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UNIVERSITE DE YAOUNDE I

FACULTÉ DES SCIENCES DE

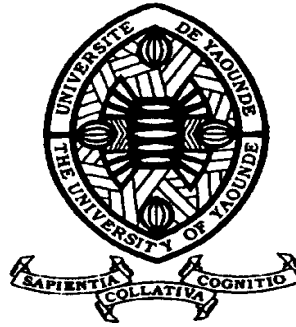
L'ÉDUCATION

DEPARTEMENT DE DE CURRICULA

ET

ÉVALUATIONS

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REPUBLIC OF CAMEROUN

*Peace – Work – Fatherland*

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UNIVERSITY OF YAOUNDE I

FACULTY OF SCIENCES OF

EDUCATION

DEPARTMENT OF OF

CURRICULUM

AND EVALUATION

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## THE IMPACT OF INSTRUCTIONAL COACHING ON TEACHER'S QUALITY IN BASIC EDUCATION IN MFOUNDI DIVISION

A Master's degree Dissertation submitted in partial fulfillment of  
the requirements for the award  
of a Masters' Degree in Education (M.Ed.)

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Année Académique : 2018



## CERTIFICATION

We hereby certify that this dissertation entitled “The Impact of Instructional Coaching on Teachers’ Quality in Basic Education in Mfoundi Division” was carried out by AGBOR EVELYN MBENG, It has been corrected in accordance with the comments of the jury to our satisfaction. We therefore recommend that this dissertation be bound and copies deposited in the Department of Science of Education of University of Yaounde I.

### Signatories

President of jury

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Examiner

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Supervisor

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Date \_\_/\_\_/2018

## **DEDICATION**

*To*

*Agbor Mathias Arrey*

*And*

*Agbor Arrey Gladys Mbeng*

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## LIST OF ABBREVIATIONS

<b>PD :</b>	Professional Development
<b>I.C :</b>	Instructional Coach
<b>I.C's :</b>	Instructional Coaches
<b>T.Q :</b>	Teachers' Quality
<b>SP :</b>	Spokane Public School
<b>RED :</b>	Reseau Ecoleet Development
<b>DED :</b>	German Development Service
<b>SDG :</b>	Sustainable Development Goal
<b>CAPIEMP :</b>	Certificat D'aptitude Pedagogue de L'enseignement Maternel et Primaire.
<b>B.Ed :</b>	Bachelor of Education Degree.
<b>GCE :</b>	Government Common Entrance.
<b>FSLC :</b>	First School Leaving Certifficate.
<b>EZE :</b>	Protestant Association for Coopearation and Development
<b>U.S.A :</b>	United States of America.
<b>AFTED :</b>	Cameroon Country Management Unit and the Education Unit, Africa Region.
<b>UNESCO :</b>	United Nations Educational, Scientific and Cultural Organisation.
<b>BREDA :</b>	Regional Office For Education in Africa.
<b>PASEC :</b>	Program for the Analyses of Education System.
<b>CONFEMEN:</b>	Conference of Ministers of Education of French Speaking Countries.
<b>ZPD :</b>	Zone of Proximal Development.
<b>MKO :</b>	More Knowledgeable Other.
<b>I.V :</b>	Independent Variable.
<b>D.V :</b>	Dependent Variable.

## ABSTRACT

This study was designed to find out the extent to which instructional coaching has an impact on teachers' quality in basic education. The problem of the study was that, most primary school teachers in our context have difficulties in implementing what they learned from pre-service training and even ongoing seminars and workshops practically in their classrooms, which made us to question teacher's quality in Cameroon. Our purpose was then to investigate the factors of Instructional coaching that significantly correlate with teachers' quality in primary schools. The following question had guided our investigation: To what extent does Instructional coaching affect teacher quality in some selected primary schools in Mfoundi Division? The answer to this question generated our general hypothesis which declares that; there is a significant relationship between instructional coaching and teacher's quality in primary schools. The operationalization of this general hypothesis has generated three specific research hypotheses.

RH1 : Supervision has a significant impact on teacher's quality in primary schools.

RH2 : Mentoring has a significant effect on teacher's quality in primary schools.

RH3 : Coach-teacher relationship has a significant outcome on teacher's quality in primary schools.

The collection of data was done through a questionnaire administered to 236 pupils and 50 teachers purposively selected from 50 primary schools in Yaoundé V Sub-Division. The data were analyzed using descriptive tools such as the Spearman correlation coefficient with the following results obtained: There is a non-significant correlation between supervision and teachers' quality,  $r_s(3) = 0.183$ , ( $p > .05$ ); There is a non-significant correlation between coach-teacher relationship and teachers' quality,  $r_s(3) = 0.271$ , ( $p > .05$ ); There is a significant correlation between mentoring and teachers' quality,  $r_s(3) = 0.366$ , ( $p < .05$ ).

The results were interpreted using the Bandura Social Learning Theory, Vygotsky Social Developmental Theory, Dewey's Theory of Education and finally The Adult Learning Theory by Knowles which all emphasize the aspect of learning (teachers learn) by observing, collaboration and practice as a means to productivity in education. The findings of this study led us to make recommendations that the state, education stakeholders, teachers and Instructional Coaches should provide a safe and motivating environment where teachers and I.C's could be challenged to fully engage in quality teaching and learning activities.

