

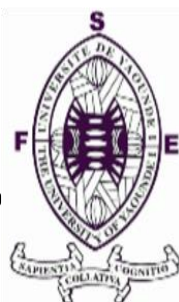
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FORMATION DOCTORALE EN  
SCIENCES DE L'ÉDUCATION ET  
INGÉNIERIE ÉDUCATIVE  
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DÉPARTEMENT DE CURRICULA ET  
ÉVALUATION

**AN ASSESSMENT OF PEDAGOGIC SUPERVISION  
ON QUALITY TEACHING IN SOME SELECTED PUBLIC  
TECHNICAL SECONDARY SCHOOLS IN THE  
MFOUNDI DIVISION, CENTRE REGION**

A Dissertation presented and defended on the 19<sup>th</sup> July 2023

Option: **Management of Education**  
Specialty: **School Administration**



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We hereby certify that CHAFORKU JONG GERLARD ZABZE carried out this dissertation titled “An assessment of pedagogic supervision on quality teaching in some selected public technical secondary schools in the Mfoundi Division, Centre Region” it has been corrected in accordance with the comments of the jury to our satisfaction. We hereby recommend that this dissertation be bound and copies deposited in the Department of Curriculum and Evaluation.

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**DEDICATION**

I dedicate this work to my father, Mr. Akem Eric and my mother, Mrs. Akem Serah.

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#### **LIST OF ABBREVIATIONS**

- CAP: Certificate d’Aptitude Professionnelle
- CES: Cameroon Education Sector

- G.B.T.H.S : Government Bilingual Technical High School.
- DDES: Delegation Departmental d'enseignement Secondaire
- ENS: Higher Teacher's Training Colleges
- ENSET: Higher Technical Teacher's Training College
- UNESCO: United Nations Educational Scientific and Cultural Organization.
- MINESEC : Ministry of Secondary Education
- SPSS: Statistical Package for Social Sciences
- UNEB: Uganda National Examination Board
- % : Percentage
- $\Sigma$  : sum

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### **ABSTRACT**

This research work had as topic an assessment of pedagogic supervision on quality teaching in some selected public technical secondary schools in the Mfoundi Division, Centre Region.

This research wanted to understand the effects of pedagogic supervision on quality teaching and its influence on teachers' job performance including the various supervisory techniques implemented by principals to follow up teachers. In this light, we have the following objectives, general objective which is to find out the extent to which pedagogic supervision affects quality teaching. The specific objectives includes; To investigate the extent to which principal's supervisory techniques affects quality teaching, To investigate the extent to which inspector's management affects quality teaching, To find out the possible techniques to improve on quality teaching. As such, the research had its questions related to the objectives. To respond to the questions asked, certain hypotheses were formulated. In order to understand the subject matter of this work, a review of literature was done. And the theories that were used for this work were the human relation management Theory by Elton Mayo as well as the path-goal theory of leadership developed by Martins Evans and redefined by Robert House and the Leadership theory by Robert R. Blake and Jane S. Monton, Chester I. Bernard and Andrew W. Halpin. A Survey research design was used. The population of this study was principals, teachers in some selected public technical secondary schools in Yaounde as well as some pedagogic inspectors. They were principals and teachers of five selected public technical secondary schools in Yaounde I, III, VI and VII sub divisions of the Mfoundi division in the Center Region were used. The sampling technique used was the stratified random sampling. Questionnaires as well as an interview were used as means of data-collection. The sample size of the study consisted of 5 principals, 4 pedagogic inspectors and 303 teachers. Ethical issues in research were highlighted. The questionnaire data were analyzed using Statistical Package for Social Sciences version 25 (SPSS). The qualitative data was analyzed using thematic content analysis. Descriptive and inferential statistical analyses were done in a clear and logical manner. And the results were presented in the form of percentages, pie charts, bar charts.. Based on the findings, Supervision of teachers can be done using authoritarian approach, collaborative approach and non-directional approach. It also showed that not only principals' supervision affect quality teaching but, the management function of pedagogic inspectors also affects quality teaching in schools. Based on the above findings on the impact that inspectors management has on quality teaching, it is imperative to note that the inspector supervisory and management function must be based on orientation and commitment to the goals of education to support the pedagogical leadership in school management. Based on the results, certain recommendations were made to the government, principals and teachers. Finally, the study highlighted certain limitations faced and made propositions for further study.

## **RESUME**

Ce travail de recherche avait pour objet une évaluation de l'encadrement pédagogique sur la qualité de l'enseignement dans quelques lycées techniques publics sélectionnés à département du Mfoundi, Région de Centre. Cette recherche visait à comprendre les effets de l'encadrement pédagogique sur la qualité de l'enseignement et son influence sur la performance professionnelle des enseignants, y compris les différentes techniques

d'encadrement mises en œuvre par les directeurs d'école pour assurer le suivi des enseignants. Dans cette optique, nous avons les objectifs suivants, objectif général qui est de savoir dans quelle mesure l'encadrement pédagogique affecte la qualité de l'enseignement. Les objectifs spécifiques comprennent ; Enquêter sur la mesure dans laquelle les techniques de supervision du directeur affectent la qualité de l'enseignement, Enquêter sur la mesure dans laquelle la gestion de l'inspecteur affecte la qualité de l'enseignement, Découvrir les techniques possibles pour améliorer la qualité de l'enseignement. En tant que tel, la recherche avait ses questions liées aux objectifs. Pour répondre aux questions posées, certaines hypothèses ont été formulées. Afin de comprendre le sujet de ce travail, une revue de la littérature a été effectuée. Et les théories qui ont été utilisées pour ce travail étaient la théorie de la gestion des relations humaines par Elton Mayo ainsi que la théorie chemin-but du leadership développée par Martins Evans et redéfinie par Robert House et la théorie du leadership par Robert R. Blake et Jane S. Monton, Chester I. Bernard et Andrew W. Halpin. Un plan de recherche par sondage a été utilisé. La population de cette étude était composée de directeurs, d'enseignants dans certaines écoles secondaires techniques publiques sélectionnées à Yaoundé ainsi que de certains inspecteurs pédagogiques. Il s'agissait de directeurs et d'enseignants de cinq écoles secondaires techniques publiques sélectionnées à Yaoundé dans les arrondissements I, III, VI et VII du département du Mfoundi dans la région du Centre. La technique d'échantillonnage utilisée était l'échantillonnage aléatoire stratifié. Des questionnaires ainsi qu'un entretien ont été utilisés comme moyen de collecte de données. La taille de l'échantillon de l'étude était de 5 directeurs, 4 inspecteurs pédagogiques et 303 enseignants. Les questions d'éthique dans la recherche ont été mises en évidence. Les données du questionnaire ont été analysées à l'aide du package statistique pour les sciences sociales version 25 (SPSS). Les données qualitatives ont été analysées à l'aide d'une analyse de contenu thématique. Des analyses statistiques descriptives et inférentielles ont été faites de manière claire et logique. Et les résultats ont été présentés sous forme de pourcentages, de camemberts, de discussions à barres. Sur la base des conclusions, La supervision des enseignants peut se faire en utilisant une approche autoritaire, une approche collaborative et une approche non directionnelle. Elle a également montré que non seulement la supervision des chefs d'établissement affecte la qualité de l'enseignement, mais que la fonction de gestion des inspecteurs pédagogiques affecte également la qualité de l'enseignement dans les écoles. Sur la base des conclusions ci-dessus sur l'impact que la gestion des inspecteurs a sur la qualité de l'enseignement, il est impératif de noter que la fonction de supervision et de gestion des inspecteurs doit être basée sur l'orientation et l'engagement envers les objectifs de l'éducation pour soutenir le leadership pédagogique dans la gestion de l'école. Sur la base des résultats, certaines recommandations ont été faites au gouvernement, aux directions d'école et aux enseignants. Enfin, l'étude a mis en évidence certaines limites rencontrées et a fait des propositions pour une étude plus approfondie.

## CHAPTER ONE

### General Introduction

#### 1.1 Background of the study

##### Historical background

World over, highly effective teaching has been proven to improve student (or pupil) learning. However, the kind of pedagogical practices teachers employ determine how successful students can learn, other factors notwithstanding. In practice, however, many teachers often utilize professional practices that dampen the chances of students to effectively learn.

Education plays an integral part in a nation building. Teachers are vital constituents of any educational set up (Ricard & Pelletier, 2016). Teachers are still in demand irrespective of technological progression and provide a real learning experience through their motivation and job performance (Arifin, 2015). Schools are likely to be successful if their teachers perform well (Wildman, 2015). Job performance is actually about encompassing all sort of activities to be done for gaining certain outcomes and set targets. However, low level of supervision practices may be the precursors of teachers' non professionalism which further points to the importance of better supervision practices (Adetula, 2005). Therefore effective and efficient teaching demands for supreme supervision practices on behalf of school managers i.e. principals (Wildman, 2015).

Education is a conscious effort to improve the quality of human resources in order to develop abilities, knowledge, skills, and attitudes optimally. The process of education determines human personality, skills and character. According to Law no. 20 of 2003, the definition of education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. Education is the need of the day and supervision has been given due credit in better education achievements. According to Osakwe (2010), principals offer guidance to teachers through their supervision and thus school objectives are achieved through effective teaching and efficient learning. In this regard, principals assist teachers in refining their competencies essential for better teaching of the disciples (Heaton, 2016). Principals who are efficient in supervision offer help in assisting teachers in making lesson plans and summaries before lectures, instructional aids and other target oriented activities. Principals with better supervision take feedback and then further guide and move teachers

towards desired work and objectives (Zepeda, 2014). Thus, the importance of supervisory techniques may help in achieving teachers' better performance and this can be accelerated through supervision practices e.g. visiting classrooms, appraising, and workshops/seminars (Obi, (2004).

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 and Mkulu, 2020). To promote quality and effective education, cooperation in schools is important. The important role of education is still felt by the community until now, especially in the context of improving the quality of human resources. The community believes that one of the most effective ways to optimize human resources is through education (Tobari et al, 2018; Andriani et al, 2018; Fitria et al, 2019; Kristiawan et al, 2019). Therefore, the quality of education is important to consider from time to time can be improved. Education is believed by the community able to create or develop one's competency as well as to optimize the values that apply in the community.

The importance of the teacher's role in carrying out their duties, teachers cannot work alone, teachers need help from others in solving problems faced to realize educational goals. The person in charge of assisting teachers in solving problems in realizing educational goals is the principal. The Department of Education and Culture (Depdikbud) has determined that school principals must be able to carry out work as educators, managers, administrators, and supervisors.

Globally, supervision is viewed as an endeavor that principals and inspectors as supervisors carry out in secondary schools to improve instruction, encourage and enhance quality job performance. Wanzare (2012) argues that in Kenya, principals are responsible for instructional and supervisory duties. Pedagogic supervision practices involve all those activities carried out by the principals to help maintain and improve effectiveness in the teaching and learning process, thus improving academic performance (Archibong, 2013). Nike, (2014) examined principal pedagogic supervision practices and revealed that those who carry out supervision practices effectively and efficiently boost schools' academic performance. There are scanty studies that address personality types, according to Holland (1997), and Oluremi (2013) affirm that supervision enhances good quality teaching and learning process by checking professional records, giving teachers' feedback, and monitoring timetables, leading to good academic performance. Failure to carry out these

practices is linked to poor academic performance (Dangara, 2015). The ability to carry out supervision is a demonstration of school leadership.

Also, Ochoyi and Danladi (2009) and Wilson described education as a vital tool in the development of the learners, through the transmission of worthwhile values such as skills, knowledge and planned activities that can develop the learners' potentials for the benefit of the society. Education, thus provides for the development of the citizens, and is achieved through the implementation of the necessary school curricula and education policy of the state. Secondary schools provide institutional resources for the secondary education level and needs effective leadership of the principal to ensure the achievement of its objectives.

According to Mecgley (2015), the supervisor's primary function is to help others become efficient and effective in the teaching and learning process. Instructional supervision aims at principal focusing mainly on the teaching staff's key implementers directly through teaching. In this regard, principals and inspectors should give supervision a special place in discharging their duties. Keen supervision is vital for a school to realize its objectives. Ayeni and Akinfolarin (2014) asserted that supervision practices like checking professional records, giving teachers feedback, monitoring timetables, checking to mark of students' attendance register, and holding parents-students'-teachers' conferences help principals and inspectors to maintain and improve their effectiveness in supervisory techniques thus improving academic performance.

We also that administrative supervision also enhances effective and full implementation of time and efforts at work. It ensures that the teachers carry out their tasks efficiently and give an account every of the lessons taught thus enhance quality teaching. Moreover, with social related supervision, the principal ensures that teachers should socialize amongst them in order to learn from one another and as such, in still moral values within them. This is to ensure that the teachers should be united and join together to do a better job in order to improve quality teaching. it is noted that once the teachers are failing, it means principal is not working. Thus, the principal makes sure the teachers carry out their tasks in order to meet up with the school syllables. The technical educational system in Cameroon is a very difficult one and as such, the teachers must take teaching serious. Examinations like baccalaureate in the technical school secondary system is not an easy one as students need keen attends and follow up to prepare and seat in for the national exams.

Teachers play the main role in ensuring that student performance increases every year since they are in charge of the classroom and the curriculum (Saravia-Shore, 2008:21). To ensure teachers are able to play this role, they need support and motivation that is most often affected by the principal at the school. Furthermore, teachers will normally be satisfied with their job if they have a good relationship with the principal(s) of their school, are offered the highest possible salaries, and are involved in the decision-making process at their school.

As such, all these are to ensure that the teachers, principals and inspectors actively take part in enhancing and promoting the Cameroon secondary schools educational system as well as improving on quality teaching by maximizing the available financial, material and human resources to achieve the objectives.

The History of supervision/inspections roles of Supervisors for improving educational programme which helps teachers to achieve both qualitative and quantitative instructional delivery from the foregoing, it could easily be deduced that supervision is an indispensable variable in the teaching learning process as well as the overall school and educational objectives. However, problems of parents and inadequate funding of schools constitute a lot of crises in the system. Van Deventer and Kruger (2003) stated that the elements of supervisory roles of principals are defining the school mission, managing the curriculum and instruction, supervising teaching, monitoring learner progress and promoting. According to Boissiere (2004) the concern for quality has been at the core of the motivating forces for reforms in education. Achieving quality in education has increasingly become crucial in strategic improvement plans of developing countries According to Kochhar (2005) View's that supervision includes those activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils. According to McLoughlin and Visser (2003) educational quality assurance is a matter of accountability and national interest.

Supervision is an effective method that could help achieve good results as far as teaching and learning is concerned. This means that it is very important for teaching and learning procedures to be constantly monitored and reviewed to ensure the total achievement of the objectives. It is for this reason that pedagogic supervision and instruction in the secondary school is very necessary (Kweku and Eric, 2014). As such, many researchers as postulated by Sergiovanni and Starratt (2002) believe that supervision of instruction potentially improves classroom practices and contributions to student's success through professional growth and improvement of teachers (Baffour-Awuah, 2011).

Supervision is an assistance from the principal, which is aimed at the development of the leadership of teachers and other school personnel in achieving educational goals (Asyari, 2020; Jamal Ma`mur, 2012). The assistance is in the form of guidance, encouragement, and opportunities for the growth of skills and abilities of teachers, such as guidance in the business and implementation of reforms in education and teaching, selection of learning tools and better teaching methods, methods of assessment systematic approach to the phases of the entire teaching process, and so on. The principal's own purpose in carrying out supervision is to assist teachers in improving their abilities so that they can become professional teachers (Fitriani & Hakim, 2021; Fr et al., 2021). If the teacher has become a professional, it will affect the teaching- learning process and in carrying out the goals of education itself. The principal's purpose in carrying out supervision is to assist teachers in improving their abilities so that they can become professional teachers. If the teacher has become a professional, it will affect the teaching-learning process and in carrying out the goals of education itself.

Today's society requires teachers to be able to respond to new educational realities. As such, teachers are required to respond effectively, based on continuous training, with a deepening of scientific and pedagogical skills, competences and knowledge, essential to the exercise of supervisory functions in schools. Teacher development should be based on a collaborative environment, enabling the teacher to improve practices, from a contextualized process of reflection and experimentation. In recent years, new educational policies and the reorganization of schools into clusters have led to significant changes in school life, which have highlighted the importance of supervision and peer work.

Supervision importance further increases at this very time as a result of the accelerating changes the world experiencing in all life walks, as well as the information and technological developments in the education field. These developments were referred to by Sullivan & Jeffery, (2002); Ting and Chang, (2006); and Safar, (2008), through the technological and technical development witnessed by the educational system. This mandates many of the stakeholders in the supervision domain call for developing it from the old styles into information technology based styles, through an interaction process between the supervisor and the teacher, on one hand, and the supervisors themselves on the other. The aim is improving their performance to reach the ultimate goal, i.e. improving the educational process in which the student is the pivotal concern. The increasing social demand on education, and the speed of the changes and renovations introduced into the managerial

systems, supervision process grew more complicated. This is because the renovation practices, and leading today schools cannot be achieved through traditional methods which became contrary to the contemporary visions of the supervisors about the school role in a changing world. Thus, this managerial revolution, which is the offspring of the informational technology, created a state of administrative motion aiming at finding new alternatives to underline the difficulties that obstacle the supervision processes. It is inescapable to find new alternatives to deal with these difficulties and remove them, to ensure the school dynamicity in an age in which the constant variable is the change itself (Abdel Hakim & Suleiman, 2006), (Atallah, 2011).

There are numerous perspectives of the concept of supervision; but basically, supervision entails the activity carried out by supervisors to watch over the work or tasks of people who report directly to them. That is assisting those who may lack full knowledge of the concept at hand. In the same vein, the term supervisor is often misunderstood, as the person who oversees the productivity and development of entry-level workers. A supervisor basically is one's immediate superior in the workplace.

This kind of scenario may not be different with what is happening amongst public technical secondary school teachers in Cameroon. Yet, effective school supervision could encourage teachers to apply more robust and effective pedagogical practices that have been devised over the years. The study was instigated by the persistent complaints from different stakeholders about the deteriorating performance of students in many public technical secondary schools in the country which they attribute to poor teaching.

Historically, Cameroon has been well known in the West African region for producing good quality teachers. This has been attributed to the strong higher education sector that the country has been having since the founding and creation of the Higher Teacher's Training Colleges (ENS) and Higher Technical Teacher's Training Colleges (ENSET) in the country. Such training colleges include ENS in Yaounde, Bamenda as well as in Maroua and Bertoua and ENSET in Kumba, Bamili, Ebolowa and Douala. The creation of these training institutions has significantly contributed to the production of more trained teachers in the country. However, there is now evidence that the way teachers in public technical secondary schools in Cameroon are teaching does not conform to the standards set by the set by the various training institutions.

### **Theoretical background**

Educational theories are constantly evolving while new curricula and new methods of improving the educational programs “are always on the forefront of educational discussions” (Mekelle University, 2010:36-37). Importantly, there are ever-present challenges to find better ways of teaching. Since there is consensus among educators that an effective school program depends on staff quality (McGhee, 2001:83-97), one of the most fundamental concepts in improving the quality of education is the improvement of teacher performance (Rowland, 2008:11). If leaders are to fulfill their roles, they have to use diversified methods that enable them to work with stakeholders and they must find proper supervision ways to perform their roles adequately. As a result, to maintain their roles as leaders and to get people to participate in school activities, it is vital that school leaders should lead the school effectively in terms of improving the performance of teachers by adopting appropriate pedagogic supervisory techniques. Rousmaniere (2007, in Rowland, 2008:82) supports this viewpoint by commenting that “it is now more than twenty years since leadership was identified as one of the key components of good schools.”

The theories used for this study is the human relation theory by Elton mayo and path goal theory of leadership by Martin Evans.

In the late 1950s and early 1969s, Elton Mayo’s concept of team spirit (*esprit de corps*) reached its peak (Mayo.E.1946).

According to mayo, workers will work harder and produce better if there was more in the form of job security. That is where workers observe colleagues in a job belonging to one family and as such any eventual breaking up of this kind of bond would lead to social problems of all kinds. This simply means the need for the creation of a kind of bond between people in an organization or group.

In conclusion, the main feature of the human relations school of thought is the idea of people working with a high sense of commitment at lower level management and workers also freely identifying themselves with the organization, the participation aspect of everyone within the organization. This leads people to regard themselves not as individuals but as members of a group and the group does very well by working together for the benefit of all.

This theory ties up with our research topic because it encourages team work in an organization which leads to better performance of workers. And our case being a school,

team work between the principal and teachers, teachers and teachers and the entire school will lead to better performance of teachers, students and even the administration. This team spirit can be realized through, delegation of power, consultative decision making, use of effective communication techniques.

The second theory which is the Path-Goal Theory, originally developed by Evans (1970) and later modified by House (1971), 2003). The main assumption of Path-Goal Theory is based on that effective leaders influence employee satisfaction and job performance. It also assumes that effective leaders strengthen the effort of performance expectancy by providing information, support, and resources to help workers complete their tasks. The Path-Goal Theory is relevant to this study because it recognizes the impact of a leader on the achievement of goals by the organization.

### **Contextual background**

Dodd (2008), also explains pedagogic supervision as a way of advising, guiding, refreshing, encouraging, stimulating, improving, and over-seeing certain groups with the hope of seeking their co-operation to enable supervisors who are the inspectors, the principal, head teachers become successful in their supervision tasks (Bessong and Ojong, 2009). Part of the supervisors' tasks, therefore, is to help teachers to develop specific instructional activities that are suitable to learners and context of learning. As such, in the educational context, it can be examined that supervision plays a vital role in the educational system because it helps provide efficient follow up from the principals and the inspectors over the teachers.

It is important to note that pedagogic supervision enhances the school curriculum to be implemented and respected by the teachers. This follow up done by the principals brings about effective teaching and quality performance from the students both in the class and national exams. As such, with these supervision policies, the teachers who do not come work are easily traced and sanctioned. Also, the principals then pines out the absence of teachers too, get opinions from the vice principals, discipline masters as well as the chief of works and pedagogic animators. All these are done to improve on effective teaching, class performance and quality job performance.

As such, there are current topics that trend in the recent educational milieu on supervision like the challenges facing supervision and its effects on quality teaching, instructional supervision and quality job performance.

