these and more surely results to quality product (pupils) who are exposed to a balanced and result oriented education, especially primary education. The supervisor who is well prepared to face not just the challenges of tertiary education, but the challenge of providing middle level technical and administrative service in any sector of the Cameroon economy. According to (Meskil, 2005) without strict adherence to good education it becomes a waste and even poses danger to all the sectors of the nation. It should be noted that good quality delivery begins from policy makers to resource providers, the teachers and the pupils. It has long been found that quality is never an accident; it has always been the result of high intentions, sincere efforts, and intelligent mission statement and focused as well as skillful implementation. In education, there is a broad agreement on a number of issues that define quality. They include higher academic standards, vigorous curricula, skilled and experienced

teachers, updated textbooks, state of the arts laboratories and computing facilities, small class sizes, modern buildings and conducive environment for learning, strict discipline, solving parents amongst others. Supervision involves the stimulation of professional growth and the development of teachers, the selection and revision of educational objectives, materials of instruction and method of teaching and evaluation of instruction (Ogakwu, 2010). It is also a process that involves an evaluative, long-term relationship between a “more senior member of a profession” and “a more junior member or members of that same profession” (Bada, 2010).

The supportive and educative process of supervision is aimed toward assisting supervisees in the application of theory and techniques to their works (Association for Counselor Education and Supervision, 2003). Numerous developmental models of supervision have been proffered in an attempt to further advance the sound application of supervisory services (Loganbill & al, 2002; Watkins, 2004). Developmental models of supervision have in common a focus on supervisee change from novice to experienced professional through a delineated stage process with representative challenges facing supervisees at each level. The characteristics of each developmental stage afford supervisors the opportunity to enhance effectiveness through interventions aimed at facilitating further supervisee development Watkins, (2004)

The sudden explosion of student’s population coupled with the attendant increased complexity of the school organization and the introduction of the Universal basic education program of education in the country has indeed necessitated a greater attention of supervision more than ever before. This is more so because school supervision occupies a unique place in the entire education system. Just as the personality of each supervisor differs from the other, the supervisory strategies adopted are varied and so their effects on the educational system.

The Purpose of Supervision:

According to Fisher (2011), the school supervision includes all efforts of school officials directed to provide leadership to the teachers and other educational workers in the improvement of instruction. The improvement of teaching and learning in schools is the general purpose of supervision. A basic premise of supervision is that a teacher’s instructional behavior affects pupils’ learning. An examination of instructional behaviors can lead to improvement in teaching and learning. The effective school research identifies schooling practice and characteristics associated with measurable improvements in student achievement and excellence among pupils’ achievement. These “effective school practices” include elements of schooling associated with a clearly defined curriculum; focused on classroom

instruction and management, firm consistent discipline, close monitoring of student performance and strong instructional leadership as follows:

- i. To acknowledge that teachers are individuals and professionals with different needs and interests.
 - ii. To define supervision as an art and science.
 - iii. To consider that taken together, passion for learning and reflective practice provides modeling and the basis for individual perception and insight.
1. To maximize individual growth through reflective practice and professional dialog.
 2. To provide time and support for growth and change.
 3. To encourage self-initiated professional development.
 4. To develop an educational environment characterized by collaboration cooperation and communicating yielding a supportive, non-threatening environment to foster professional growth.
 5. To assert that all faculty have a professional responsibility to continually learn and improve.

Instruments of Supervision/Monitoring/Evaluation in TTC'S

Supervision, monitoring and evaluation of work implemented and different resources used in GTTC covers two main areas namely administrative and pedagogic which include curricula, in-service training inspection, animation assistance, monitoring and review. From the title of this presentation it is important to understand the following concepts; 'supervision' 'monitoring' and 'evaluation'.

Supervision; it is the management, the direction, the administration and organization of work for results.

Monitoring; it is the process of control, support and accompany. All these are done in order to ensure a smooth functioning of the activities of a school or an organization.

Evaluation; this is the collection and analysis of information in order to make decisions at the beginning, during and at the end of an action/activity. The more information is reliable, the better the action/ activity are targeted. In the school milieu, supervision, monitoring and evaluation of resources and activities are keys in streamlining the different structures in accordance with standards.

This presentation will focus on the following points;

Basis of Regulation;

The essential principles of work implementation or execution of tasks;

The classification of instruments for supervision, monitoring and evaluation.

Characteristics of a good Supervisor:

Good supervisors seem to have many of the same qualities of good teachers and good counselors. They are empathic, genuine, open and flexible. As they respect their supervisees as persons and as developing professionals and are sensitive to individual differences (e.g., gender, race, and ethnicity) of supervisees. They are comfortable with the authority and evaluative functions inherent in the supervisor role, giving clear and frequent indications of their supervision of the counselor's performance. Even though, good supervisors really enjoy supervision, are committed to helping the counselor grow and evidence commitment to the supervision enterprise by their preparation for and involvement in supervision sessions. These supervisors' evidence high levels of conceptual functioning, have a clear sense of their own strengths and limitations as a supervisor, and can identify how their personal traits and interpersonal style may affect the conduct of supervision.

Low staff morale:

Teachers are the center-piece of any educational system. No education system can rise above the quality of its teachers. Teachers whose morale is low are not likely to perform as expected in the school system. According to Ajayi and Oguntoye (2003), the numerous problems permitting the entire educational system in Cameroon such as cultism, examination malpractices, drug abuse, indiscipline, persistent poor academic performance of learners in public examinations and many more seem to suggest that teachers have not been performing their job as expected. Fadipe (2003) posited that teachers, apart from pupils, are the largest most crucial inputs of an educational system. They influence to a great extent the quality of the educational output. Teachers irregular promotion, low pay package (when compared to other public workers), societal perception of the job and many more have dampened the morale of teachers. When teachers are not supervised, their level of job commitment may be low and the objectives of the school may not be accomplished.

Frequent changes in policies on education

The term policy can be explained as statement, which expresses aims or goals, and the means of achieving them. Policy provides a road-map for actions tailored towards achieving or meeting specific goals. According to Jaiyeoba and Atanda (2005), education policy represents definite courses of action proposed by the government in power or an executive authority and adopted as expedient to the issues and problems of education. Education policies, which may

take the form of ordinance, code or even an act, have been observed to change with changes in the political leadership of Cameroon. Heads of schools are often caught in this web when government changes existing education policy. The inconsistencies in educational policies have been argued to be responsible for the poor service delivery in the system.

Inadequate facilities for supervision

School facilities are the material resources that facilitate effective teaching and learning in schools. Jaiyeoba and Atanda (2005) posited that educational facilities are those things which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. The state of infrastructural decay in many primary schools in Cameroon is a manifestation of poor funding and management of the system. Ahmed (2003) revealed that in most of the nation's primary schools, teaching and learning does not take place under a most conducive environment, lacking the basic materials and thus hindered the fulfillment of educational objectives.

Qualities of a good supervisor

A supervisor is a manager who closely oversees a small group or department of employees. Being a supervisor means overseeing the daily activities of those employees and helping guide them through their responsibility. A good supervisor is an important part of maintaining employee's productivity and morale. Individuals who are successful in this role often possess a combination of interpersonal and management skills, as well as an approachable, confident and supportive personality. A great supervisor strives to continually learn, to build upon their strengths and to identify areas of weakness in which to improve. There are several characteristics, habits and qualities that contribute to someone being a good supervisor. Employers value supervisors who are proactive, responsible, reliable and capable. The best supervisor aids each member of their team by helping them to grow and succeed. A good supervisor should possess the following qualities:

- ✓ Schedule work shifts.
- ✓ Train employees for their roles.
- ✓ Give employees feedback on their performance.
- ✓ Solve workplace challenges or conflicts.
- ✓ Communicate updates and status report.
- ✓ A successful supervisor is a good collaborator who communicates well and is comfortable taking the role of a leader.

- ✓ Be resourceful and determined.
- ✓ Values each member of their team equally.
- ✓ Show respect and consideration to both management and employees.
- ✓ Be capable of giving employees both positive feedback and constructive criticism.
- ✓ Handle in-office conflict quickly and fairly.

Beside the qualities possessed by a good supervisor are the following skills:

- ✓ Communication skills: Of the skills a supervisor should have, communication is one of the most important. A supervisor should be able to clearly communicate processes, expectations and goals to your team so they can do their job more effectively, which will also reflect positively on your performance. Keeping your employees constantly informed about the team's progress, potential hurdles and future plans will make each team member feel engaged and valued.
- ✓ Approachability and empathy.
- ✓ Management skills.
- ✓ Acceptability.
- ✓ Confidence and positivity.
- ✓ Transparency.
- ✓ Teamwork.
- ✓ Willingness to learn.

Factors hindering the effective implementation of pedagogic supervision in primary schools

The following are necessary factors involved in pedagogic supervision;

1. Material resources: Textbooks, furniture, teaching aids, Records etc. when the supervisor descends to the field, he or she ensures that the supervisees are in possession of these things. This is because the absence of the above mentioned have a negative effect on the quality of education in primary schools.
2. Building/equipment: Classrooms, Toilets, Offices, Stores, Library etc. When buildings are lacking in an institution the learners will be too many in a particular classroom there by rendering teaching and learning process difficult for the facilitator. The learners will have poor sitting positions and consequently cannot study well and

understand what is being taught. This will make them to fail their exams thus leading to a low quality education.

3. Human Resources: Pupils, Teachers, Head teachers, Education authorities, Managers, Inspectors, Administrators, Parents, Chiefs (local), Politicians, Members of the community etc.
4. Financial Resources: Poor salaries, no incentives, no grants and subventions etc. supervisors are often paid low salaries. The low salaries make them not to perform their functions as supervisors in supervising the supervisees. This lack on supervision on the supervisees will cause them not to teach the learners well thus leading to poor performances in their academics thereby leading to low quality education. On the other hand, if teachers are well paid, receive incentives, grants and subventions; they will perform their job effectively thus yielding positive results leading to a high quality education.
5. Methodology: methods, techniques, teaching aids etc. The methods, techniques and teaching aids used by a teacher during the teaching and learning process can either lead to a low or high quality education. Therefore, the lack of these will have a negative consequence on supervision and vice versa.
6. Ministerial Texts. The text signed by the ministry authorizing supervisors to supervise schools under their area of jurisdiction often do not favor supervisors since it usually come up at a time they are involved in other issues in their various offices.
7. Politics and policies. They equally hinder supervision in that when the policies are not implemented during supervision, the supervisory activity will not be properly executed. This therefore hinders the supervisory activity.
8. Environment: Conducive or un-conducive learning environments. Supervisory activities can be properly tailored in a conducive environment. In an environment which is un-conducive, it cannot be properly executed. Where the area is not accessible like in the case of G. S Bamechang in the North West Region where there is the absence of a good bridge which links the two neighboring villages makes supervisory activities difficult.
9. Culture, Tradition and Witchcraft. Some cultures do not permit supervision to be carried out in their areas. This is same with tradition and also witchcraft. Witchcraft causes many supervisors to stay away from carrying out their functions as planned from the very beginning. Villagers in certain villages do not like strangers to live among them and thus supervisors sent to such villages cannot supervise the teachers

placed under their authority since they are forced to live in areas far off from those types of villages.

10. Poor Examination Organizations, invigilation, nepotism in appointing officials etc, poor marking and fraud by candidates, teachers and others.

Concept of Instruction

Instruction is a technique used by teachers to transmit knowledge to learners. Tomlinson, (2008) stressed that instruction means to show someone a procedure or to direct one another on how to do something. Instruction is the act of educating people with a view to imparting knowledge or skills. One way to help teachers improve instruction is through supervision. He stressed that supervision of instruction is a pivotal point within the school which affects quality.

The head of any school that does not embark on serious and meaningful supervision of instruction is not worth his salt as instructional head. He is at best qualified to be called an absentee landlord (Igwe, 2004). Olivia, (2003:478) puts it aptly when she stressed that the supervisor can be seen as “a teacher of teachers”. Jackson, (2001) stressed that supervision of instruction is a process where school administrators assist classroom teachers to improve their instructional activities to enhance pupils’ learning. Jackson, (2001) contended that school heads need to keep in mind that supervision of instruction is more than just routine classroom visits and evaluation of the teaching and learning process. It includes aspects such as goal-setting, follow-up visits, monitoring and coaching; continuous feedback on progress and provision of additional supports to implement changes and professional development opportunities. Corroborating the above points, Zepeda, (2007) noted that teacher’s skill evaluation is summative; it should at times be down-played in the merit rating card if true benefits of supervision of instructions are to be reaped by all teachers concerned. He suggested that school heads must consider approaches that can help them evaluate teachers and simultaneously avoid creating psychological obstacles to their further developments. Nwaogu, (2006) stated that supervision of instruction is the process of helping, guiding, advising and stimulating growth in a subordinate in order to improve on the quality of his work.

Types of instruction.

There are a variety of instructional strategies teachers can choose to accomplish learning objectives. Whichever instructional method used by the teacher to create the desired learning

environment, it should be associated with a specific activity in which the teacher uses to enhance learning outcomes. Some of them may include;

Direct instruction

The direct instruction strategy is highly teacher-directed and is among the most commonly used. This strategy is effective for providing information or developing step-by-step skills. It is also for introducing other teaching methods or actively involving learners in knowledge construction. Direct instruction involves lecture, explicit teaching, drill and practice, compare and contrast, demonstrations and guided activities.

Indirect instruction

In indirect instruction, the role of the teacher shifts from lecturer/director to that of facilitator, supporter and resource person. The teacher arranges the learning environment, provide opportunity for learner involvement and appropriate, provide feedback to learners while they conduct the inquiry. Indirect instruction involves problem-solving, case studies, inquiry, reflective discussion, concept mapping, concept formation and writing to inform.

Independent study

Independent study refers to the range of instructional methods which are purposefully provided to foster the development of individual learner initiative, self-reliance and self-improvement. While independent study may be initiated by learner or teacher, the focus here will be on planned independent study by students under the guidance or supervision of a classroom teacher. In addition, the independent study can include learning in partnership with another individual or as part of a small group. Independent study involves essays, journal, reports, research projects and computer-assisted instruction.

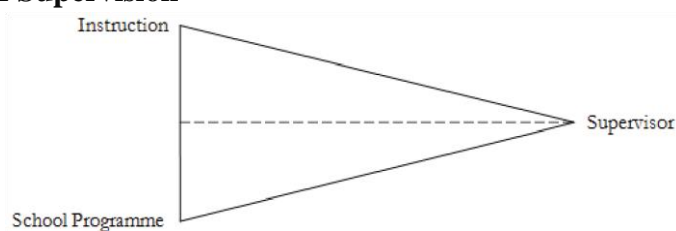
Interactive instruction

Interactive instruction require discussion and sharing among participant. Pupils can learn from peers and teachers in order to develop social skills and abilities, to organize their thoughts and to develop rational arguments. Strategies allow for a range of interactive activities. Interactive instruction involves debates, role playing, brainstorming, open-discussions, think-pair-share, cooperative learning, tutorial groups, labs and problem solving.