## RESUME

Cette étude a été conçue pour examiner jusqu'à quel niveau le coaching pédagogique a un impact sur la qualité des enseignants dans les écoles primaires. Le problème est que la plupart des enseignants d'écoles primaires ont des difficultés à réaliser ce qu'ils ont appris lors de leur stage et même lors des séminaires et des ateliers continus, de façon pratique, dans leurs salles de classe ; ce qui nous pousse à questionner la qualité des enseignants au Cameroun. Notre but était de mettre en évidence les facteurs du *coaching* pédagogique qui ont un lien significatif avec la qualité des enseignants dans les écoles primaires. La question suivante a guidé notre investigation : Jusqu'à quel niveau le coaching pédagogique affecte la qualité des enseignants dans certaines écoles primaires sélectionnées? Pour répondre à cette question, nous avons formulé l'hypothèse générale comme suit : Il y a une relation significative entre le *coaching* pédagogique et la qualité des enseignants dans les écoles primaires. Son opérationnalisation a généré les trois hypothèses de recherche suivantes : La supervision a un impact significatif sur la qualité des enseignants (HR1) ; le mentorat a un effet significatif sur la qualité des enseignants (HR2) ; La relation coach-enseignant a un résultat significatif sur la qualité des enseignants (HR3)

La collecte des données s'est faite grâce à un questionnaire administré à un échantillon de 50 enseignants et 236 élèves sélectionnés intentionnellement auprès 50 écoles primaires de l'arrondissement de Yaoundé V. Les données ont été analysées au moyen de l'utilisation d'outils descriptifs et de la corrélation de Spearman, et les résultats suivants ont été obtenus : il existe une corrélation non significative entre la supervision et la qualité des enseignants,  $r_s(3) = 0.183$ , ( $p > 0.05$ ) ; il existe une corrélation non significative entre le mentorat et la qualité des enseignants,  $r_s(3) = 0.271$ , ( $p > 0.05$ ) ; il existe une corrélation significative entre La relation coach-enseignant et la qualité des enseignants,  $r_s(3) = 0.366$ , ( $p < 0.05$ ).

Les résultats ont été interprétés à l'aide de la théorie de l'apprentissage social de Bandura, de théorie du développement social de Vygotsky, de la théorie de l'éducation de Dewey et de la théorie de l'apprentissage adulte de Knowles ; cela nous a permis de comprendre que les enseignants apprennent par l'observation, la collaboration et la pratique, qui sont des moyens de productivité dans l'éducation. Nous avons au terme de cette étude fait les recommandations suivantes l'Etat, les décideurs de l'éducation, les enseignants et les coaches pédagogiques doivent fournir un environnement sain et motivant où les enseignants peuvent être défiés à s'engager pleinement dans les activités enseignement-apprentissage de qualité.

## GENERAL INTRODUCTION

The attainment of the Education for All (EFA) goals is based on the availability of teachers with good quality to service the ever expanding basic education sector, especially in Sub-Saharan Africa with Cameroon inclusive. In the last decade, the Cameroon government has promoted economic and social changes in many areas, including education. According to Fonkeng (2007), the socio-economic transformations have been largely due to the utilization of structural changes in socio-economic applications with the international financial support and monitoring of the leading international institution such as the World Bank, and the International Monetary Fund. The Cameroon government has achieved changes not only in the socio-economic-sector but also within the educational system, to prepare her youths for a smooth socio-economic integration. Efforts have been made to improve on teachers' quality, but these efforts were mostly limited to pre-service training, such as the opening of many teacher training colleges around the nation (Tchombe, 2010). In the Sustainable Development Goal 4 (SDG 4) which talks of ensuring inclusive and quality education for all and lifelong learning, we can deduce that teachers are the main backbone in promoting quality education through quality teaching. Quality teaching springs from a teacher with good quality and good quality teachers are formed through lifelong learning (UNESCO, 2016). This is to say that pre-service training (teachers training colleges) are not adequate enough in ensuring teacher quality as they are limited to pre-service training of teachers. Also professional development meetings such as the holding of pedagogic seminars once in a year by the ministry of education, the holding of pedagogic animations once in a month by zonal leaders, is found not to be adequate enough in promoting lifelong learning in teachers and in giving them the needed assistance to transfer the new knowledge and skills they are exposed to in such seminars into their classrooms, and this limitation usually plays a negative role in their quality as teachers. Nevertheless, alternative forms of professional development have emerged in an effort to impact teachers and improve pupil achievement in other words improving the quality of education and ensuring lifelong learning in teachers (Ingersoll, 2007). One of such emerging P.D's is Instructional coaching (I.C).

However, the research pertaining to the impact of (I.C) on teachers' quality in Cameroon has created a gap in the literature. This study, seeks to find out the impact of I.C's on teachers'



quality (T.Q's). Several factors underly the decision to study this topic. First, teachers need help to focus and implement best practices, in connecting and collaborating with their colleagues, they need information on feedback on their blindspots, etc, in general teachers need help to improve on their quality.