This research will centre on pedagogic supervision in particular and not forgetting to mention other supervisions such as instructional supervision, administrative, social as well as academic and moral supervision.

This research will be very importance in the educational milieu as it will help the principals and pedagogic inspectors to identify the modalities lacking which can be implemented in the schools. It also brings about the supervisory techniques which can be used to help other upcoming principals and inspectors to boast the level of academic performance. Through this, lazy teachers and principals are bound to work harder because they are been monitored by inspectors on control mission who in turn carries the report to the hierarchy.

Moreover, this research is very useful in examining quality teaching in public technical secondary schools in Yaounde, Mfoundi in the sense that it will enrich the inspectors as well as the government on what the teachers, principals and even the inspectors are facing. Their various difficulties and how to address them to avoid demonstrations or strike from the teachers as well as the principals and inspectors.

### **Conceptual background**

The Cameroonian society is concerned about the future of its secondary school education because of the quality of administration and the level of teachers' performance. That why it created a ministry of secondary education in 2006 with regional and divisional delegations all over the national territory to better follow-up educational activities in schools. The ministry of secondary education in Cameroon is the supervisory body of secondary education in Cameroon.

Here the concept of supervision, collaboration as well as teacher development and job performance of the teachers and the principal will be examined. The concept of supervision has evolved over time, in relation to the purposes of educational intervention. In Cameroon, supervision emerged in the 19<sup>th</sup> century, associated to teachers' initial training. Gradually, following international trends, supervision has taken on new meanings, including continuous teacher training. According to different supervisory scenarios, the joint work of class

observation, with supervisor and teacher working together, generally presents cycles of observation – action – reflection that are specific to action-research (Zepeda, 2017). Supervision can then be characterized as an articulation between reflective practice and pedagogy for autonomy; reflective analysis of theories and practices in the community; planning, implementing and evaluating teaching and learning projects; creation of conditions and spaces for collaboration between peers; supervision and collaborative evaluation of the processes and results of professional development and continuous training (Alarcão and Tavares, 2010; Pawlas and Oliva, 2008; Vieira, 2009; Vieira and Moreira, 2011). Currently, the concept of supervision is broader, encompassing two interconnected levels in institutional supervision, focusing on the mediation of the teacher's professional development, as well as on the organizational development of the school (Glickman et al., 2017). So, supervision includes not only the classroom context, but also a reflective school, as a learning community. In this understanding, the school is redefined, in the tradition of Schön (1983) and Zeichner (1981), as a reflective organization in its mission and structure, in the course of a simultaneously evaluative and formative process of pedagogical and institutional regulation (Alarcão, 2003; Nolan and Hoover, 2011). Thus, the concept of supervision places the improvement of pedagogical practice within an educational community, in a democratic perspective based on collaboration between peers, in the context of a school capable of integrating and applying, individually and collectively, strategies for reflection, autonomy, mediation and leadership. The purpose of supervision lies then in the better quality of teaching and learning, linking the development of students, teachers, supervisors, and the school itself.

According to Segun (2004), the importance of school supervision in today's educational system demands far greater attention. People are becoming more conscious now than in the past about the importance of education in general and thus have generated interest in the daily operation of the school system in particular. Enlightened parents are now more curious to know the functions of the supervisors in our educational system and thus they ask questions from educators in order to satisfy their curiosity.

In an institution or school, every teacher or teacher has a very important role in determining success in education. Therefore, teachers at least have pedagogic competence, professional competence, social competence and pedagogic competence. Given the importance of the role of the principal teacher as well as helping in solving problems or obstacles experienced by teachers, principals can also carry out supervision so that they know how the results of

each teacher's assessment are. Supervision is a coaching activity planned to assist teachers and other school staff in carrying out their work effectively. Not only supervision, but the professional competence of teachers is no less important in helping teachers or in improving teacher performance. Professional competence itself means the ability to master the learning material broadly and deeply. In every institution certainly wants the best for the progress of the institution, principals and teachers must also have made efforts to improve performance. Therefore, it is necessary to pay special attention to the supervision of the principal and the professional competence of teachers, because both are very influential in improving teacher performance.

Quality school governance involves effective educational supervision to ensure access, equality, and accountability for goals attainment. These goals could be achieved in technical secondary schools through high-level manpower training. Such training provides accessible and affordable quality learning opportunities for all students despite their gender, social or religious background by responding to their needs and interests. Accessible technical secondary education provides high-quality career counseling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance in the world of work. Hence, it reduces skill shortages through the production of skilled manpower relevant to the needs of the labour market. It promotes and encourages scholarship, entrepreneurship and community service, forges and cements national unity, and supports international understanding and interaction. As such, this is very important in the technical secondary educational secondary in the Cameroonian society which can help to bring about skillful workers and a digitalized nation in the era when all countries are moving towards technological advancement.

Supervision can be characterized as a reflective, collaborative and contextualized practice, which provides the teacher with a didactic and pedagogical improvement, involving values, attitudes, knowledge and skills, in initial or continuous training. This development of human qualities and professional skills is essential to the performance of teaching functions and must be carried out collaboratively (Alarcão and Canha, 2013; Pawlas and Oliva, 2008). The particularities of supervision, regarding the dynamics of collaboration between teachers, are anchored in the specificities of each school's culture. Moreover, the professional teaching culture, constituted by the set of beliefs, values and habits of each teacher and the way teachers relate to each other and to their work, decisively influences the development of teachers and schools (Fullan and Hargreaves, 2001).

The supervisory role is one of the functions of a school operation that has been and continues to be a very challenging aspect of administration in secondary schools (Al-munnir Abubakar, 2015). This challenge involves a continuous process of assisting teachers to improve their instructional performance in accordance to the professional code established by the Ministry of Secondary Education in Cameroon. Supervision is very important in schools to ensure that the standards set by the Ministry are adhered to and not only the institutional goals but also the national goals are met. If supervision is enhanced then the teachers' job performance shall be monitored and timely effective corrective measures implemented to ensure improvement of teacher competencies and general professional growth. Instructional problems can be easily detected through observations and appraisals.

### **1.2 Statement of the Problem**

Teachers are lowly paid and this makes them to be reluctant to teach. Unprofessional attitudes to work from the teachers because they are not motivated that is why they pay less attention to their duty.

Teachers are not well treated by their respective pedagogic supervisors. Lack of qualifications for position of teaching. Many of the present day teachers in Nigeria today lacks basic qualification for teaching in our modern day schools and no proper supervision to monitor the recruitment for the teaching appointments in schools.

Teachers do not apply the pedagogic schemes. Trained teachers are expected to apply sound pedagogical practices whenever and wherever they work. However, many teachers working in public technical secondary schools in Cameroon appear to be applying ineffective pedagogically practices that are reportedly already hurting the learning processes of many students in the country. According to MoES (2014b; 2015) and UNEB (2014; 2015), most teachers in public technical secondary schools in Cameroon hardly use the recommended learner-centered pedagogies and neither do they regularly conduct practical lessons nor carryout effective student assessments and systematic scheming of their work as well as lesson planning. These practices, UNEB (2015) points out, are already causing many candidates to perform poorly in the national examinations such as baccalaureate, Cameroon general certificate of examinations, CAP, Probatoire. Yet, the examination inspectors from the Ministry of secondary and the local school authorities are there to supervise the teachers in their work – something Musaaazi (2006) argues is designed to improve the pedagogical practices of teachers. If the current scenario persists, dropout and failure rates in the public technical secondary schools are likely to increase; subsequently, resulting into wastage of

resources devoted to education and the under-development of the country's human resources. Therefore, the researchers felt that there was a need to investigate how pedagogic supervision by school authorities was affecting the pedagogical practices of teachers working in public technical secondary schools in Cameroon since Government is making a lot of investments in the sector.

Lack of effective communication. This aspect can be seen in the case in the case where students and teachers do not communicate one on one in class during the teaching process and this sometimes makes the student to be lost.

The absence of teachers from class hour. This issue makes teaching less effective and efficient because some teachers turn to miss many periods at once which turn to affect the students especially if they do not have a good mastery of the previous subject matter taught in class. It makes them to be backward in the sense that they do not remember what has been taught in the previous class, hence this brings about a bad results in the quality of teaching.

### **1.3 Research questions**

#### **General question**

- To what extent does pedagogic supervision affects quality teachers?

#### **Specific questions**

- To what extent does principal's supervisory techniques affects quality teaching?
- To what extent does inspector's management affects quality teaching?
- To what extent are the possible techniques to improve on quality teaching?

### **1.4 Research objectives**

#### **General objectives**

- To find out the extent to which pedagogic supervision affects quality teaching.

#### **Specific objectives**

- To investigate the extent to which principal's supervisory techniques affects quality teaching.
- To investigate the extent to which inspector's management affects quality teaching..
- To find out the possible techniques to improve on quality teaching.

## **1.5 Hypothesis of the study**

### **General hypothesis**

Ha: pedagogic supervision can influence quality teaching.

Ho: pedagogic supervision does not influence quality teaching.

### **Specific hypothesis**

- Ha1: Principal supervisory techniques can influence quality teaching.
- Ha2: Inspector's management have a link with quality teaching.
- Ha3: Possible techniques can influence quality teaching.

## **1.6 Delimitation of the study**

This study will be based in Yaounde, precisely in the Mfoundi division in some selected public technical secondary schools such as Lycee Technique Bilingue de Nsam, CETIC Mewoulou, Lycee Technique Industrial et Commercial Bilingue de Yaounde, Lycee Technique de Afanoyoa, Lycee Technique Bilingue de Nkolbisson as well as the Divisional delegation of secondary education, Mfoundi division.

## **1.7 Justification of the study**

Due to the fact that teachers are not satisfied at their job due to poor management by school principals subsequently it leads to poor performance at their job sides. It is against this thought that the researcher wants to base his justification of this study.

Early thinkers like Elton Mayo in his theory on human relation management advocates for team spirit (esprit de corps) in organizational management and the school is no exception. He reiterates the idea of people working together with a high sense of commitment at lower levels of management and also workers freely identifying themselves with the organization, the participative aspect of everyone within the organization. That is principals should be able to include everyone in decision making. As Farrant (1986) puts it, like a general he cannot win the battle by himself but by inspiring those with whom he serves. If the principal includes staff in decision making, they will feel a sense of belonging and this will have a positive impact on their job performance.

But Studies carried out by some researchers indicate that public technical secondary school teachers in Cameroon are not satisfied with their jobs not because of the material benefits, but from the administrative view point. Enoh (2007:77) says that 53% of the teachers

questioned had poor satisfaction with their job, 22% had a very poor satisfaction with their job and only 25% of the teachers were satisfied with their job from the administrative stand point.

If teachers are not satisfied with their jobs, the impact can be drastic on the students, the educational system and the society at large. Since teachers are the major resource in a school in the transmission of knowledge to students. This lack of job satisfaction can also slow down predetermined school objectives. If teachers are not committed to their jobs because of dissatisfaction, they will not perform at maximum making their job performance to be affected negatively. In effect, there is a risk of poor quality of education in our public secondary schools in Cameroon.

Teachers are to be principal guarantors of quality education in school which should be within the limits and means available to suitable living and working conditions, initial and continuing training of the teachers. If teacher's needs are satisfied, they will turn to be more productive.

This work is important because if teachers are not satisfied with their job they will be less motivated to carry out their task and as a consequence the secondary educational system of Cameroon will suffer. Thus this work creates awareness of the importance of good governance by school principals in public technical secondary schools in Cameroon.

### **1.8 Significance of the study**

This work is centered on education in Cameroon and as such, it will help educational authorities, administrators like principals and those who aspire for the position, in the same light it will also help teachers and the country as a whole and it will equally help other researchers.

To educational authorities, this work will help them to appoint leaders who exhibit better supervisory techniques so as to improve on school management in Cameroon.

To the administrators, after going through this work, they will be able to perfect and use of the different supervisions to improve on quality teaching as well as better academic results in school.

For aspiring administrators this study will help them understand the nature of management process within the teaching profession and go a long way to make them better school administrators.

On the part of pedagogic inspectors, it will help them shape their methods of supervision and implement new strategies which will use in monitoring teachers and principals in the field to bring about effective quality teaching and efficient administrative supervision by the principals.

To the teachers, it will help them to understand the importance of team work and enable them to better collaborate with their school principal in other to improve on their job performance.

This work will help the country in that better and more competent citizens will be produced after going through this work. And this will help to promote and accelerate development in education and the country as a whole.

## **1.9 Definition of terms**

### **- Supervision**

According to Alarcão and Roldão, 2010; Cosme, 2018; Glickmam et al., 2017), supervision refers to the creation of environments that promote the construction and development of professional autonomy, in a reflexive environment, favorable to the growth of the teacher, supervisor and student. In this understanding, it is imperative to carry out a more in-depth analysis of the new contexts of action, with regard to the dynamics of supervision, collaboration and teacher development in the educational community. According to Igbo, (2002). Ssupervision is the process of helping, guiding, advising and stimulating growth in subordinate in order to improve on the quality of his work, Nwaogu, J. I (2006) Supervision involves the stimulation of professional growth and the development of teachers, the selection and revision of educational objectives, materials of instruction and methods of teaching and evaluation of instruction Ogakwu, (2010).

### **- Pedagogic supervision**

It can be defined as the theory and practice of teaching and learning regulation in an educational context, with pedagogy as its object, and aimed at improving educational action and the skills of the teacher in training.

### - **Instructional Supervision**

Thus, instructional supervision is a process of regular meetings between the supervisor and the teacher with support for the benefit of the teacher. It allows the demonstration of strengths and revealing of difficulties so that they could be solved. It should be confidential and designed to help the teacher to progress and promote feedback on his performance in order to enhance his educational, personal and professional development. That is, it is a formative (developmental), continuous process and not summative (one time) assessment. (Onuorah, 2007).

### - **Curriculum**

Curriculum as viewed by Alebiosu (2005) is an instrument that dictates the affairs of every educational system. It is the vehicle through which knowledge and other learning activities are disseminated. This curriculum is implemented in all public technical secondary schools to be used in teaching process and there must be a constant follow up by the supervisors to make sure that the teachers fully make use of the curriculum.

### - **Job Performance**

According to Uko, Umosen and Caleb (2015), teachers' job performance refers to the extent to which teachers are committed to pedagogical delivery and display of moral uprightness and academic excellence in the teaching profession. Teachers job performance is concerned with overall ability of the teachers to exhibit the right attitude to work, be committed and dedicated to the teaching roles and making deliberate efforts toward the attainment of educational goals and objectives.. As such, the teachers in the public technical secondary schools needs to be devoted to do their work to effective carry out quality teaching.

#### ▪ **Professional knowledge**

This pertains to where a teacher shows an understanding of the curriculum, subject content and the development needs of students by providing relevant learning experiences.

#### ▪ **Instructional planning**

This standard refers to how a teacher plans, using the "school's curriculum, effective strategies, resources, and data to meet the needs of all students" (Virginia Board of Education, 2011:27-30).

- **Instructional delivery**

This performance standard refers to when a teacher engages effectively with students with regard to learning by using a variety of instructional strategies in order to meet individual learning needs.

- **Scientific assessment of learners' education**

This performance standard refers to where pertinent data are collected, analyzed and employed scientifically by a teacher to assess learners' academic evolution, teaching content, and teaching methods and supply responses on time to both learners and parents all the way through the school year.

- **Educational environment**

Performance is also assessed with regard to resources and processes that are utilized by a teacher to supply a reverential, affirmative and secured learner's environment that is encouraging for learning.

- **Professionalism**

Performance entails that a teacher applies teaching ethics, converses with his/her colleagues successfully, feels accountable and partakes in expert argumentation, which has an effect on learners' educational progress.

- **Student academic progress**

The performance of a teacher results in satisfactory, measurable and suitable learner academic improvement.

In conclusion, the principal who is the leader of the school has to make sure that he uses the best leadership style in order to manage the human, financial, and material resources and teachers on their part have to show a mastery of professionalism, instructional planning, and instructional delivery, scientific assessment of learners' education so as to perform well at their job.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND THEORETICAL FRAME WORK**

#### **2.0 INTRODUCTION**

In this chapter, the researcher tackles two sections. The first section will focus review of related literature. While the second section will focus theoretical framework on which this study is based here, we will study the Elton Mayo's human relations theory and Path-Goal Theory of Leadership as well as the Leadership theory.

#### **2.1 REVIEW OF LITERATURE**

We will start by reviewing what authors have to say about pedagogy, pedagogic supervision and how it teachers' job performance and later examining the various types supervision and pedagogic supervision and later going further to see the pedagogic supervision influence on quality teaching and a host of other issues, ending with the summary of the literature and gaps.

##### **Supervision**

Supervision is a function which can be performed in various degrees and in various forms in any school organization or private enterprise. With the new trends in the Cameroon educational system, it becomes obvious that effective supervision will be necessary in order to enhance the quality of instruction in schools. Already, there is pressure from various groups concerning what is to be taught and how it should be taught. Moreover, modern instructional materials are being introduced and used as teaching aids in the school instructional process. In order to cope with these demands, it seems that supervision has got an important role to play in deciding the nature and content of the curriculum, in selecting the school organizational patterns and leaving materials that will enhance educational growth and development of both the students and the teaching staff. There are various reasons for carrying out supervision in schools. One of the most crucial reasons is to ensure that each individual teacher within the school system has been performing the duties for which he was scheduled. Another cogent reason is to improve the effectiveness of teachers so that they can contribute maximally to the attainment of the system's goals (Adesina, 2001). For a supervisor to achieve the above stated purpose it is necessary that the supervisor has a clear understanding of what he wants in the supervision and how he can go about achieving the purposes. It is important to take that, effective and quality teaching in technical secondary

schools will only take place with proper supervision implemented as well as a follow up from supervisors.

Supervision has been a late comer to this critical area—it has not kept pace with the research on the need for culturally responsive teaching or with the growing body of knowledge on how engaging in culturally responsive teaching. In recent years, however, supervision texts by Glickman et al. (2018) and Sergiovanni et al. (2014) as well as chapters in edited supervision books (Arnold, 2016; Jacobs & Casciola, 2016; Yendol-Hoppey, Jacobs, & Burns, 2019) have addressed cultural diversity, equity, and culturally responsive teaching. Gordon and Espinoza (2019) propose ways that culturally responsive teaching can be fostered by clinical supervision, both as a stand-alone process and in combination with other supervision processes such as classroom equity audits, professional development, professional learning communities, curriculum development, and action research. Culturally responsive teaching always has been a critical need, but with our rapidly changing demographics it has become increasingly critical. The field of supervision has now recognized this reality and is beginning to make important contributions to scholarship and practice in this area. Educational supervision is paying increasing attention to adult learning and development and adapting theory and research from those areas to help teachers grow and develop in ways that ultimately will improve their teaching and their students' learning. All these are for purpose of ensuring quality teaching in public technical secondary schools in Yaounde, Mfoundi division.

Supervision is the process or function of directing and evaluating activities in progress, and of providing leadership and guidance to the employees or staff involved. Supervision has always tried to do, including enhancing teacher reflection, problem solving, decision making, collaboration, collegiality, and ultimately, teaching and learning. Although supervision is recognized as a significant tenant of professional growth for counseling and psychotherapy students, the variability of the effectiveness, or ineffectiveness, of supervision has come under scrutiny in recent times.

Supervision is viewed as an endeavour that principals as supervisors carry out in schools to improve instruction. Wanzare (2012) argues that in Kenya, principals are responsible for instructional and supervisory duties. Instructional supervision practices involve all those activities carried out by the principals to help maintain and improve effectiveness in the schools' academic performance. As such, this instructions and follow-up put in place is to

ensure the effective teaching of students by teachers and also to meet with their various objectives.

Supervision carried out in schools, especially those carried out by principals on academic aspects, is a form of responsibility of a school principal in order to improve the quality of learning. Academic supervision must become a culture in schools, so that the implementation of supervision can continue to be carried out sustainably without any party feeling aggrieved or oppressed by the existence of academic supervision. Because everyone is aware that academic supervision is important in order to optimize the achievement of learning goals to obtain high quality learning.

Oluremi (2013) affirm that supervision enhances good quality teaching and learning process by checking professional records, giving teachers' feedback, and monitoring timetables, leading to good academic performance. Failure to carry out these practices is linked to poor academic performance (Dangara, 2015). The ability to carry out instructional supervision is a demonstration of school leadership. The outcome of quality teaching by teachers is accessed by the level of leadership exercised by the principals through their supervision in public technical secondary schools in Yaounde, Mfoundi division.

Accordin to (Purwanto, 1987) the notion of supervision is a coaching activity that is planned to assist teachers and other school employees in carrying out their work effectively. (Sahertian, 2000) supervision is the efforts of school officials in leading teachers and other employees in improving teaching including stimulating, selecting job growth and development of teachers and revising educational goals, teaching materials, and teaching methods and evaluations.

The purpose of supervision is the improvement and development of the learning process in total, this means that the purpose of educational supervision is not only to improve the quality of teaching teachers, but also to foster the growth of the teaching profession including the provision of facilities that support the smooth learning process, improve the quality of knowledge and skills of teachers, providing guidance and coaching in terms of curriculum implementation, selection and use of teaching methods, learning tools, procedures, and teaching evaluation techniques (Al-Kiyumi & Hammad, 2020; Nilda et al., 2020).

Supriono (2014), Nationally, the concrete objectives of educational supervision include: 1) Helping teachers to clearly see educational goals; 2) Assisting teachers in guiding student learning experiences, 3) Helping teachers in using modern learning tools, 4) Assisting

teachers in assessing student progress and the results of the teacher's own work; 5) Assisting teachers in using learning experiential resources; 6) Assisting teachers in meeting student learning needs; 7) Assisting teachers in fostering mental reactions or working morals of teachers in their personal and professional growth efforts; 8) Helping new teachers at school so that they are happy with their assignments; 9) Helping teachers to more easily make adjustments to society and ways to use resources that come from the community; 10) Helping teachers so that their time and energy are fully devoted to school development.

The supervision carried out must be able to provide benefits for the improvement and improvement of the effectiveness of the organization's management processes. With supervision it will be known the advantages and disadvantages in the implementation of management, from the beginning, during the process, and at the end of the implementation of management, (Suprihatin, 2015) Suprihatiningrum (2014).