Supervision of Instruction

Supervision of instruction is the act of appraising particular learning exercise to determine the needs of the learner and the effectiveness of the teaching process. It is a process of aiding and suggesting guideline for improvement of teaching and learning in order to enhance pupils' learning and quality education. Thus, an instructional supervisor helps teachers to improve teaching process in the educational system. The process of instructional supervision involves supporting and assisting teachers to improve instruction through changing their behavior. Nwogu (1980), for instance, presented it as a process or an activity by which an individual or a group or team of individuals by means of advising and stimulating interest in teachers and pupils, help to improve teaching and learning situation in educational institutions. In effect, supervision of instruction brings about improvement in instruction by helping teachers to improve on their teaching. In this sense, Ezeocha as cited in Nosiri (1997:215) asserted that: Supervision deals mainly with improvement of teaching and learning and helps teachers to recognize and accept general aims, and work towards the achievement of the purposes to help them to see beyond their present performance and seek improvement to identify and coordinate efforts and resources for more efficient and greater impact on important educational problems; to increase the amount and quality of learning by pupils, to promote continuous appraisal of performance of all who emerge in the educational process. Therefore, supervision is a positive task directed towards the improvement of instruction; the continuous development and guiding of teachers and every other that are concerned. Hence, the primary aim of supervision is to recognize the real true value of each person, so that in the end, the full potentials of all those in the educative process will be recognized, appreciated and utilized. The fundamental focus of instructional supervision is the input maximization of teaching and supporting staff for quality control of teaching and pupils' learning activities. As such, supervision has two contexts such as the people and the improvement of the school programme (Utaka, 2012). According to her, the mediator between the people and the programme is the supervisor as depicted by the model below:

Fig 1: The Context of Supervision



Source: Ogunsaju, S. in Utaka, M.A. (2012). The Nature and Purpose of Supervision for Quality education in Schools.

Significantly, instructional supervision serves various aims in the school system viz:

- a. **Helps to Develop and Utilize Methods and Materials:** In order to effectively and efficiently carry out the teaching and learning process, we need to develop teaching aids and adopt appropriate methods to impart knowledge to ensure improvement in the pupils. This the instructional supervisor does by assisting the teacher to develop and direct how to utilize such methods and materials to ensure continuous progress in the pupil, as well as, help the teacher to do his work better.
- b. **Staff Development:** It is an obvious fact that teachers need to be retrained to be able to meet and mediate the constant changing society. We need to learn new trends in details. Thus, the instructional supervisor supplies the teachers with specific information they need in order to improve the professional effectiveness of the teachers and the growth of the learners.
- c. **Professional Guidance:** This helps to improve the conditions which affect the teaching and learning, as well as, the development and growth of pupils and teachers.
- d. **Provide Instructional Leadership:** Odor (1995) added that instructional supervision helps solve problems of improving instructions, improving quality education in schools, achieving educational goals, ensuring curriculum development, development of staff and evaluation of staff. Supervisor provides instructional leadership to teachers by assisting, guiding and stimulating them to be able to do their work better, improve their instructional skills, experiences and growth professionally.
- e. **Attainment of Educational Objectives:** Supervision is geared towards galvanizing and sensitizing of teachers for the improvement of materials, techniques and methods of instruction. This amplifies the rationale for supervision of instruction, the enforcement of which has not only become absolutely necessary but also imperative for the attainment of educational objectives.

Supervision of instruction is a process of helping and assisting teachers to improve themselves and their instructional skills with a view to enhancing effective teaching and learning (Afianmagbon, 2007). She went further to stress that most of school activities and all the school programs require supervision since they aim at identifying areas of work that need to be improved upon.

The primary goal of supervision of instructions is to ensure that curriculum meant for primary schools is properly taught in a way that pupils gain adequate learning experiences. The role of supervision of instructions in the development of school curriculum is concerned with well-

planned programs of actions to be executed by supervisors using democratic leadership style. It involves helping and working with teachers and pupils on a daily basis towards the implementation of the curriculum modules. Primary school heads should visit classroom teachers in their classes. Such visits should be directed towards assisting and assessing their teachers in curriculum implementation. Consequently, supervisors make it their duty to see that teaching and learning activities leading to wholesome learning are given adequate attention (Jackson, 2001). He contends that Pupils should be monitored to study their books at a given period of time daily so as to internalize whatever they are being taught. School heads have the right to inform officials of Ministry of Education about necessary education facilities lacking in primary schools and the need to make room for their provisions.

Supporting the above premise, Gordon in Osayi, (2009) stated that the impression supervision makes on the teacher plays a major part on how effectively he is able to carry out his overall tasks. In the past, schools' tutorial staff was concerned with improvement of the teacher and his work. Supervisions were mainly authoritative and prescriptive; it was not until past few decades that supervision began to be seen as a cooperative activity. This period saw the shift of the concept of supervision from its authoritarian (task-oriented) to democratic principles (people-oriented). He further emphasized that modern supervision clearly breaks with the early narrower conception of supervision. Traditional inspection had been centered on the teacher and the classroom and was based largely upon the psychology that teachers, being under trained needed careful direction and training. In contrast, the conception of modern supervision rests upon total teaching and learning processes and concern for the teacher as an individual rather than upon the limited aims of in-service improvement of teachers outlined in the supervision concept. In modern system, the teacher is removed from his embarrassing position as a focus of attention and assumes his true position as a co-operating member of the total group concerned. Supervision of instruction is a teaching and learning process which emphasizes on the relationship between and among the research student and supervisor and the process interplaying among them (Uvah, 2005). He further emphasized that reasons for working closely with supervisee by supervisors is to help teachers understand and cope with the dynamics of teaching endeavors. Thus, Rogers is of the view that the job of teaching changes from time to time and that there is every need to assist the teacher in coping with and adapting to these changes especially in primary schools.

While supervision involves the use of expert knowledge and experience in overseeing, evaluating the process of improving teaching and learning activities in schools, instruction is

as a technique used by teachers to transmit knowledge to learners (Zededa, 2007). Wile (2007) says supervision is the process of transmitting knowledge to the learners, with the view of enhancing quality education. In education, the need to supervise activities that go on in the course of instruction is highly compulsory. Moreover, Khalid, Komuji, & Veloo (2013) maintained that, if supervision is effectively implemented, it can promote teachers' performance in teaching which would be important to increase pupils' learning progress. Supervision in Cameroon remains a problem as pointed out by Mbezi (2016). In his study, Mbezi identified some of the challenges hindering head of schools to execute effective supervision in their schools. The challenge that came up strongly comprised the issues like limited knowledge and experience by school heads, inadequate educational resources to facilitate supervision by school heads, inadequate training among head of schools and negative perception by teachers on supervision. Even though supervision is a requirement by law to all school heads, it is yet to be done effectively as required. Therefore, this study sought to find out the influence of supervision of instruction on the quality education in public primary schools in Yaounde VI sub-division. Alkrdem, (2011) argues that, because school heads are expected to be in school throughout the year, they can discharge many supervisory functions more effectively than are external school supervisors, who may seldom visit schools. The possibility of schools pretending to satisfy external supervisors becomes irrelevant when school heads are entrusted with the supervision functions in their schools. On the same note Mwesiga & Okendo (2018) indicated that, heads of schools have several roles to enforce teachers' teaching commitment like influencing, encouraging and helping followers to work towards attainment of the predetermined education goals. School heads are expected to improve pupils' academic achievement, teachers' commitment, bringing changes in education system, performance and accountability and seeking cross-education competitive labor force. They also need to be very close to the pupils so as to understand their problems and being able to help them. Therefore, it is very important for the head of school to be friend and accessible to the learners so as to understand their difficulties and help them so as to improve teaching and learning. It is probably from this background, this study insists for more seminars to equip heads of schools with knowledge and skills to improve supervision which would influence quality teaching and learning in primary schools.

Supervision of instruction is the process of helping and encouraging teachers to improve themselves and their instructional skills with a view to enhancing effective teaching and learning (Afianmagbon, 2007). She went further to stress that most of the school activities and

all the school programmes require supervision since they aimed at identifying areas of work that need to be improved upon. In primary schools, supervisors ensure that curriculum meant for this level of education is properly taught in such a way that pupils gain adequate learning experiences. According to Michael & Charles (2018) supervision of instruction is a set of activities designed to improve the teaching-learning process. For the sake of achieving this, he added that supervisors work informally and collaboratively with teachers to improve their teaching. Supervision of instruction therefore influences the professional activities of teachers. Oraemesi Opined that supervision of instruction is important for a number of reasons. To him the supervisee learns during supervision since the supervisor is more knowledgeable and helps guide the supervisee. It also enhances personal professional growth of the teacher since interaction and greater knowledge gained at supervision promotes growth. Supervision is very important in that it plays a crucial role in primary schools. (Mgbodile,2004) noted that in addition to arranging and organizing for teaching and learning to take place, school heads must undertake to supervise on-going instruction. He pointed out that it is the duty of the head teachers of primary schools who serve as internal supervisors to ensure that meaningful learning takes place in all classes by making sure that there is sufficient supervision carried out in all the classrooms, and teachers are teaching what they are expected to teach, and are undertaking the teaching in manners that pupils can understand and enjoy their lessons. He also noted that school heads should undertake periodic supervision of classes. He went further to stress that school heads should inspect teacher's lesson notes beforehand to ensure that they are well written in a way that will guarantee effective teaching. They also undergo personal observation of teachers in classes during class delivery to ascertain their mastery of contents or otherwise and their methods of lesson delivery, their use of teaching aids, class control, techniques of asking questions, ability to engage pupils into active learning activities as well as their evaluation techniques. During class supervision school heads will determine the pupils' level of interests and attention in classes, and their level of language use, among others.

Types of instructional supervision

Five important types of supervision have been identified by Kashyap (1978)

1. Inspection. In this type of supervision, the headmaster or the inspector evaluates and provide feedback about teaching activities. It is considered as the best type of supervision in the sense that the teacher becomes alert about his duties and responsibilities and after they are rewarded for rendering duties and responsibilities.

2. **Absolute Freedom.** This type of supervision gives absolute to the teachers to deliver their teaching in his own light that he feels the best for his learners. There is no hard and fast rule for him to follow guidelines of a sound teaching program and appropriate methods of teaching for different subjects.

3. **Compulsion type.** In this type of supervision, autocracy goes to the inspecting personnel. It means as the supervision is meant for the teachers in relation to their teaching performance and it is desirable for him to deliver their teaching performance in a lucid manner. For this they have to act in accordance to the rules and regulations of the modern principles of teaching. But it is a matter of great regret that in this type of supervision the teacher has to teach in accordance of the guidelines prescribed by the inspecting officers themselves. In most cases the supervisor is autocratic and wants the teacher to follow only what he says. This results to the teacher losing his dignity, freedom and originality in his regard. Beside he becomes afraid, frustrated and incomplete in his teaching.

4. **Training and Direction.** In the modern educational system learners need to stand at the center of the teaching and learning process. The teaching program should be in accordance to the needs of every child in which the teacher is a problem solver, creating a positive and lasting on the teaching of teachers. For a greater chance of success, the teachers should be given in-service training on the latest developed methods of teaching for different subjects. This type of supervision develops a great deal of interest, self-confidence and creativity among teachers to teach their subjects.

5. **Democratic Leadership.** It entails that; there should be the influence of democracy on all aspects and spheres of human life. This type of supervision is highly appreciated in the modern educational system which points out that overall development of teaching and learning is the responsibility of one and all those that are directly or indirectly linked with this process. So this supervision says that there will be no improvement of teaching and learning only through teachers. Rather the high level officers as the supervisory personnel have to participate in the teaching program actively and help the teachers by giving suggestions for improvement if any in private. For this the supervisory personnel has to become aware about the problems and issues that arise in the field of teaching and learning and will try and help the teachers to solve it.

Behavior of the instructional supervisors.

As a supervisor there must be a pattern of culture which is peculiar to the specialist that a supervisor is. Thus there is a range of interpersonal behavior available to the supervisor who is working with particular individuals and groups of teachers. These supervisors are marked by the particular ways they behave with teachers in a school setting. According Glickman (1981), some broad categories of supervisory behaviors are as follows; DIRECT, NON-DIRECT AND COLLABORATIVE BEHAVIOURS. These categories of behavior are dependent on whose shoulders these responsibilities are to be laid. For example, some lay their responsibilities on the shoulders of the teachers to make the necessary decisions; others place their responsibilities on the shoulders of the supervisors to take decisions, while others still believe on the sharing of responsibilities for decision making. These categories are dependent on the supervisor's capabilities to; listen, clarifies, encourage and reflect by verifying the teacher's perceptions. The characteristics of these categories can be tabulated below to bring out their clear differences.

Table 1: Behavior of the instructional supervisors.

CATEGORY	INTERPERSONAL SKILLS
Directive	Directing Standardizing Re- inforcing
Non- Directive	Encouraging Listening Clarifying Reflecting
Collaborative	Presenting Problem solving Negotiating

Explanations below are to throw more light on what is on the table above;

1) Directive behavior. The directive behavior of a supervisor can be attributed to or can be considered as an approach based on beliefs that teaching consist of technical skills or methods that gives a teacher standard and competency to be effective in his field of responsibilities. Here the role of a supervisor is to inform, direct, model and assess those competencies. The supervisor needs to lead the teacher to know exactly what he wants him to do. The honesty of the supervisor is needed, that is being directive means, letting the other person knows what the supervisors want and is convinced he is going to improve the teacher's instruction skills. The supervisor has to see into it that in this he will have to assumpt full responsibility of his acts. For the supervisor to use the directive behavior, he must have power and authority over teachers so as to be able to enforce his directives. Thus it simply means that it should be the last resort to be taken as a decision-making is concerned.

2) Non-directive: It is that type of supervision which is based on the assumptions that individual teachers know best what is needed for instructional changes needed to be made and therefore have the capacity of thinking, acting and taking decisions on his own. Here the decision depends on the teacher and the supervisor's role is to assist the teacher in the process of thinking, feeling and acting to arrive at a decision not influenced by the supervisor. It can only be achieved by listening, clarifying, encouraging and helping the teacher to reflect on the original problem. The purpose of this category or non-directive Non-directive behavior on instructional supervision is to provide an active sounding for thoughtfully professionalization.

3) Collaborative behavior: Collaborative behavior can be define as working jointly with others in intellectual endeavor. This implies that the work is jointly done by many and one person has done more or participated than the others. The supervisor here wishes to resolve a problem that is to share with the teachers and encourages the teacher to present his own ideas, thus frank exchange of ideas. This point of view gives room to both participants to come to an agreed course of action. Collaborative result is a mutually shared decision whereby the one-person, one-vote rule holds, regardless of the status, title or power of any individual. It is noted that in collaborative behavior the supervisor presents his points of view, solves the problems by exchange, suggestions and negotiates by agreeing on a final plan. It can be mostly used when the supervisor and the teachers have approximately the same degree of expertise on the issue. Also when the teacher and the supervisor will both be involved in carrying out the decision and care about the problem.

Technical skills of an effective instructional supervisor.

For one to become an effective and successful instructional supervisor, he or she needs to possess the following technical skills; to evaluate, to assess, to plan, to observe and research and evaluate skills.

Assessing and planning skills:

Assessing and planning skills are two sides of the same coin, where assessing involves determining where you and your staff have been and where you and your staff are currently. Planning on the other hand entails taking a decision and choosing the pattern of where to go and how to reach there. As a supervisor, you have to be able to determine the usage of personal time, planning time, managing time and techniques used in organizing and planning for a direct assistance to the teachers, curriculum development and in-service training. One has to use the following methods in observing or assessing the teachers or pupils; eye observation, hearing with the ears, use of official documents, information from the third party review, written open ended survey, use of check and ranking order. Therefore, in order to obtain a good changing time allocation, the supervisor must seek to answer the following questions;

1. Why the objectives?
2. What activities are to be carried out?
3. When to accomplish(Time/Deadline)
4. With what resources?
5. What happened?
6. What result?

Assessing and planning skills are generic which helps us to organize our own professional life as well as organizing institutional improvement of programs that involve many people.

Observing skills:

Observing is an act of noting and judging anyone with normal vision. He needs to be observing every moment his eyes are opened, that is describing what has been seen and interpreting its meaning. Description gives clarity to existing confusion to what is or had happened. This can only be carried out effectively with the use of observation tools or techniques which either is quantitative or qualitative.