The main objective of this research is to study the impact of Instructional Coaching on Teachers quality in primary schools in Yaounde V administrative Sub-Division. To achieve this, we used the Albert Bandura Social Learning Theory, Lev Vygotsky Social Developmental Theory, John Dewey's Theory of Education and finally, The Adult Learning Theory by Malcolm Knowles. Based on previous empirical researches, we generated a general research hypothesis and three specific research hypotheses. The general research hypothesis was formulated as follows: There is a significant relationship between instructional coaching and teacher's quality in primary schools in Yaounde. This study is divided into five chapters.

In chapter one a background of the study and the formulation of the problem are included. Also the objectives of the study with the general objective and three specific objectives were examined, as well as a general research question and three specific research questions were equally examined, the significance of the study, the scope of the study and the delimitation of the study were highlighted.

In chapter two, the study was based on the review of relevant and related literature. It provided a conceptual framework for the investigation; it looked at existing literature on variables and adopted four theoretical frameworks which provided empirical backing, and they include ; Albert Bandura Social Learning Theory, Lev Vygotsky Social Developmental Theory, John Dewey's Theory of Education and finally The Adult Learning Theory by Malcolm Knowles. And finally it came up with the general hypothesis and three specific hypothesis of the study.

Chapter three presents the research design, population and sample of study, sampling techniques, instruments (Questionnaire) and data collection plan, data analysis method and a recapitulative table including variable and indicators of study.

Chapter four deals with the organisation of data, analyses of data, then the presentation and description of results. Lastly chapter five deals with interpretation of results and discussion of findings.

## **CHAPTER ONE**

### **PROBLEM OF STUDY**

This chapter defines key terms, elaborates on the background of the study in terms of the variables of the study. It states the problem of the study, its objectives, research questions and hypothesis. It also elaborates on the scope of the study, the significance of the study and the justification for the study.

#### **1.1. BACKGROUND OF THE STUDY**

One of the peculiarities of the human being is the ability to transmit knowledge from one generation to the other. That is why in the assessment of knowledge, a comparison is always made between previous and recent practice. Politicians will agree with us that the education ministries constitute one of the sectors with substantial budgetary allocations. According to Fonkeng (2007), this underscores the centrality of education to the general essence of human existence. Imply not just any kind of education but rather one that comes with quality and assures its consumers of their future.

It is therefore not an exaggeration to say that quality education in whatever way is tantamount to terminating the existence of non-productive person. Bipoupout views teachers as critical education resource in every country. From early childhood programs through primary and secondary school, the presence of qualified, well-motivated and supported teachers is vital for pupils learning. Effective teachers strongly influence what and how much pupils achieve in school. Lederman and Neiss (2001) define teacher quality as the teachers teaching methods, behavior toward student learning, mastery of competences, professional decision making and interaction of pedagogical and subject area knowledge.

Morris and Patterson (2013), discovered at the New Zealand Initiative that teachers from different countries around the world were operating in different capacity and were of different quality. For example the state of teacher quality in Finland shows that it is having a highly professional and trusted workforce. Teachers in developing countries generally have much less preparation for becoming teachers than do those in the U.S and other developed countries where a college or University Degree or state certification is required to teach. The school experiences

of teachers in developing countries are often based on traditional models that have influence how they teach and learn as adults. In line with the aforementioned, Tchombe (2006), found that Cameroon Education System in the years 1960, 1961 moving towards independence and the unitary era 1972, the trend in education was first to protect inherited values from the colonial masters (British and French). With time, increasing consciousness of Africanisation led to attitude change in order to make education content and its practices respond to contextual expectations.

School Statistics 2003/2004 academic year for teaching staff at all levels of the school system from nursery, primary, secondary and teacher education stood at 89,213. Since initial training, many of these teachers have not had access to in-service training opportunities. Nor are teachers in higher education equipped with relevant university pedagogic skills through such in-service opportunities, given that in-service trainings ensures continuous learning in teachers and strives to inculcate in the teachers, the competences, skills etc required for their good quality. Four tutelage ministries manage educational affairs in terms of educating, training and research (Tchombe, 2006).

These include the Ministry of Basic Education, Ministry of Secondary Education, Ministry of Higher Education and Ministry of Scientific Research and Innovation. The Ministries of Basic and Secondary education have decentralised services at the Provincial, Divisional and even District levels. These ministries also have decentralised services for public, lay private and denominational institutions. Since the colonial masters' main objective was to spread their culture and civilisation, teaching methods lacked a scientific base, reflecting the narrow aims of the schools for which the teachers were trained. Schools were to provide basic skills in the 3Rs and other useful information.

However, this had implications for all training and teaching endeavours. The implications here were two-fold: (1) the need for more trained teachers and (2) the need for a new and polyvalent teacher for a rural society whose role would be diverse and multifarious. These teachers were prepared for teaching in the lower primary classes. Further growth of teacher education was marked by the institutionalisation of the Grade II course in Cameroon in 1945 at the Government Teacher Training College (GTTC) Kumba. From then onwards, more training colleges were

opened by both the state and private initiatives for the training of Grade III, Grade II and even Grade I Teachers. From the above, we can see the political will of the nation and the importance it gives to education and training of teachers. It emphasized that “Cameroon must undertake the training en masse of teachers who are worthy of their vocation; such masters must be supplied both in the particular subject given and where they are wanted, in whatever part of the country that may be”. The Baptist Mission through the support of the German Development Service (DED) opened a teacher training college for Grade I and II Teacher Certificates with boarding facilities in Ndop in 1985.