Supervision function in the perspective of national education policy (Depdiknas 2006), there are seven main roles of principals, namely as (1) educators (educators); (2) managers; (3) administrator; (4) supervisor (supervisor); (5) leader (leader); (6) creator of work climate; (7) entrepreneur.

Supervision is carried out to assist teachers in carrying out teaching and learning activities with conducive conditions so that students can learn well, either through individual techniques or group techniques. Individual techniques can be carried out through the principal as a supervisor who must be able to provide input or lessons and appropriate solutions to deal with various problems related to students, fourth, guide teachers in matters relating to the implementation of the school curriculum. Activities that can be carried out in this curriculum activity include: preparing semester programs, preparing learning program plans (RPP), implementing evaluation techniques, using media and learning resources, as well as organizing student activities in extracurricular fields, study tours, and others.

## **2.2. Pedagogic Supervision**

Pedagogic supervision is one of the administrative tools which individuals as well as groups of people employ in the day-to-day administration of their work or organizations (Nyarko, 2009) and for Segun (2004), the importance attached to school supervision in modern educational systems requires a lot of attention because many people are currently more conscious than in the past about the essence of education. As a result, there is a great interest

in the day-to-day operations of the school system (Bessong and Ojong, 2009). The ineffective follow up by the principal can also be as a result of the ineffective present of teachers in class and the use of old supervisory techniques. According to Sergiovanni and Starratt (2007) argue that no matter how capable supervisors are, as long as supervision is viewed as nothing of value to teachers, its potential to improve schools will not be fully realized (Tesfaw and Hofman, 2012). As such, this is to make sure that there is quality teaching in the technical secondary schools which can bring quality output by the students.

Hismanoglu and Hismanoglu (2010), assert that there is a difficulty in the agreement of a specific definition of the term “pedagogic supervision” since there are some differences in orientations, perceptions, comprehension and familiarity with aspects of the framework and also analysis of its content. This is substantiated with the description of pedagogic supervision by Daresh (2001), as a dynamic process leading to studying and improving all factors that affect the education situation, while Kilminster, Jolly & Van der Vleuten (2007) explain pedagogic supervision as the provision of guidance and feedback on matters of personal, professional and educational development in the context of trainee’s experience. As such, the proper and constant guidance of teachers here is very important because it helps in the follow up process to assess the level at which the teachers are doing their job that is the job performance level of the teachers on the quality of teaching.

Segun (2004), contends that pedagogic supervision is seen as the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction, methods of teaching, and the evaluation of instruction (Bessong and Ojong, 2009). Dodd (2008), also explains pedagogic supervision as a way of advising, guiding, refreshing, encouraging, stimulating, improving, and over-seeing certain groups with the hope of seeking their co-operation to enable supervisors who are the inspectors, the principal, head teachers become successful in their supervision tasks (Bessong and Ojong, 2009). Part of the supervisors’ tasks, therefore, is to help teachers to develop specific instructional activities that are suitable to learners and context of learning. It is important to underscore that, the implementation of the curriculum in technical secondary school helps to determine the quality teaching of the teachers are the end of each course. These teachers are bound to use the implemented curriculum as a guide and hence has as objectives to meet up with the syllabus at the academic year. As such, with this use of the curriculum, the student is bound to have a good mastery of the subject[ matter taught by the teacher at the end of each lesson.

Modern pedagogic supervision, as expressed by Bailey (2006) is characterized among others as a technical process which seeks at improving teaching and learning through the care, guidance and simulation of continued development for not only teachers but also any other person having an impact on the educational context. Bailey (2006) also sees pedagogic supervision as a collaborative process in different stages because it welcomes various views that represent the proper relationship between the supervisor who is the head and the teacher so as to address the educational problems and find appropriate solutions to them.

To Nwaogu (2006), other reasons for pedagogic supervision include improving incompetent teachers, providing guides for staff development, helping teachers to see the problems and needs of pupils and help them solve these problems and provide as far as possible for most of their needs, enlisting the co-operation of all staff members in serving their own needs and those of others to prevent teaching difficulties, and knowing the effectiveness of classroom management by teachers and improving methods of teaching and learning. Alemayehu (2008) asserts that supervision in most schools in the world, from the era of neo-scientific management, have focused on inspection and control of teachers. Supervision, when carried out in a manner which shows direction and development rather than judgment and criticism will go a long way to improve performance (Wilkinson, 2010). This shows that the improvement of the teaching learning process is dependent upon teacher attitudes toward supervision, and noted that unless teachers view supervision as a process of promoting professional growth and pupils learning, the supervisory practice will not bring the desired effect.

Glickman, Gordon and Ross-Gordon (2005) propose that developmental supervision which is explained as the application of certain knowledge, interpersonal skills and technical skills to the tasks of direct assistance, group development, curriculum development, professional development, and action research enable teachers to teach in a collective, purposeful manner uniting organizational goals and teacher needs and provide for improved pupils learning. This view of pedagogic supervision represents a paradigm shift from mere inspection of people as subordinates to encouraging collegial interactions. Several authors such as Sergiovanni and Starratt (2007) and Zepeda (2007), argue that teachers' attitude and satisfaction toward pedagogic supervision greatly depends on several factors such as smooth teacher-supervisor relationship, availability of supervisory choices based on teachers' needs, as well as mutual trust, respect and collaboration among supervisees and supervisors. Substantiating this, Kutsyuruba (2003) in a study on beginning teachers' perception of

pedagogic supervision revealed that beginning teachers desire more frequent use of pedagogic supervision that meets their professional needs, promotes trust and collaboration, and provides them with support, advice and help (Tesfaw and Hofman, 2012).

The overall purpose of pedagogic supervision is to help teachers improve, and this could be on what teachers know, the improvement of teaching skills, as well as teacher's ability to make more informed professional decisions (Sergiovanni and Starratt, 2007). For Nolan and Hoover (2008), pedagogic supervision is a crucial tool used in building effective teacher professional development. It is also seen as an organizational function that seeks the growth of teachers and improvement in teaching performance and greater student learning (Tesfaw and Hofman, 2012). This proves the point that every profession requires continuous improvement in methods and skills that necessary for employee performance. This means that the effective curriculum implementation of teacher is vital for the success of every school (Carter, 2001; Zepeda, 2007).

Gimbert and Nolan (2003) argue that the role of the supervisor is shrouded with ambiguity. However, supervisors are appointed based on their training in education and classroom teaching experience. They are, therefore in a unique position, not only to systematically assist teachers in understanding and practicing the skills involved in the teaching-learning complex that goes on in the classroom, but also to help them develop a set of principles of effective instructional activities through their experience of what works and what does not. Thus, it takes skilled and trained eyes to perceive understand and observe the teaching-learning activities in the classroom. This is why supervisors are relied upon to intervene in, confirm, and/or redirect the teacher's classroom activities. As such, the supervisors are bound here to make sure the teachers employed exercise the skills they were taught in the training schools in the classrooms so as to enable the students understand the subject matter and enhance bring about quality teaching. The supervisors must check the assiduity of the teachers daily.

### **2.2.1. Teacher Performance on Quality Teaching**

According to (Munir, 2008) teacher performance can be interpreted as the result of work based on an assessment of the duties and functions of positions as educators, managers of educational institutions, administrations, supervisors, innovators, and motivators or anything whose assessment is carried out by a certain agency, both internal and external institutions. In essence, teacher performance is the behavior produced by a teacher in carrying out his

duties as educators and teachers when teaching in front of the class, according to certain criteria (Susanto, 2016).

The performance criteria of teachers who can achieve their work performance are more directed at the competence of teachers as stated in the explanation of Government Regulation no. 19 of 2005 concerning National Education Standards, that teacher performance, in this case teacher competence includes four competencies, namely: pedagogic competence, personality competence, professional competence, and social competence.

Pedagogic competence, is the ability to manage students, which includes, understanding of educational insights or foundations, understanding of students, curriculum/syllabus development, learning design, implementation of educational and dialogical learning, evaluation of learning outcomes and development of students to actualize various potentials (Darmadi, 2016; Ismail et al., 2020) which he has. Personal competence is a personality ability that includes being stable, stable, mature, wise and wise, authoritative, having noble character, being an example for students and the community, evaluating one's own performance and developing oneself in a sustainable manner. Professional competence is the ability to master learning materials broadly and deeply, which includes, concepts, structures, and scientific/technology/art methods that are overshadowing/coherent with teaching materials, teaching materials in the school curriculum, conceptual relationships between related subjects, application scientific concepts in everyday life and professional competence in a global context while preserving national values and culture. Social competence, namely the ability of educators as part of the community to play a role, among others, communicate orally and in writing, use communication and information technology functionally, interact effectively with students, fellow educators, education staff, parents/guardians of students and socialize politely with the local community (Kartiko & Azzukhrufi, 2019).

Hariani and Muhajir in Nurdin and Usman (2005) revealed that there are a number of teacher performances in carrying out the teaching and learning process known as the Stanford Teacher of Appraisal Competence (STAC), namely: 1) Rob Norris models, including: Personal and professional qualities, Teaching preparation, Formulation of teaching objectives, Teacher's appearance when teaching in class, Student appearance in learning, Evaluation. 2) Oregon model, includes: A) Teaching planning and preparation, B) Teacher's ability in teaching and students' ability in learning. C) Ability to collect and use information on learning outcomes. D) Interpersonal relationship skills which include relationships with

student supervisors and peer teachers. D) Relationship skills with professional responsibilities (Abd Hamid et al., 2012; Nurjannah et al., 2021).

Performance measurement is an important part of the management control process, both public and private organizations. According to (Mahmudi, 2013) the purpose of the performance measurement is: 1) Knowing the level of achievement of organizational goals. 2) Providing employee advice and learning. 3) Improve the performance of the next period, 4) Provide systematic consideration in making decisions on awarding rewards. 5) Motivate employees. 6) Creating public accountability.

As such, in this light teacher performance indicators concerning teachers and lecturers which includes: pedagogic, personality, social and professional competencies. The performance of a teacher is continuous with the competencies possessed by the teacher. According to Suprihatiningrum, (2013) without having good competence, a teacher may not be able to have good performance. The indicators used for assessing the success of teacher performance include; 1) Planning the learning system (Learning planning). 2) Implement the learning system (implementation of learning), and 3) Learning evaluation.

### **2.2.2. Principal's Supervisory Techniques on Quality Teaching**

According to Osakwe (2010), principals offer guidance to teachers through their supervision and thus school objectives are achieved through effective teaching and efficient learning. In this regard, principals assist teachers in refining their competencies essential for better teaching of the disciples (Heaton, 2016). Principals who are efficient in supervision offer help in assisting teachers in making lesson plans and summaries before lectures, instructional aids and other target oriented activities. Principals with better supervision take feedback and then further guide and move teachers towards desired work and objectives (Zepeda, 2014). Thus, the importance of supervisory techniques may help in achieving teachers' better performance and this can be accelerated through supervision practices e.g. visiting classrooms, appraising, and workshops/seminars (Obi, (2004).

According to Iloh, Nwaham, Igbinedion and Ogor (2016) some variety of supervision techniques to include: classroom visitation/ observation, inter/intra school, team teaching practices, workshops, demonstration, clinical supervision and micro-teaching among others. This is also in line with Ani (2007) who outlined supervision techniques as follow: classroom visitation, micro-teaching, research approach, workshop, demonstration technique and tape recording. The supervisory techniques outlined by the above scholars adopted in this study

are: classroom visitation/observation, workshop as well as demonstration and staff development.

Classroom visitation or observation is a supervisory technique in which the principals visit the classroom and observe teachers delivery of the instruction taking account of their mastery of the subject matter, application of teaching strategies and aids, classroom management and organization among others. Similar to this, Iloh et al (2016) pointed out that classroom observation involves practicality in real classroom situation, whereby the supervisee, presents what he or she had prepared for his or her lesson, utilizing various teaching methodologies, instructional materials, interacting with the learners, jotting salient points on the instructional board, assessing the students using both formative and summative evaluations, coordinating class activities, while the supervisor (principal) inspects, observes and evaluates what and how the instructor has performed. Classroom observation is not an avenue for fault-finding in the classroom teaching process before the students but a platform for principals to involve teachers in the process of improving upon their shortcomings. After the classroom observation, the objective of the visitation could not be said to have been achieved unless, heads provide professional guidance and assistance to help teachers improve on their instructional delivery. This is because the essence of supervision is not to witch hunt teachers but to provide professional help for them to improve in delivery of teaching roles. The deficiency of teachers observed during instructional supervision could be handled using workshop supervisory technique. As such, this classroom visitation by the principal or pedagogic supervisor helps improves on quality teaching in that there is some follow up by the teachers in the classroom which makes the teachers to do effective and efficient teaching in public technical secondary schools in Yaounde, Mfoundi division.

Workshop as an instructional supervisory technique is a platform where the supervisor, teachers and subject specialists are brought together to exchange ideas and share teaching experiences in order to acquire knowledge and skills to meet current and emerging demands of teaching profession. To buttress this, Ekpoh and Eze (2015) pointed that workshop is a technique in which teachers are brought together in an organized way to enable principals communicate with them on the matters of school and classroom management and most especially on instructional improvement. Akinfolarin and Rufai (2017) sees instructional improvement as the act of making progress in instructional delivery for better academic achievement. School administrators should communicate new ideas and trends in the education industry to teachers in order to ensure instructional improvement. During

workshops, ideas are exchange, analyses of new ideas are achieved, evaluations of concepts and suggestions are made, conclusion are drawn and decision taken (Ani, 2007). As such, this very important to improve on quality teaching as it helps the teachers actively share ideas on how they can work as a team to achieve their educational as well as skillful goals in public technical secondary schools in Yaounde, Mfoundi division.

Principals' demonstration technique involves teaching and learning activities in which principal who is skilled and experienced illustrate educational materials, procedures or strategies in order to improve instruction (Eze cited in Sule, 2013). During demonstration, principals clearly explain the subject matter using vivid examples. Ani (2007) pointed out that demonstration technique of supervision gives teachers the opportunity of asking probing questions that can lead to discovering new methods and ideas. However, Eze cited in Sule pointed out that principal as supervisor has little or no time practicing teaching demonstration and supervisory services for instructional improvement. As such, it is worth noting that one of the most important goals in a technical secondary school is to teach and educate the students to be skillful that is hand work. They must learn how to learn a trade at the early stage of their educational career which can help in future.

In addition to the above mentioned, the aim of staff development is shifting the learning to the actual work field (De Rijdt, Stes, van der Vleuten, & Dochy, 2013). Glickman, Gordon, Ross-Gordon, (2007) narrated that supervision is like leadership which has a function and a process. This improves the quality of education, learning, training and teaching (De Rijdt et al., 2013). Also it needs understanding, relational skills and procedural skills. In this regard, supervisors work in collaboration to improve learning (Zepeda, 2014). Staff development supervisory practices of principals also respond to teachers' requirements and improve supervisory competence (Suseela, 2005). Therefore, principals should offer professional and continuous development including coursework, seminars and learning chances for better development of staff. According to Zepeda (2014), staff development is imperative for better supervision. It helps in teachers grooming and making education a learning experience. Furthermore, better staff development practices helps in offering required trainings to the teachers, also with respect to curriculum and team work (Jill & Betty, 2012). In addition, better staff development practices of principals may help teachers with respect to human relations and development (Heaton, 2016). In this vein, the goals need to be identified and better strategies should be selected first to approach objectives (Steiner & Kowal, 2007). Hence, staff development practices need to be focused and should be backed up by

continuous feedbacks (Steiner & Kowal, 2007). Better staff development practices helps in grooming teachers and achieving better performance and, at the end, making their tasks interesting (William, 2010) and increase the chances of job satisfaction and growth (Pajak, 1990). Therefore, for achieving the improvement in overall standard of education, staff development supervisory practices of principals must be given serious consideration. The above principal supervisory technique of staff development helps to improve on quality teaching in public technical secondary schools in the Mfoundi division, Cameroon.

### **2.3 Job Performance**

Performance is an important tool in assessment of both the staff and organizational activities. According to Motowidlo, Borman and Schmidt (1997:76) job performance means “the overall expected value from employees’ behaviour carried out over the course of a set period of time”. This connotes that job performance involves what the staff of a giving organization do at the organization, which is aimed at either improving the organizational goal or otherwise.

Performance could be described in various ways. It could be an act of accomplishing or executing a given task (Robert and Tim, 1998). It could also be described as the ability to combine skillfully the right behaviour towards the achievement of organizational goals and objectives (Olaniyan, 1999:45).

Teachers’ job performance could be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals (Obilade, 1999). It could also be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes (Akinyemi 1993; Okeniyi, 1995:67). However, Meindl (1995:42) argued that job performance is determined by the worker’s level of participation in the day to day running of the organization.

It is noted that employees behave differently under different situations. Principal can therefore encourage effective performance of their teachers by identifying their needs and trying to satisfying or meeting them. Supporting this argument, Adepoju (1996) asserted that variables of job performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students’ work and disciplinary ability are virtues which teachers should uphold effectively in the school system. In this regard, the teachers’ performance could be measured through annual report of his/ her activities in terms of performance in teaching, lesson preparation, and lesson presentation,

mastery of subject matter, competence, teachers' commitment to job and extra-curricular activities. Other areas of assessment include effective leadership, effective supervision, effective monitoring of students' work, motivation, class control and disciplinary ability of the teachers.

The indicator of teacher's job performance is evaluated in his or her ability to make deliberate effort to enhance students' academic performance, possession and display of in-depth knowledge of his or her subject matters, presentation of lesson in a well-organized manner, effective classroom organization and control, participation in the school curricular activities, regularity and punctuality in the school, maintenance of good interpersonal relationship with subordinates and superiors, discipline, motivation and counseling of students and compliance to teachers professional code of conduct among others.

### **2.3.1. Factors that affect Teachers' Job Performance.**

Owolabi and Adedayo (2012:72) state that the performance of the individual is crucial in the work environment. Hayward (2005:25-30) indicates that the effective. Management of human performance is crucial for attaining the objectives of the school.. This performance will not be developed naturally regardless of the worker's inborn natural aspirations to execute the assigned tasks. Therefore, it is compulsory to facilitate and cultivate the desire of workers to perform their work well (Hayward, 2005:25-30).

Hayward (2005:25-30) defines the term "performance" as the product of both ability and motivation (see Figure 3.1 below). Furthermore, Hayward (2005:25) agrees with the notion that performance is "ultimately an individual phenomenon with environmental factors influencing performance primarily through their effect on the individual determinants of performance."

According to Ricketts (2009:4-7), human characteristics impacting on performance can be grouped into four categories, namely, personality, values, abilities and skills, which are explained below.

**Personality:** Refers to a constant set of psychological characteristics that may change gradually over time. **Values:** Life-long preferences that are inherited earlier in life and are considered worthwhile, desirable, and right or wrong, can play a key role to make decisions and solve problems. **Abilities and skills:** According to Ricketts (2009:4), a leader that has certain talents, such as abilities or skills, can perform different tasks or jobs. 'Abilities' and 'skills' are not synonymous concepts as abilities are natural, and skills are acquired. This

means that a leader can have a natural and stable ability to do something, while his/her skill can be acquired or changed through training and experience. Furthermore, this shows that a leader can be recruited with specific abilities, but later he/she exhibits the desired skills through training (Ricketts, 2009:4).

The above characteristics are determinants of performance of teachers in public technical secondary schools in Yaoundé, Mfoundi division as they have a definite impact on job performance.

Accordingly, it can be stated that it is not possible to obtain successful performance without ability and motivation. In other words, the minimum ability is essential before a worker commences performing any task, despite how motivated he/she may be (Hayward, 2005:25-30). Similarly, a person with more ability will not achieve successful job performance if he/she is not eager to put in some effort.

To the above one can add that workplace climate, leadership and socialization are also some of the factors that influence the performance of an individual within an organization (Mullen, 2004:278-280).

### **2.3.2. Principals' Leadership effect and Teachers' Job Performance**

Davies (2003) noted that leadership style and quality of leadership do affect job and job performance in an organization. Davis and Wilson (2003) research the effects of leadership on the teacher quality of life at work, they revealed that the more principle engage in behavior that were personally empowering, the more teachers saw that they had choices they could make in completing their work and the greater impact they will perceive they were achieve through their efforts. These intrinsic rewards were found to be more beneficial for motivating teacher, affecting climate and reducing stress.

Lumsden (1998) state that high teacher morale could have positive effects on student's attitude and learning, improve teacher morale not only made the education more palatable to teachers, it made the process a richer and more effective learning experience for students. Ibukun (1997) argued that the main task of the principal is to create a conducive atmosphere for the teacher to be able to achieve desire changes in students learning.

Performance is an important tool in assessment of both the staff and organizational activities. According to Motowidlo, Borman and Schmidt (1997, p. 76) job performance means "the overall expected value from employees' behavior carried out over the course of a set period of time". This connotes that job performance involves what the staff of a giving

organization do at the organization, which is aimed at either improving the organizational goal or otherwise. It implies that the staff behavior and general activities is measured by a giving standard to assess the staff activities in the organization. The above scholars further identified two types of job performance as “task performance” and “contextual performance”. Task performance is seen as those staff activities that directly transform the organizational raw materials to goods and services, including teaching in the schools by teachers. Contextual performance covers the staff behaviors that add to the general organizational effectiveness through supporting the social and psychological environment, where the job is carried out. (Borman and Motowidlo, 1993: 85).

Campbell (1990) stated that job performance is the individual – level based activities. It is more of individual (staff) behavior in the organization. The staff performance influences and determines the organizational productivity. This implies that the staff performance in any typical school affects the school’s productivity. An effective leader influences followers in a desired manner to achieve desired goals. Hence staff behavior in a school can largely be influenced by the leadership style the principal employs.

Adegbesan (2015) investigated why some principals prefer to embrace certain leadership styles and such styles have effects on the teachers’ attitude to work. The administrative styles adopted by the principals of secondary schools in Nigeria were found to be inadequate for effective school administration. The personality traits exhibited by the principals appeared somewhat harsh to their subordinates. Teachers in these schools were not adequately motivated and encouraged to carry out their duties.

Another Nigerian study by Bassey, Obim, Okure and Otu (2010) evaluated the administrative style of secondary school principals in relation to teachers’ job performance. The results showed that the leadership and motivational behaviour of the principal significantly affected the job performance of his teachers in terms of lesson note preparation, supervision of co-curricular activities, classroom teaching, students discipline and use of teaching aids.