Quantitative observations are ways of measuring classroom events, behaviors and objects; these can be used for statistic operations. It involves the use of categorical instruments, physical indicator of instruments, visual diagraming and space utilization. Meanwhile qualitative observation deals with complexity of classroom life (descriptive forms of observation). This records events as they occur and re-arrange the observation into themes; with the aid of instruments like detach open-ended narrative, participant observation, focused questionnaire observation and educational criticism.

Research and evaluation skills:

This is the act of making judgment or correcting the existing curriculum, instructional methods, scheduling and grouping practices that need change and it is known as evaluation. Evaluation that can be used in correcting the ongoing instructional program is called formative evaluation (ongoing or continuous) and that evaluation which is used in the final judgment about the continuation or discontinuation of a program is called summative evaluation (one time and final). This educational evaluation has been greatly influenced by the educational research designers which are descriptive, co-relational and quasi-experimental designs. They are mostly these designs that determine the value of an educational program.

Descriptive studies are conducted by observing and talking to participants, collecting available performance result. It is done through the gathering of sample of work which is generally becoming familiar with the phenomenon under investigation.

Co-relational studies are used in measuring several facts or variables of a phenomenon to determine if they can move together over time. A variable is used to measure co-relations like; the teacher's love for the subject, teacher's allocated time used for open-ended questions asked during a class period and composite student performance. These can end up negative, positive or zero.

Pure experimental study: This attempt to give alternative explanations for co-relation of variables. This is a very difficult exercise to carry out in most cases for reasons that are sometimes impossible to split pupils and teachers randomly into experimental and control groups and withhold a potentially beneficial treatment from one group. This difficulty compel Campsell and Stanley (1963) to derive a new form of study known as quasi-experimental which adapt experimental research to the realities of the school milieu.

Quasi-experimental research is one that uses volunteers or pre-selected groups which are already involved in a particular program and then choose a control or comparable group which would not receive the same treatment. For example, compare the effect of in-service training on a group of volunteer teachers with the effects of in-service training on non-volunteer teachers. Here we need to compare their ages, experiences and academic profile.

The tasks of an instructional supervisor.

For improvement of instruction, an instructional supervisor should use the following tasks of supervision;

- Direct assistance: The supervisor can provide one to one assistance to the teacher to improve on instruction.
- In-service education: The supervisor can provide learning opportunities to the teacher to improve instruction.
- Curriculum development: The supervisor can provide for changes in teaching content and instructional material to improve instruction.
- Group development: The supervisor can provide for instructional problem solving meetings among teachers to improve instruction.
- Action research: The supervisor can provide teachers with ways to evaluate their own teaching methods in order to improve instruction.

Important here is that the supervisor needs to take total responsibilities to the task if the school in question is to become increasingly effective.

Qualities of an effective instructional supervisor.

Supervision of instruction is not a lay exercise that be carried out by any man, thus the following are the pre-requisites for effective supervision. In addition to having a good knowledge, interpersonal skills and techniques, they must possess the following qualities:

- ❖ They must have acquired some basic academic qualification and have full knowledge of school subjects at the concerned level.
- ❖ They must have full pedagogic knowledge on subjects taught in schools.
- ❖ They must be resourceful, matured, competent, experienced and knowledgeable persons, they should equally possess strong and moral character which should make him command respect.

- ❖ They must be objective, humble, friendly, impartial, and cool headed with a good sense of humor.
- ❖ They must be focus-minded persons, who are observant to follow a common pattern for all.
- ❖ They must be a good coordinator in order to achieve confidence and trust and the sense of feeling secured among the inspected persons.
- ❖ They must have human understanding and seeks to maintain a cordial human and public relation.
- ❖ They should be able to organize meetings, conferences, seminars and workshops efficiently.
- ❖ They must learn to listen first before talking to the person concern.
- ❖ Must be duty conscious and physically fit.
- ❖ Must have a major task to improve the teaching and learning processes.
- ❖ Must be very discrete in life.
- ❖ Must understand them before evaluating another.

Do's and Don'ts for Effective and Quality Supervision of Instruction

There are certain things supervisors should do away with for them to carry out effective and quality supervision of instructions in primary schools. In other words, they are those attitudes that hinder efficient supervision viz:

- Supervision should not be seen and used as a means of clamping down on staff;
- Supervision should not be viewed as a fault-finding weapon;
- Supervisors should not forcefully or autocratically take charge of the classroom instructional interaction from the teacher to prove a point;
- Supervisors should avoid inspection;
- Avoid evaluation of the school as a designated place of learning;
- Avoid acting as threats to teacher's careers;
- Avoid authoritarian attitude in the conduct of supervision of instructions; and Supervisors should see their role as basically that of facilitators.

As you are now aware of the factors that hinder effective supervision of instructions, it is even more imperative to be abreast of the positive factors that enhance quality supervision of instruction in schools. They are:

- **Enhanced Satisfaction:** The procedures of supervision should result in improved staff morale and job satisfaction. Thus, the supervisors should help teachers to develop more confidence in them.
- **Advice and Guide:** The supervisors should help teachers to feel more adequate to handle their own problems and experience the fuller realization of their capabilities.
- **Assistance:** The instructional supervisor should assist teachers to see far beyond their immediate performance and strive for quality improvement in instructional interactions.
- **Cooperation:** The genuine supervisor encourages the full participation of all those involved in the teaching and learning process rather than skill manipulation of staff. Thus, the effective supervisor seeks the adoption of pre-conference, observation and post conference to enable the teacher be part and parcel of the decision reached.
- Supervision should help to increase the rate and quality of learning by pupils.

Instructional Supervision for Quality education in primary schools.

Those in charge of education such as the government and its education agencies are concerned about the values to be attained through schooling at all levels of the educational system. All agencies responsible for education are equally concerned about the quality of the education system. According to Okwor (2002) achieving quality education is a function of effective and efficient administration by which smooth operation of school is ensured. The quality of instructional supervision in schools are most probably presumed to have effects on the teachers' expertise, practice and job satisfaction and on pupils' learning outcomes. Moreover, Khalid, Komuji, and Veloo(2013) maintained that, if supervision is effectively implemented, it can promote teachers' performance in teaching which would be important to increase pupils' learning progress.

Ensuring quality Education in schools is possible through effective supervision. It is in realization of this, that responsibility to ensure the quality and increasing improvement of instructions in the education system was assigned to specific agency (Ministry of Basic Education) and individual experts (School heads) to assess and supervise instruction in school in order to maintain and improve on quality. Quality education is needed to guarantee good future for the country. This kind of supervision serves as a catalyst to quality improvement in four ways: (i) to provide leadership; (ii) control and coordination; (iii) resource and service; and (iv) to evaluate the progress of instructional interactions. In the first instance, instructional leadership helps to identify the problems of instructions in the system. Then in a relax

atmosphere, the supervisor brings the staff and all concerned together to assess the instructional problem and assist by providing solution to them. In this process, the supervisor assessment will enable or aid to clarify the teachers' purposes and aims of their classroom instructions. In this way, there will be healthy organizational climate, instructional leadership stimulates staff to work towards attaining the objectives and goals of the system, that of quality improvement in teaching and learning. Therefore, supervision of instruction helps to support teachers so that there is efficient learning, as well as enable teachers to match and mediate changes in the system. In addition, instructional supervision helps to improve both skilled and unskilled teachers, this the supervisor does by observing the teachers to enable them adapt to new instructional techniques and results of research findings. By so doing, the supervisor would contribute his professional experience in instructional supervision to successfully solve problems of classroom instruction and development. Here, the responsibility of the instructional supervisor may include:

- Mentoring young teachers in the teaching profession;
- Guiding teachers up to a minimum standard of effective teaching;
- Improving individual teacher's competencies by providing them with necessary resources for effective teaching;
- Working with groups of teachers in a collaborative effort to improve pupils' learning; Relating teacher's efforts to improvement in their teaching
- Monitoring to assess the level of performance with a view to finding out how far set objectives are being met; and
- Evaluation, used to see how the system can be assisted to improve on its present level of performance based on available data (Ogunu & Momoh, 2011).

Also, the supervisor is in the position to locate the human and material resources available in school. The supervisor has the authority to coordinate the available human and material resources in the school and make assessable to be fully utilized for the achievement of the school goals.

Moreover, the instructional supervisor assessment of teacher effectiveness helps to determine whether there is improvement in the teaching learning process. Such an evaluation and assessment might find that there is need to plan and organize more efficiently for improvement in the future (Odor, 1995). According to him, even when classroom instruction is satisfactory, there is always room for improvement. So the guarantee for continuous instructional improvement is through supervision for evaluation of teacher's effectiveness in

instruction. Thus, supervisors are to develop the teachers' method of influencing the pupils' learning and to impart some knowledge of instructional organization to teachers. To do this effectively, instructional supervisors should:

- Work with teachers to develop instructional goals and objectives consistent with the National Policy on Education.
- Provide teachers with necessary resources for effective teaching.
- Obtaining and providing relevant educational information for teachers.
- Stimulate, encourage, support and facilitate all activities designed to improve instruction.
- Visit classrooms to observe how teachers are teaching.
- Hold individual and group conferences.
- Evaluate and develop curriculum materials, including a well-stocked library and instructional resource center in the school.
- Inspect teachers' lesson notes, class registers, diaries and teaching and offering professional advice for their improvement (Ogunu & Momoh, 2011).

Furthermore, Oraemesi (1997) and Okwor (2002) identified some instructional supervision methods to ensure improvement of quality in primary education to include:

- Classroom Visitation: Here, supervisor visits the classroom perhaps with a view to watch the teacher and the pupils in action.
- Demonstration in order to illustrate a process or procedure of doing a new particular thing or to demonstrate a particular newly developed or being wrongly applied. Through this technique, the services of the supervisor as an experienced and knowledgeable officer or some other expert are employed in introducing and explaining innovation or problems that need attention and emphasis.
- Research findings affecting teaching/learning should be investigated or tried to determine their worth and relevance.
- Organization of Workshop: Here, periodic workshops, conferences and seminars for teachers should be organized in the schools for teachers to update their knowledge and keep current in their areas of specialization. These activities help to raise group spirit; integrate efforts, introduce new ideas, techniques or make improvements, tackle common problems and difficulties.

Therefore, supervision provides framework for monitoring and reporting on the effectiveness of the teachers' performance and focus upon improving it. As such, the process of educating

the learners need to be monitored and controlled so as to identify, remove or control the causes of the defects and departure from set standards (Emenalo, 2008).

Primary Education

Concept of quality and quality education

It is no gain saying that basic education has become inadequate to meet the challenges of the growing world. The demand for quality in education has therefore become imperative and fast increasing geometrically. Global perceptions agree that for economic and social developments to be derived effectively there is need for advancement in, and application of knowledge (Glossary, 2009). Quality is something good, ideal or of high standard (Cole, 2008). Quality is a concept, which implies different things to different people. Pfeiffer and Coote, (1999) defined quality as the standard of a phenomenon when it is compared to other things like how good or bad something is; that is, to be of good/poor/top quality or of high standard. Quality denotes the degree of goodness or worth of something (James, 2009). Quality is the ability or degree with which a product, service, or phenomenon conforms to an established standard, and which makes it to be relatively superior to others. With respect to education, in view of this, topical issues in Cameroon education system today centers on the quality of education imparted to the citizens and the relevance of that education to the life of the individual in particular and the nation in general.

Sustainable Development Goal 4 is about quality education and is among the 17 sustainable Development Goals established by the United Nations in September 2015. The full title of SDG 4 is “Ensure inclusive and equitable equality education. A quality education is that which focuses on the whole child; the social, emotional, mental, physical and cognitive development of each pupil regardless of gender, race, ethnicity, socioeconomic status, or geographic location. It prepares the child for life, not just for testing. Quality education, which is essential to real learning and human development, is influenced by factors both inside and outside the classroom, from the availability of proper supplies to the nature of a child’s home environment. Improvements in the quality of teaching can reduce dropout rates and ensure better retention and transitions from early childhood learning into primary and secondary education.

Some qualities of a good education

- Leadership. This is the first attribute. In a school where there is a good leader the teacher will be working under good conditions thereby teaching the pupils who are

placed under their authority using different strategies leading to good academic performances. For instance, when the head of the primary school who is the headmaster controls and treats his teachers well, they will be motivated and encouraged to teach the learners which will enable them produce good results.

- High expectations. The second attribute is having high expectations of pupils as well as teachers.
- Ongoing evaluation. In an education system, evaluations should always be carried out. Evaluations are meant to measure the level of attainment of learners. The evaluation can either be done at the beginning of each lesson, during the lesson and at the end of the lesson.
- Goals and direction. Good education should be one which has stated its goals to be attained from the very start. By goals we mean what the education wish to arrive at and thus must have a direction focused to work towards it.
- Secure and organized. Education in which the learners are secured is said to be a good one. To be secured to the education will imply when it is carried out in a fenced environment with a gate where the learner will not move in and out any how and therefore are free from attacks. When the learners are secured, they can then be organized and learn under a conducive environment.

Quality education can be achieved in the following ways:

1. Acknowledge and address overcrowding.
2. Make funding Schools a priority.
3. Address the school-to-prison pipeline.
4. Raise standards for teachers.
5. Put classroom-running and curriculum-building decisions in the hands of the community.

Quality Education in primary Schools

Quality education suggests the ability or degree with which an educational system conforms to the established standard and appropriateness of the inputs available for delivery of the system. According to Okeke (2001), the quality of schooling can be measured in terms of the number of contact hours, curricular, class size, learner's motivation, characteristics of teaching staff, leadership style, how well the system prepares the product for life are to live. He noted that quality is assessed by the level of attainment of the goals as enshrined in the

National Policy on education. This implies that quality is an institutional value and conscious efforts are to be made to ensure and sustain quality in all its ramifications at every facet of the educational system by proper and adequate utilization of the available human and material resources (Emenalo, 2008).

The Dakar Declaration Framework expanded the definition of quality education to include the desirable characteristics of learners (health, motivated students), processes (competent teachers using active pedagogies), content (relevant curricular) and systems (government and equitable resources allocation). DuBrin (1997) noted that quality education requires adequate curriculum, appropriate teaching and learning environment and experiences. This agrees with the United National Educational Scientific and Cultural Organization (UNESCO). Quality Education Framework Four-Fold Principle of (Delors, Singh & Amagi, 1996) as displaced in the table below;

Table 2: UNESCO’s quality education framework four-fold principle of learning

Type	Principle
Learning to Know	Acknowledging that quality learning provides opportunities for learners to build their own knowledge daily combining indigenous and external elements.
Learning to do	Opportunities for learners to apply what they learn.
Learning to live together	Developing in learners attitude free from discrimination, where all have equal opportunities to develop themselves, their families and their communities.
Learning to develop skills	Emphasis on skills require for developing individual’s full potential.

Source: UNESCO in Delors, J., Singh, K. & Amagi, I. (1996) *Learning: The Treasure Within*

Quality Education therefore include:

- Learners who are healthy, well-nourished and ready to participate and learn and who are supported in learning by their families and communities.

- Environments that are healthy, safe, protective and gender sensitive and provide adequate resources and facilities.
- Content that is reflected in relevant curricular and materials for the acquisition of basic skill, especially in areas of literacy, numeracy and skills for life, and knowledge of nutrition, HIV/AIDS prevention and peace.
- Processes through which trained teachers use child-centered, teaching approaches in well managed classrooms and the schools and skillful assessment to facilitate learning and reduce disparities.
- Outcome that encompasses knowledge, skill and attitudes, and are linked to national growth for education and positive participation in society (United Nations Children's Emergency Fund (UNICEF) in Aigbomian, 2012:2).