Apart from these, DED through the financial support of the Protestant Association for Cooperation and Development (EZE) initiated in-service training programmes for academically qualified, but pedagogically untrained teachers in the Presbyterian and Baptist secondary schools in the North West and South West provinces in 1994/1995 academic year. The programme was to improve skills in the teaching of Mathematics, the Pure Sciences and Food and Nutrition. In other words this move was aimed at improving the teaching method aspect of Teachers’ quality, just like Lederman and Neiss (2001), stated that teachers’ quality involves teachers teaching method, mastery of competencies etc.

By so doing, they were ensuring teachers’ quality through in-service training. The Denominational training colleges and non-Governmental support provide school-based in-service (traditional model of in-service training) training opportunities for their teachers. Tchombe (2006) found that its essence was to improve the quality of teachers at both the primary and secondary levels. In 1988 the leaders of Protestant education in Francophone Africa created a group to reflect on pedagogic reforms for the purpose of ensuring more active participation of pupils in the learning process and relevant programmes that would facilitate the integration of pupils in their environment.

The reflection led to the creation in 1989, of a school development network (Reseau Ecoleet Development) known by the acronym, RED. The pedagogic reform to improve teacher’s skills focuses on the development of teaching methods that encourage independence and initiatives. This reform was in line with the teachers’ behavior toward pupil learning, as an aspect of teachers’ quality (Lederman and Neiss, 2001). This teacher behavior towards pupil learning involves teacher’s commitment to pupils and pupils learning as well as teachers managing and

monitoring of pupils learning. All these aspects of the teacher narrow down to his/her ability to get pupils to be actively involved in lessons and to be able to integrate in their environments. In addition to institutional based pedagogic support for teachers training, the Catholic Mission organizes more school-base teacher training at diocesan level with the support of pedagogic animators. Teachers must participate in a number of sessions to qualify as teachers. Teacher education and training in Cameroon provides initial and in-service at all the levels in compliance with the presidential decree of 19th June 1980, structuring teacher education institutions and courses (Tchombe, 2000).

This was the first policy instrument stipulating the duration of basic teacher education and training. Efforts to democratize teacher education programs and make them more effective were primordial in government's policy in the 1980s and 1990s with focus on ensuring quality and excellence. Trailing government efforts were those of the private sector which did not lag behind. The strength of teacher education in Cameroon today is a collective endeavour which involves the government, the confessional schools and private undertakings.

According to Tchombe (2000), Anglophone teacher education laid great emphasis on the professional training of teachers institutionally, whereas its Francophone counterpart believed more in training on the job and becoming professional teachers through competitive examinations. The two colonial cultures pose enormous challenges for educational reforms in teacher education and for practicing teachers, which led to the crafting of a policy structuring teacher education based on levels and types of education: nursery, primary, secondary general and secondary technical and vocational.

Didactics of disciplines including Guidance Counseling were added with emphasis on innovations in education through pedagogical animation and research and teacher educators. Although teacher training colleges were temporarily closed down in 1987/88 as a result of structural adjustment and recommendations from the World Bank, they were reopened in 1995 for the training of Grade One teachers for the primary schools. Today, state-owned teacher training colleges are found in nearly all of the 58 Divisions that make up the country, alongside 5 privately-owned institutes.

Current initiatives, policies and patterns for strengthening teacher education in Cameroon are drawn from the 1995 National Education Forum and the 1998 education law in Cameroon. On the training of teachers, the Education Forum (1995) redefined the profile of the teacher in the following statements: “Teachers in both government and private schools must be physically fit; show proof of sound general, professional and civic training; cultured and good at communication and leadership; of good conduct and in a bit to ensure quality education; and well catered for with at least all his basic needs entirely satisfied”.

These orientations were promulgated into law No. 98/004 of 14 April 1998 providing new policy defining legislation in the education and training of teachers in both its initial and in-service training programmes. Based on law no. 98/004 of 14 April 1998, basic teacher education in nursery and primary teacher training colleges trained only for the Grade I teacher certificate. The new initiatives have sealed off courses leading to Grade II and Grade III certification. This policy provides three types of entry characteristics required and defines the duration of training as follows: Students with five “O” Levels or above or its equivalents, spend three academic years.

Students in the second type of Grade I course enter with one “A” level and five “O” levels or their equivalent. Those in these categories are trained for two years. The students who enter with two “A” levels or a first degree spend only one year. As evident, these specifications have implications for entry qualifications, duration, and salary category for each programme. Practicum constitutes a major component of teacher training programme, although the duration is inadequate. Across the training programmes offered, three programme patterns are evident (Tambo and Tchombe 1997) that includes comprehensive, professional and disciplines or academic focused.