Bendikson (2011) study assessed the relative performance of technical secondary schools in order to compare the nature and impact of principals’ instructional leadership in more and less effective New Zealand schools. Principal leadership factors explained up to 20% of the variance in school performance; different types of instructional leadership predicted school improvement and performance. While school performance was predicted by indirect instructional leadership, only the direct leadership behaviors had significant effects in improving schools. In addition, while principal instructional leadership was

mediated by the culture of the school, it had a stronger direct impact on school performance. Hindt (2012), sought to determine whether certain relationships exist between teacher morale and the following independent variables: principal trust and leadership satisfaction. It was found that principal leadership behaviors do significantly impact teacher morale, and student achievement.

Additionally, it was found that positive teacher morale and student achievement in the Initiative Schools influenced positive student behaviors, ultimately reducing student discipline referrals.

Shamaki (2015) sought to find out the appropriate supervision that could make teachers to be effective in their job productivity. It was found out that among the supervision types, pedagogic supervision contributed more to teachers job performance..

Jay (2014) investigated the influence of pedagogic supervision on teacher's performance in general secondary schools of Gambella region, Ethiopia. The study found that there was a positive relationship between supervision and teachers' performance ( $r=0.980$ ) the relationship was significant (Sign=0.000 at 0.05 level). Marshall (2015) examine the relationship between principal supervisory techniques and teacher commitment .Results confirmed the relationship between principal supervision and teacher commitment, and a statistically significant difference in the level of commitment reported by teachers at newer secondary schools and teachers at older secondary schools. Results also indicated that biographical variables moderated the relationship between principal leadership and teacher commitment.

A study by Marshall (2014) investigated the relationship between principal leadership as measured by the independent variables of planning, decision making, communicating, organizing and coordinating, delegating, evaluating, and social and professional support, and the dependent variable of teacher satisfaction. The study found significant correlations between the dependent variable of teacher satisfaction and principal leadership style as measured by planning, decision making, communicating, professional support and evaluating. The study also found a significant difference in one of the sub-scales of principal leadership. In the area of delegation there was a significant difference in the way in which male and female teachers perceived principal leadership style.

Mwangi (2013) carried out a study to investigate the effects of leadership styles on teachers' job performance and satisfaction in public secondary schools in Nakuru County and determine if the principals' leadership style(s) affected teachers' job performance in terms of accomplishing a given task and job satisfaction. Among the key findings of this

study was that teachers who lack enthusiasm are unable to teach effectively, making students not to learn well. It also showed that principals' attitude of not considering teachers' suggestions in decision making made teachers lose interest in their job.

In summary, Principals can therefore encourage effective performance of their teachers by identifying their needs and trying to satisfy and meeting them. The leadership style of the principals is demonstrated in his activities which makes him to be recognized as a leader of a group. Many people strongly believe that when there are good education plans, good school programmes, adequate staff and facilities what is more important is a good administrative leadership to coordinate all these for the progress and achievement of the school. The key to any effective leadership is the ability to lead effectively, coordinate a complex situation and show concern for human and materials resources available .Okafor (1991) noted that most of the success and failure in secondary school administration and other institutions depend largely on the influence of leaders on their subordinate. Thus for teachers to perform well in their job of teaching the leadership style has to be appropriate.

### **2.3.3. Presentation of Principal.**

The principal of a school is known by many titles such as “administrator,” “manager” and “instructional leader.” However, the role of the administrator or manager differs from that of an instructional leader in terms of the roles he/she plays.

School principals who consider themselves as administrators and who carry out administrative tasks most of the time are not similar to principals who pride themselves on being instructional leaders and who have engaged in setting the objectives to be achieved, identifying and allocating resources for the educational process, developing a curriculum relevant for the level of education and checking the lesson plans prepared by teachers” (Dufour, 2002:12-15). “Instructional leaders are also known as learning leaders and are also mostly involved in teaching and learning” (Dufour, 2002:12-15).A principal is considered as the leader in a school. He is the one who initiates reasonable changes to ensure achievements of educational goals.

Mbua (2003:391) defines a principal as the head or chief executive of a secondary or high school. According to his work, principals are the head of a school.

The principal is the educational leader and as such, he is supposed to provide quality education for students and ensure massive participation of teaching and non-teaching staff in the running of the school.

Fonkeng and Tamajong (2009), presents elements of a principal's leadership role as follows:

- Development of subordinates, by this the mean; sharing of responsibilities, authority and decision-making and at the same time accepting risks.
- Developing an environment of growth- optimizing the realization of the organization's goal as well as individual goals. If this is realized, the productivity of the organization is increased or maintained at relatively high level.
- Sharing authority and responsibility with subordinates. The principal does not work in isolation, therefore is in a position to choose to share his/her authority or not to share.

Fonkeng and Tamajong (2009) also list four dimensions of principal's leadership as seen below;

- ❖ Support
- ❖ Interaction facilitation
- ❖ Goal emphasis
- ❖ Work facilitation

Equally, A hand book for Heads of secondary and high school (1995/1996)

Stipulates the functions of principals as follows:

- Pedagogic functions, (management of personnel, and material resources).
- ❖ Administrative functions (plans, controls, commands, organizes and coordinates all the activities that take place in school).
- ❖ Financial functions, (management of financial resources).
- ❖ Social functions, (management of interpersonal relationships).

A principal is supposed to ensure collaboration in administration between himself and all his staff and student government by establishing channels of communication and ensure the free flow of information. His must put an attitude of friendliness, trust respect and affection between himself and his staff. While ensuring that there is no deviation from the schools' educational goals

Summarily, as noted many times in this study, principals play an important role as leaders of the school and they influence different functions within the schools with their behaviors, personal characteristics, and biases. Many researchers (Hughes, 1999; McEwan, 2003; Smith & Piele, 2006; Ubben et al. 2001) have attempted to define different characteristics of a successful principal. Though there is a wide range of characteristics listed by these researchers, there are several commonalities. Most importantly, nearly all of these studies list the following characteristics as being important: the principal as a learner, planner, visionary, politician, advocate, organizational developer, manager, leader, and agent of change. Though these characteristics are described in slightly different manners, they all demonstrate that an effective principal must embody characteristics that enable him or her to adapt to different situations.

#### **2.3.4. Presentation of a Teacher.**

Teachers are the ones who are in direct contact with students daily and as such are the ones who affect the teaching process. And apart from parents, they are the main source of knowledge, values attitudes and behaviors of children from childhood. Teachers are the ones who make sure that the educational goal of success in examinations are attained.

According to Tsafak (2003), a teacher is not a person who wants to teach, but a person who can teach. Teachers render a public service that involves constraints, requires profound knowledge; specific skills acquired and kept up through rigorous and continuous studies.

Luma (1983:32) presents amongst others some professional qualities in relation to a teacher as follows;

- Somebody who is generally happy to be a teacher; has faith in his profession and mission as a teacher.
- Shows professional consciousness and loyalty.
- Observant, well informed and never ceasing to learn.
- A good listener, always willing to learn.
- Strives for competence and excellence.
- Resourceful
- A good group leader and organizer and a good example.
- Manifest a love for research.

The indispensable role played by teachers in the promotion of education is underscored by Jacques Delors (1996) cited by Tsafak (2003: 171) in the following words in the report submitted to UNESCO by the international commission of Education for the twenty-first century: “ in order to improve on the quality of education, recruitment, training, social status and working conditions of teachers must first be improved upon for the latter can only do what is expected of them if they have the desired knowledge and skills, personal qualities, professional possibilities and motivation”.

To be a teacher according to the 1966 recommendation restated by E.V. Reimers and F. Reimers (1966), a person must have completed appropriate secondary education and must have undergone some prescribed studies in a recognized training school, to be allowed to teach at any level. This requires that only people endowed with the professional, intellectual, physical and moral abilities and qualities required for the education profession be selected and authorized to teach.

The society expects much from teachers and the numerous conventions, declarations and international meetings of which they are the point of focus can illustrate the importance attached to them. The 1966 I.L.O- UNESCO recommendation relating to the conditions of teachers and expert committee reports on its importance are an illustration of the importance attached to the teaching corps.

### **2.3.5. Inspectors Management on Quality Teaching**

As such today, the inspector supervisory and management function must be based: Orientation and commitment to the goals of education are analyzed; the respect and pertinent support to the autonomy of the centers and the freedom of chair; the promotion of educational change; the conception of education as a public service; the promotion of school participation; the empowerment of faculty functions, prioritizing pedagogical advice for the renewal of teaching-learning aspects and improvement of school results; mediation to prevent and resolve conflicts and support the pedagogical leadership of school management. It is worth noting that, these supervisory functions or techniques implemented and carried out by the inspectors to enhance quality teaching in public technical secondary school in the Yaounde, Mfoundi division.

According to Kulsoom Jaffer (2010) the inspection system in Pakistan helps to improve quality and establish accountability. The inspection system that originated in colonial days has evolved to incorporate the notion of using supervision to provide a range of support to

school-based efforts to improve performance. The shift, however, has been in terminology only, since it has not signaled a major shift in how the job is carried out in practice. The article argues that as a strategy for establishing accountability and improving quality in education, inspection and supervision in order to improve on quality job performance. Improvements in educational quality will require a balance among three factors: the availability of relevant and adequate physical, human, and financial resources; effective and empowered leadership; and functional monitoring, evaluation, and professional support for schools. As such, the inspectors implementation of the above strategies is very important in improving quality teaching in public technical secondary schools in Yaounde, Mfoundi division as well as in other secondary schools in Cameroon.

According to Harris (1996), inspectors from the ministry of education revolve around professional guidance of teachers, identifying problems in schools, proffering solutions and helping professional colleagues to perform the job of teaching to maintain the required and adequate standard. As such, inspectors are alerted to the possibilities for improvement of instructions, possess the ability to work and actively engaged in discharging their duties in terms of monitoring and evaluation of teachers and principals to achieve educational goals.

According to Fafunwa and Adaralegbe (1971) during the inspection visit, the inspectors are expected to report on the following: staffing, academic and administrative records, school plant, teaching programme, school community relationship, management and organization. As such, inspection is an instrument with which the political and administrative authorities maintain the necessary contact with the schools, teachers, students and the community and so ensure that the system is working satisfactorily (Okoro, 1994). In this sense, inspection is to be viewed as fulfilling a controlling coordinating and communicating role as guardian of educational standards. It is evident from both concepts that effective teaching can be developed within schools and that such development is essentially derived from the control of the nexus of connections amongst staff, students, parents and other stakeholders within the school community with a view to developing a positive teaching and learning environment. Hence, from the above it shows that inspector management plays a very important role in improving quality teaching in public technical secondary schools in Yaounde, Mfoundi division.

## **2.4. Teacher-Principal Relationships**

Teachers who are responsible for the transmission of knowledge to students have to have a good working relationship with their principals as this will make them perform better and ensure quality teaching in the classroom. In the ensuing paragraphs, we will be examining what authors have to say about teacher- principal relationship. According to DePaul (2000:11-15), the principal has an extremely important role to play in the school environment as he/she has to lead a group of professional, certified teachers and coordinate a group of trained people. Therefore the principal has to establish a significant relationship with his staff. All these are to ensure the achievement of pedagogic goals in the process of teaching as well as the effective and efficient use of the curriculum in public technical secondary school in Yaounde, Mfoundi division.

Edgeron and Kritsonis (2006:2-5) observe that the relationship that exists among principals and teachers varies from school to school. “The relationship between principals and teachers can differ considerably even among a principal and the various teachers of the same school. This relationship can affect the success of students and the operation of the school as a whole” (Edgeron & Kritsons, 2006:2-5) and thus, impacts on teacher performance and hence effect on quality teaching public technical secondary school in Yaounde, Mfoundi division.

Edgeron and Kritsonis (2006:2-5) comment that principals can improve the perceptions teachers have regarding their roles by having a good relationship with them. When there is significant interaction between principals and teachers, this helps teachers to feel better about them and makes them more effective in the classroom.

According to Tekleselassie (2005, in Mengistu 2012:56-85), if the relationship the teachers have with their principal is open, collaborative and helpful, it will increase the willingness of teachers to be involved in decision-making. Teachers will be interested, encouraged and stimulated to perform the activities assigned to them when teachers and principals have a strong affiliation (Mengistu, 2012:56-85).

Equally, “Good relationships with their principals are particularly significant for novice teachers or for teachers who do not have teaching experience” (Kahai, Sosik & Avolio, 2004:67-105). “Importantly, the turnover rate of teachers can be influenced powerfully when principals provide expert assistance to a teacher who has started teaching

recently or to newly employed teachers during the early years of their occupation” (Ingersoll, 2001:499-504).

According to Wahlstrom and Louis (2008:488-490), a further important component of relationships is trust, which assists principals and teachers with building greater success in the school environment. The authors also state that trust is imperative whenever school leaders want teachers to follow and support their efforts.

In summary, principals in technical secondary schools in Yaounde, Mfoundi division have to keep a good relationship with teachers by involving them in decision making, delegating authority to them trusting them and communicating effectively with them. If this is effectively done by principals in technical secondary schools in Yaounde, Mfoundi division teachers will feel more comfortable in school and this will have a positive impact on their job performance in school.

The next part will be dealing with tools for effective supervision by technical secondary school principals. Which are; communication, delegation of authority and involvement in decision making will be discussed below.

#### **2.4.1 Tools for Effective Supervision by Technical Secondary School Principals.**

For the purpose of this research work, we will talk about certain tools which principals in technical secondary schools in Yaounde, Mfoundi division use and how these tools affect teachers’ performance. The tools are communication delegation of power and involvement of teachers in decision making. We will be starting with communication.

- **Communication**

Communication, which is etymologically related to both “communion” and “community,” comes from the Latin *communicare*, which means “to make common” (Weekley, 1967,p. 338) or “to share.” DeVito (1986:61) expanded on this, writing that “communication is the process or act of transmitting a message from a sender to a receiver, through a channel and with the interference of noise”. After seeing what communication is, we will be seeing the various directions of communication flow in schools.

#### **Directions of Communication Flow in Schools**

In a school, communication has various ways it can flow we have; vertical, upward, downward and horizontal.

- **Downward Communication;**

Traditional views of the communication process in school organizations have been dominated by downward communication flows. Such flows transmit information from higher to lower levels of the school organization. School leaders, from central office administrators to building-level administrators, communicate downward to group members through speeches, messages in school bulletins, school board policy manuals, and school procedure handbooks. Canary (2011).

- **Upward Communication**

The behaviourists have emphasized the establishment of upward communication flows. In a school organization, this refers to communication that travels from staff member to leader. This is necessary not only to determine if staff members have understood information sent downward but also to meet the ego needs of staff. Horizontal communication falls into one of three categories (Canary, 2011).

- **Horizontal Communication**

Upward and downward communication flows generally follow the formal hierarchy within the school organization. However, greater size and complexity of organizations increase the need for communication laterally or diagonally across the lines of the formal chain of command. This is referred to as *horizontal communication*. These communications are informational too, but in a different way than downward and upward communication. Here information is basically for coordination — to tie together activities within or across departments on a single school campus or within divisions in a school-wide organizational system. (Canary, 2011)

After seeing the flow of communication in school, the research will see the relationship that exists between communication and teachers performance.

### **Communication and Teachers Performance**

Mintzberg (1979) defines communication as a way of passing on information from one level to another. This may be from bottom to top or top to bottom levels of management.

Pritchard et al (1988) as quoted in Hannagan (2002) indicates that communication by itself can lead to higher level of performance if it is properly used. He further asserts that communication allows the person to track how well he/ she is doing in relation to the goal, so that if necessary, adjustments in effort can be made. He further indicates that communication may be in form of memos, telephone calls, messages, posting notices,

writing letters and sending E-mail or fax. Unfortunately, these modes of communication are not properly applied in fields of education.

The concept of communication in leadership is highly internalized by Armstrong and Baron (1998). They endeavored to describe how it is used, operated and thus stressed its importance. They argued that information is usually communicated to employees in form of memos, meetings and telephone calls to enhance their performance. These ideas are supported by Handy (1996) who expressed that for performance to be effective, it is important for employers to communicate on what is to be done and how it is to be done. Armstrong (2003) presents the advantages of communication in leadership process as were derived from a survey conducted by the performance management in (1997). The advantages identified include; individuals get broad perspective of how they are perceived by others than previously possible. Communication further increases awareness of and relevance of competencies, gives people a more rounded view of performance and finally it clarifies to employees' critical performance aspects. Armstrong (2003) further notes that communication is often anonymous and may be presented to individuals or managers or both the individual and the manager. However, he noted that some organizations do not arrange for communication to be anonymous; it depended on the organization's culture. The more open, the culture is, the more open communication is likely to be revealed to the subordinates. From the above reviews, it is important to conclude that, the idea of communication is important in leadership; where communication is truly practiced; the leadership tends to be democratic while where it is denied to the subordinates, the leadership style becomes autocratic. On the other hand, some leaders leave communication as a free will. It may or may not be communicated to the subordinates. Such leadership style is *laissez-faire* Okumbe, (1998).

In synopsis, if school principals can improve their communication level with their teachers, teachers will be able to know what is expected of them and the time frame to carry out their school activities. If this is done, teachers' performance will increase.

After seeing the relationship between communication and teachers performance, we will examine the barriers to communication in school.

### **Communication barriers in school**

Several problems come up during the communication process which any good principal will try to avoid they include the following;

- **Overloading of information:** Too much information in a channel or stereotype information can hinder the smooth flow of information as the receivers of the information (In our case teachers) will find it difficult to assimilate the quantity of information. Information should be clear and easy to understand.
- **Inadequate information:** when the information given is incomplete, those receiving the information may find it difficult to carry out the desired task and as such, feedback may not be received or wrong feedback may be received by the sender of the information.
- **Emotional blocks:** love and affection can distort communication, where an individual's self-esteem is perceived to be threatened (Richard Dwin 1975:156-158).
- **Pressure of time:** due to pressure of time, a superior reduces the time he has for interaction with his subordinates or attending to their problems even then the busy subordinates may not have time to send up same important information through informal channels. (Ukeje et al 1992: 183-184).
- **Poor listening Ability:** When one is impatient to listen to others, he/she can miss many vital links in the information that gets to him and as such he will have incomplete information. Also a good listener can be so much concerned with the vocabulary instead of the total meaning this can go a long way to hinder communication.
- **Bureaucratic Hierarchy:** in a hierarchical organization where structure is emphasized communication flows through official channels, meaning that members can only contact other officers through their immediate superiors or subordinate officers for information. This rigidity in communication makes communication longer and slower.

#### 2.4.2. Delegation of powers and teacher's job performance

Delegation is very important in management and administrators who want to perform well should be able to make use of this tool. The school, by its nature, is a complex organization such that delegation of authority is un-avoidable; it is therefore imperative for all school managers and administrators at whatever level, primary, secondary or tertiary, to understand the concept of delegation, its importance and how to use it effectively.

Fonkeng and Tamajong, (2009:103), define delegation as “entrusting to another the execution of some powers or duties vested in oneself”. In delegation we transfer both executor and discretionary powers.

Blair (2002) defines delegation as a management skill that underpins a style of leadership which allow the staff to use and develop their skills and knowledge to full potential and as a dynamic tool for motivating and training the team to realize their full potential.

Also according to Fokwang (1996:56) delegation is not just a matter of handing over one of the head's task to a subordinate so as to ease his work load, but includes the managerial skills such as knowing his staff, their skills and abilities, being able to get across what is required of them so that they may successfully complete the task; interpersonal skills, training and assessing performance standards.

Delegation as a leadership behavior is highly supported by House (1968) path-goal theory that stipulates that for proper performance of the subordinates and goal achievement, the leader has to distribute different tasks to subordinates according to skills, abilities, knowledge, interests, talents and experience. Where the subordinates become confused, the leader has to come and direct them, he further removes barriers to clear the way for better performance. This motivates and satisfies the workers, so they accept the leader's behavior thus performing well.

Okumu (2006) in his study about delegation and its effects on management of secondary schools in Kampala District found out that effective delegation has positive effects on management of secondary schools in terms of motivation, commitment, satisfaction, discipline and general improvement in teacher performance and management of schools.

McNamara (1999) identified that for the delegated task to be done well, the supervisor and the subordinate must agree on when the job is to be finished or if an on-going duty when are the review dates when are the reports due and if the task is complex and what help could the supervisor render.

Davies (1990) outlines the reason for delegation of powers:

- It encourages the development of expertise, since each person can acquire the skills and knowledge required of a specialized role.
- It can ensure that the person best suited for a job had control over it. Despite the beliefs of many managers, seniority does not necessarily confer competence and any junior staff is better equipped than their superiors to fulfill some roles, particularly those requiring knowledge and skills in technological areas like computing.

- It equally allows the full creativity of all members to be used in the best interest of the organization, since everyone has a share in decision making. Good delegation means that everyone can contribute to effective management. Bad delegation means that everyone is at the mercy of power competent.

Richardson (1974:108), also wrote, “The principal does not place copies of himself at various strategic points in the community/organization in order to create miniature schools within but to subdivide himself symbolically”. Delegation involves involving other staff members to take leadership roles and use management team. This makes them to feel satisfied with their jobs and hence increase their performance.

In a school, if the principal can delegate some powers to his staff, they will have a sense of belonging and some degree of confidence since they will be part of decision making. They will then feel satisfied with their job and this will make them perform better thus improving school performance.

After the delegation is given by the principal, he has to make sure that there is follow up to ensure a success. This is what brings us to our next sub-topic.

#### **2.4.3. Involvement in Decision-Making and Teacher Performance**

Involvement in decision-making refers to a practice by which both superiors and subordinates jointly sit together to discuss the way to run the organization Okumbe, (1998).

UNESCO (2006) identified that teachers performance as being negatively affected by lack of participate in decision. UNESCO, (2006) study in Ethiopia indicated that “There is a strong sense of distance from regional and national-level decisions that are eventually communicated to teachers as immutable decisions, often divorced from their daily situation”. Without adequate communication or consultation, teachers lose morale to perform well and even some feel disenfranchised and more ineffectual in their roles.