There are two aspects of quality in education, according to Oderinde, (2010) and they are internal and external. The internal aspect is the implementations of schools' objectives while the external aspect deals with implementation of national objectives which are pre-requisites to the achievement of quality in any educational institution. In education, quality is committed to critical examination of the worth of educational programs/ activities and the dissemination of the best practice in instructional delivery and management of education generally (Ellis, 2007).

Abstract of one the educational issues facing the nation is the low quality of education. Various attempts have been made to improve the quality of education, including curriculum development, improving the competence of teachers, improving school infrastructure. However, improving the quality of Cameroon education is still not encouraging. School as an educational institution where the educational process is carried out, has a complex and dynamic system. Schools must still have a standard amid the necessity to be able to adapt with the times. In school activities is not just a gathering place for pupils and teachers but a school is a system where each structure must energize creating quality education for learners. Quality school is a school that was developed to achieve excellence in educational output. To achieve these advantages, the input, the process of education, teachers and education personnel, management, education, and supporting facilities should be directed to support the achievement of the human resources component tersebut.

Strategies for improving teaching quality and effectiveness in the classroom.

Today, we live and function in digital era where children are constantly exposed to the latest trends in technology and the media. It therefore becomes very solid in teaching these children

in a more flexible manner where they could learn and retain the information easily. Luma (1983) sees a good teacher as one who is well trained and possess skills and methods to be used in transmitting that knowledge. Although there may be no one single method of teaching suitable for all subjects, there are many things which are characteristic of most good teachers and their teaching. They seem to natural in their ways of doing things, concentrate on building learner's attention toward lectures and seek to maintain an attitude of the group processes. Sergiovanni and starratt (2007) believe that teachers can also serve as supervisors. Teachers who serve in this role carry out supervisory actions when they visit each other's classes to learn and provide help, examine together samples of pupils' works, to puzzle together whether the test the y gives to pupils help to increase or reduce performance, to share portfolios and to engage in activities that increase their learning and affect pupils' outcome. UNESCO (2014) holds that most pupils become more distracted in the classroom during lessons either due to home influence, social interaction with friends and the actual learning environment at that time. Teachers are then called upon to effectively use strategies which will empower learning using certain instructional practices like group discussion, cooperative learning, portfolio development and cognitive organizers.

Implementing technology in classroom:

Mohanta (2019) states that when learners consume information through visual means, it helps them retain what they have learnt for a long time. In this way, slow learners in classes would be granted the chance to visualize the ongoing lesson in a clear, simple and a systemic way. The use of modern tools like tablets, laptops and interactive online games depending on the subject matter permit them to learn faster and interact more. Away from learner's enrichment, some educational games provide learners with a dashboard to assist them in tracking their learners' progress and engagement with the game. It also permits teachers to create assignments for students, monitor their daily progress and understand where the individual learner is struggling.

Student-led classrooms:

It is an interactive way in which teachers and learners carry out discussions in the class. Students switch roles and become teachers of their mates while gaining confidence and introduce a new perspective in class. This activity of student lecture in front of the whole class or in the groups of participation where they learn from their peer's unique take on the subjects.

Classroom management: Brophy (1986) Defines classroom management as the teacher's effort to establish and maintain the classroom as an effective environment for teaching and learning. He went further to emphasize that successful classroom managers increase the time pupils engaged in academic activities, they also maximize their pupils' opportunities to learn academic content, and these result in superior performance on achievement tests. Martin & Yin (1997) supported that classroom management is a powerful dimension of teacher's effectiveness. Effective pupils' behavior management has always been an essential issue in the minds of most educators. The above authors see classroom management as a comprehensive concept that consists three independent dimensions: instructional management, people management and behavior management. Evertson & Neal (2006) argue that the purpose of classroom management in child-centered classroom is for teachers to actively engage pupils in learning, encourage self-regulation, and build community. Leinhardt (1992) asserts that interactive instructional approaches bring about powerful changes in the dynamics of the classroom. While pupils' role changes from passive recipient of knowledge and active participant in construction of the knowledge; for teachers the role is to facilitate rather than to directly control all aspects of the learning process, to serve as a resource person, to coach, to give feedback, to provide the needed assistance. Burden (1995) also argued that the most useful organizer for classroom management is the degree of control that teachers exert on the learners and the classroom. Doyle (1980) also states that maintaining order in the classroom is a basic task of teaching as management activities lead to the establishment and maintenance of those conditions in which instruction can take place effectively and efficiently. Wang, Haertel & Walberg (1993) found out that classroom management affect learners learning more than indirect influences such as policies. Their findings also indicated that effective classroom management increases learners' engagement, decreases disruptive behaviors and makes good use of instructional time.

Teaching methods. Brown (2020) and Fullbrook (2019) opined that instructors are required to apply strategies to make a lesson interesting while attracting learner's engagement and focus in class activities. The authors expressed that teachers decide their activities and use the most flexible methods to deliver knowledge to the pupils and they are accountable for the output. For the sake of making teaching efficient and attractive, teachers are expected to crack jokes and tell stories to make learners have some sentiment towards the subject matter, make certain gestures in class like moving round actively, pause, give an eye contact and give instructions to pupils and keep them engaged and most especially be themselves in taking and

executing decisions, using inquiry based instruction as an approach, teachers permit pupils to ask tough questions and use gestures like smiles, repeat key concepts, pose questions to have feedbacks from lessons taught by using the chalkboard to illustrate, use videos to connect the topic of related episode.

Cooperative learning (Scaffolding). Alberta (2002) talks of cooperative learning where the learners are put to work in small groups to complete tasks and work is structured such each group member contributes to the completion of tasks. The success of each group depends on the responsibility and availability of a member in handling a key part of individual learner. Each learner is given specific roles and responsibilities in the group where the models of collaborative skills such as listening, allowing others to speak, asking for help when needed, reaching consensus and completing task within the allotted time. The teacher here is in charge of encouraging peers, monitoring behavioral expectations by scanning groups; allow time for to evaluate the cooperative learning process both individually and as a group and maintaining appropriate noise level in the groups. This strategy enhances perspective, encourages higher level of reasoning, creates social support and provides opportunities for learners to participate in meaningful, thoughtful activity. One important strategy applied in cooperative learning is the “Think-Pair-Share” where the teachers poses a question or a topic and learners think privately about the question for a given period of time usually one to three minutes, each pupil now pairs with a partner to discuss it allowing pupils to clarify their thoughts. From here each group is given the opportunity to participate, learn from others, make connections and share their answers with the whole class. Vygotsky (1978) further support his view by adding that children learn through social interaction as they collaborate and cooperate with someone who is more skilled in the task they are trying to learn until they become masters knowing how to do it themselves. The teacher changes strategies at all times to meet the level of pupils’ performance using a more collaborative manner.

Focus group learning. Alberta (2002) in his opinion shared that the class is divided into two groups to facilitate the background building of specific issues, creating motivation and interest, giving learners a forum for expressing and exploring new ideas and information. Two important aspects in group discussion involve talking circles and brainstorming. The talking circles mean that teachers bring a topic of debate with no right or wrong answers and learners need to share their feelings. Here, the purpose is not to arrive at the right decision or to come to a consensus but give participants to share their points of view and this process the pupils gain trust in their classmates and come to understand that what they say will be heard or

accepted without criticism. Brainstorming is a technique where a list of ideas is generated and creating interest and enthusiasm for new topics or concepts. It gives both the pupils and teachers an over view of what they think about a specific topic. Brainstorming can be used to introduce new units of study, assess knowledge at the end or at the beginning of the units, review decisions. In brainstorming, every one participates, all ideas are accepted without judgment and focus is on quantity rather than quality. Group discussions help pupils learn to articulate their view and respond to opinions that differ from their own.

Factors that can affect teaching quality in primary schools

Class size effect.

Small class size determines the level of interaction between learners and the teachers within the classroom especially when it concerns group interaction and communication among instructors and learners. This view is evident and many researchers such as Carbonne & Greenberg (1998, p57) have explained that large class size reduces frequency and quality of instructor's interaction and feedback to the pupils. Learners learn well when the instructor gives a greater attention to individuals worry, which could only be in a small class size than in large class sizes. Hence pupils' achievement becomes very imperative.

Mode of course delivery effect.

The type of strategies employed by the teacher has a great effect. Pupils tend to prefer face-face contact with teachers than online lessons. Estelami (2012, p63) on his part proposed that hybrid courses offered vis – vis face to face interaction, would have a great positive change in the attitude of learning as this may permit the efficacious use course content, teacher-learner interaction and effective learning tools.

Instructors experience effect. The role of instructor in quality teaching is very important as they are the main persons who interact daily with the pupils and get feedback on their level of understanding. In the case of science subjects where practical counts a lot of expertise is required for the manipulation of tools and equipment in the transfer of knowledge to learners. Pintrich (2001) suggested that there is need for instructors' professional development and based feedback would improve pupils' participation in class and permit create effective learning experiences to tackle complex problems. Litzinger et al (2011, p65) states that instructors are required to have enough experience to help learners identify and effectively use the knowledge required for practical work.

Effect of the school environment

There is mounting evidence that a suitable learning environment can contribute to quality education. UNESCO (1990) states that high quality education implies an environment that seeks out learners and assist them to learn and adapt to their learning needs.

Characteristics of a teacher that influences pupils' outcome

Some researchers like (Azer 2005, Malcolm 2002, Marie 2000, Beidler 1997, Young 1990, Richardson & Arundell 1989, Brown & Bernard, 1965) have there exist some common traits of good teachers. They have all carried out verifications on the character of teachers which can have an impact on pupils' academic output.

Emotional and Emotional Stability.

This is seen in the teacher's sense of affection, security and self-respect. The emotion of teachers has an influence on their teaching effectiveness. Teachers that can control their emotions to be very effective. A teacher who loses his or her temper is showing wickedness rather than strength to the children. It is indeed fatal for the children because it could lead to their maladjustment and prevent their proper emotional, mental and behavioral development.

Committed to the work.

Good teachers show interest in their jobs and careers by exhibiting positive attitude to work. They are self-motivated, punctual to school and classes, teaching the children well, relating with them well and motivating them. The best teachers are not just interested in their subject, they are passionate about it. They approach tasks with a sense of challenge rather than routine. They are human certainly, but they make children to persevere and feel that there is always a reason to keep going. Things will get better no matter how much difficult and impossible they appear at that moment. The teacher focuses on educational needs of the children and works with passion keenly to uphold the school values. This type of teachers takes children's problems as a personal affair and do all to provide adequate solutions.

Encourages and appreciate diversity.

This type of teacher does not speak negatively about others. He nurtures and encourages diversity, seeks and encourages understanding of all and respect to people of diverse backgrounds.

Interacts and communicates respect.

Every good teacher ensures he communicates effectively with others, encourages input from others, listens deeply and giving credit for their contributions. The equally act with integrity, provide a model of high ethical standards and show a caring attitude toward others.

Motivates pupils and co-workers

Good teachers want the best from their pupils and themselves. They don't settle for poor grades, knowing it reflects upon their ability to teach just as much upon a pupils' ability to excel. In this way, teachers encourage learners to achieve their goals, provide constructive feedback of their teaching activities, monitors progress of learners and foster their success.

Brings a wide range of skills and talents to teaching

Teaching is highly presented and stimulates high-order thinking skills. Such a teacher presents difficult concepts in a more comprehensive manner, brings appropriate evidence to the critique and use innovative methods in the delivery of lessons.

Demonstrate leadership in teaching

This type of a teacher believes he knows best and can contribute to course design and structure, to publications on education, show evidence of self-development in an educational context, demonstrates creativity in teaching strategies and also, is committed to professional development in education.

Encourages an open and trusting learning environment

They create a climate of trust and encourage students to learn from mistakes. They also help pupils redefine failure as a learning experience that is he makes them understand that failing only means you would never succeed but should engage in constructive activities, he encourages pupils' questions and engagement in the learning process and pupil growth with appropriate behavior based feedback.

Fosters critical thinking

A good teacher does not discourage original thinking but it must be proven. At all times, the best teacher is looking for the pupils' reasoning, rather than the answer. In other words, for the insightful teacher, pupils' assessment assesses the teacher's performance and provides ideas of what changes both need to make to improve. He teaches pupils how to think not what

to think, encourages them to organize, analyze and evaluate situations of learning, he explores with probing questions and help learners to focus on key issues.

Encourages creative work

Good teacher is adapting at monitoring pupils' problems and progress. They promote a deeper understanding of concepts and work habits and just learning the curriculum suggests. In other words, they create independence; motivate pupils to create new ideas, foster innovation and new approaches.

Emphasizes teamwork

He builds links at national and international level of education, encourages pupils to work in teams and encourages collaborative learning.

Seeks continually to improve teaching skills

The teacher seeks to learn and incorporate new skills and information teaching. He seeks feedback and criticism, keeps up to date in specialty.

Provides positive feedback

The teacher listens to the learners and discovers their educational needs; he values learners, never belittles them but gets their points and provides a constructive feedback. He helps and supports to grow and teaches learners how to monitor their own progress.

Share their experience with other teachers.

Good teachers share what they have learned about being a good teacher with other teachers, for a good teacher wants all children not just the ones in class to have the best possible experience in school. He knows that teachers as well as the learners can always learn from each other.

Theoretical Framework

Increased interest in the study of supervision has brought about systematic and logical theories of supervision. These theories are propounded so that school supervisors would be able to use them for guidance of day-to-day supervisory system (Obi, 2003). Schools have become increasingly complex; those that will supervise schools must have both adequate experience and proper supervisory training in order to cope with the challenging contexts of schools' supervision. Scholars have propounded theories in educational supervision. Among these are: Social Constructivism theory of Lev. Vygotsky (1978), Human Relation theory,

Behavioral theory, Classical Management theory, Theory X and Y theories of McGregor, just to mention a few.

Social Constructivism theory of Vygotsky (1978)

Lev. Vygotsky was a Russian Psychologist, whose major contributions were his theories on social learning and its impact on a child's development. His thoughts and ideas on the subject were embodied in what is known as the Social Development Theory. In this social constructivist Theory, he introduced two major principles based on the fact that;

- Cognitive Development is limited up to a certain extent or within a certain range, at any given age of the individual; and
- An individual's full cognitive development requires social interaction. Learners need to fully interact with others and/or their facilitators for better skill development.

These principles are enclosed in three themes involving social interaction. The More Knowledgeable Other (MKO) and the Zone of Proximal Development (ZPD).

Social Interaction

Lev. Vygotsky explains that learning has its basis in interacting with other people and information gathered through this interaction is then integrated on the individual level. He equally admitted the fact that adults and peers influence individual learning as well as cultural beliefs and attitudes affect the process of learning. The teachers are older than the kids. They teach meaning that what they say is copied and practiced because the learners see them to be models. The teachers are often looked upon like a city which is built on a hill that cannot be hidden thus whatever thing the teacher does the pupils or the learners will imitate and try to do the same thereby learning those things that they did not know thus sharpening their reasoning faculty. The culture of a particular society as well as that of the school structure where learning is taking place affects learner's ability to learn based on its effects on teachers. To him, children are born with basic biological constraints on their minds; hence each culture will provide tools to which they can adapt intellectually. This is in line with the words of Aristotle who quoted that, "man is by nature a social animal," and that "society is something that precedes the individual." The implication behind his words is that, anyone who is unable to naturally act socially is not human. This has been interpreted in several ways and one of these interpretations equates humanity to the need to connect and interact with others in a

social setting. They use their abilities in a way that is adaptive to the culture in which they live. For example, while one culture may emphasize memory strategies such as note-taking, another may use tools like reminders or note-memorization.