But today, teacher education and training lacks depth and so there is need for continuous restructuring of teacher training programmes, with considerations to student teacher’s personal education, his more immediate and long term needs, and the structure and content of courses offered. Certification, each teacher training programme ends with an end of course examination that permits the student teacher to graduate. At the primary teacher training, successful candidates obtain the Teacher Grade I certificate or the Certificat d’Aptitude Pedagogue de l’Enseignement Maternel et Primaire (CAPIEMP). From the above it can be seen that teachers’ quality was mostly enhanced through pre-service teacher training.

Still on strengthening teacher education in the country, which was equally a means to enhance teacher quality in the country, distance education degree course started in December 2006 at the Faculty of Education at the University of Buea to provide opportunities for continuing education for teachers of Basic Education. Among entry requirements into B.Ed. in Nursery and Primary Education programme, is the fact that students must be practicing teachers in nursery and primary schools. Opportunities for teachers to study at their convenience without compromising quality, respond to the Second Decade of Education for Africa's (2006 – 2015) draft plan of action in June 2006 that addresses the issue of teacher shortage, improving the competence of teachers and school leadership.

In reality, very few teachers go in for B. Ed through distance learning, most who succeed to graduate are taken out of the classrooms to work in government offices, thus the skills acquired from the distance learning was not transferred to the classroom as intended. In the articles of the 1996 revised constitution by the Law of 19th December 1990 on the Freedom of Associations, teachers' syndicates went operational. Teacher management in public and private schools moved from more central administration to school base with decisions taken at provincial, sub-Divisional and school levels.

Decisions on the management of teachers in private schools are undertaken at the school level. Some issues were based on the following: Bottom-Up approach to make schools to become more effective; Instituting school good governance with increasing pupils' effective participation, well-disciplined schools, reduced dropout and absenteeism. The researcher being an Academic coordinator observed in a primary school in the Centre Region of Cameroon and having the duty to validate teachers lesson note books, observe teachers teach, assign teachers to write reports and interact with a vast number of teachers in the primary sector of education during professional development meetings, meetings in preparation for the official examinations (FSLC and GCE exams), preparation of marking schemes, Youth days and National Days etc.

The researcher observed and noticed that teachers in high standing primary schools must have CAPIEMP OR TEACHERS GRADE I as their qualification to teach, and also most contract teachers in Government primary schools have CAPIEMP OR TEACHERS GRADE I, while most small private primary schools have university or secondary school students as their teachers, with no experience in teaching or have not done any pre-service teacher training. He

observed and noticed that most teachers in the basic sector of Education had problems with spelling words correctly, difficulties in teaching Mathematics, Sound and Word Building which often reflect in pupil's poor performances in Mathematics and inability to read and spell. In addition it was also observed that many teachers could not correctly write reports in English. As Tambo (2000) said that pedagogy is the art of teaching, it was equally observed in many other schools that most teachers' had difficulties obeying the different stages in teaching particular lessons as recommended by the ministry of education.

It was equally observed that some teachers were still using the teacher centred approach in teaching; they had limited ideas on how to actively involve pupils and ensure their participation in the teaching and learning process while managing and monitoring how pupils learn. Since corporal punishment has been banished in our schools, most teachers find it difficult to discipline their pupils and maintain order in their classrooms. Most teachers in this sector are limited in their reflectivity and tend to copy everything from textbooks to teach pupils as their notes instead of using the textbook as a reference book.

However, some teachers aligned their teaching activities to pupil's needs and emotions and seek parent's attention in difficult pupil's cases. Very few had limited challenges in teaching pupils as recommended by the ministry. It is obvious many experienced teachers have gone on retirement and the ones left lack the necessary experience. Besides the workforce in the Basic Education sector is highly made up of newly recruited teachers and who easily get confused with implementing new proposals from the ministry of Education. Also, most teachers find it difficult to implement new methods proposed by the ministry of education in their classrooms in the long run.

Teachers tend to dress poorly and there is a high rate of phone usage, especially browsing in the social media in classrooms. These problems and unprofessional conduct affect the flow of teaching and is a major cause of pupils' distraction from lessons. Though a lot has been done in the world at large and in Cameroon in particular over the years to improve on teacher quality, the increasing daily demands in the society require more qualified, skilled and competent individuals. Therefore, it is evident that more is still to be done to improve on teacher quality in order to meet the ever increasing daily demands of the society.



As seen above efforts have been made to improve on teachers' quality, but these efforts were mostly limited to pre-service training, such as the opening of many teacher training colleges around the nation, coming up with the RED pedagogic reform, distance learning education for teachers was highly encouraged, DED initiated an in-service training program to help teachers acquire skills in teaching Mathematics, Science, Food and Nutrition. Recently, efforts such as: the holding of pedagogic seminars once in a year by the ministry, the holding of pedagogic animations once in a month by zonal leaders.

Despite all these numerous and wonderful efforts, teachers still tend to face difficulties as earlier mentioned in the teaching process and follow up of their pupils. It is evident that their difficulty is caused by lack of continuous assistance to enable them smoothly and regularly use the new strategies and methods proposed by the ministry, in terms of pedagogy or monitoring of pupils. However, we also noticed that an important aspect of professional development (PD), which can ensure continuous learning in teachers but is not limited to professional development meetings, has not yet been taken into consideration.