Also, Ndu and Anogbov (2007) argued that where teachers are not involved in governance, result to teachers behaving as if they are strangers within the school environment. Thus, most teachers do not put in their best to have full sense of commitment and dedication to the school.

Equally, Wilkinson (1999) explained that involvement of employees in decision making as empowerment while a neglect of employees in decision making was seen as an assumption

that workers are untapped resources with knowledge and experience and an interest in becoming involved, employers need to provide opportunities and structures for their involvement. He also assumed that participative decision making is likely to lead to job satisfaction and better quality decisions and gains are available both to employers or increased efficiency of the workers.

#### **2.4.4. Summary of Literature and Gaps**

The literature review makes us understand that principals should be able to involve teachers in decision making in schools. As this will make them feel part of the school and will hence work for the greater good of the school and that there exist principal supervisory techniques which have different effects on teachers' job performance or quality teaching.

Despite the fact that educational leadership has attracted a lot of research, the researcher identified certain gaps in the literature and he attempts to fill in the gaps. Some of the reviewed studies such as Ricketts (2009) who sees human characteristics impacting on performance to be grouped into four categories, namely, personality, values, abilities and skills, which are. This study uses principal supervisory techniques and inspectors' management as the factor that can influence quality teaching.

#### **2.5 Theoretical Framework**

Hoy and Miskel (1996), cited by Mbua (2003:25), defines a theory as a "a set of interrelated concepts, assumptions and generalizations that systematically describe and explain regularities in behavior in educational organizations"

Also, Sarantakos (1997:45) defines a theory as; "a set of systematically tested and logically interpreted propositions that have been developed through research and that explains social phenomena"

Theories are helpful in the interpretation of facts and they equally guide research and enable the researcher to predict the outcome of situations in studies and life in general.

In our study, we made use of the following theories: Human Relation Management theory by Elton Mayo and Path-Goal Theory of Leadership by Martin Evans.

- **Human Relation management Theory. (Elton Mayo 1946)**

In the late 1950s and early 1960s, Elton Mayo's concept of team spirit (*esprit d'équipe*) reached its peak (Mayo, E:1946). While comparing different industrial

organizations, Mayo noticed that there was much improvement in output in factories which have team spirit as compared to those who do not have.

Mayo equally carried out studies on the importance of team work or the collaboration and cooperation between workers and management or whoever is in control, investigated issues like rigidity of work, the importance of the group and loyalty to each other within the group and job security.

According to Mayo, workers will work harder and produce better if there was more in the form of job security. That is where workers observe colleagues in a job belonging to one family and as such any eventual breaking up of this kind of bond would lead to social problems of all kinds. This simply means the need for the creation of a kind of bond between people in an organization or group.

He equally says that personnel management should be done with the ultimate purpose of making the group united. This will entail team work and collaboration between management and workers.

Mayo says that management must try to work beyond workers' complaints and grievances to find out other motivations not just financial ones as the case was before.

In conclusion, the main feature of the human relations school of thought is the idea of people working with a high sense of commitment at lower level management and workers also freely identifying themselves with the organization, the participation aspect of everyone within the organization. This leads people to regard themselves not as individuals but as members of a group and the group does very well by working together for the benefit of all.

This theory ties up with our research topic because it encourages team work in an organization which leads to better performance of workers. And our case being a school, team work between the principal and teachers, teachers and teachers and the entire school will lead to better performance of teachers, students and even the administration. This team spirit can be realized through, delegation of power, consultative decision making, use of effective communication techniques.

Therefore in order for a principal to help teachers perform better in school, and foster cooperation, he has to be knowledgeable and sensitive about the human, financial and material resources in his school.

In Cameroonian secondary schools for example teachers are expected to collaborate with the principal and with their various heads of departments in order to promote this team spirit propagated by Mayo in his Human relation Theory, in order to produce better results in school.

And if principals overlook the importance of team spirit, teachers will not feel as a part of the school and hence they will not perform well. This will be evident on the output of teachers and the school in general.

- **Path-Goal Theory of Leadership (Martin Evans 1970)**

The term “path-goal” draws from the principle that successful leaders clarify the path that should be followed by their subordinates in order to achieve their work goals and to make the journey along the path easier by avoiding difficulties that stand in the way of achieving of the goal. In other words, the path-goal leadership theory is based on the principle that an employee’s expectation of the amount of effort and performance expected of him/her are affected greatly by a leader’s style. Leaders meet these expectations by giving the needed information, assistance and other resources required by workers (Robbins, 2001:318-322).

Path-Goal theory of leadership was developed by Martins Evans in 1970 (Evans, 1970), and redefined in 1971 by Robert House (House, 1971). Different scholars, including Evans (1970) and House (1971) stated that the Path –Goal theory of leadership is an outcome of Victor Vroom’s Expectancy theory, which emphasizes that staff/employees’ actions are carried out based on the expected reward to such action, and the level of reward determines the rate of staff performance in the organization.

According to Northouse (2013), Path-Goal theory of leadership is a “process in which leaders select specific behaviors that are best suited to the employees’ needs and the working environment so that they may best guide the employees through their path in the obtainment of their daily work activities (goal)” This implies that the leader has different leadership style or behavior, and considers the most appropriate style in his/her leadership to suit the employees/staff needs and the working environment as to attract the best action of the staff in the organization. The leader needs to motivate the employees/staff and satisfy their needs to enhance their job performance.

House and Mitchell (1974) corroborated the views of the above scholars, and add that Path-Goal theory best explains the specific leadership style applied by the leader to suit the “employees” and the “work environment” with a view to enhancing staff performance and achieving the organizational goal. The leader achieves his goal by identifying the staff interest, motivating the staff, empowering, and satisfying them.

House (1971) further identified four leadership behavior variables namely, directive, supportive, participative, and achievement-oriented. Directive leadership implies that the leadership communicates the organizational goals and expectations to the staff with the view of keeping staff informed. Supportive leadership entails the leader’s ability to be friendly in his/her relationship with the subordinates. The leader identifies the staff needs, works out the best way to satisfy their needs, with the view of using staff satisfaction as a medium to improve staff performance. Participative leadership means that the leaders give opportunity to staff for consultation on the organizational issues, by allowing the staff to contribute to the organizational decisions. Achievement-oriented leadership involves the leader’s ability to set the organizational challenging goals for the staff of the institution and ask them for improvement on their performance to enhance the organizational productivity.

The relevance of Path-Goal theory to this study is based on the activities of the secondary school Principal as a leader in the school, and the leadership style the Principal applies in the management of the school staff to achieve the school goal. The Path-Goal theory hinges on two variables namely, “environment” representing the school environment, and the “staff/subordinates” representing the school staff. The theory proves that when Principal applies participatory leadership style, and motivates the staff, the latter are encouraged and this enhances their job performance and goal achievement in the school.

In Cameroon, and Yaoundé in particular, school principals have to involve teachers in decision making, motivate them identify teacher’s needs, support them, encourage team work delegate power and communicate effectively with teachers. If this is done by school principals, teachers will be able to feel comfortable and know what is expected from them by their principals. This will make them to be able to carry out their task effectively and on time. In the absence of the above suggestions, teachers will feel frustrated and has such would not be able to carry out their job effectively.

- **Leadership Theory**

Leadership inquiries and studies started at Ohio State University in the 1940s. Many of the investigations clearly indicated that both personality and situation factors were vital to leadership. Prominent among the contributors to this theory were Robert R. Blake and Jane S. Monton, Chester I. Bernard and Andrew W. Halpin.

Supervision may be defined as the instructional leadership. Supervision connotes leadership because it is the superior that supervises the subordinates. Adesina (1990) explained that, some consider the leader as the person contributing the best ideas in the group, or possessing maximum knowledge of the situation, or offering the best guidance. Thus the leader is the person who gets things done by enlisting the efforts of other people. The leader in any situation must have both social and psychological attributes in order to succeed on the job. The effective leader is the person who is not only able to make his subordinates to do what they have to do, but who also recognizes that these subordinates must be motivated to ensure that the goals and objectives of the institution or organization or system are met.

Therefore, a principal should be a reservoir of alternative solutions to problems that may arise from time to time due to peculiar situations. To corroborate this assertion, Obilade (1987) opined that it was important that leadership became situational. Hence, for school administrators, supervision of any form must be by an adaptive individual who could vary his or leadership style as the situation demanded. The most effective style of instructional supervision depended on its suitability to the contingency at hand.

The leadership theory asserted that for subordinate performance to be effective, the leader must adopt leadership style that will encourage it. The theory posited that performance is effective if a situational style was adopted (by the leader). The inference from this theory was that if subordinates' performance was perpetually ineffective, there was no specific style to enhance the performance of the subordinates.

The implication and application of this theory to principals and the job performance of public technical secondary school teachers is that the principal should provide practical and practicalisable leadership to the teachers in under his or her administration. This kind of practical leadership could involve the use of demonstration strategies to show the teachers how they could do their jobs better and achieve their job objectives, thus enhancing their job performance and quality teaching.

The research used to human relations management theory by Elton Mayo as well as the path-goal theory of Martins Evans and the Leadership theory by Robert R. Blake and Jane S. Monton, Chester I. Bernard and Andrew W. Halpin. The next chapter will focus on methodology.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the methodology that used in carrying out the study on pedagogic supervision and its effects on quality teaching. It comprised the research design, description of the study area of the population of the study, the population of the study, target population of the study, accessible population of the study, the sample size and sampling techniques, the instruments for data collection, validity of the instruments, reliability of the instruments, method of data collection, techniques of data analysis, and ethical considerations.

#### **3.1 Research Design**

A research design is a plan and structure of investigating data to obtain answers to research questions. Creswell (2009) holds that a research design functions as the research blue print for measurement and analysis of data. Furthermore, Cooper and Schindler (2011) defined a research design as a plan that describes the processes data gathering, describing of phenomenon and organizing the data, in order to help the reader understand the distribution of data. In the context of the study, the survey research design using the mixed method was adopted for the study. The mixed method involves the collection and mixing or integration of both quantitative and qualitative data in a study. It has advantage over using only either qualitative or quantitative method because it provides a deep understanding of the phenomena under investigation. In other words, the mixed methods permits a more complete and synergistic utilization of data in providing a better understanding of the research problem and complex phenomenon than either approach alone thereby, ensuring a better generalization of the findings/results. Mixed methods research has increased in popularity in recent years. Cresswell (2018) outlined three mixed methods which are convergent, explanatory sequential, and exploratory sequential.

In this study, the mixed method adopted was that the convergent meaning that both quantitative and qualitative data were collected at the same time, analyzed and findings reported sequentially unlike the explanatory or exploratory sequential that require the researcher had to collect either the quantitative or qualitative data first, analyzed the it and use the findings to construct the quantitative instrument (in the case of explanatory sequential) or the qualitative instrument (in the case of exploratory sequential) before concluding on the research findings. Thus, using the quantitative and qualitative data in the

study, the researcher stands a better chance to understand the complexities and context of social experience on pedagogic supervision and effect on teachers' quality.

### **3.2 Area of the Study**

Specifically, the study was centered on government technical secondary schools in the Mfoundi division. The division covers an area of 297 km<sup>2</sup> and the department forms the Yaoundé capital and greater area. The Mfoundi division is divided into seven sub-divisions namely; Yaounde I, II, III, IV, V, VI and VII. The Yaoundé municipality is the headquarter of the central region of Cameroon. Yaoundé is the capital of Cameroon, and the country's second most populous city. It is smaller than the economic center (Douala), but still a bustling city. Called the city on seven hills, Yaoundé is home to people from all over Cameroon. It has a population of about 4,337,000 inhabitants.

Educationally, Yaounde has several educational institutions in the Country ranging from primary to tertiary level run by government, private individuals and mission. With reference to government schools, Yaounde has over 20 government secondary schools with each school having a principal and vice principal(s) in charge of several function including pedagogy and supervision of the school. However, in addition to internal supervision carried out by the principals, all government schools are subjected periodically to external supervision or inspection carried out by pedagogic inspectors. The purpose for this is not only to follow up teachers and helping them grow professionally but also to ensure that schools follow the modalities put in place by the government. Secondary education in Cameroon is managed by the Ministry of Secondary Education which is located in Yaounde.



**Table 1 : Distribution of Study Population**

Sub-division	S/N	Establishment	School type	Number of teachers	Number of principals
Yaoundé 1	1	Lycee d'emana	General	219	1
	2	Lycee de Nkolondom	General	254	1
	3	Lycee de mballa II	General	311	1
	4	Lycee d'Elig-Essono	General	298	1
	5	Lycee bilingue de Nkoleton	General	341	1
	6	Ces Nyom	General	50	1
	7	ENIEG Bilingue Nlonkak	Normal	150	1
	8	Lycee technique Charles Atanagana	Technical	360	1
	9	Lycee Technique Bilingue de Nsam	Technical	320	1
Yaoundé 2	1	Lycee de la Cite Verte	General	245	1
	2	Lycee de Tsinga	General	255	1
	3	Lycee Technique de Yaounde II	Technical	178	1
Yaoundé 3	1	Lycee General Leclerc	General	437	1
	2	Lycee de Ngoa-Ekelle	General	214	1
	3	Lycee bilingue d'Application	General	291	1
	4	Lycee de Nsam-Efoulan	General	301	1
	5	Lycee de Biyem-Assi	General	309	1
	6	Lycee d'Afanyoa	General	222	1
	7	Lycee d'Ahala	Normal	198	1
	8	Lycee Technique Bilingue Industriel et Commercial	Technical	342	1
	9	Lycee Technique d'Afanoyoa	Technical	231	1
	10	CETIC de Ngoa-Ekelle	Technical	234	1
	11	CETIF de Ngoa Ekelle Yaounde	Technical	170	1
Yaounde 4	1	Lycee Bilingue d'Ekounou	General	214	1
	2	Lycee Bilingue d'Anguissa	General	243	1
	3	Lycee de Nkoldongo	General	231	1
	4	Lycee Bilingue de Mimboman	General	314	1
	5	Lycee d'Odza	General	254	1
	6	Lycee de Minkan	General	178	1
	7	Lycee Technique d'Ekounou	Technical	256	1
Yaounde 5	1	Lycee Bilingue d'Essos	General	323	1
	2	Lycee de Ngoussou-Ngoulmekong	General	179	1
	3	Lycee de Nkolmesseng	Technical	147	1
Yaoundé 6	1	Lycee Bilingue de Mendong	General	268	1
	2	Lycee Bilingue d'Etoug-Ebe	General	314	1
	3	CES Mendong	General	44	1
	4	CETIC Mewoulou	Technical	140	1
Yaoundé 7	1	Lycee Bilingue de Nkolbisson	General	265	1
	2	Lycee d'Ekorezok	General	156	1
	3	Lycee Technique Bilingue de Nkolbisson	Technical	398	1
<b>Total</b>				<b>9,854</b>	<b>40</b>

Source: Divisional Delegation of Secondary Education, Centre Region of Cameroon, 2023.

Statistics on table 1 showed that there are 9,854 teachers in the 40 government secondary schools in the Mfoundi division, 40, principals and 7 pedagogic inspectors. Yaounde 3 and Yaounde I have the highest number of schools as well teachers and principals. Specifically, Yaounde I has 2, 303 teachers and 9 principals. Yaounde II has 678 teachers and 3 principals. Yaounde III has 2,949 teachers and 11 principals. Furthermore, Yaounde 4 has 1,690 teachers and 7 principals. Yaounde 5 has 649 teachers and 3 principals. Yaounde 6 has 766 teachers and 4 principals and Yaounde 7 has 819 teachers and 3 principals.

### 3.4 Target Population of the Study

A target population is a group which the researcher is interested in gaining information upon which generalization and conclusions can be drawn subsequently (Creswell, 2009). Larakas (2008) defined target population for a survey as the set of units for which the survey data to be used to make inferences. In the context of the study, the target population of the study is delimited only to government technical secondary schools in the Mfoundi Division. On this note, the target population of the study consists of eleven government technical schools including teachers, principals and pedagogic inspectors. Table 2 below presents the target population of the study.

**Table 2 :Distribution of Study Target Population**

S/N	Establishment	School type	Number of teachers	Number of principals
1	Lycee technique Charles Atanagana	Technical	360	1
2	Lycee Technique Bilingue de Nsam	Technical	320	1
3	Lycee Technique de Yaounde II	Technical	178	1
4	Lycee Technique Bilingue Industriel et Commercial	Technical	342	1
5	Lycee Technique d'Afanoyoa	Technical	231	1
6	CETIC de Ngoa-Ekelle	Technical	234	1
7	CETIF de Ngoa Ekelle Yaounde	Technical	170	1
8	Lycee Technique d'Ekounou	Technical	256	1
9	Lycee de Nkolmesseng	Technical	147	1
10	CETIC Mewoulou	Technical	140	1
11	Lycee Technique Bilingue de Nkolbisson	Technical	398	1
<b>Total</b>			<b>2776</b>	<b>11</b>

Source: Divisional Delegation of Secondary Education, Centre Region of Cameroon, 2023.

In the 11 technical government secondary schools that made up the target population of the study, there are 2,776 teachers, 11 principals and 7 pedagogic inspectors since each sub-division has one (01) pedagogic inspector.

### 3.5 Accessible Population of the Study

Accessible population is defined as the population to which the researcher has reasonable access (Creswel, 2009). Larakas (2008) defined accessible population as the subset of the target population and the study population. Asiamah (2017) defined accessible population as those individuals, groups and events that are to be studied. In the context of the study, the accessible population of the study comprised five (05) government technical schools. Table 3 presents the accessible population of the study.

**Table 3 :Distribution of Study Accessible Population**

S/N	Establishment	School type	Number of teachers	Number of principals
1	Lycee Technique Bilingue de Nsam	Technical	320	1
2	Lycee Technique Bilingue Industriel et Commercial	Technical	342	1
3	Lycee Technique d'Afanoyoa	Technical	231	1
4	CETIC Mewoulou	Technical	140	1
5	Lycee Technique Bilingue de Nkolbisson	Technical	398	1
<b>Total</b>			<b>1,431</b>	<b>5</b>

Statistics on table 3 showed that in the 5 government technical secondary schools that made up the accessible population of the study, there are 1,431 teachers, 5 principals and 4 pedagogic inspectors given that the 5 schools came from Yaounde I, (Lycee Technique Bilingue de Nsam), Yaounde 3 (Lycee Technique Bilingue Industriel et Commercial and Lycee Technique d'Afanoyoa, Yaounde 6 (CETIC Mewoulou) and Yaounde 7 (Lycee Technique Bilingue de Nkolbisson).

### 3.6 Sampling Technique and Sample

#### Sample

According to Best and Kahn (2006), an ideal sample for any study is large enough to serve as an adequate representation so as to generalize the findings of the study. A sample is the subset of individuals from a larger population. The sample size of the study consisted of all 5 principals, 4 pedagogic inspectors and 303 teachers. The sample size for teachers was estimated using sample calculation for one proportion with the formula stated below as well as with the support of Epi-Info 7.0, using a design effect of 1.0.

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

Where:

$N$ =Total number of participants (teachers; 1431)

$Z$ = Z value corresponding to the confidence level, =95%

$d$ = absolute precision =5% (It should be noted that the smaller the precision, the higher the sample size and the more reliable the findings). A precision value of 5% was then considered acceptable for a good statistical significance.

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

Design effect=1.0

Table 4 below presents the sample frame of the study.

**Table 4 : Sample Frame of the Study**

S/N	Establishment	School type	Number of teachers	Number of principals
1	Lycee Technique Bilingue de Nsam	Technical	68	1
2	Lycee Technique Bilingue Industriel et Commercial	Technical	72	1
3	Lycee Technique d'Afanoyoa	Technical	49	1
4	CETIC Mewoulou	Technical	30	1
5	Lycee Technique Bilingue de Nkolbisson	Technical	84	1
<b>Total</b>			<b>303</b>	<b>5</b>

The sample size per school for teachers was estimated by multiplying the overall sample size for teachers 303 with the number of teachers per school and then divided by the overall number of teachers in all five schools (1431). With this simple proportion rule, there was no bias in the sample distribution per school.

### Sampling Techniques

Sampling is the process of selecting a smaller group of participants to essentially communicate what the larger population might provide. The purposive, proportionate, random sampling and convenient sampling techniques are adopted for the study. The purposive sampling was used because among the seven sub- divisions in the Mfoundi division are purposely selected because of proximity to the researcher and less road network constraints.

In addition to the purposive sampling technique, the proportionate sampling was used because the sample size for each division was systematically estimated from the overall sample. Finally, the sample random sampling technique was used in selecting the five schools out of the schools that made up the target population of the study. In choosing the 5 schools, the name of 11 schools were written on separate pieces of papers, folded and were put in a basket and reshuffled. Thereafter, a paper was picked and the name of the school written on it was chosen for the study. This exercise was done five times until the name of the 5 schools that made up the accessible population were gotten for study.

### 3.7 Instruments for Data Collection

Questionnaire and interview guide are the instruments adopted for the study and this was influenced by the mixed method design indicated in the study design. The questionnaire was design for teachers and principals and interview guide for pedagogic inspectors.

The questionnaire for teachers was design into three sections. In this first part, there is section ‘A’ which capture the teachers demographic data such; gender, age, longevity in service, and educational qualification. In addition to the section, there is a brief consent form that state; who the researcher is, the purpose of the study, and stating the reason why the participants are important for the study. Section “B” of the questionnaire consisted of 10 close ended items on principals supervisory techniques while section “C” consisted of 15 close ended items measuring teachers’ quality. The close ended items were rated using a five-poin-Liker scale (Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree). In total, the questionnaire for teachers has 25 items and the weighted value for the response options are presented on table 5 below.

**Table 5 : Weighted values for Response Options**

Test items	Response options			
	Strongly agree	Agree	Disagree	Strongly disagree
Positively worded items	4	3	2	1
Negatively worded items	1	2	3	4

Furthermore, the interview guide design for principals was also structured into two main parts. The first part consist of a brief consent form that state; who the researcher is, the purpose of the study, and stating the reason why the participants are important for the study. In this first part, there is section ‘A’ which captures principals demographic data such; gender, age, longevity in service/, educational qualification and number of years in

leadership position. The section 'B' part of the interview guide consists of 6 open ended questions that are related to the objectives of the study.