More knowledgeable Other (MKO)

According to this principle, a person with a better understanding and considerably higher or has a superior level of ability, skills or knowledge about a particular subject, tasks or process, is greater than the person who is attempting to learn. The MKO often comes in the person of a teacher, superior to the pupils or a peer with more experience. There are instances where he could be someone younger, but with more cultivated knowledge and skills. In this digital age, the MKO may even be a computer or any intelligent machine. In the eyes of a child, adults are the MKOs. Take the case of a father and his little boy headed to their backyard to play cards. He happened to know how to play basketball, and plans to teach his son the basics while he is still young. In this case the MKO is the father, by virtue of his adult status and his knowledge and skills in the sport. Twenty years later, the boy is now a professional basketball player, and his father has just retired. Before a major game, the son hands his father the latest, most advanced camcorder model, so he films the game from his V.I.P seat. He sits down with his father and teaches him how to operate the camcorder. This time the MKO is the son, since he is more knowledgeable about the device. To prepare for the game, the son had to leave, but before doing so, he downloaded an app on his father's cell phone that will guide him further on how to work with the camcorder. The father was then left exploring the features of the camcorder, using the voice prompts from the app on his phone. The MKO is now the electronic device, his cell phone. While learning and discovery that is self-initiative is effective, learning becomes more productive and contributory to cognitive development when acquired from a MKO. The concept of the MKO is seen to always go together with his other concept, that of the Zone of Proximal Development.

The Zone of Proximal Development (ZPD)

The Zone of Proximal Development is Vygotsky's term for the gap between a particular child's current performance and that child's potential performance with guidance from someone more skilled. The Zone of Proximal Development is the distance between what a child is capable of doing unsupported, and what they can do supported. It is the range where they are capable only with support from someone with more knowledge or expertise. This individual is called a more knowledgeable other. In simple and clear terms, it includes all of

the knowledge and skills that a person cannot yet understand or perform on their own, but is capable of learning with guidance. It is a very important concept in the socio-constructivism theory. He claimed that a child will not be able to develop unless he experiences social learning first. He identified two levels, where the functions in a child's cultural development appear in social level or inter-psychological. The functions first appear between individuals. This is where the person will have to interact, connect and reach out to other people. This is the level where social learning takes place. This explanation ties to the fact that learners begin to learn when something is presented to them by the teacher and they can receive the first information and make suggestions that are later corrected.

The individual level or intra-psychological level. This is the area within the child or an individual once he has passed the social level in which he acquires social learning, the function will appear a second time and this time more developed and thus, leads to cognitive development.

Lev. Vygotsky suggested that children might perform from the limits of their initial capability when supported by an experienced adult. Teachers therefore play the role of facilitators by assisting the pupils learn to do something on their own. All higher planning and organizing functions in development appears first on the interpersonal plane of social interaction and subsequently on the intrapersonal plane of individual cognitive functioning. He distinguished thus three types of mediated activities: material tools, psychological tools and human beings.

Material tools have an indirect effect on human psychology, change with historical progress and affect the developing child by putting new demands on human mental processes. These tools could be the use of charts, chalkboard illustrations, videos and others to activate learner's emotion and attention.

Psychological tools are tools which mediate the child's own psychological processes, include written, numerical, notational and other sign systems. The psychological tools, mediated by culturally determined systems of symbols can transform an individual's experience from a concrete one to an abstract one. One author argued that a radical change in the thinking of educationally deprived and culturally different persons could be affected by the introduction of symbolic psychological tools.

The human beings remain as mediators and help in developing the individual to internalize cognitive functions that appear first on a social level and to acquire the meaning of actions.

The relevance of the theory to this study

A good understanding of the Zone of Proximal Development can assist teachers in their instructive activities in the classroom. Supervisors may need to first assess teachers to determine their current skill level and then offers instructions that stretches the limits of child's capabilities. Meanwhile in time past, the pupils needed assistance from an adult or a more knowledgeable peer. Also, the teachers can improve on their manner of planning and organizing lessons and instruction. For instance, the teacher may decide to organize the class into groups where less skilled pupils are paired with pupils who have a higher skill level. It is equally relevant in the sense that using hint, prompts and direct instruction to help pupils will improve their ability to apprehend. It has helped authorities at the ministry of basic education in planning and drawing up of educational programs that could match with levels of cognitive progress. It is for this purpose that the primary school is divided into three different levels and each with their curriculum.

Theory of Organizational Behavior

This theory is based on the assumption that task achievement of a social system, irrespective of the nature of the task requires the combined efforts of a number of people with varying functions and responsibilities whose positions in social system are usually vertically arranged as to establish the relationship between supervisors and their subordinates in achieving quality education.

The basic argument of the theory of organization is that institutions like primary schools are established for the purpose of achieving their educational goals and fostering the survival of primary school institutions through the efforts of individual staff that make up the primary school system. In an attempt to ensure the realization of goals of the organization, (Emike,2003) postulates that individual members of staff should join primary schools' administrations with the sole aim of realizing their established purposes by way of satisfying their needs and interests through the interests of needs of the institution. In many cases, at the primary school level, individual efforts to satisfy their own needs tend to adversely affect the goals and objectives of the institution. Viewed along these lines, the two sides of argument

give the impression that individuals and primary schools' authorities are constantly in an apparent conflict.

According to the theory, the observed behavior of an individual in an organization is a function of many factors. This theory is relevant to this study because it thoroughly explains understanding of primary schools' dimension as well as the individual's dimensions. It can also be used to classify the behavior of administrators and the behavioral patterns of staff in the institutions. An understanding that exists between administrators and other workers could foster quality education and quicker attainment of goals and objectives.

Theory X and Theory Y of Douglas McGregor (1960)

These are human theories concerned with the description of two contrasting views about models of workforce motivation and commitment to carry out specific duties. McGregor developed these theories at MIT Sloan School of management in the 1960s with focus on human behavior and organizational communication.

Theory X explains the fact that some people absolutely hate work, they only work because they need money. These type X classes of persons are inherently lazy, are not happy when performing a task and see their job boring. The theory opens the argument that such employees will show little anxiety to work in the case where incentive programs do not exist and will avoid responsibilities when they are to be called up for services in the organization. The workers of this category will work simply because their jobs provide them with some security or because they are safe. The theory emphasizes that a hierarchical structure (top to bottom) is needed with narrow span of control at each level. Hence, the workers who are managed under this style of leadership should be closely supervised comprehensive by comprehensive systems of control. A sort of authoritarian control should be imposed to make sure individuals do their work in a way to achieve organizational objectives. Theory X Managers should apply punishment threats on workers to force them to comply and be serious with their duties. Hence, under this managerial style a workforce not inherently active will be motivated to work especially in organizations where promotion is infrequent and where workers tend to perform repetitive tasks in their jobs. Contrarily, McGregor in his theory Y brings out the premise that employees naturally love to work, find inherent satisfaction and are committed in their duties with the organization they found themselves. This theory is based on the fact that managers play the role of facilitators and teachers that is, they train labor (in-service training). Theory Y managers believe that all they need to do is to provide

pleasant, healthy and engaging work environment and the workers will be willfully motivated. In this theory it is demonstrated that man's wish is to actually work and exercise responsibility as a member of the structure. Managers assume that employees could be ambitious, self-motivated and exercise self-control as they enjoy their mental and physical efforts put to achieve an assigned task. As such employers see work as a natural fun that everyone should enjoy doing. Workers possess the ability and talents for creative solving of problems within an organization though their influence is minimized. The managers of theory Y consider the fact that if workers communicate with subordinates that is reducing the aspect of superiority, they will feel implicated especially when given a chance in decision-making and will be comfortable to use their abilities to propose strategies in fulfilling the objectives of the organization.

The relevance of theory X and Y

The use of theories X and Y have recorded a significant impact in this work and brings a good approach of management that direct pedagogic activities. In the domain of coaching and development, McGregor asserted that managerial attitudes reflect deep-seated (and possibly unconscious) beliefs. This may partially explain why brief workshops which attempt to train managers to adopt a more theory of Y perspective has not been particularly successful. A more modest, yet realistic, aim may be to provide diagnostic information to managers, so they might privately access and reflect on it. This information may yield heightened self-awareness regarding core attitudes and assumption about managing people at work. Along these lines, research might examine the efficacy of direct and indirect methods of management development via theory X and theory Y diagnostic data. An understanding of these theories can be used to explain the level of teachers' engagement at work and communicate to teaching vis-à-vis the supervision techniques the headmaster of the school uses in his day to day running of the school. The X proposes an authoritarian approach of leadership concerning the lazy workers. This has to do with those teachers who have picked up the teaching job as a leisure activity or for the seek of securing a job and purposely towards the objectives of transforming the lives of learners. This category of teachers even refuse teaching in some schools especially in rural areas, implying they have not taken teaching as a vocation thus needs constant supervision and monitoring to sit up. On the other hand, a democratic leadership style has been proposed for theory Y workers where little supervision and monitoring should be imposed on the teaching staff. Since this theory observes that workers

naturally have love for their job, the supervisor should instead play the role of a facilitator and a resource person so that teachers will continue to work.

This is because headmasters will develop some confidence in the workers as most of them put effort even without salaries, they put the learners' interest in the front. A New management paradigm is born in this study resulting from a keen analysis of this study. School headmasters are now expected to provide training, educational and skill development opportunities to teachers and encourage them take initiative in decision making and ultimately be responsible for development of their own careers. From this perspective, the new employment paradigm assumes a theory Y view with respect to what employees are willing and able to contribute to the organization, with corresponding employer responsibilities.

Weaknesses of the theory.

A Manager with theory Y inclinations may be less successful in a command and control type of environment that is, organizations with mechanistic structures and control-oriented cultures. On the other hand, theory Y may be difficult to enact in environments characterized by continuous, turbulent exogenous changes, and by powerful external complexities requiring inter-organizational, global, and virtual teams. The optimal set of circumstances for a theory Y mind-set and approach to management would be applied only where there are stable managerial-subordinate relationships among defined participants, where capabilities and trust can develop along with shared goals and norms and where self-managed teams can flourish with managers serving more as coaches than as bosses. Meanwhile, in such cases where leadership practice is harsh, teachers are not comfortable enough to strategize techniques of instructions to convince learners.

The Human Relations Theory

The central idea in this theory is that human factor is important in the achievements of organizational goals. Thus, it is assumed that workers will achieve better if their personal welfare is taken into consideration. According to (Nwankwo 1982) in Mgbodile (2004), the theories related to human relations brought into administration such concepts as democratic leadership, policy-making by consultation, delegation of authority, and decentralization of administration. The central argument among the human relations theories is that it is only when individuals are treated humanely that they can have the motivation to participate actively in the achievement of organizational goals. With human relations theory, the focus is on people and how they interact.

The relevance of this theory to school heads is that basic supervision can be achieved through good relationship among the various groups of people within the institutions. Cooperation amongst workers in an organization can bring about the attainment of goals and objectives. One author called Follett who was the first great proponent of Human Relations theory viewed coordination among workers in an organization as critical. Follett maintained that coordination is a basic ingredient of any organization's effectiveness. Based on these Follett developed four organizational principles which were centered on coordination. The principles include:

1. Coordination by direct contact with the people concerned.
2. Coordination in the early stage suggests that coordination in an organization should not be delayed.
3. Coordination as the reciprocal relation of all the factors in a situation.
4. Coordination as a continuing process.

The implication of the above principles on human relations theory as suggested by Follett is that primary school supervisors should always coordinate primary school teachers, pupils and other members of staff to achieve quality education in primary schools.

Review of Empirical Studies

There is need to review related researches that have been carried out and relevant to this present study so as to show its relevance.

Mary et al. (2012) carried out verification on the "Influence of principal's classroom visitation and Inspection, and Teachers Job performance in Akwa- Ibom State, Nigeria". The participants of the study included 300 senior secondary school students who were randomly selected from 232 schools in Akwa-Ibom State. The data for this was collected using the principal's Instructional Supervisory Strategies Questionnaire(PISSQ) and Teachers Job Performance Scale Questionnaire(TJOSQ). Two hypotheses were tested using the Analysis Of Variance (ANOVA) and the results of the findings revealed that principal's classroom visitation strategies and inspection of lesson notes significantly influence job performance.

Garba et al. (2019) also investigated on the effect of classroom visits and their outcome. Their study was on the topic, "The effect of classroom pedagogical practices in public secondary schools at Bauchi state, Nigeria". The participants in this study included 29 school principals

and 385 teachers randomly selected. The data was collected using questionnaire and document observation checklist while the descriptive and inferential statistics were employed to analyze the quantitative data using the SPSS. The hypothesis were tested at $\alpha=0.05$ levels of significance implying that classroom visits significantly influences pedagogic practices.

Diana M. (2021) carried out a study on the role of school Heads' supervision in improving quality of teaching and learning. Case of public secondary school in Ilemela District Mwanza Tanzania. The research method used was a mixed research using both quantitative and qualitative approaches. The sample size of this study is 86 which is 16 percent of the total population. This study employed both probability and non-probability designs in selecting samples in order to ensure reliability and validity of the data under study.

The data collected quantitatively using questionnaire was analyzed through descriptive statistic using Statistical Package for Social Sciences (SPSS) version 20 computer program.

Anagbonu, (2000) carried out research investigation on "Skills by Primary School Head Teachers in Enugu East Local Government of Enugu State." There are four purposes of study and four research questions were posed. The research design was descriptive survey design. The population of the study comprised of 20 principals and 114 teachers from secondary schools in the area of study. The data collected for the study were analyzed using mean. The major findings of the study revealed that instructional supervision enhances teaching and learning activities. The findings also indicated that teachers agreed that primary school heads should carry out supervisory oversights well by applying supervisory skills effectively.

Agbo, (2005) undertook a study on Development of an Instrument for evaluating Supervision of instruction in secondary schools. The problem of this study was to develop and identify an instrument on supervisory requirement that are essential for evaluating the supervision of instruction in secondary schools in Nsukka Education Zone. To carry out this study, there were three purposes of study, three research questions and two Null hypotheses. Survey design was adopted for this study. A structured questionnaire was developed for data collection. The population of the study consisted of hundred principals, while thirty (30) were sampled from the total population. The research instrument was validated by experts in Education foundations and measurement and evaluation. The instrument was distributed and data Obtained were analyzed using mean and standard deviation while the two hypotheses

were analyzed using simple linear regression statistics. The findings of the study were categorized in order of ranking.

Summary of Literature Review

The review discussed the concept of supervision within the context of its relevance to supervision of instruction and quality education in primary school education. For instance, supervision of instructions and quality Education are viewed as processes of enhancing and improving effective teaching and learning in schools. Significant numbers of literature were reviewed on importance of supervision as a vital tool to be used in the realization of effective national educational objectives.

It was found out that for effective supervision to take place in primary schools, supervisors should ensure that curriculum meant for primary school pupils is properly taught in such a way that pupils gain adequate learning experience. The content of each lesson in primary school requires comprehensive lesson preparation and mastery. It was established that supervisors should see that teaching and learning activities leading to wholesome learning should be given adequate attention. It was also established that pupils should be monitored to study their books at a given period of time daily so as to internalize whatever they are taught. School heads have the right to inform officials of the Ministry of Education about the necessary education facilities lacking in primary schools and that efforts should be made for their provision. Supervision of instruction in staff development enables teachers to improve on their methods of teaching and knowledge impartation with a view to achieving the best desired results in learning activities. Through supervision, it is discovered that vacancies for certain categories of instructional staff can be identified and supervisors make recommendations to the appropriate authorities to fill those vacancies.

There existed empirical studies that relate to this present study. Generally, they are of the view that supervision as one of the roles of school heads are supposed to be effectively carried out as expected by primary school head teachers. Consequently, if supervision is not carried out as expected, its problem could lead to poor performance of teachers and pupils in primary schools. There was no review on assessment of internal supervision by primary school heads on either the subject or the variables this study sought to investigate.