The aspect of PD has been proven by research to be very effective in ensuring teachers' quality, and that aspect is Instructional coaching. Generally in the world, the history of coaching according to Deanna Marie(2014) dates back to the 1970's and 1980's in Canada when many educators started to realize that many well-funded programs intended to improve education did not provide the desired changes. As a result, Doby-Holmes (2011), proposed a job-embedded peer-coaching model that showed promising increase in the transfer of skills into classroom practice from 5% to 90%.

In 2003 the Ontario Ministry of Education recommended that every school with kindergarten to grade 3 should have a lead literacy teacher for staff development and to support reading instruction. In 2011, the Ministry of Education introduced provincial literacy coaches that work with various school boards to support literacy coaching for grades 7-12. In the United States, there has been a similar push towards coaching as a way to meet up with innovations and improve pupil's academic achievements. Due to the positive outcome of coaching in Canada and U.S.A many studies on the impact of I.C are recently being carried out around the world including Africa.

According to the study of Doby-Holmes, coaching was first proposed as an alternative to traditional professional development after staff development evaluations revealed that fewer than 10 percent of teachers applied what they learn. Early research showed that teachers had a coaching relationship, practiced new skills and strategies more frequently and applied them more than those without coaching experience (Harwell-Kee, 1999). There were several models of training for teachers in place before coaching. The first two were the industrial model and the clinical model.

According to Glickman (1992), the industrial model utilized between the 1940's to 1960's in an effort to provide feedback to teachers from central office personnel. Teachers were trained as if they were in factories. They were taught to be efficient with time, produce results and ensure quality control. The feedback was formal and tied to evaluations which were ineffective because they did not focus on teacher performance nor student achievement. Doby-Holmes, stated that the clinical model was utilized in the 1960s as a new model to provide training. The clinical model focused on three (3) components: pre-conference, lesson observation, and post conference.

The pre-conference was conducted to establish objectives and purpose of the lesson. The lesson observation was conducted by a trained observer to determine if the teacher was able to meet the set objectives. The post conference provided feedback to teachers (Doby-Holmes, 2011). After the models mentioned above were utilized, the traditional form of professional development consisted of workshops without collaboration, feedback, reflection, or modeling (Doby-Holmes, 2011). Therefore the traditional form of professional development was ineffective (Doby-Holmes, 2011).

In order for coaching to be effective, coaching must be a blend of the early models that allow for immediate transfer from trainings into the classroom. Coaching has typically functioned as a process of collaborative planning, observation, and feedback in order to increase the level of implementation of instructional strategies and techniques (Joyce & Showers, 1996). In the United States, coaching started primarily in large districts like Boston and New York City's Community School District 2 and spread quickly around the nation, mainly urban schools.

Doby-Holmes (2011) and Russo (2004) ; listed the following examples of these efforts in a paper he wrote which discussed different types of coaching utilized in professional development efforts. Firstly, New York City’s public schools recently embarked on a large scale staff development effort to support reading, writing and mathematics programs, and assigning experienced coaches to schools throughout the city. Then in Philadelphia, a group of schools were selected to participate in a pilot coaching program during the 2002-2003 school year as part of a school restructuring effort.

Next in Dallas, former associate superintendent, emphasized the need for coaches as part of his District-wide Dallas Reading Plan, to improve student performance. By 2001, five years after the program began, all of the schools involved had been removed from the state’s low-performing list and student reading performance had improved dramatically”. Finally, America’s Choice, a school reform model being used in more than 600 schools in 15 states, includes a strong school based coaching component. “Teachers worked with mathematics and literacy coaches one-on-one and in small groups, to develop instructional strategies and to build model classrooms for innovative language arts and mathematics programs”.

The examples above show that coaching has been adopted by many school districts as a means for professional development (Doby-Holmes, 2011). Coaching initiatives in some developing countries have been carried out by United States Agency International Development, such as in Kenya, Liberia, Malawi, Pakistan, and South Africa. From the study of Sailor (2012), described the use of a directive or hard coaching approach. In these initiatives, coaches were generally responsible for observing individual teachers and providing feedback on whether approaches to reading taught in classroom were being implemented correctly.

As described in reports about these initiatives, many teachers and coaches were unfamiliar with the specific reading approaches being implemented and lacked essential knowledge about language, literacy development, and instruction. Many contextual factors influence the selection of a coaching model and they include: lack of a comprehensive teacher preparation program for teaching primary reading instruction, limited resources, large classroom size, many pupils with diverse educational needs, long distances between schools and the coaches’ knowledge and experience.

Other challenges include the organizational structure of schools, underprepared teachers, and absenteeism of teachers and pupils, large coaching loads, and the need for coaches to travel great distances to schools. Developing and developed countries also face a few similar challenges: union issues hindering coaches' abilities to work with teachers, lack of leadership support for coaching at the school level, teacher resistance or reluctance for coaching, time for teachers to meet with coaches, and large workloads for coaches and teachers.