Finally, the interview guide for pedagogic inspectors was also structured into two sections. Section 'A' consist of demographic data such; gender, age, longevity in service/, educational qualification and number of years in leadership position. While section 'B' part of the interview guide consists of 4 open ended questions that are related to the objectives of the study.

### **3.8 Validation of Instruments**

Validity and reliability are two important concepts in the acceptability of the use of an instrument for research purposes (Amin, 2005). Validity is the accuracy and meaningfulness of inferences, which is based on the research results. It is a degree to which results obtained from the analysis of the data actually represented the phenomenon under study. Also, validity is concerned with the extent to which the instrument measures what it was supposed or intended to measure. In this study, three forms of validity are addressed in the study to ensure that the instruments measured what they intended to measure, and the findings of the study valid and reliable.

### **3.9 Face Validity**

After constructing the instruments, they are presented to the supervisor to read through, to check on the clarity of the language used, instructions and manner of presentation of the questions and to ensured that the instruments are well organized and reader friendly.

### **Content Validity**

Content validity focused on the extent to which the content of the instrument corresponded to the concepts/ sub-variables of the study. To ensure that the content validity of the instrument was attained, the instrument was designed with the aid of related literature reviewed for the study. This was to ensure that the test items on the instrument correspond to the indicators of the variables under the study and subject matter.

### **Construct Validity**

In order to ensure that the test items are valid for the study and are true characteristics or attributes of the variables, a draft copy of the questionnaire was submitted to other lecturers to check on the appropriateness of the test items and even the language used. The corrections made by different category of persons are taken into consideration. From the responses to

the test items, the construct validity index (CVI) for each of the test items was calculated. This was done by dividing the number of time that an item was declared valid by the total number of persons who reviewed the instrument. During this process, the test items that score validity index of less than 0.7 which is the recommended threshold, will be either modified or discarded from the questionnaire.

$$\text{Formula for CVI} = \frac{\text{Number of judges that declared an item valid}}{\text{Total number of judges}}$$

### 3.10 Reliability of the Study

Reliability measures the extent to which the respondents are consistent and objective in their responses. Reliability analysis is an important indicator that determines a good quantitative research instrument. To ensure that the instruments are reliable for the study, a pilot study has to be carried out on 10 respondents. Data collected from the participants were tested using the Cronbach Alpha test for each of the construct. Furthermore, a detail item-by-item statistics was computed so that one could clearly see the reliability coefficient value for each item. With this additional step, it becomes easier to identify items which are problematic based on their coefficient value. The Cronbach Alpha test was preferable for the study because first, the test items were to a greater extent link to one another and second because the test items are designed using same Likert Scale and response option. Using this test, a Coefficient value of 0.7 and above will imply that the respondents are objective and consistent in their responses meanwhile a coefficient value of less than 0.7 will imply that some of the test items or all are problematic. Below is a classification table of Cronbach Alpha coefficient for the acceptability of a quantitative instrument.

**Table 6 : Cronbach Alpha Coefficient(r)**

No	Cronbach Alpha Coefficient(r)	Judgment
1	More than 0.9	Excellent
2	0.80-0.90	Good
3	0.70-0.79	Acceptable
4	0.6-0.69	Questionable
5	0.5-0.59	Poor
6	Less than 0.59	Unacceptable

Source: Khairul, Ismail, and Saleh, (2018)

The normal range of the coefficient alpha values is between 0.00 and +1; the higher the value, the better the internal consistency with participants' responses. The reliability statistics of teachers is presented below.

**Table 7 : Reliability Analysis Report for Pilot Test**

<b>Variables</b>	<b>Cronbach Alpha Coefficients</b>	<b>Variance</b>	<b>No of items</b>
Supervisory techniques	0.715	0.043	10
Teachers' quality	0.787	0.041	20
Overall coefficient value	<b>0.754</b>	<b>0.025</b>	<b>25</b>

Statistical reliability results showed that internal consistency of the participants was satisfactory for all the sub-variables with the coefficient values ranging from 0.715 being the lowest to 0.787 as the highest value. The overall coefficient value of the questionnaire is 0.754 above the recommended threshold of 0.7 which implies good. (Detail reliability statistics per item is presented on appendix including case summary statistics).

On the other hand, qualitatively, reliability for the interview guide was ensured on the basis of need analysis. Needs analysis is a technique in collecting and accessing information relevant to course design. In the needs analysis, the interview is one of the methods and it involves asking in-depth questions using a structured or semi structured guide to better understand the individual's points of view. A pilot test for an interview is an important and useful process in conducting qualitative research as part of the study entails for, its findings might indicate that some improvements needed for the major study.

Validity and reliability of the qualitative data (interview guide) depend on the researcher's expectations in the interview session. In conducting the interview session, the researcher plays an important role to ensure that interviewees understand the questions asked and at the same time the researcher manages to get the data for the research questions. Therefore, piloting for an interview is an integral part and beneficial in the process of conducting qualitative research as it highlights the improvisation to the major study. A pilot test of the interview guide is aim to detect any possible errors at the early stage of research which may require adjustments in the instrument as well as in terms of added value and credibility into the research.

In the interviews, in as much as there is no sample size to judge but depends on the scope of the research question, 1 principals and 1 pedagogic inspectors were used. It should be noted that there are no rules for sample size in qualitative inquiry and sample size depends on the purpose of the inquiry, what will be suitable, what will have trustworthiness, and what can be done with available time and resources.

### **3.11 Administration of Instruments**

The data for the study is collected using the face-to-face method, which is direct delivery method. The questionnaires were administered to the teachers, in their schools during their free period, in staff room, and even in classrooms depending on the respondents' preferences. As for the interview guide, two approaches were used and the participants decided on the method that is most appropriate for them. These two methods are oral and written. For participants that prefer oral method, the questions were read to them and the responses were recorded using both phone and a tap recorder to better security of the data in case one of the devices get bad or stolen after the interview session. As for participants that prefer the written method, the interview guide was presented to them with enough space provided for each question so that they can write down their responses. During the encounter with each participant, the researcher did a self-introduction by starting his/her name, the purpose of the study and how is important for them to participate in the study.

### **3.12 Method of Data Processing and Analysis**

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

#### ***Data Entry and Clean –Up***

The data that will be collected for the study will be key using EpiData version 3.1(EpiData Association, Odense Denmark, 2008) whereby, the questionnaire collected from the field will be coded with numbers. The purpose for coding the answer questionnaire during data entering is because in case of any error on the data base, the questionnaire can be easily trace using the assigned code from the database. The EpiData was chosen for the data entering because it is very fast, friendly and reliable and, the template can be customize to eliminate possible errors that could occur during data entering.

Furthermore, after all the data must have been key in, advanced data cleaning process with the aid of SPSS version 25 will be done using the exploratory statistics is an integrated part of data clean-up. By so doing, variables will be explored to identify questionable entries, inconsistency in responses, missing values/systems and outliers. During this stage, the fate of the missing system will also be defined depending on the statistical requirements. Frequency analysis will also be computed for categorical variables as to identify invalid entries and missing values. Box plotting techniques will equally be used to ensure efficient cleaning of the data because it demarcates outliers on a graph and their exact position in the data base such that they can easily be traced and verified.

### *Analysis of Quantitative Data*

After the data is thoroughly checked for possible errors, the quantitative data will be analyzed using the descriptive and inferential statistical tools. The descriptive statistical tools to be used are frequency count, percentages mean, standard deviation and multiple responses set which aimed at calculating the summary of findings for each variable where applicable. The hypotheses of study will be tested using a Pearson test. This test is going to use because the data for the variables will be assumed to be approximately normally distributed which will be tested using the Komogorov test. Checking for normality assumption is very important to know the exact test(s) that is/are more suitable for the verification of hypotheses and to avoid faulty generalizations which could lead to committing the type 1 or type 2 hypothesis errors.

### *Analysis of Qualitative Data*

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

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

### **3.13 Decision Rule for Testing Hypotheses:**

The null hypothesis is rejected if the computed P-value is  $>$ , error margin of 5% and

The alternative hypothesis is accepted if the computed P-value is  $<$ , error margin of 5%.

#### **Effect Size**

The numerical value for the effect size,  $r_p$  ranges between -1 and +1 and determines the extent to which the predictors are associated to the criterion. The magnitudes of the effect sizes are;  $r_p = 0$  implies no association (effect size);  $r_p = < 0.20$  implies extremely low association (effect size);  $r_p = 0.20 - 0.39$  implies low association (effect size);  $r_s = 0.40 - 0.59$  implies moderate association (effect size);  $r_s = 0.60 - 0.79$  implies high association

(effect size);  $r_s = 0.80 - 0.99$  implies extremely high association (effect size) and 1.00 a perfect association/effect.

Statistical Formula

$$\text{Cronbach Alpha } \alpha = \frac{k}{k-1} \left[ 1 - \frac{\sum \text{Items variances}}{\text{Scale variance}} \right]$$

Where  $\alpha$  = Cronbach Alpha

K= number of items

$$\text{Percentage (\%)} = \frac{\text{Frequency count (n)}}{\text{Total number of persons (N)}} \times \frac{100}{1}$$

$$\text{Mean} = \frac{\sum fx}{\sum f}$$

Where  $\sum$ =Summation, f= frequency and x=value

**Spearman's Rho**

$$1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

Where;

$\sum$ =Summation

D=difference in rank

N=Number of observations

**Pearson Product Moment Correlation Coefficient**

Raw Score method

$$\frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - n(\sum y)^2]}}$$

Where

$\sum$ =Summation

Y=Values corresponding to the independent variable

X=Values corresponding to the dependent variable

### **Ethical Considerations**

Acting ethically in research ensures that the subjects are treated with respect and sensitivity beyond what the law may require. Administrative approval to carry out this study was obtained from the Faculty of Education through the Head of Department. While on the field, the authorization from the University to carry out research was presented to everyone concern. Verbal consent of each category of participants (teachers, principals and pedagogic inspectors) was duly sought. Participants who took part were verbally appreciated. The participants were also given assurance that their responses would be treated with utmost confidentiality. In this line, the researcher made sure the participants were adequately aware of the information needed from them, why the information was sought from them, what purpose it was used, how they were to respond and how it would directly and indirectly affect them without pressurizing them to consent.

### **3.14 Chapter Summary**

The survey research design using the mixed method which is convergent sequential in nature was adopted for the study. The target population of the study comprised of teachers and principals of government technical secondary schools in the Mfoundi division and pedagogic inspectors. A total of 303 teachers, 5 principals and 4 pedagogic inspectors were sampled from the five accessible government technical secondary schools chosen for the study. The participants were sample using the purposive, simple random sampling and proportionate techniques. Questionnaire and interview guide are the instruments adopted for the study. Questionnaire was design for teachers and interview guide for principals and pedagogic inspectors. This chapter equally saw the techniques used to ensure the validity and reliability of the instruments and method of data collection. Finally, SPSS version 25 (Statistical Package for Social Science) with the aid of descriptive and inferential statistical tools are statistical techniques chosen to analyze the data. Lastly, the ethical considerations guiding the study are also explained.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS

#### 4.0 Introduction

This chapter presents findings of the study from data successfully collected from 297 teachers out of the 303 questionnaire administered in the field, 5 principals and 2 pedagogic inspectors. The returned rate of questionnaire is 98.0% far above the threshold 70%. The purpose of the study is to find out the extent pedagogic supervision affects quality teaching in government technical secondary schools in Mfoundi Division, in the Centre Region of Cameroon. The findings of the study are presented based on the specific research questions stated in chapter one and hypotheses. All statistics are presented at 95% confidence interval with error margin set at 0.05. The specific research questions are as follows;

- How do principals' supervisory techniques affects quality teaching?
- How inspector's management does affect quality teaching?
- What are the possible techniques to improve on quality teaching?

#### 4.1 Demographic information

**Table 8 : Demographic information for teachers**

Demographic information		Frequency	Percentage
Sex	Male	165	55.6
	Female	132	44.4
Age	Below 25	3	1.0
	25-29	36	12.1
	30-39	192	64.6
	40-49	57	19.2
	50 and above	9	3.0
Highest qualification	G.C.E O Levels/probatore	6	2.0
	G.C.E. A Level/BAc	24	8.1
	Bachelor's Degree	174	58.6
	Masters	93	31.3
Teaching experience	1-5 years	111	37.4
	6-10 years	123	41.4
	11-15 years	30	10.1
	16-20 years	24	8.1
	Above 20 years	9	3.0

Among the 297 teachers successfully sample for the study and, describing them by demographic information, 55.6% (165) are male and 44.4% (132) are female. Based on age range, 64.6% (192) fall within the age range of 30-39 years, 19.2% (57) fall within the age range of 40-49 years, 12.1% (36) fall within the age range of 25-29 years, 3.0% (9) are above

49 years and 1.0% (3) is below 25 years. Based on highest qualification, 58.6% (174) of the teachers are holders of Bachelor's Degree, 31.3% (93) have Masters, while 8.1% (24) are teaching with G.C.E. A Level/Bacc as their highest qualification and 2.0% (6) teaching with G.C.E O Levels/probatore. Finally, based on teaching experience, 41.4% (123) have been teaching for 6-10 years, 37.4% (111) for 1-5 years, 8.1% (24) for 16-20 years and 3.0% (9) for above 20 years.

**Table 9 : Demographic information for pedagogic inspectors**

Demographic information		Frequency
Gender	Female	2
Age	50 plus	2
Highest qualification	Master's	2

All two pedagogic inspectors sampled are female, above 50 years age and a Master's Degree as their highest qualification.

**Table 10 : Demographic information for principals**

Demographic information		Frequency
Gender	Male	3
	Female	2
Age	50 plus	5
Highest qualification	GCE A Level/Bac	1
	Masters	4
Years of teaching experience	21 years and above	5
Years of leadership experience	1-5 years	2
	6-10 years	3

Among the five principal sampled, three are male and two are female. All of them are above 50 years of age. The highest qualification for four of them is Master's Degree while for one is GCE Advanced level/Baccalaureate. All five principals have taught for above 21 years. Finally, three of them have had leadership experience for 6-10 years and two for 1-5 years.

## 4.2 Findings by research questions

The presentation of the findings started first with the dependent variable teachers' quality before presentation by the independent variable that constitutes the different research questions.

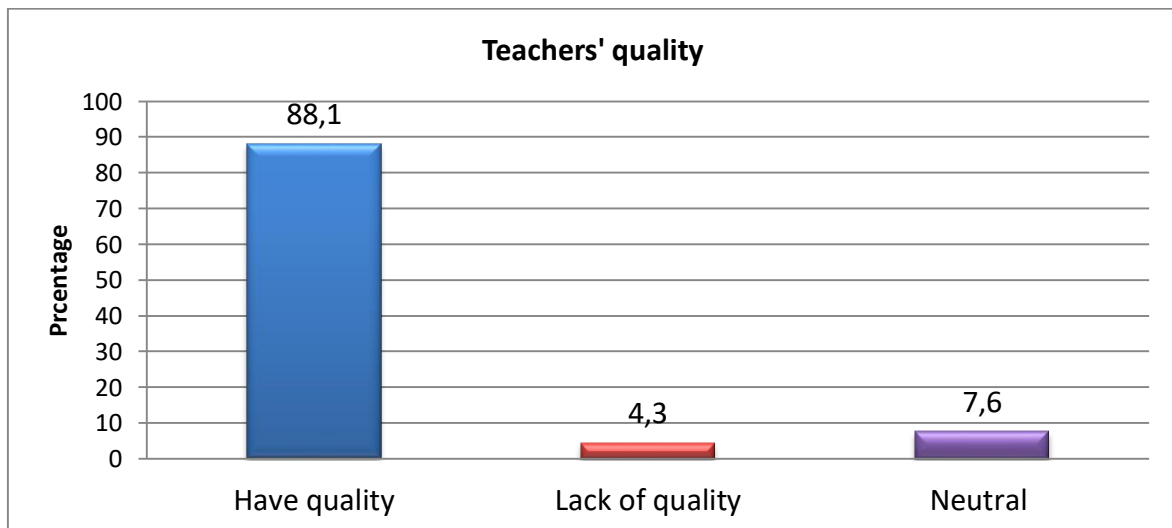
**Table 11 : Appraisal of teachers' quality**

Statements	Stretched					Collapsed	
	SA	A	N	D	SD	SA/A	D/SD
Teachers prepare well for lessons.	123 (41.4%)	111 (37.4%)	36 (12.1%)	24 (8.1%)	3 (1.0%)	234 (78.8%)	27 (9.1%)
The use teaching aids effectively	81 (27.3%)	174 (58.6%)	27 (9.1%)	15 (5.1%)	0 (0.0%)	255 (85.9%)	15 (5.1%)
Teachers plan effectively to engage learners in their classes.	96 (32.3%)	183 (61.6%)	15 (5.1%)	3 (1.0%)	0 (0.0%)	279 (93.9%)	3 (1.0%)
Teachers are punctual for school activities	93 (32.3%)	156 (52.5%)	24 (8.1%)	18 (6.1%)	3 (1.0%)	252 (84.8%)	21 (7.1%)
Program coverage in your school is effectively carried out	123 (41.4%)	141 (47.5%)	21 (7.1%)	12 (4.0%)	0 (0.0%)	264 (88.9%)	12 (4.0%)
As a teacher you are comfortable with your class size and this eases your teaching activities	99 (33.3%)	165 (55.6%)	9 (3.0%)	21 (7.1%)	3 (1.0%)	264 (88.9%)	24 (8.1%)
You have a mastery of the NPA and the CBA approaches	138 (46.5%)	120 (40.4%)	24 (8.1%)	9 (3.0%)	6 (2.0%)	258 (86.9%)	15 (5.1%)
Teacher conduct towards learners is characterized by professionalism.	111 (37.4%)	165 (55.6%)	18 (6.1%)	0 (0.0%)	3 (1.0%)	276 (93.9%)	3 (1.0%)
Teachers love working with learners.	123 (41.4%)	132 (44.4%)	33 (11.1%)	6 (2.0%)	3 (1.0%)	255 (85.9%)	9 (3.0%)
Teachers create a conducive atmosphere for learning.	108 (36.4%)	165 (55.6%)	15 (5.1%)	6 (2.0%)	3 (1.0%)	273 (91.9%)	9 (3.0%)
Teachers ask questions to learners during lessons	147 (49.5%)	120 (40.4%)	24 (8.1%)	6 (2.0%)	0 (0.0%)	267 (89.9%)	6 (2.0%)
The work books of learners are regularly marked.	126 (42.4%)	144 (48.5%)	15 (5.1%)	12 (4.0%)	0 (0.0%)	270 (90.9%)	12 (4.0%)
Teachers use teaching time effectively.	108 (36.4%)	153 (51.5%)	24 (8.1%)	12 (4.0%)	0 (0.0%)	261 (87.9%)	12 (4.0%)
Teachers have well-structured schemes of work.	114 (38.4%)	144 (48.5%)	30 (10.1%)	9 (3.0%)	0 (0.0%)	258 (86.9%)	9 (3.0%)
<b>Total response</b>	<b>1593</b> <b>(38.2%)</b>	<b>2073</b> <b>(49.9%)</b>	<b>315</b> <b>(7.6%)</b>	<b>153</b> <b>(3.7%)</b>	<b>24</b> <b>(0.6%)</b>	<b>3666</b> <b>(88.1%)</b>	<b>177</b> <b>(4.3%)</b>

In aggregate, 88.1% of teachers appear to demonstrate quality in teaching while 4.3% do not and 7.6% neutral. Specifically, 93.9% (279) of teachers agreed that they plan effectively to engage learners in their classes and demonstrate professional conduct towards students while

1.0% (3) disagreed. Similarly, 91.9% (273) of teachers accepted that they create a conducive atmosphere for learning while 3.0% (9) disagreed and 5.1% (15) neutral. Furthermore, 90.9% (270) of teachers accepted to regularly marked work book of students while 4.0% (12) disagreed and 5.1% (15) neutral. Similarly, 89.9% (261) of teachers accepted that teachers ask questions to learners during lessons while 2.0% (6) disagreed and 8.1% (24) neutral. Also, 88.9% (264) agreed to be comfortable with their class size because it ease their teaching while 8.1% (24) disagreed and 3.0% (9) neutral. Also, another 88.9% (264) of teachers indicated that program coverage in school is effectively carried out while 4.0% (12) denied and 7.1% (21) neutral. Again, 87.9% (261) of teachers agreed that teachers use their time effectively while 4.0% (12) disagreed and 8.1% (24) neutral. In a similar trend, 86.9% (258) of teachers agreed to have mastery of NPA and CBA while 5.1% (15) disagreed and 8.1% (24) neutral. Furthermore, another 86.9% (258) of teachers accepted that they have well-structured schemes of work while 3.0% (9) disagreed. Again, 85.9% (255) agreed that they work with love and teach while effectively using teaching aids. Furthermore, 84.8% (252) of teachers agreed that they are punctual while 7.1% (21) disagreed and 8.1% (24) neutral. Finally, 78.8% (234) of teachers agreed to prepare well for lessons while 9.1% (27) disagreed and 12.1% (36) neutral. The overall findings on teachers quality is also presented on the figure below.