Gaps discovered in this study so far revealed that the empirical studies reviewed did not address quality Education in primary schools. The quality of supervision at primary school levels underscores the relevance and need for this present study which is on the role of Supervision of Instructions and quality education in Primary Schools in Yaounde VI Sub-division.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter describes the procedures that were adopted in carrying out this study. It specifically describes the research study under the following headings: Design of the study, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of instrument, reliability of the study, Method of data collection, and Method of data analysis.

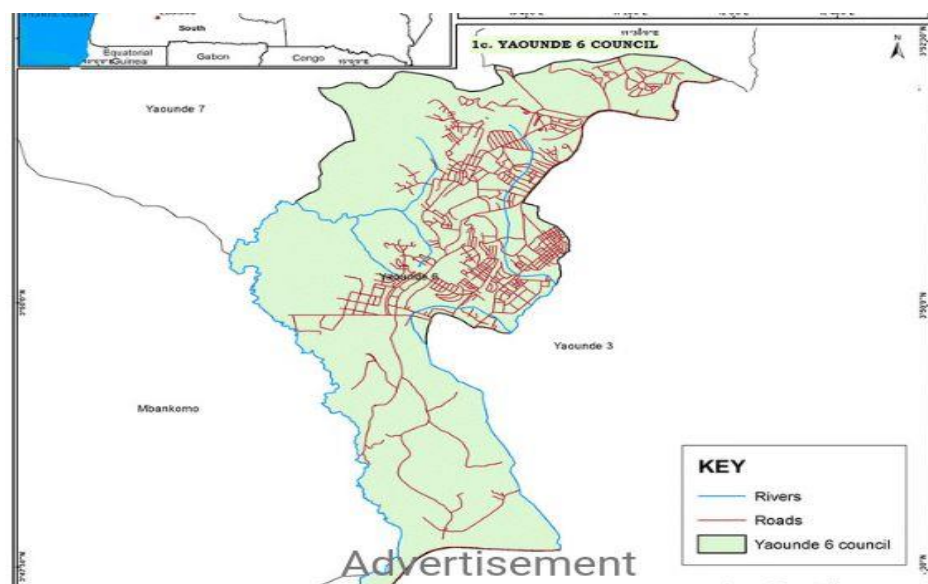
Design of the study

The design of this study is descriptive survey. Descriptive design studies are mainly concerned with describing events as they are without any manipulation of what is being observed (Ali, 2006). It is a design approach which aims at collecting data and describing events in a systematic manner, the characteristics, features or facts about a given population (Nworgu, 2006). This design is suitable for this study since the researcher tries to find out how supervision of instruction can influence quality education in primary schools.

Fig 2: The Map of Mfoundi Division in the Centre Region of Cameroon.



Fig 3: The Map of Yaounde VI Sub-division in Mfoundi Division-Centre region.



Area of the study

Yaounde VI is one of the seven sub-Divisions found in Mfoundi Division in the Centre Region of Cameroon.

This research was carried out in Yaounde VI Sub-Division, Mfoundi Division in the Centre Region of Cameroon. The research was carried in eleven different schools including; Government Bilingual Primary School (GBPS) Biyem-Assi SIC 1 B, Government Bilingual Primary School (GBPS) Biyem-Assi 2B, Government Bilingual Primary School (GBPS) Biyem-Assi 2A 1, Government Bilingual Primary School(GBPS) Biyem-Assi Group 2A2, Government Bilingual Primary School(GBPS) Biyem-Assi SIC Group 1A, Government English Primary School(GEPS) Etou-ebe Group 1, Government English Primary School(GEPS) Etou-ebe Group 2, Government Bilingual Primary School (GBPS) Mvog-betsi Group 1A, Government Bilingual Primary School (GBPS) Mvog-betsi Group 1B, Government Bilingual Primary School (GBPS) Mvog-betsi Group 2A, Government Bilingual Primary School (GBPS) Mvog-betsi Group 2B. The Centre Region is made up of different Divisions and sub-Divisions. From the researcher's experience, public schools in Yaounde VI Sub-Division are chosen for this study because of the apathy of supervisors towards the supervision of primary school teachers for quality education in this sub-division. Secondly, Public school teachers were chosen because they are the ones who are directly under the control of the government and on them the government will be able to realize its objectives of quality education.

Population of the study

A research population is a comprehensive group of individuals, objects or institutions with common characteristics of interest to the researcher and is the main focus of the problem under study (Creswell, 2012). The Mfoundi Division is made of a total population of about 3.6 million inhabitants (2010) who reside over a total area of 297km square with a density of 11.869 persons per square kilometer. The Division is made up of seven (7) sub-Divisions. In this research, the research populations under study are the Public primary school teachers in all the public schools in Yaounde VI Sub-Division in the Centre region of Cameroon. The teachers were those who are currently teaching in this Sub-Division without any gender and regional discrimination. Public school teachers were chosen because they are the ones who are directly under the control of the government and on them the government will be able to realize its objectives of quality education come 2030 with regard to the National Development Strategies (NDS30) plan. The population of this study comprises all teachers of primary schools in Yaounde VI sub-division located in the Centre Region of Cameroon. The researcher worked with 248 teachers. This figure is made up of 27 male teachers and 56 female teachers all from 11 different schools selected from Yaounde VI Sub-Division which are Government Bilingual Primary School (GBPS) Biyem-Assi SIC 1B, Government Bilingual Primary School (GBPS) Group 2B Biyem-Assi, Government Bilingual Primary School (GBPS) Biyem-Assi Group 2A1, Government Bilingual Primary School (GBPS) Biyem-Assi Group 2A2, Government Bilingual Primary School (GBPS) Biyem-Assi SIC Group 1A, Government English Primary School (GEPS) Group 1, Government English Primary School (GEPS) Group 2, Government Bilingual Primary School (GBPS) Mvog-betsi Group 1A, Government Bilingual Primary School (GBPS) Mvog-betsi Group 1B, Government Bilingual Primary School (GBPS) Mvog-betsi Group 2A and Government Bilingual Primary School (GBPS) Mvog-betsi Group 2B based on 2022 school year.

Sample and sampling techniques

The sample for this study was 248 respondents (123 male teachers and 125 female teachers) selected using proportionate stratified random sampling technique for the selection of teachers. The eleven Government schools in Yaoundé VI Sub-Division were stratified and each forms a stratum. Ten percent of the population of teachers was drawn from each stratum. This technique was adopted because the proportionate stratified sampling technique ensures greater representation of the sample relative to the population and guarantees that minority constituents of the population are represented in the sample (Nworgu, 2006).

Instrument for Data Collection

Questionnaire was used as the instrument for data collection in the study. The questionnaire entitled, “Supervision of instruction and quality education” was developed by the researcher. The instrument was designed to collect information on how supervision of instruction can influence quality education in primary schools. The instrument has 35 items and is divided into 2 sections. Section A seeks information on personal data of the respondents. Section 2 has 5 clusters: Cluster 1 seeks to investigate the extent to which classroom visitation influence quality education in the primary schools. This cluster has 11 items. Cluster 2 of the instrument has 8 items and elicits information on the extent to which teacher’s skill evaluation influences quality education in primary schools. Cluster 3 has 6 items and seeks to examine to what extent the frequency of supervision influences quality education in primary schools. Cluster 4 seeks to examine the extent to which in-service training influences quality education in primary schools. It contains 6 items. Lastly, cluster 5 which is composed of 5 items seeks to examine to what extent supervision of instruction influences quality education in primary schools.

The instruments were designed on a one-point rating scale weighted as follows: Clusters 1, cluster 2, cluster 3, cluster 4, and cluster 5 using the following response mode: Strongly Agree (SA), Agree(A), Disagree(D) and Strongly Disagree (SD).

Validation of instrument

The instrument was validated by two experts, all from the department of Curriculum and Evaluation, University of Yaoundé 1 (Faculty of science of Education). The experts looked at the items in terms of clarity of the language, instrument’s appropriateness and adequacy of items in addressing the problem of the study. The experts’ advices were implemented while modifying the draft of the instrument.

Reliability of the instrument

In order to establish the degree of internal consistency of the items in the questionnaire, the items were trial tested using ten (10) teachers in Yaoundé VI Sub-division who do not form part of the study but possess the same characteristics with the target population of this study.

Data obtained after the trial testing was analyzed using Cronbach alpha method to calculate the internal consistency of the instrument. The result of the clusters is as follows: cluster 1 - 0.70, cluster 2 - 0.82, cluster 3 - 0.71, cluster 4 - 0.66 and cluster 5 -0.55. These gave the

overall reliability scores of the instrument as 0.86. This indicated that the instrument was reliable and considered appropriate for use.

Method of Data Collection

The questionnaire was administered by the researcher. Direct delivery and retrieval system was used. This helped the researcher to recover all the instruments from the respondents.

Method of Data Analysis

The data was analyzed using mean (X) score and Standard Deviation (SD) in answering the four research questions posed for the study. The mean score above 2.50 is an indication of agreement while below 2.50 is a disagreement with the item. The Simple linear regression statistics was used to test the four (4) null hypotheses. Limit of real numbers were used to determine the decision level of research question 1 and 2 while criterion mean was used for research question 3 and 4 according to the mean range as follows:

DECISION RULE

For Clusters 1,2, 3,4 and 5

Decision level (DL)	Mean Range (Criterion mean)
Strongly Agree (SA)	3.50 to 4.00
Agree (A)	2.50 to 3.49
Disagree (D)	1.50 to 2.49
Strongly Disagree (SD)	0.05 to 1.49

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

This study aims to investigate the extent to which supervision of instruction influences quality education in primary schools in Yaounde VI Sub-Division. This chapter seeks to answer the questions raised in the study and test the research hypotheses.

Data Screening

The data was screened for univariate outliers. Of the returned questionnaire, there were neither outliers nor missing values. Hence the analysis of the study will be based on a total of 248 questionnaires.

Demographic characteristics

Table 2: Gender Distribution of Respondents

	Frequency	Percent
Male	123	49.6
Female	125	50.4
Total	248	100.0

The table represents the sex distribution of respondents. In the context of this study, we use a population of 248 respondents. According to the table, 123 of the respondents are male while 125 of the respondents are female, making a percentage of 49.6 and 50.4 respectively. This variation is due to the fact that there are more females than males in the sample schools. This indicates that most of the teachers in primary schools in Yaounde VI Sub-Division are females.

Table 3: Respondent's view on Classroom Visitation

No.	Item	SA		A		DA		SD		M	SD
		f	%	f	%	f	%	f	%		
1.	My headmaster visits classroom at least once in a month.	214	86.3	26	10.5	5	2.0	3	1.2	3.82	0.512
2.	My headmaster checks learner's exercise books during classroom visits.	126	50.8	108	43.5	12	4.8	2	0.8	3.44	0.627
3.	A staff meeting is called up to discuss issues observed after each visit.	109	44.0	127	51.2	12	4.8	0	0	3.39	0.580
4.	Teachers take to advice given by the headmaster.	65	26.2	174	70.2	1	.4	8	3.2	3.19	0.599
5.	In my school materials, manipulatives and resources are current and of high quality.	34	13.7	118	47.6	80	32.3	16	6.5	2.69	0.788
6.	Teachers at my school engage pupils in academic dialogue i.e the teacher does not dominate classroom discussion.	158	63.7	86	34.7	4	1.6	0	0	3.62	0.518
7.	Teachers of my school use a variety of strategies to stimulate pupils' interests and motivation for learning.	148	59.7	89	35.9	8	3.2	3	1.2	3.54	0.622
8.	The teachers in my school encourage learners to interact with them.	123	49.6	117	47.2	8	3.2	0	0	3.46	0.561
9.	My headmaster always announce classroom visit.	6	2.4	135	54.4	98	39.5	9	3.6	2.56	0.608
	Grande Mean						5.94				
	SD						0.630				

Nine items on the questionnaire were designed to evaluate respondents' views on Classroom visitation. From the above table, all the nine items designed to answer this question have a mean above the 2.5 cut-offs. It shows that 96.8% (237) generally agree that their headmaster visits classroom at least once in a month. 94.3% generally agreed that headmaster checks learner's exercise books during classroom visits. 95.2% agreed with the notion that staff meeting is called up to discuss issues observed after each visit. 96.4% generally agreed that the teachers take to advice given by the headmaster. 61.3% generally agreed that their school materials, manipulative and resources are current and of high quality. 98.4% of the teachers acknowledged the fact that Teachers at my school engage pupils in academic dialogue that is the teacher does not dominate classroom discussion. 95.6% also agreed that Teachers of my school use a variety of strategies to stimulate pupils' interests and motivation for learning.

Table 4: Respondent's view on the teacher's skill evaluation by the headmaster

No.	Item	SA		A		DA		SD		M	SD
		f	%	f	%	f	%	f	%		
1.	Teachers are effective in communicating the content of the course.	68	27.4	180	72.6	0	0	0	0	3.27	0.447
2.	My headmaster carries out monitoring and evaluation on his teachers.	46	18.5	190	76.6	11	4.4	1	.4	3.13	0.479
3.	The headmaster of my school follows the prescribed method of evaluation.	67	27.0	177	71.4	4	1.6	0	0	3.25	0.472
4.	The teachers of this school demonstrate knowledge of the subject matter.	84	33.9	157	63.3	3	1.2	4	1.6	3.29	0.574
5.	In my school the teachers communicate objectives and requirements clearly.	48	19.4	186	75.0	12	4.8	2	0.8	3.13	0.509
6.	Our headmaster is always satisfied after each teacher's evaluation.	209	84.3	35	14.1	0	0	4	1.6	2.83	0.420
7.	All teachers of my school prepare lessons before going to class.	20	8.1	159	64.1	69	27.8	0	0	2.80	0.567
8.	My headmaster is always satisfied after every teacher's evaluation session.	0	0	206	83.1	42	16.9	0	0	2.83	0.376
Grande Mean						4.91					
SD						0.481					

Eight items were designed in the questionnaire to respond to teacher's skill evaluation by the headmaster. All the eight items designed to answer this question have a mean above the 2.5 cut-offs. It shows that all the teachers (100%) are effective in communicating the content of the course. 95.1% recognized that headmaster carries out monitoring and evaluation on his teachers. 98.4% agreed that the headmaster of their school follows the prescribed method of evaluation. 97.2% of the teachers recognised that their school demonstrate knowledge of the subject matter. 94.4% agreed that in their school the teachers communicate objectives and requirements clearly. 98.4% accepted that headmaster is always satisfied after each teacher's evaluation.

Table 5: Respondent's view on the frequency of supervision

Six items were designed in the questionnaire to respond frequency of supervision. From the

No.	Item	SA		A		DA		SD		M	SD
		f	%	f	%	f	%	f	%		
1.	My headmaster carries out supervision twice a week.	0	0	67	27.0	179	72.2	2	.8	2.26	0.459
2.	Supervision is carried out once a month in my school.	21	8.5	151	60.9	34	13.7	42	16.9	2.61	0.866
3.	My headmaster does carry out supervision at all.	16	66.1	65	26.2	4	1.6	15	6.0	3.52	0.804
4.	My headmaster carries out supervision once a term.	4	9.3	45	18.1	73	29.4	10	43.1	1.94	0.992
5.	Lesson notes are checked weekly during classroom visit.	7	7.7	185	74.6	9	3.6	35	14.1	2.76	0.788
6.	We are happy with our headmaster's frequent visits.	12	4.8	184	74.2	21	8.5	31	12.5	2.71	0.744
Grande Mean						2.75					
SD						0.561					

above table, four out of the six items designed to answer this question has a mean above the 2.5 cut-offs. The table shows that only 27% of the teachers agreed that their headmaster carries out supervision twice a week. 69.4% accepted that supervision is carried out once a month in my school. 92.3% of the teachers agreed that headmaster carries out supervision all the time. 82.3% recognised that lesson notes are checked weekly during classroom visit. 79.2% of the respondents are happy with their headmaster's frequent visits.