Teachers in developing countries work in Education systems and contexts (for example; top-bottom models, insufficient and scarce resources) that affect coaching implementation. Also, in a work carried out with primary grade teachers in Malawi in a quasi-experimental study that supported teachers in using various pedagogical strategies with complementary reading materials, Sailors (2012), found that directive coaching was a better option in this context because there was limited time for coach preparation, teachers were unfamiliar with the recommended literacy approaches or strategies, coaches were more accustomed to functioning as supervisors and the need for fidelity of instruction was high given the emphasis on evaluating program effects.

However, the research discussed the importance of using a more responsive model, giving teachers opportunities to reflect and think as professionals, as a means of building school capacity and enhancing long term sustainability. In developing countries, teacher qualification, their ways of learning and the school context in which teachers work influences the decision on which coaching model is most appropriate (Sumer, 2014). Generally, instructional coaching is used to build communities of teachers who continuously engage in the study of their profession. They provide a formation for the follow up to instruction that is essential for obtaining new teaching skills and strategies (Harwell-Kee, 1999).

Coaching integrates a teacher's learning with the teachers practice. It gives participants ongoing feedback and makes activities a whole-school, collegial endeavour (Harwell- Kee, 1999). Coaching provides support and ways to improve each teacher's own professional development (Harwell-Kee, 1999). Notwithstanding the context in which I.C is implemented, it has a role to play in its outcome. Doby-Holmes (2011), found that it is obvious coaching is very effective in all contexts but more effective in the Western World than in Sub-Saharan Africa and most developing countries.

Riddle (2012), found that, although headteachers in primary schools appear to possess some knowledge and commitment to oversee activities, school level monitoring is weak. Schools maintain pupil enrolment and attendance registers, teacher's logbooks, financial information and school council logbooks. However, there is lack of attention to detail and inconsistency in the information generated plus a limited use of data in running the school. The system of recording teachers absence in one of the schools visited illustrates this situation. A teacher could be absent one day in a week or arrive late each day. Yet, because absence or tardiness is not added up, the implications of teacher's absence on student learning is not monitored or recognised.

The ability of the inspectorate to monitor school performance is limited. Since accountability for performance in basic education especially with regards to improving quality is imperfect at the school level. The inspection d'arrondissement or inspectorates are sub-divided and each sub-division has an inspectorate. Inspectors are expected to visit each school several times during the year and surprised visits are encouraged. However, a set number of required visits to a school is not stipulated (Riddle, 2012). In practice, the estimated number of schools assigned to each inspector varies from 15 to 100 in the littoral and far north, given that the centre region has more schools compared to the Littoral and Far North, therefore, the estimated number of schools assigned to each inspector varies from 15 to 150.

Inspectors who were interviewed outlined the severe constrains faced in travelling to schools. Inspectors often do not have transport and those who possess such logistic support found it difficult to perform their tasks due to bad road networks. The most important constrain is the fact that this administrative level is understaffed. Inspectors list the worst schools in the inspectorate, yet they confess they have never visited some of these schools. Some schools under their jurisdiction have not been visited for a whole year. Abdeljalil (2015), discovered that one way of compensating partly for the deficiency of poor pre-service training in sub-Saharan Africa with Cameroon inclusive, would be to establish appropriate in-service training courses.

Yet, here again, most authors highlight the weakness or even the non-existence of such provision. In most cases it involves, short courses (lasting few weeks, days or possibly just hours) centrally planned by the ministry of education on precise topics, such as the introduction of new curricula. It was noticed that few primary schools in the Centre Region make use of Academic coordinators and headteachers together, with some schools having a permanent

academic coordinator who is always present (every day) in school to follow up the academic issues of the school while others have a temporal or regular academic coordinator who is not always present in school but visits the schools once or twice in a week and spend the whole day in the school to follow up with the academic activities of the school.

A majority of the few schools are francophone private schools and just an insignificant portion of these few schools are Anglophone primary schools (those having a permanent academic coordinator). A majority of the Anglophone primary schools have regular academic coordinators. In an interview with one of the coordinators of these schools which make use of an academic coordinator, it was seen that the proprietors are from francophone backgrounds, and like Tchombe (2006) stipulated that Francophobe's believed in in-service training un-like their Anglophone counterparts.

From the above explanations, we can say that there exist in-service training and some form of coaching but very inadequate and of minor quality compared to schools in Canada and the U.S where the I.Cs are trained for the job. Thus, there is need for quality and adequate in-service training of teachers. This situation is, indeed, regrettable considering the fact that the importance of Instructional Coaching in a school environment cannot be over emphasized.

## **1.2. FORMULATION OF THE PROBLEM OF STUDY**

Teacher quality encompasses teaching practices or activities such as question asking, lesson pacing and clarity in explanations by the teacher (Brophy & Good, 1986) and in line with Glass (2015), who stated some of the qualities of an effective teacher, as someone who has knowledge, motivation, emotional intelligence, empathy, stamina and passion. To her, such people are able to make an impact in the lives of their pupils.

They inspire their pupils to dream their wildest dreams. In other words, teachers of good quality or effective teachers are expected to possess the above stated characteristics and even more to mold their pupils into elites of tomorrow.

However that has not always been the case. Information gotten from interviewing some academic coordinators in primary schools in Yaounde 5, points to the fact that teachers have a

hard time implementing knowledge from seminars and workshops, teachers are lacking in maintaining order and discipline in their classrooms.