**Figure 2 : Appraisal of teachers' quality**



### 4.3 Question one: How does principal's supervisory techniques affects quality teaching?

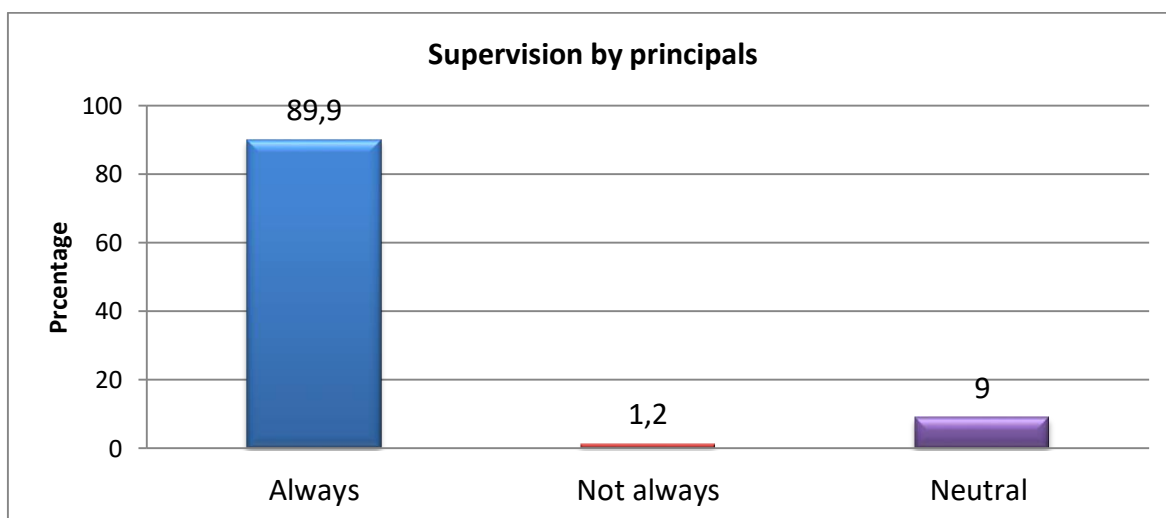
**Table 12 : Teachers' opinion on principals supervisory techniques**

Statements	Stretched					Collapsed	
	SA	A	N	D	SD	SA/A	D/SD
The principal uses staff meetings to follow up teachers.	66 (22.2%)	147 (49.5%)	72 (24.2%)	12 (4.0%)	0 (0.0%)	213 (71.7%)	12 (4.0%)
The principal does regular classroom visitation to observe how teaching is carried out.	144 (48.5%)	141 (47.5%)	12 (4.0%)	0 (0.0%)	0 (0.0%)	285 (96.0%)	0 (0.0%)
The principal does regular checking and controlling lessons notes.	123 (41.4%)	141 (47.5%)	24 (8.1%)	9 (3.0%)	0 (0.0%)	264 (88.9%)	9 (3.0%)
The principal creates a favorable environment which motivates teachers to work effectively	102 (34.3%)	168 (56.6%)	24 (8.1%)	0 (0.0%)	3 (1.0%)	270 (91.8%)	3 (1.0%)
The principal organized seminars and workshops to reinforce teacher competences on the use of the CBA as a teaching approach	108 (36.4%)	168 (56.6%)	21 (7.1%)	0 (0.0%)	0 (0.0%)	276 (92.9%)	0 (0.0%)
The principal is effectively present in school and also makes sure that teachers are effectively present and do their job accordingly	135 (45.5%)	150 (50.5%)	12 (4.0%)	0 (0.0%)	0 (0.0%)	285 (96.0%)	0 (0.0%)
The principal lays emphasis of effective curriculum coverage	129 (43.4%)	138 (46.5%)	27 (9.1%)	3 (1.0%)	0 (0.0%)	267 (89.9%)	3 (1.0%)
The evaluation processes are regularly checked and controlled by the principal	123 (41.4%)	147 (49.5%)	24 (8.1%)	3 (1.0%)	0 (0.0%)	270 (90.9%)	3 (1.0%)
The principal check the logbook for teachers	126 (42.4%)	147 (49.5%)	18 (6.1%)	3 (1.0%)	3 (1.0%)	273 (91.9%)	6 (2.0%)
The principal assigned experience teachers to mentor inexperience ones.	96 (32.3%)	168 (56.6%)	33 (11.1%)	0 (0.0%)	0 (0.0%)	264 (90.7%)	0 (0.0%)
<b>Total response</b>	<b>1152</b> <b>(38.8%)</b>	<b>1515</b> <b>(51.0%)</b>	<b>267</b> <b>(9.0%)</b>	<b>30</b> <b>(1.0%)</b>	<b>6</b> <b>(0.2%)</b>	<b>2667</b> <b>(89.9%)</b>	<b>36</b> <b>(1.2%)</b>

In overall, 89.9% of teachers accepted that their principal always carry out supervision while 1.2% disagreed and 9.0% neutral. Specifically, 96.0% (285) of teachers indicated that their principal does regular classroom visitation in order to observe how teaching is carried out and makes sure that teachers are effectively present and do their job accordingly while 4.0%

(12) neutral. Similarly, 92.9% (276) of teachers agreed that principal organized seminars and workshops to reinforce teacher competences on the use of the CBA as a teaching approach while 7.1% (21) neutral. Furthermore, 91.8% (270) of teachers accepted that the principal creates a favorable environment which motivates teachers to work effectively while 1.0% (3) disagreed and 8.1% (24) neutral. Also 91.9% (273) of teachers accepted that the principal check the logbook for teachers while 2.0% (6) disagreed. Furthermore, 90.0% (270) of teachers accepted that evaluation processes are regularly checked and controlled by the principal while 1.0% (3) disagreed and 8.1% (24) neutral. Also, 89.9% (267) of teachers accepted that the principal lays emphasis of effective curriculum coverage while 9.1% (27) are neutral. Also, 88.9% (264) of teachers accepted that the principal does regular checking and controlling lessons notes while 3.0% (9) disagreed and 8.1% (24) neutral. Finally, 71.7% (213) of teachers accepted that principals used staff meetings to follow up teachers while 4.0% (12) disagreed and 24.2% (72) neutral. The overall findings on principals supervision is also presented on the figure below.

**Figure 3 : Teachers' opinion on principal's supervisory techniques**



#### 4.4 Testing of hypothesis one: Ha1: Principal supervisory techniques can influence quality teaching.

**Table 13 : Perceived influence of principal supervisory techniques on quality teaching**

		Correlations		
			Principals supervisory techniques	quality teaching
Spearman's rho	Supervision techniques	R-value	1.000	.616**
		p-value	.	.000
		N	297	297
	Teachers' quality	R-value	.616**	1.000
		p-value	.000	.
		N	297	297

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

Results from the hypothesis showed that principals' supervisory techniques has a significant, positive and strong influence on quality teaching (R-value = 0.616\*\*, p-value 0.000 < 0.05). The positive nature of the correlation value implies that quality teaching is guarantee when principals always carry out supervision. Therefore, the hypothesis that states principal supervisory techniques can influence quality teaching was accepted.

#### Question two: How does inspector's management affects quality teaching?

**Table 14 : Inspectors opinion on challenges face by teaching in quality teaching**

Themes	Quotations/Responses
Large class	"Over crowded classes". "Overcrowded classrooms".
Langrage	"Language barrier".
Pandemic	"Massive impact of pandemic in schools such as the COVID-19".
Communication	"Poor communication".
Students delinquency	"Disrespect from students".

Based on challenges faced by teachers in the quest for quality teaching, all two supervisors complaint of overcrowded classrooms. Other challenges mentioned are language barrier, poor communication, pandemic and students delinquency behaviours.

**Table 15 : Inspectors opinion on difficulties face by principals in supervising teachers**

<b>Themes</b>	<b>Quotations/Responses</b>
Disrespect	“Disrespect from teachers”. “Disrespect from some teachers”.
Domineering behaviour	“Control behaviour from teachers”.
Improve teaching quality	“Improving effective teaching”.

With respect to difficulties faced by principals in supervision teachers, all two pedagogic inspectors complain of disrespect from teachers in addition to teachers control behaviours and challenges in improving effective teaching.

**Table 16 : Inspectors opinion on suggestions to curb difficulties face by principals in supervising teachers**

<b>Themes</b>	<b>Quotations/Responses</b>
Motivation	“Motivate principals”.
Autocratic supervision	“Use of autocratic supervision”.
Reinforcement of bilingualism	“Improve on bilingualism commission”.
Reduce class size	“Reduce classrooms which are overcrowded”.
Sanction	“Dismiss disrespectful students” “Sanction teachers who disrespect the principal”.
Power	“More powers be given to principals”.

Due to the challenges face by principals in carrying out supervision of teachers, some suggestions were given by the pedagogic supervisors. Motivation of principals, use of autocratic method of supervision, given more powers to principals and sanctioning of disrespectful teachers are the suggestions given. On the side of teachers, reducing of overcrowded classrooms, sanctioning of delinquent students and reinforcement of bilingualism by the commission were also suggested.

**Table 17 : Inspectors opinion on the difficulties they face in the management field**

<b>Themes</b>	<b>Quotations/Responses</b>
Wrong data	“Wrong data given by principals”. “Inaccurate information from principals”.
Patience	“Lack of patience”.
Motivation	“Lack of motivation
Working condition	“Poor working conditions”.
Bribery	“Bribery from principals”.

Furthermore, based on difficulties faced by inspectors in the management field, all two inspectors complain of provision of wrong data by principals, lack of motivation, poor work conditions, bribery from principals and lack of patience.

#### 4.5 Hypothesis two: Ha2: Inspector’s management have a link with quality teaching.

**Table 18 : Inspectors opinion if their management has a link to quality teaching**

Themes	Quotations/Responses
Improve quality teaching	<p>“Yes, my management is link to quality teaching in that when I worked well like following up principals and teachers through pedagogic inspection, schools in my sub-division do better. This is to say that my pedagogic inspection has brought some consciousness in the teachers and principal as well”.</p> <p>“My management has a link to quality teaching because when I go out for pedagogic inspection, I do that to make sure that teachers who are not serious with their job should sit up. This also applies to the principals. At times, when I go out for supervision, I take down names of staff from schools who are constantly not serious with their job and send to hierarchy for suspension. Sometimes, some principals send report of un-seriousness teachers and through my management, we put them to order. So, with all, it certainly improves teaching quality”.</p>

Finally, from the two pedagogic inspectors sampled, all of them accepted that their management has a link to quality teaching as depicted in the statements “.....Yes, my management is link to quality teaching in that when I worked well like following up principals and teachers through pedagogic inspection, schools in my sub-division do better. This is to say that my pedagogic inspection has brought some consciousness in the teachers and principal as well.....”, “.....My management has a link to quality teaching because when I go out for pedagogic inspection, I do that to make sure that teachers who are not serious with their job should sit up. This also applies to the principals. At times, when I go out for supervision, I take down names of staff from schools who are constantly not serious with their job and send to hierarchy for suspension. Sometimes, some principals send report of un-seriousness teachers and through my management, we put them to order. So, with all, it certainly improve teaching quality.....”.

**Question three: What are the possible techniques to improve on quality teaching?**

**Table 19 : Supervision techniques principals feel comfortable using to manage staff**

Themes	Quotations/Responses
Instructional supervision	“Instructional supervision” “Instructional supervision and inspection”. “I feel very comfortable with instructional supervision”.
Democratic supervision	“Democratic supervision”.
Pedagogic supervision	“Pedagogic supervision”.

Among the five principals sample, many of them said they feel comfortable with instructional supervision while some of them feel comfortable with democratic supervision and pedagogic supervision.

**Table 20 : Principals’ perception of pedagogic supervision with regard to quality teaching**

Themes	Quotations/Responses
Improve academic performance	“Much attention is placed on teachers to make sure that they fully implement the school curriculum in order that the students can have a good mastery of the subject matter”. “Pedagogic supervision helps a lot in the improvement of the teaching quality of teachers and students’ academic performance”.
Curricular implementation	“Because pedagogic supervision is carried out to ensure that teachers implement the curriculum” “Through pedagogic supervision, a principal can effectively follow up for curricular implementation by the teachers”.
Ensure quality learning	“Pedagogic supervision is carried to follow up teachers so that effectively guide their learners in the mastery of the subject matter”. “Pedagogic supervision is important in that it make sure teachers teach effectively for the students to have good mastery of the subject matter”.

Based on principals perception of pedagogic supervision with regards to quality teaching, some of the principals opined that pedagogic supervision improve on improves on students’ academic performance as depicted in the statement “*Pedagogic supervision helps a lot in the improvement of the teaching quality of teachers and students’ academic performance*”. Also, some said pedagogic supervision enable principal to evaluate curriculum implementation by teachers as depicted in the statement “*Through pedagogic supervision, a principal can effectively follow up for curricular implementation by the teachers*”. Finally, some principals

added that pedagogic supervision ensure quality teaching and learning as depicted in the statement “*Pedagogic supervision is important in that it make sure teachers teach effectively for the students to have good mastery of the subject matter*”.

**Table 21 : Supervisory techniques that affects quality teaching**

<b>Themes</b>	<b>Quotations/Responses</b>
Classroom visitation	“Classroom visitation”. “Classroom visitation” “I do classroom visitation”. “Classroom visitation/observation”.
Meetings	“Organise meetings to assess teachers”. “I use staff meetings to evaluate teachers work coverage, and difficulties they are facing and then we propose suggestions to the problems”.
Follow up	“Follow up of teachers”
Demonstration	“I carry out demonstration”.
Organise workshops	“Organisation of workshops”.

Furthermore, based on supervisory techniques that affect quality teaching, many of the principals said they carry out classroom visitation, while others said they use staff meetings to follow up teachers, evaluate work coverage, and difficulties they are facing and then proposed suggestions to the problems. Follow up of teachers, carry out of demonstration teaching and organisation of workshops are other supervisory techniques used by principals to improve on teaching quality.

**Table 22 : Most beneficial supervision to improve teaching quality apart from pedagogic supervision**

<b>Themes</b>	<b>Quotations/Responses</b>
Instructional supervision	“Instructional supervision because it helps in improving teachers to better educate the students, teaches them well to achieve and obtain educational goals”. “Instructional supervision because it helps teachers to better teaches the students to attain their objectives”. “Instructional supervision because it helps to identity teachers’ weaknesses and strength and suggestions made on the weaknesses observed to improve on their teaching quality”. “Instructional supervision because it helps to improve on teachers growth and the lean new techniques of teaching during such supervision”.
Democratic supervision	“Democratic supervision because is important to consult teachers in the process of decision making”.

Furthermore, based on the most beneficial supervision to improve teaching quality apart from pedagogic supervision, many of the principals mentioned instructional supervision as depicted in some of their statements “.....*Instructional supervision because it helps in improving teachers to better educate the students, teaches them well to achieve and obtain*

*educational goals...”, ....“Instructional supervision because it helps teachers to better teaches the students to attain their objectives”, “.....Instructional supervision because it helps to identify teachers’ weaknesses and strength and suggestions made on the weaknesses observed to improve on their teaching quality....”.*

**Table 23 : Problems face by teachers when striving for quality performance**

<b>Themes</b>	<b>Quotations/Responses</b>
Motivation	“Teachers are less motivated”. “Teachers are less value with less privilege” “The lack of motivation also affects teachers’ job performance”.
Insufficient skills	“Some of them are not skilled to do their job”. “Some of the teachers are not qualified and lack the skills and competencies for quality teaching”.
Insufficient teachers (High workload)	”The number of teachers in the school is insufficient and because of that, the few available teachers are given much workload which does not permit them to be very performant”. “The workload for the teachers is much because we do not have sufficient teachers”.
Insufficient material resource	“The school lack adequate instructional materials for quality teaching and learning”. “The school does not sufficient equipment and other didactic resources for teachers to use. So, this affects negatively their ability to pass out quality lessons”. “Didactic resources to enhance teaching learning are lacking”.
Students’ indiscipline	“Some students fight teachers”. “Students indiscipline affect teachers output”.
Communication	“Lack of effective communication”. “There is lack of effective communication”.
Lack of commitment	“Some teachers do not read their subject matter”.

Based on problem faced by teachers when striving for quality performance, some of the principals complain of lack of motivation, lack of sufficient skills and competences, insufficient teachers resulting to high workload, insufficient material resources, students’ indiscipline, lack of effective communication and lack of commitment by some teachers.

**Table 24 : Possible techniques to improve on teachers' quality performance**

<b>Themes</b>	<b>Quotations/Responses</b>
Motivation	“To motivate teachers”. “The teachers should be motivated”.
Improve work condition	“Teachers working conditions should be improved”. “The work conditions of teachers need to be improved”.
Improve communication	“Enhance effective communication”. “There is need to improve on communication”.
Organisation of workshop/seminars	“Workshops and seminars should be organise frequently to help teachers who lack skills and competences” “Workshops should be organise regularly for the teachers”. “Organise seminars for teachers”
Regular supervision	“The teachers should be regularly supervised” “Frequent supervision for the teachers is of paramount important”.
Availability of resources	“Teachers should be provided with adequate resources for effective teaching”. “There is need for adequate resources because the insufficiency of resources is also a hindering factor to quality teaching”.

Finally, based on possible technique to improve on teachers' quality performance, the principals suggested that teachers be motivated, their work conditions be improve, seminars and workshops be organise, regular supervision by carried out, resources be made available and communication need to be effective.

**Table 25 : Summary of findings**

<b>Research questions</b>	<b>Findings</b>
<b>Question one:</b> How does principal's supervisory techniques affects quality teaching?	Descriptively, 89.9% of teachers accepted that their principal always carry out supervision while 1.2% disagreed and 9.0% neutral. And results from the hypothesis showed that principals' supervisory techniques has a significant, positive and strong influence on quality teaching (R-value = 0.616**, p-value 0.000 < 0.05). The positive nature of the correlation value implies that quality teaching is guarantee when principals always carry out supervision. Therefore, the hypothesis that states principal supervisory techniques can influence quality teaching was accepted.
<b>Question two:</b> How does inspector's management affects quality teaching?	All two pedagogic inspectors sampled accepted that their management affects quality teaching in that when they go out for supervision, it help being some consciousness in the teachers and principal and also make teachers who are not serious with their job to sit up. However, despite how impactful the management of pedagogic inspectors is to the teachers, the inspectors reported some difficulties faced in the management field, which includes provision of wrong data by principals, lack of motivation, poor work conditions, bribery from principals and lack of patience.
<b>Question three:</b>	Findings showed that instructional supervision is the supervision technique that many of the principal feel comfortable using in

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What are the possible techniques to improve on quality teaching?

addition to democratic supervision and pedagogic supervision. Based on principals perception of pedagogic supervision with regards to quality teaching, some of the principals opined that pedagogic supervision improve on improves on students' academic performance, enable principal to evaluate curriculum implementation by teachers and ensure quality teaching and learning. Furthermore, classroom visitation, staff meetings, follow up of teachers, classroom demonstration teaching and organisation of workshops are other supervisory techniques used by principals follow up and evaluate teachers, and identify their difficulties to improve on teaching quality. In as much as teachers are striving for quality performance, they are equally face with some difficulties which includes; lack of motivation, lack of sufficient skills and competences, insufficient teachers resulting to high workload, insufficient material resources, students' indiscipline, lack of effective communication and lack of commitment. Finally, based on possible technique to improve on teachers' quality performance due to the above problem they are faced with, the principals suggested that teachers be motivated, their work conditions be improve, seminars and workshops be organise, regular supervision by carried out, resources be made available and communication need to be effective.

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## CHAPTER FIVE

### DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter discusses the findings of the study and, the discussions of the findings were done in accordance with results derived from the hypothesis results. The discussions of findings were supported with the conceptual, theoretical and empirical review of related literature in chapter two. The chapter also consists of conclusion, recommendations, limitations of the study and suggestions for further research.

#### 5.1 Discussion of Findings

The discussion of findings was done in accordance with the specific research questions as stated in chapter one using the main findings derived for the study. In doing the discussion of findings, results obtained from the study were first presented and then compare or contrast with that from previous research, followed by theoretical implication and finally backed with some conceptual review.

##### **Question one: How does principal's supervisory techniques affects quality teaching?**

Findings showed that 89.9% of teachers in their majority accepted that their principal always carry out supervision while 1.2% disagreed and 9.0% neutral and further analysis showed that principals' supervisory techniques has a significant, positive and strong influence on quality teaching ( $R\text{-value} = 0.616^{**}$ ,  $p\text{-value} 0.000 < 0.05$ ). The positive nature of the correlation value implies that quality teaching is guarantee when principals always carry out supervision. Therefore, the hypothesis that states principal supervisory techniques can influence quality teaching was accepted. This findings tie with that of Oluremi (2013) who affirmed that supervision enhances good quality teaching and learning process by checking professional records, giving teachers' feedback, and monitoring timetables, leading to good academic performance.

Furthermore, in another study by Bassey, Obim, Okure and Otu (2010), findings revealed that supervision by principals significantly improve teachers' job performance, classroom teaching, students discipline and use of teaching aids. In the other hand, failure to carry out supervision implies creating room for some teachers not to be committed and effective in their job. In line with that is, Dangara (2015) reiterated that failure to carry out supervision practices is linked to poor academic performance. The ability of a principal to carry out instructional supervision is a

demonstration of school leadership which is a very important pedagogic function of the principal for effective management of personnel for quality teaching and learning to take place. As depicted in the finding of the study, one of the most crucial reasons for supervision by principals is to ensure that individual teacher within the school system has been performing the duties for which he was scheduled. Many teachers want to be supervised before taking their duty seriously. Therefore, it is important for the principals to use lot of supervisory techniques to follow up the teachers.

For example, in the opinion of Adesina (2001) supervision improve the effectiveness of teachers so that they can contribute maximally to the attainment of the system's goals. However, for effective supervision to take place, the principals themselves need to have a clear understanding of what they wants in the supervision and how they can go about so as to achieve the purposes. This is because even if supervision has been empirically proven by several studies and scholars that it improved on teaching quality, if the process is not properly conducted, the intended result might not be attained. Supervision is viewed as an endeavor that principals as supervisors carry out in schools to improve instruction but it must be done under appropriate procedures.

Based on the Path-Goal Theory of Leadership by Martin Evans (1970), successful leaders clarify the path that should be followed by their subordinates in order to achieve their work goals and to make the journey along the path easier by avoiding difficulties that stand in the way of achieving of the goal. In other words, the path-goal leadership theory is based on the principle that an employee's expectation of the amount of effort and performance expected of him/her are affected greatly by a leader's style. Supervision of teachers can be done using authoritarian approach, collaborative approach and non-directional approach. Thus, supervision as instructional leadership requires that principals have to adopt the right approach when working teachers since they differ in their experience and commitment to bring out the intended results. This is because a wrong supervisory approach adopted for a particular teacher can lead to conflict between the principal and teacher.

**Question two: How does inspector's management affects quality teaching?**

The findings of the study also showed that not only principals' supervision affect quality teaching but, the management function of pedagogic inspectors also affects quality teaching in schools. For instance, both pedagogic inspectors sampled indicated that when they go out for supervision, it help being some consciousness in the teachers and principal and also make teachers who are not serious with their job to sit up. However, despite how impactful the

management of pedagogic inspectors is to the teachers, the inspectors reported some difficulties faced in the management field, which includes provision of wrong data by principals, lack of motivation, poor work conditions, bribery from principals and lack of patience. This simply shows that the pedagogic function of inspectors is sometimes affected by corrupt practices of principal and inaccurate information provided.