Table 6: Respondent's view on the provision of in-service training

No.	Item	SA		A		DA		SD		M	SD
		f	%	f	%	f	%	f	%		
1.	The headmaster plans in-service training for the teachers.	45	18.1	94	37.9	80	32.3	29	11.7	2.63	0.914
2.	My headmaster permits teachers to go for in-service training.	57	23.0	121	48.8	70	28.2	0	0	2.95	0.715
3.	Teachers of my school do want to go in for in-service training.	119	48.0	74	29.8	28	11.3	27	10.9	3.15	1.005
4.	Pedagogic seminars are always organized twice a term for the training of teachers.	38	15.3	129	52.0	80	32.3	1	0.4	2.82	0.680
5.	My headmaster produces a collective lesson to teach the teachers every term.	38	15.3	123	49.6	83	33.5	4	1.6	2.79	0.713
6.	My headmaster does allow teachers to go for in-service training at all.	73	29.4	148	59.7	21	8.5	6	2.4	3.16	0.672
Grande Mean						2.97					
SD						0.615					

Six items were designed in the questionnaire to respond to the provision of in-service training. All the six items designed to answer this question have a mean above the 2.5 cut-offs. It shows that 56% of the headmasters plan in-service training for the teachers. 71.8 % generally agreed that their headmaster permits teachers to go for in-service training. Item 3 on the table shows that 77.8percent agreed with the idea that teachers of their school do want to go in for in-service training. Concerning the organization of pedagogic seminars twice a term for the training of teachers, 67.3% conceded with it. Regarding headmaster's production of collective lesson, 64.9% generally agreed that the headmaster involve produces a collective lesson to teach the teachers every term.

Table 7: Respondent's view on the quality of education

Five items were designed in the questionnaire to respond to this section. All of the five items designed to answer this question have a mean above the 2.5 cut-offs. It shows that 75% generally agree that supervision of instruction produces quality learners. 98.8% generally agreed that constant supervision of instruction guarantees a conducive learning environment. 98.4% are satisfied with the strict follow up of teachers enhancing the use of didactic materials. 98.4% generally agreed that Quality teachers are produced when supervision of instruction is strictly followed.

No.	Item	SA		A		DA		SD		M	SD
		f	%	f	%	f	%	f	%		
1.	Supervision of instruction produces quality learners.	78	31.5	108	43.5	62	25.0	0	0	3.06	0.750
2.	Constant supervision of instruction guarantees a conducive learning environment.	89	35.9	156	62.9	0	0	3	1.2	3.33	0.544
3.	Strict follow up of teachers enhances the use didactic materials.	70	28.2	174	70.2	4	1.6	0	0	3.27	0.478
4.	Supervision enhances the respect of teaching methods and approaches.	155	62.5	93	37.5	0	0	0	0	3.63	0.485
5.	Quality teachers are produced when supervision of instruction is strictly followed.	152	61.3	92	37.1	4	1.6	0	0	3.60	0.523
Grande Mean						3.38					
SD						0.395					

Correlation analysis

To test the meet the precondition that is concerned with the linearity of the relationship between the separate IVs and the DV. Previously established hypotheses with the help of simple linear regression analyses, Saunders et al. (2016) state that the collected data has to

Table 8: Correlations among variables

	Classroom Visitation	teacher's skill evaluation	frequency of supervision	in-service training	Quality Education
CV					
TSE	0.662**				
FS	0.454**	0.315**			
IT	0.340**	0.747**	0.206**		
QE	0.412**	0.606**	0.494**	0.409**	
Mean	3.30	3.07	2.75	2.97	3.38
Standard Deviation	0.350	0.301	0.561	0.615	0.395
N	248	248	248	248	248

** . Correlation is significant at the 0.01 level (2-tailed).

To be more precise and thoroughly test the assumption of the linearity and strengths of relationships between the separate IVs and the DV, the researchers have conducted a correlation analysis, displayed in Table 9. Outcomes show that Classroom Visitation, teacher's skill evaluation by the headmaster, the frequency of supervision and provision of in-service training are significantly correlated with quality education.

Concerning the strength of the relationship of the IVs; Classroom Visitation and teacher's skill evaluation by the headmaster (Pearson's $r(247) = .662, p < .01$), Classroom Visitation, and the frequency of supervision (Pearson's $r(247) = .454, p < .01$), the Classroom Visitation and provision of in-service training (Pearson's $r(247) = .340, p < .01$), teacher's skill evaluation by the headmaster, and the frequency of supervision (Pearson's $r(247) = .315, p < .01$), teacher's skill evaluation by the headmaster, and provision of in-service training, (Pearson's $r(247) = .747, p < .01$), the frequency of supervision and provision of in-service training (Pearson's $r(247) = .206, p < .01$). Hence, from the correlation analysis, it can be concluded that all four measured IVs are significantly correlated. Moreover, due to the confirmed linearity of relationships between the separate IVs and the DV, the precondition to run regression analyses to actually test the previously developed hypotheses is met (Saunders et al., 2016).

Regression Analysis

Since school environment on teachers' job satisfaction is the intersection of the contributing constructs, in order to identify which independent variable was the largest predictor of schools' effectiveness, when all the other variables have been taken into account, a standard simple regression was performed. Job satisfaction was the dependent variable, and the nature of the Classroom, Workload, Compensation Practice, and Supervision Practice were the independent variables.

The various assumptions underlying simple regression were examined. The correlations between the independent variable and the dependent variable were above 0.3 and thus were acceptable for the regression analysis (Tabachnick & Fidell, 2007). Moreover, there were not very high correlations ($r > 0.9$) (Field, 2009) between the independent variables. For further evaluation to check multicollinearity, which indicates a perfect linear relationship between two or more of the independent variables, the tolerance and variance inflation factor (VIF) values were examined. All the tolerance values were above 0.1 and the VIF values were less than 10, thus the data set did not indicate multicollinearity (Field, 2009; Tabachnick & Fidell, 2007).

The Mahalanobis distance was used to check for outliers. Mahalanobis distance "is the distance of a case from the centroid of the remaining cases where the centroid is the point created at the intersection of the means of all the variables" (Tabachnick & Fidell, 2007, p. 74). It reveals cases that lie at a distance from the other cases, and such cases are considered outliers. Mahalanobis distance is evaluated using chi-square distribution. "Mahalanobis distance is distributed as a chi-square (X^2) variable, with degrees of freedom equal to the number of independent variables" (Tabachnick & Fidell, 2007, p. 166). In order to detect which cases are multivariate outliers, the critical X^2 value of the number of degrees of freedom of the independent variables is compared with the Mahalanobis distance of the cases (Tabachnick & Fidell, 2007). Any case whose Mahalanobis distance value is greater than the critical X^2 is considered an outlier. Tabachnick and Fidell (2007) have produced a table of critical X^2 values with which researchers can compare their Mahalanobis distance values. The data cases of the study were compared with this critical X^2 value. No case with critical values higher than what was prescribed by Tabachnick and Fidell (2007) was detected.

Normality of the data set was checked with the Normal Probability Plot and the Scatterplot of the Standardized Residuals. The Normality Probability Plot produced a fairly straight diagonal plot, indicating that the points did not deviate from normality. Again, the scatterplot produced a rectangular-shaped distribution of the residuals, with most points concentrated around zero (0). This indicated that the data was fairly normally distributed. SPSS produces unusual cases in a table called Case-wise Diagnostics for standard multiple regressions. Pallant (2005) alerted that the Case wise Diagnostics table has information on cases that have values above 3.0 or below -3.0 as their standardized residuals and that in normally distributed data; such cases should not be more than 1% of the total cases. In order to check if such cases have an effect on the results, one should have a look at the Cook's distance value. If the Cook's distance is more than 1, then there is cause for concern (Field, 2009; Pallant, 2005; Tabachnick & Fidell, 2007). Though the Casewise Diagnostics produced a case with a standardized residual above 3 (in this case, it was 5.655), the Cook's distance produced a maximum value of 0.59. Thus, though the standardized residual is above 3, the maximum Cook's distance value was less than 1; therefore, this case can be included in the regression.

The standard regression with each of the four independent predictors (Nature of the Classroom, Workload, Compensation Practice, and Supervision Practice) to predict school effectiveness was used to verify each research hypothesis. The adjusted R^2 was reported because Tabachnick and Fidell (2007) recommended that the R square tends to overestimate

its true value in the population when the sample size is small and that the adjusted R square corrects the value of R square and thus produces a better predictor of the true population value.

Test of Hypotheses

H₀1: There is no significant difference in the respondents with regard to the extent to which Classroom Visitation influences quality education tested at 0.05 level of significance in primary schools.

Regression was carried out to ascertain the extent to which classroom visitation scores predict quality education.

Table 9: Model Summary^b of classroom visitation as a predictor of Quality Education

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.412 ^a	0.169	0.166	0.36097

a. Predictors: (Constant), CV

b. Dependent Variable: QE

The correlation results showed that there was a strong positive linear relationship between Classroom Visitation and quality education scores, which was confirmed with a Pearson's correlation coefficient of $r = .412$. The regression model predicted 16.9 % of the variance. The model was a good fit for the data ($F(1, 246) = 50.190, p < .001$).

Table 10: ANOVA^a of classroom visitation as a predictor of Quality Education

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	6.540	1	6.540	50.190	0.000 ^b
1 Residual	32.054	246	0.130		
Total	38.594	247			

a. Dependent Variable: QE

b. Predictors: (Constant), CV

The table above is the F test. The linear regression F test has the null hypothesis that there is no significant difference in the respondents with regard to the extent to which Classroom Visitation influences the quality education tested at a 0.05 level of significance in primary schools. In other words, $R^2 = 0$, with $F(1, 246) = 50.190, p = .000$, the test is highly significant. Thus we can assume that classroom visitation has a statistically significant impact on quality education.

Table 11: Coefficients^a of classroom visitation as a predictor of Quality Education

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.842	0.218		8.457	0.000
	CV	0.465	0.066	0.412	7.084	0.000

a. Dependent Variable: QE

The regression results showed a significant relationship between recruitment of classroom visitation and quality education scores ($t = 23.764$, $p < 0.000$). The slope coefficient for classroom visitation was .412, so quality education increases by a factor of .412.

H₀₂: There is no significant difference in the respondents on the extent to which teacher's skill evaluation by the headmaster influences quality education tested at 0.05 level of significance in primary schools.

Table 12: Model Summary^b of teacher's skill evaluation by the headmaster as a predictor of quality education

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.606 ^a	0.367	0.364	0.31519

a. Predictors: (Constant), TSE

b. Dependent Variable: QE

The correlation results showed that there was a strong positive linear relationship between the teacher's skill evaluation by the headmaster and quality education scores, which was confirmed with a Pearson's correlation coefficient of $r = .606$. The regression model predicted 36.7 % of the variance. The model was a good fit for the data ($F(1, 246) = 142.484$, $p < .000$).

Table 13: ANOVA^a of teacher's skill evaluation by the headmaster as a predictor of quality education

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	14.155	1	14.155	142.484	.000 ^b
	Residual	24.439	246	.099		
	Total	38.594	247			

a. Dependent Variable: QE

b. Predictors: (Constant), TSE

The above table is the F test. The linear regression F test has the null hypothesis that there is no significant difference in mean ratings of respondents on the extent to which teacher's skill evaluation by the headmaster influences quality education in primary schools. In other words, $R^2 = 0$, with $F(1, 246) = 142.484$, $p = .000$, the test is highly significant. Thus we can assume that teacher's skill evaluation by the headmaster has a statistically significant impact on quality education.

Table 14: Coefficients^a of teacher's skill evaluation by the headmaster as a predictor of quality education

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.935	0.206		4.548	0.000
	TSE	0.796	0.067	0.606	11.937	0.000

a. Dependent Variable: QE

The regression results showed a significant relationship between teacher's skill evaluation by the headmaster and quality education scores ($t = 11.937, p < 0.000$). The slope coefficient for teacher's skill evaluation by the headmaster was .606, so quality education increases by a factor of .606.

H0₃: There is no significant difference in the respondents with regard to the extent to which frequency of supervision influences quality education tested at 0.05 level of significance in primary schools.

Table 15: Model Summary^b of frequency of supervision as a predictor of quality education

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.494 ^a	0.244	0.240	0.34449

a. Predictors: (Constant), FS

b. Dependent Variable: QE

The correlation results showed that there was a strong positive linear relationship between the frequency of supervision and quality education scores, which was confirmed with a Pearson's correlation coefficient of $r = .494$. The regression model predicted 24.4 % of the variance. The model was a good fit for the data ($F(1, 246) = 79.206, p < .000$).

Table 16: ANOVA^a of frequency of supervision as a predictor of quality education

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9.400	1	9.400	79.206	0.000 ^b
	Residual	29.194	246	0.119		
	Total	38.594	247			

a. Dependent Variable: QE

b. Predictors: (Constant), FS

The next table is the F test. The linear regression F test has the null hypothesis that there is no significant difference on the mean ratings of respondents regard to the extent to how frequency of supervision influences quality education in primary schools. at $p = .05$. In other words, $R^2 = 0$, with $F(1, 246) = 79.206, p = .000$, the test is highly significant. Thus we can assume the frequency of supervision has a statistically significant effect on quality education.

Table 17: Coefficients^a of frequency of supervision as a predictor of quality education

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.334	0.110		39.518	0.000
	FS	0.348	0.039	0.494	8.900	0.000

a. Dependent Variable: QE

The regression results showed a significant relationship between the frequency of supervision and quality education scores ($t = 8.900$, $p < 0.000$). The slope coefficient for frequency of supervision was .494, so quality education increases by a factor of .494.

H0₄: There is no significant difference in the respondents with regard to the extent to which in-service training influences quality education tested at 0.05 level of significance in primary schools.

Table 18: Model Summary^b of in-service training as a predictor of quality education

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.409 ^a	0.167	0.164	0.36143

a. Predictors: (Constant), IT

b. Dependent Variable: QE

The correlation results showed that there was a strong positive linear relationship between the in-service training and quality education scores, which was confirmed with a Pearson's correlation coefficient of $r = .409$. The regression model predicted 16.7 % of the variance. The model was a good fit for the data ($F(1, 246) = 49.440$, $p < .001$).

Table 19: ANOVA^a of in-service training as a predictor of quality education

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.458	1	6.458	49.440	0.000 ^b
	Residual	32.135	246	0.131		
	Total	38.594	247			

a. Dependent Variable: QE

b. Predictors: (Constant), IT

The next table is the F test. The linear regression F test has the null hypothesis that there is no significant difference in the mean ratings of respondents regard to extent to which in-service training influences quality education in primary schools. In other words, $R^2 = 0$, with $F(1, 246) = 49.440$, $p = .000$, the test is highly significant. Thus we can assume that in-service training statistically significant influences quality education.

Table 20: Coefficients^a of in-service training as a predictor of quality of education

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	2.596	.114	22.869	0.000
	IT	0.263	.037	0.409	7.031

a. Dependent Variable: QE

The regression results showed a significant relationship between in-service training and quality education scores ($t = 7.031$ $p < 0.000$). The slope coefficient for classroom visitation was .409, so quality education increases by a factor of .409.

Summary

Ha1: There is a significant difference in the mean ratings of respondents with regard to the extent to which Classroom Visitation influences the quality of education tested at 0.05 level of significance in primary schools.

Ha2: There is a significant difference in the mean ratings of respondents with regard to the extent to which teacher's skill evaluation by the headmaster influences quality education tested at 0.05 level of significance in primary schools.

Ha3: There is a significant difference in the mean ratings of respondents with regard to the extent to which frequency of supervision influences quality education tested at 0.05 level of significance in primary schools.