Based on the above findings on the impact that inspectors management has on quality teaching, it is imperative to note that the inspector supervisory and management function must be based on orientation and commitment to the goals of education to support the pedagogical leadership in school management. Inspectors unlike principals are responsible for external supervision of the school so as to send information to the hierarchy on the state of functioning and level of effectiveness of the schools in their jurisdiction.

The leadership theory asserted that for subordinate performance to be effective, the leader must adopt leadership style that will encourage it. Supervision as an instructional leadership implies a superior supervises the subordinates. The inspector in this case is a superior to the principal and occasionally, they come to school to not only supervise teaching and learning but also to supervise the entire administration of the school (administrative supervision). Adesina (1990) had long explained that, leader is the person contributing the best ideas in the group, or possessing maximum knowledge of the situation. Thus the pedagogic inspector in this context as leader is expected not only to guide the teachers or inspect them but, is also expected to oversee the activities of the principals made adjustments were necessary for improve performance of the school via quality teaching.

Furthermore, as narrated by Oluremi (2013), academic supervision must become a culture in schools, so that the implementation of supervision can continue to be carried out sustainably without any party feeling aggrieved or oppressed by the existence of academic supervision. Because everyone is aware that academic supervision is important in order to optimize the achievement of learning goals and to obtain high quality learning, pedagogic inspectors as external supervisors need to also reinforce a culture of supervision in the school in case the principals is relax. The notion of supervision is a coaching activity that is planned to assist teachers and other school employees in carrying out their work effectively that is even the principal (Sahertian, 2000). Supervision is the efforts of school officials in leading teachers and other employees in improving teaching including stimulating, selecting job growth and development of teachers and revising educational goals, teaching materials, and teaching methods and evaluations. As enshrined in the text, pedagogic inspectors through their

management functions are expected to supervise schools in their sub-division to enhance effectiveness of both principals and teachers.

**Question three: What are the possible techniques to improve on quality teaching?**

Findings showed that instructional supervision is the supervision technique that many of the principal feel comfortable using in addition to democratic supervision and pedagogic supervision. Based on principals perception of pedagogic supervision with regards to quality teaching, some of the principals opined that pedagogic supervision improve on improves on students' academic performance, enable principal to evaluate curriculum implementation by teachers and ensure quality teaching and learning. Furthermore, classroom visitation, staff meetings, follow up of teachers, classroom demonstration teaching and organization of workshops are other supervisory techniques used by principals follow up and evaluate teachers, and identify their difficulties to improve on teaching quality. Thus, as seen above, instructional supervision, classroom visitation, demonstration, staff meetings, pedagogic supervision, workshops, and follow up of teachers are the supervisory techniques used by principals to improve quality teaching.

With reference to pedagogic supervision, (Nyarko, 2009) opined that is one of the administrative tools which individuals as well as groups of people employ in the day-to-day administration of their work or organizations. Furthermore, the follow up by the principal can also be used as supervisory technique to ensure that teachers are present in class although it does not go deeper as compare to pedagogic supervision.

To Nwaogu (2006), other reasons for supervision include improving incompetent teachers, providing guides for staff development, helping teachers to see the problems and needs of learners and help them solve these problems and provide as far as possible for most of their needs, enlisting the co-operation of all staff members in serving their own needs and those of others to prevent teaching difficulties, and knowing the effectiveness of classroom management by teachers and improving methods of teaching and learning.

The overall purpose of pedagogic supervision is to help teachers improve, and this could be on what teachers know, the improvement of teaching skills, as well as teacher's ability to make more informed professional decisions (Sergiovanni and Starratt, 2007). For Nolan and Hoover (2008), pedagogic supervision is a crucial tool used in building effective teacher professional development. It is also seen as an organizational function that seeks the growth of teachers and improvement in teaching performance and greater student learning. This

proves the point that every profession requires continuous improvement in methods and skills that are necessary for employee performance.

Furthermore, as depicted in the findings of our study, Iloh, Nwaham, Igbiniedion and Ogor (2016) opined supervision techniques includes classroom visitation/ observation, inter/intra school, team teaching practices, workshops, demonstration, clinical supervision and micro-teaching among others. This is also in line with Ani (2007) who outlined supervision techniques as follow: classroom visitation, micro-teaching, research approach, workshop, demonstration technique and tape recording. The supervisory techniques outlined by the above scholars adopted are clearly reflected in the findings of our study as supervisory techniques used by principals to improve on teaching quality.

For example, classroom visitation or observation is a supervisory technique in which the principals visit the classroom and observe teachers delivery of the instruction taking account of their mastery of the subject matter, application of teaching strategies and aids, classroom management and organization among others. Classroom observation is not an avenue for fault-finding in the classroom teaching process before the students but a platform for principals to involve teachers in the process of improving upon their shortcomings.

Based on workshops, it has been argued as an instructional supervisory technique where the supervisor, teachers and subject specialists are brought together to exchange ideas and share teaching experiences in order to acquire knowledge and skills to meet current and emerging demands of teaching profession. To buttress this, Ekpoh and Eze (2015) pointed that workshop is a technique in which teachers are brought together in an organized way to enable principals communicate with them on the matters of school and classroom management and most especially on instructional improvement. During workshops, ideas are exchange, analyses of new ideas are achieved, evaluations of concepts and suggestions are made, conclusion are drawn and decision taken (Ani, 2007). As such, this very important to improve on quality teaching as it helps the teachers actively share ideas on how they can work as a team to achieve their educational goals

Furthermore, as depicted in the finding of our study, principals' demonstration technique involves teaching and learning activities in which principal who is skilled and experienced illustrate educational materials, procedures or strategies in order to improve instruction (Eze cited in Sule, 2013). During demonstration, principals clearly explain the subject matter using vivid examples. Ani (2007) pointed out that demonstration technique of supervision

gives teachers the opportunity of asking probing questions that can lead to discovering new methods and ideas.

In as much as teachers are striving for quality performance, they are equally face with some difficulties which includes; lack of motivation, lack of sufficient skills and competences, insufficient teachers resulting to high workload, insufficient material resources, students' indiscipline, lack of effective communication and lack of commitment. As a results, possible technique to improve on teachers' quality performance aside supervision also include motivation, improvement of work conditions, organization of seminars and workshops, regular supervision, provision of resources and need for effective communication.

## **5.2 Conclusion**

The purpose of the study was centred on assessment of pedagogic supervision on quality teaching in some selected technical secondary schools in Yaoundé, Mfoundi division and the findings of the study revealed that supervisory techniques by principals has a strong and positive effect on quality teaching. Also, the management function of pedagogic inspectors was also found to have a link to quality teaching. Furthermore, classroom visitation, instructional supervision, democratic supervision, staff meetings, follow up of teachers, classroom demonstration and organisation of workshops are other supervisory techniques used by principals follow up and evaluate teachers. Given the strong effect that supervision has on teaching quality, it is imperative that all principals and pedagogic inspectors should adequately carry out pedagogic as well as administrative supervision of the school. This is so because these practices inform school officials of what is happening in the school and better strategize to improve on the outcome of schools.

## **5.3 Limitations of the Study**

It is worth nothing that most task in life encounter difficulties and this research work was no exception. The following difficulties were encountered.

One of the difficulties faced was the fact that data collection was difficult to be collected as the distance of the various schools was long and given the bad nature of the road to the schools.

It was difficult to interview some principals and inspectors because some of them were not on seat due to the preparations of the various National Exams such as Baccalaureate, Probatoire and CAP. I had to go there to the schools several times before I get some statistics from them.

The research duration was short coupled with the fact that we had internship to attain making it very difficult to manage all at once.

Language barrier was another problem especially as some teachers and principals did not understand so I had explain to them in French language to understand the questions before it were answered by them.

The first difficulty the researcher faced was seeking permission from the schools to carry out field work. As he had to visit some schools about 3 three times before he got the principal on seat. Sometimes the principal is out of school or in a meeting. This slowed down the field study.

Equally, the researcher faced the problem of getting teachers respond to the questions as most of the considered it a disturbance to their personal activities. Some teachers kept telling the researcher that they lacked time to respond. This made the task of data collection difficult.

Also, there was the problem of time. The schedule put in place to carry out the research does not provide specific period for students to carry out the research. The research had to be carried out alongside other school activities that equally consumed time as well.

There was equally the problem of coming out with the literature as the researcher had to move from one library to the other in search of materials.

#### **5.4 Suggestions for Further Research**

Since this study was confined to only 5 technical secondary schools in the Yaoundé, there is need to carry out the research on a larger area to be able to apply the findings nationally.

Equally, it will be good to study in more detail how the culture and climate at the schools relate to pedagogic supervision on quality teaching.

Since Cameroon is a bilingual country, researchers can do a comparative study of the leadership styles of leaders in the English and French sub-system of education.

Equally, other researchers could carry out studies on the other supervisions and test their effects on quality teaching and teachers' job performance.

Other factors that can influence teachers' performance such as financial, age, gender and years of experience can be studied by other researchers.

## **5.5 Recommendations**

In order for pedagogic supervision in technical secondary schools to be improved upon, it is therefore our wish that the various recommendations listed below be taken into consideration by the various stakeholders involved in administration technical secondary school education in Cameroon.

Based on the findings, the following recommendations will be made to principals, teachers and the government.

### **To educational administrators (Principals)**

- ❖ Principals of technical secondary schools should attend educational leadership courses that will boast their supervisory techniques such as in-service training through the relevant educational bodies such as the Ministry of Secondary Education and the universities. Such training will equip principals to distinguish between the various leadership; creating an awareness of the fact that certain leadership are more effective in certain situations; and also serve to sensitize principals to the needs of teachers (for example, inexperience). And also the fact that conditions and situations vary from school to school and staff-group to staff-group..
- ❖ Principals of technical secondary schools should study and improve their qualifications in the field of educational planning and management or educational supervision since appropriate qualifications also proved to have a positive effect on teacher performance.
- ❖ School principals should imbibe a mixture of supervisions such as instructional, democratic supervision in their school administration in order to enhance better job performance among teachers. As such, principal could use the democratic supervision in some occasions. They should be autocratic in certain situation in other situations in order to increase productivity among teachers and quality teaching.
- ❖ The principals of various technical secondary schools should adopt the findings of this study as a guide to their administrative activities in the schools.

### **To Teachers**

- ❖ Teachers should attend seminars and workshops to enhance their knowledge and competences in teaching.
- ❖ Teachers should put in their best in the attainment of school goals.
- ❖ Teachers should be self-motivated and willing to work even without follow-up.
- ❖ Teachers should be able to collaborate effectively with their principal.

### **To the Pedagogic Inspectors**

- ❖ Pedagogic inspectors can sometimes do a surprise visit to effectively access the principals and teachers
- ❖ The inspectors should attend seminars and workshops organized by the ministry of secondary education and other international organizations to improve on their control missions
- ❖ The inspectors should take down concrete data without taking to consideration bribery and corruption.

### **To the Government**

- ❖ The state government should recruit adequate number and caliber of staff for each school to ensure optimum staff job performance.
- ❖ Seminars should be organized in schools regularly to improve on teachers' job performance.
- ❖ Giving the fact that finances motivate some individuals, the researcher recommends that salaries of teachers should be increased as this can motivate them to work harder.
- ❖ The government should increase funds to schools to enable them acquire sufficient teaching and learning materials. The disbursement of such funds should also be done in a timely manner.
- ❖ The ministry of secondary education should organize regular inspection to schools to monitor supervisory techniques used by principals that could enhance better job performance among teachers. This is necessary in order to achieve the objective of secondary education as entrenched in the National Policy on Education.

For the educational system of Cameroon to work effectively, all the stakeholders involved in secondary education have to put all hands on deck and work in harmony, in order to achieve optimum results. In order for this to be achieved, the above recommendations should be taken into consideration

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## Appendixes

### Appendix: Reliability Statistics per Item

#### Principal supervisory technique

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.788	.788	10

#### Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Variances	.433	.328	.624	.297	1.907	.008	10

#### Item-Total Statistics

Items	Scale Mean	Scale Variance	Cronbach's Alpha
The principal always makes sure didactic materials are present at the right time.	15.05	6.530	.787
The principal does regular classroom visitation in order to observe how teaching is carried out.	15.61	6.321	.714
The principal does regular checking and controlling lessons notes in order to improve quality teaching and learning.	15.49	7.380	.734
The principal creates a favorable environment which motivates teachers to work effectively	15.41	6.597	.764
The principal organized seminars and workshops to reinforce teacher competences on the use of the CBA as a teaching approach	15.47	7.651	.741
The principal is effectively present in school and also makes sure that teachers are effectively present and do their job accordingly	15.58	7.373	.714
The principal lays emphasis of effective curriculum coverage	15.50	6.941	.797
The evaluation processes are regularly checked and controlled by the principal	15.49	6.209	.722
The principal consults teachers in the process of decision making and this acts as a motivation to teachers as far as decision implementation is concerned	15.50	6.334	.748
The principal possess salient techniques of conflict resolution which he uses to solve	15.40	6.825	.772

**Teachers' quality****Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.856	.855	15

**Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Variances	.583	.355	.878	.522	2.469	.022	15

**Item-Total Statistics**

Items	Scale Mean	Scale Variance	Cronbach's Alpha
Teachers prepare well for lessons.	24.57	36.559	.845
The use teaching aids effectively	24.55	39.029	.850
Teachers plan effectively to engage learners in their classes.	24.68	39.857	.850
Teachers are punctual for school activities	24.53	36.584	.842
Program coverage in your school is effectively carried out	24.73	38.059	.844
As a teacher you are comfortable with your class size and this eases your teaching activities	24.58	38.105	.849
You have a mastery of the NPA and the CBA approaches	24.69	36.905	.845
Teacher conduct towards learners is characterized by professionalism.	24.72	38.858	.847
Teachers love working with learners.	24.66	37.084	.842
Teachers create a conducive atmosphere for learning.	24.67	37.038	.838
Teachers ask questions to learners during lessons	24.79	38.089	.844
The work books of learners are regularly marked.	24.73	39.501	.853
Teachers conduct roll call daily in the course of the lesson.	24.78	41.001	.858
Teachers use teaching time effectively.	24.65	37.860	.844
Teachers have well-structured schemes of work.	24.66	38.902	.850

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## QUESTIONNAIRE FOR TEACHERS

### Dear Respondents

I am a master's student from the University of Yaoundé 1 from the department of educational administration. This questionnaire forms part of my masters research entitled *An assessment of pedagogic supervision on quality teaching in some selected technical secondary schools in Yaoundé, Mfoundi division.*

The aim of this study is to investigate on how pedagogic supervision influence quality teaching. The findings of the study will benefit the educational leaders. You are kindly requested to complete the survey questionnaire as honestly as possible and according to your personal views and experience. No foreseeable risks are associated with the completion of the questionnaire which is for research purposes only. You are not required to indicate your name or organization and your anonymity will be ensured; however, indication of your age, gender, occupation position, amongst others, will contribute to a more comprehensive analysis. All the information obtained from this questionnaire will be used for research purposes only and will remain confidential. Please return the completed questionnaire to the researcher.

**Thank you very much in advance for your cooperation**

**Section A**

## 1. Sex

1)Male	
2)Female	

## 2. Age

Under 25	
25-29	
30-39	
40-49	
50 and above	

## 3. Highest professional qualification

Doctorate	
M.A/ MSC	
BA/BSC	
G.C.E. A LEVEL/BAc	
G.C.E O Levels/probatore	
OTHERS (SPECIFY)	

## 4. Teaching experience as a teacher

1-5 years	
6-10 years	
11-15 years	
16-20 years	
21 years and above	

## 5. Leadership experience as a principal.

1-5 years	
6-10 years	
11-15 years	
16-20 years	
21 years	

## Section B

### Principal's supervisory technique

The listed statements probe the different supervisory styles on supervision. Please indicate how each of the statement is true in your school.

Key: 1=strongly agree, 2= Agree, 3= Undecided, 4= Disagree, 5=strongly disagree

Principal's supervisory technique	1	2	3	4	5	Serial no
1. The principal always makes sure didactic materials are present at the right time.						
2. The principal does regular classroom visitation in order to observe how teaching is carried out.						
3. The principal does regular checking and controlling lessons notes in order to improve quality teaching and learning.						
4. The principal creates a favorable environment which motivates teachers to work effectively						
5. The principal organized seminars and workshops to reinforce teacher competences on the use of the CBA as a teaching approach						
6. The principal is effectively present in school and also makes sure that teachers are effectively present and do their job accordingly						
7. The principal lays emphasis of effective curriculum coverage						
8. The evaluation processes are regularly checked and controlled by the principal						
9. The principal consults teachers in the process of decision making and this acts as a motivation to teachers as far as decision implementation is concerned						
10. The principal possess salient techniques of conflict resolution which he uses to solve						

### Section C

#### Principals' perception on Teachers Quality Teaching

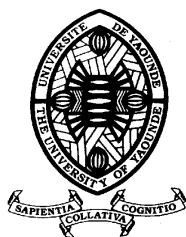
This section probes participants' perceptions regarding teachers' quality teaching. Please indicate your level of agreement with the aspects of teachers job performance probed in the listed statements at your school.

Key: 1=strongly agree, 2= Agree, 3= Undecided, 4= Disagree, 5=Strongly disagree

	1	2	3	4	5	Serial no
1. Teachers prepare well for lessons.						
2. the use teaching aids effectively						
3. Teachers plan effectively to engage learners in their classes.						
4. Teachers are punctual for school activities						
5. Program coverage in your school is effectively carried out						
6. As a teacher you are comfortable with your class size and this eases your teaching activities						
7. You have a mastery of the NPA and the CBA approaches						
8 Teacher conduct towards learners is characterized by professionalism.						
9. Teachers love working with learners.						
10. Teachers create a conducive atmosphere for learning.						
11. Teachers ask questions to learners during lessons						
12. The work books of learners are regularly marked.						
13. Teachers conduct roll call daily in the course of the lesson.						
14. Teachers use teaching time effectively.						
15. Teachers have well-structured schemes of work.						

**Thanks for your keen attention!!**

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## INTERVIEW GUIDES FOR PRINCIPALS

### Dear Respondents

I am a master's student from the University of Yaoundé 1 from the department of educational administration. This questionnaire forms part of my masters research entitled *An assessment of pedagogic supervision on quality teaching in some selected technical secondary schools in Yaoundé, Mfoundi division.*

The aim of this study is to investigate on how pedagogic supervision influence quality teaching. The findings of the study will benefit the educational leaders. You are kindly requested to complete the survey questionnaire as honestly as possible and according to your personal views and experience. No foreseeable risks are associated with the completion of the questionnaire which is for research purposes only. You are not required to indicate your name or organization and your anonymity will be ensured; however, indication of your age, gender, occupation position, amongst others, will contribute to a more comprehensive analysis. All the information obtained from this questionnaire will be used for research purposes only and will remain confidential. Please return the completed questionnaire to the researcher.

**Thank you very much in advance for your cooperation**

### Section A

1. Sex

1)Male	
2)Female	

2. Age

Under 25	
25-29	
30-39	
40-49	
51 and above	

3. Highest professional qualification

Doctorate	
M.A/ MSC	
BA/BSC	
G.C.E. A LEVEL/BAc	
G.C.E O Levels/probatore	
OTHERS (SPECIFY)	

4. Teaching experience as a teacher

1-5 years	
6-10 years	
11-15 years	
16-20 years	
21 years and above	

5. Leadership experience as a principal.

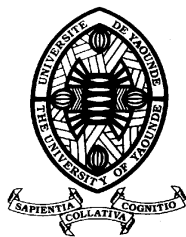
1-5 years	
6-10 years	
11-15 years	
16-20 years	
21 years	

**INTERVIEW GUIDE FOR PRINCIPALS**

1. Which other supervision do you feel comfortable to use in managing the staff at your school?
2. How do you perceive pedagogic supervision with regard to affecting the quality teaching positively at your school?
3. What are the principals supervisory techniques that affects quality teaching?
4. Which of the supervision apart from pedagogic supervision do you think are the most beneficial with regard to helping teachers improve their teaching performance? Why?
5. What are the problems teachers face on quality job performance?
6. What are the possible techniques to improve on the job performance?

**Thanks for your keen attention!!**

REPUBLIQUE DU CAMEROUN  
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 UNIVERSITE DE YAOUNDE 1  
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 FACULTE DES SCIENCES DE  
 L'EDUCATION  
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 DEPARTEMENT DE CURRICULA ET  
 EVALUATION



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 -----  
 FACULTY OF SCIENCES OF  
 EDUCATION  
 -----  
 DEPARTMENT OF  
 CURRICULUM AND EVALUATION

## INTERVIEW GUIDES FOR INSPECTORS

### Dear Respondents

I am a master's student from the University of Yaoundé 1 from the department of educational administration. This questionnaire forms part of my masters research entitled *An assessment of pedagogic supervision on quality teaching in some selected technical secondary schools in Yaoundé, Mfoundi division.*

The aim of this study is to investigate on how pedagogic supervision influence quality teaching. The findings of the study will benefit the educational leaders. You are kindly requested to complete the survey questionnaire as honestly as possible and according to your personal views and experience. No foreseeable risks are associated with the completion of the questionnaire which is for research purposes only. You are not required to indicate your name or organization and your anonymity will be ensured; however, indication of your age, gender, occupation position, amongst others, will contribute to a more comprehensive analysis. All the information obtained from this questionnaire will be used for research purposes only and will remain confidential. Please return the completed questionnaire to the researcher.

**Thank you very much in advance for your cooperation**

**Section A**

## 1. Sex

1) Male	
2) Female	

## 2. Age

Under 25	
25-29	
30-39	
40-49	
52 and above	

## 3. Highest professional qualification

Doctorate	
M.A/ MSC	
BA/BSC	
G.C.E. A LEVEL/BAc	
G.C.E O Levels/probatore	
OTHERS (SPECIFY)	

**INTERVIEW GUIDE FOR INSPECTORS**

1. What are the difficulties faced by teachers in quality teaching?
2. What are the difficulties faced by principals in supervising the teachers?
3. What are the possible techniques which can be implemented to curb teacher's difficulties as well as that of principals?
4. Can you suggest some difficulties faced by inspectors in the management field and possible techniques?

**Thanks for your keen attention!!**