Ha4: There is a significant difference in the mean ratings of respondents with regard to the extent to which in-service training influences quality education tested at 0.05 level of significance in primary schools.

CHAPTER FIVE

DISCUSSION, IMPLICATIONS, RECOMMENDATIONS AND CONCLUSION

This chapter presents the discussion of major findings of the study, the conclusion and implications of the study. It included the relevant recommendations and suggestions for further research. Discussion was done using topical headings.

Discussion of findings

Extent to which classroom visitation influences quality education:

It was found in the study that the respondents agreed that classroom visitation influences quality education. It shows that 96.8% (237) generally agree that their headmaster visits classroom at least once in a month. 94.3% generally agreed that headmaster checks learner's exercise books during classroom visits. Also, 95.2% agreed with the notion that staff meeting is called up to discuss issues observed after each visit. Another 96.4% generally agreed that the teachers take to advice given by the headmaster. 61.3% generally agreed that their school materials, manipulative and resources are current and of high quality. Furthermore, 98.4% of the teachers acknowledged the fact that Teachers in their school engage pupils in academic dialogue that is the teacher does not dominate classroom discussion while 95.6% also agreed that Teachers of their school use a variety of strategies to stimulate pupils' interests and motivation for learning.

The above findings agree with the view of Akubue, (2005) who opined that supervisors ought to know the staff working in primary schools within their respective education zones because this will enable them to dictate whether the school is under staffed or overstaffed.

Extent to which teacher's skill evaluation by the headmaster influences quality education:

The result of the findings shows that evaluation of teacher's skills by the headmaster influences quality education. All the eight items designed to answer this question have a mean above the 2.5 cut-offs. It shows that all the teachers are effective in communicating the content of the course. It equally shows that 95.1% of the respondents recognized that their headmasters carry out monitoring and evaluation on his teachers. Another 98.4% of the respondents agreed that the headmaster of their school follows the prescribed method of evaluation. Also 97.2% of the teachers recognised that their school demonstrates knowledge of the subject matter. A total of 94.4% respondents agreed that in their school the teachers

communicate objectives and requirements clearly. Again, 98.4% of the respondents accepted that the headmaster is always satisfied after each teacher's evaluation. This result is consistent with Ozioko, (2008) statement which stressed that teachers' performance is a vital tool for achieving national development because teachers use various techniques to observe the characteristics and behavior of pupil that could promote learning.

Extent to which Frequency of supervision influences quality education:

The result of the findings shows that the frequency of supervision influences quality education in primary schools in Yaounde VI sub-division. It shows that only 27% of the teachers agreed that their headmaster carries out supervision twice a week. The other 69.4% of the respondents accepted that supervision is carried out once a month in their school. Also, 92.3% of the teachers agreed that the headmaster carries out supervision all the time. Meanwhile 82.3% recognised that lesson notes are checked weekly during classroom visit. Finally, 79.2% of the respondents are happy with their headmaster's frequent visits. This is in line with Thakral (2015) view that says supervision is about evaluating and supporting teachers by bringing improvement in the teaching-learning process and their professional development.

In-service training and quality education:

The six items designed to answer this question had a mean above the 2.5 cut-offs. This indicated that in-service training of teachers influences quality education. It shows that 56% of the headmasters plan in-service training for their teachers. A 71.8 % of the respondents generally agreed that their headmasters permit teachers to go for in-service training. The third item on the findings shows that 77.8 percent of the respondents agreed with the idea that teachers of their school do want to go in for in-service training. Concerning the organization of pedagogic seminars twice a term for the training of teachers, 67.3% conceded with it. Regarding headmaster's production of collective lesson, 64.9% generally agreed that the headmaster involve produces a collective lesson to teach the teachers every term.

Implications of the Study

The findings of this study have provided educational implications for head teachers, teachers, universal basic education, the general public and future researchers. The investigation on the extent to which supervision of instruction influence quality education in primary schools in Yaounde VI sub-division. This is because supervision through classroom visitation, teacher's skill evaluation, the frequency of supervision and in-service of teachers influences quality education. This implies that school supervision will be properly focused to achieve the

objectives of primary education. The findings of this study imply that it is agreed by the teachers that the role of supervision of instruction is to improve teaching and learning facilities and quality education. Also, the findings showed that there is a significant difference in the mean ratings of respondents with regard to the extent to which Classroom Visitation influences the quality of education tested at 0.05 level of significance in primary schools. It was also seen that there is a significant difference in the mean ratings of respondents with regard to the extent to which teacher's skill evaluation by the headmaster influences quality education in primary schools. The findings equally showed that there is a significant difference in the mean rating of respondents with regard to the extent at which frequency of supervision influences quality education tested at 0.05 level of significance in primary schools. Finally, the findings proved that there is a significant difference in the mean ratings of respondents with regard to the extent to which in-service training of teachers influences quality education tested at 0.05 level of significance in primary schools.

Recommendations

From the findings of the study, the following recommendations are made;

1. The Ministry of Basic Education should develop a comprehensive programme for in-service training and retraining for headmasters on classroom visitation techniques. Above all, the Ministry of Basic Education should set a minimum of a Bachelor's degree in Education as a precondition for appointment to the position of a headmaster. This will help to ensure that only academically and professionally qualified individuals were appointed as heads of public primary schools.
2. Seminars and workshops should be organized by the delegations of basic education on special skills in assisting head teachers for effective supervision of schools.
3. Proper instruction should be given to teachers on what to teach by school supervisors.
4. Varieties of teaching skills should be developed by the Ministry of Basic Education for meeting educational goals.
5. There should be training and re-training programmes for school heads and teachers in the form of workshop to inform and guide them about current methods in their field to ensure effective supervision of instruction.
6. There is need for school heads to improve their instructional supervision techniques in order to offer necessary advice on the improvement of quality education.

7. There should be modalities in place to ensure inspectors of the Ministry of basic Education monitor school heads to ascertain their appropriate use of the various techniques of instructional supervision in primary schools.

Limitations of the study

In the course of carrying out this study, the researcher experienced some limitations as follows:

1. Some of the respondents were reluctant in providing the needed information as they claimed to be too busy with their work.
2. Much time and money was spent especially as these schools operate in a shift system.
3. Some class teachers were absent thus made it difficult making the researcher to go back to the field another day to administer for them.
4. The exercise was very stressful.

However, these limitations did not significantly affect the findings and generalization of the study

Suggestions for further Research

1. The present study involved only public primary schools; further study could be conducted to compare the effectiveness of supervision of instruction and quality education in secondary schools.
2. Influence of supervision on teachers' effectiveness in primary schools.
3. The study could be replicated in another sub- Division in Mfoundi Division.

Summary of the study

This study focused on the extent to which supervision of instruction influences quality education in public primary schools in Yaoundé VI sub-division. Literature was reviewed on the concept of supervision, instruction, supervision of instruction, in-service training and quality education. The review also covered Social Constructivism theory of Lev. Vygotsky, theory of organizational behavior, theory X and Theory Y of McGregor and the human relation theory as well as review of empirical studies. Four research questions and four null hypotheses were stated to guide the study. An instrument titled supervision of instruction and quality education developed by the researcher was used for the data collection. The instrument contained 35 items that dealt with four clusters. The instrument was validated by three experts from faculty university of education in the university of Yaoundé 1.

The reliability of the instrument was determined using trial testing method to determining internal consistency. The 35 items were pilottested on a sample of 10 respondents (10 teachers). The data obtained were computed to be 0.86 using cronbach Alpha methods. The population of the study comprised of all the teachers in Yaounde VI sub-division. The respondents who supplied the data for the study were male and female teachers. The sample for this study was 248 respondents (123 male and 125 female =248 teachers). The 248 teachers were selected using proportionate stratified random sampling technique for the selection of teachers to draw the sample population for the study from the eleven public primary schools.

The four research questions were analyzed using mean scores and standard deviation while t- test statistics was used to test the four null hypotheses at 0.5 level of significance. An overview of the overall results of the study showed a high inclination to the role of supervision of instruction on quality education in primary schools. The result also observed that there is no significant gender difference in mean ratings of respondents with regard to the following; classroom visitation, teacher's skill evaluation by the headmaster, the frequency of supervision and in-service training of teachers.

CONCLUSION

Based on the findings, it is concluded that:

1. An overview of the overall results of the study showed a high inclination to the influence of supervision of instruction on quality education in primary schools. In other words, supervision of instruction influences quality education through classroom visitation, teacher's skill evaluation by the headmaster, the frequency of supervision and teachers going in for in-service training. Classroom visitation influences quality education through the headmaster visiting classroom at least once in a month, checking learner's exercise books during classroom visits, calling staff meeting to discuss issues observed after each visit. Equally, the teachers take to advice given by the headmaster after class visit, equipping the teachers with school materials, manipulatives and resources that are current and of high quality. Making Teachers in their school engage pupils in academic dialogue implying that is the teacher does not dominate classroom discussion and finally encouraging Teachers of their schools use a variety of strategies to stimulate pupils' interests and motivation for learning.

2. As regard to evaluation of teacher's skill by the headmaster in primary schools, supervision of instruction helps in making teachers to be effective in communicating the content of the course, that headmaster carries out monitoring and evaluation on his teachers, follows the prescribed method of evaluation, ensure their school demonstrates knowledge of the subject matter. Equally that in their school the teachers communicate objectives and requirements clearly and finally that the headmaster is always satisfied after each teacher's evaluation.
3. Regarding the frequency of supervision, it shows that their headmaster carries out supervision twice a week. The other great percentage of the respondents says that supervision is carried out once a month in their school. A certain percentage of the respondents indicated that their headmaster carries out supervision all the time, checks lesson notes weekly during classroom visit and finally some respondents are happy with their headmaster's frequent visits.
4. Equally, concerning in-service training, the headmasters plan in-service training for the teachers. They permit teachers to go for in-service training, a good number of the respondents agreed that teachers of their school do want to go in for in-service training, pedagogic seminars are organized twice a term for the training of teachers and that the headmasters produce a collective lesson to teach the teachers every term.
5. It was also observed from the findings that there is a significant difference in the mean ratings of respondents with regard to the extent to which Classroom Visitation influences quality education tested at 0.05 level of significance in primary schools.
6. There is a significant difference in the mean ratings of respondents with regard to the extent to which teacher's skill evaluation by the headmaster influences quality education tested at 0.05 level of significance in primary schools.
7. Equally, there is a significant difference in the mean ratings of respondents with regard to the extent to which frequency of supervision influences quality education tested at 0.05 level of significance in primary schools.

Furthermore, there is a significant difference in the mean ratings of respondents with regard to the extent to which in-service training of teachers influences quality education tested at 0.05 level of significance in primary schools.

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APPENDIXES

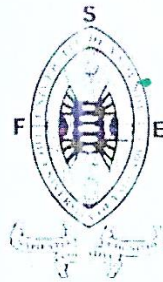
Research autorisation

REPUBLIQUE DU CAMEROUN
Paix Travail Patrie

UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES DE
L'EDUCATION

DEPARTEMENT DE
CURRICULA ET EVALUATION



REPUBLIC OF CAMEROON
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THE UNIVERSITY OF YAOUNDE I

THE FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM
AND EVALUATION

The Dean

N° _____/21/UYI/FSE/VDSSSE

AUTORISATION FOR RESEARCH

I the undersigned, **Professor BELA Cyrille Bienvenu**, Dean of the Faculty of Education, University of Yaoundé I, hereby certify that **ABUA Linus NDUM**, Matricule **20V3297**, is a student in Masters II in the Faculty of Education, Department: *CURRICULUM AND EVALUATION*, Specialty: *INSPECTION OF SCHOOL LIFE*.

The concerned is carrying out a research work in view of preparing a Master's Degree, under the supervision of **Dr. MIBEH Adolf TANYI**. His work is titled « *Supervision of instruction and quality education in some four primary schools in Biyem-assi* ».

I would be grateful if you provide him with every information that can be helpful in the realization of his research work.

This Authorization is to serve the concerned for whatever purpose it is intended for.

Done in Yaoundé, le... **12 3 DEC 2021**

For the Dean, by order



Questionnaire

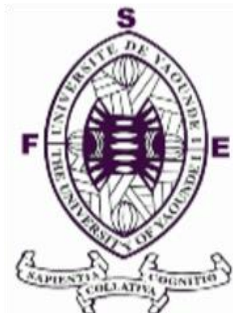
RÉPUBLIQUE DU CAMEROUN

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Faculté des Sciences de l'Éducation

Département de Curricula et Évaluation



REPUBLIC OF CAMEROON

Peace – Work – Fatherland

THE UNIVERSITY OF YAOUNDE I

The Faculty of Education

Department of Curricula and Evaluation

Dear correspondents,

I am ABUA LINUS NDUM a masters' student at the University of Yaounde 1, Faculty of Science of education, department of curriculum and evaluation, specialized in Administration and Inspection of School life. I am researching on the topic: **Supervision of instruction and quality education in selected primary schools in Yaounde VI Sub-division**. I request your responses on the questions below. I promise that your responses will be used only for academic purposes.

1.Socio Demographic Information

Mark an x

1. Gender: Male Female

Please indicate your level of agreement with the following statements by marking an X:

Strongly Agree (SA), Agree(A), Disagree(D), Strongly Disagree (SD)

RQ. 1: Classroom visitation

N	ITEMS	SA	A	D	SD
2.	My headmaster visits classroom at least once in a month.				
3.	My headmaster checks learner's exercise books during classroom visits.				
4.	A staff meeting is called up to discuss issues observed after each visit.				
5.	Teachers take to advice given by the headmaster.				
6.	In my school materials, manipulatives and resources are current and of high quality.				
7.	Teachers at my school engage pupils in academic dialogue i.e the teacher does not dominate classroom discussion.				
8.	Teachers of my school use a variety of strategies to stimulate pupils' interests and motivation for learning.				
9.	The teachers in my school encourage learners to interact with them.				
10.	My headmaster always announce classroom visit.				

RQ. 2: Teacher's skills evaluation

N	ITEMS	SA	A	D	SD
11.	Teachers are effective in communicating the content of the course.				
12.	My headmaster carries out monitoring and evaluation on his teachers.				
13.	The headmaster of my school follows the prescribed method of evaluation.				
14.	The teachers of this school demonstrate knowledge of the subject matter.				
15.	In my school the teachers communicate objectives and requirements clearly.				
16.	Our headmaster is always satisfied after each teacher's evaluation.				
17.	All teachers of my school prepare lessons before going to class.				
18.	My headmaster is always satisfied after every teacher's evaluation session.				

RQ. 3: Frequency of supervision

N	ITEMS	SA	A	D	SD
19.	My headmaster carries out supervision twice a week.				
20.	Supervision is carried out once a month in my school.				
21.	My headmaster does not carry out supervision at all.				
22.	My headmaster carries out supervision once a term.				
23.	Lesson notes are checked weekly during classroom visit.				
24.	We are happy with our headmaster's frequent visits.				

RQ. 4. In-service Training.

N	ITEMS	SA	A	D	SD
25.	The headmaster plans in-service training for the teachers.				
26.	My headmaster permits teachers to go for in-service training.				
27.	Teachers of my school do not want to go in for in-service training.				
28.	Pedagogic seminars are always organized twice a term for the training of teachers.				
29.	My headmaster produces a collective lesson to teach the teachers every term.				
30.	My headmaster does not allow teachers to go for in-service training at all.				

Dependent variable: Quality Education

N	ITEMS	SA	A	D	SD
31.	Supervision of instruction produces quality learners.				
32.	Constant supervision of instruction guarantees a conducive learning environment.				
33.	Strict follow up of teachers enhances the use didactic materials.				
34.	Supervision enhances the respect of teaching methods and approaches.				
35.	Quality teachers are produced when supervision of instruction is strictly followed.				