They lack reflectivity and mostly depend on knowledge limited to course books, they spend most of their classroom time browsing through social media, while in their classrooms they lack connection with their pupils, unable to follow them up one on one and cannot determine the reason for pupil's behavior.

It was also gotten that most teachers keep to themselves rather than meeting a colleague in the case of difficulty, apart from model lessons and collective lessons, an interviewee expressed his worry on how such teachers could interact with each other. All findings combined with the researchers' observations, constitute a great tool on teacher's quality and in turn the pupil's performance.

Overall, it may be said that teachers often find it hard to apply in practice what they have learned during their training (Fonkeng, 2007). As elaborated above, we can deduce that the main problem here is that most teachers in our context have difficulties implementing what they learned from their pre-service training and even on-going seminars and workshops, practically in their classrooms (Jabea, 2015). Some teachers endeavor to implement it for some days, weeks but fail most at times.

Most teachers are still using their teaching lessons of two years ago to teach today, they are adamant to research, most teachers still practice the teacher centered approach in teaching in their classrooms because they are unable to implement the new approach which is learner centered.

Darling Hammond (2010), concluded that teacher influence has the greatest impact on pupil performance. She indicated that the impact of ineffective teachers has a long-term detrimental effect on pupils, especially when pupils experience ineffective teaching for a year or more. This is in line with an evaluation of learning outcomes conducted by the program for the Analysis of Education System (Programme D'Analyse des Systèmes Educatifs de la Confemen-PASEC) in 2014 confirmed that reading and mathematics skills in Cameroon were quite modest highlighting the persistent quality issues.

Younger pupils are unable to grasp mathematical concepts or acquire the skills needed in reading because of the low quality of teachers and their lack of adequate in-service follow-up (Pryor, 2012). To crown it all Rokos (2009), find that effective support cannot be delivered in training workshops, seminars alone. Teachers must be actively supported through coaching. After training, new teachers lack experience to make their lessons attractive and arouse the interest of the pupils (Lefoka & Sebatane, 2003).

In-service provisions whenever such is provided do not pay particular attention to teachers' immediate needs. Inadequate access to Seminars & Workshops and no follow up for Capacity Building. Initial and in-service training programs need to reflect the needs of the school system (Akyeampong, 2012). Thus organizers of in-service training ought to have an operational rationale focused primarily on identifying practicing teachers' needs.

School heads that are often responsible for implementing this kind of training are inadequately prepared for the task, creating the impression among teachers that they are not really supportive. In addition, the tutors/inspectors who should regularly monitor, lack material means (of transport in particular) to do so (Kunje and Stuart, 2003).

From the above observation, we will emphasize that this paper is focused on how to promote in-service teacher training as a means to improve teacher quality, that is to say, Improving teachers' pedagogic skills' (teaching methods to be implemented), his/her commitment to pupils and their learning, his/her monitoring and management of pupil, thereby improving the quality of Cameroon basic education system. Several solutions as stated above have been proposed to improve on teacher's quality through in-service trainings. Despite this, the doubts in teacher's quality persist.

Can Instructional coaching as an in-service training method/strategy improve the quality of teachers while in duty? In view of this the study seeks to determine the extent to which Instructional Coaching can improve teacher's quality in classroom. In this study Instructional Coaching is been proposed as a solution to improve teaching practices in classrooms and learners performances, in turn improving on the general quality of Education in Cameroon.



### **1.3. RESEARCH OBJECTIVES**

#### **General Objectives:**

This study sets to find out how Instructional Coaching affects Teacher Quality in primary schools in Mfoundi Division.

#### **Specific Objectives:**

Specifically this study sets:

To evaluate the extent to which Coach Supervision affects teacher quality.

To assess the extent to which Coach-teacher relationship affects teacher quality.

To analyse the extent to which coach mentoring affects teacher quality.

### **1.4. RESEARCH QUESTIONS**

#### **General Research Question:**

To what extent does Instructional Coaching affect Teacher Quality in some selected primary schools in Mfoundi Division?

#### **Specific Research Questions:**

To what extent does Coach Supervision affect teacher quality in some selected primary schools in Mfoundi Division?

To what extent does Coach-teacher relationship affect teacher quality in some selected primary schools in Mfoundi Division?

To what extent does coach mentoring affect teacher quality in some selected primary schools in Mfoundi Division?

## 1.5. JUSTIFICATION OF THE STUDY

There is a common saying that youths are the leaders of tomorrow. Like the word goes leader according to Business Dictionary means “A person or thing that holds a dominant or superior position within its field, and is able to exercise a high degree of control or influence over others. Primary schools provide the basic educative skills that pupils need to cope in the society and further their studies to the highest level possible. Skills like expressing themselves orally and in writing, be able to communicate and socialize with other people in their environment, think critically and resolve minor challenges that may come their way as well as respect their authorities.

Teachers have the responsibility and challenge to help pupils acquire these skills, and teachers can actually succeed in bringing the best out of pupils, if and only if they themselves are knowledgeable, engaged, motivated, sociable, reflective, and empathetic and the list is not exhausted. Given that most teachers in our area of study lack some of the above stated important qualities of a teacher, is the reason why we are carrying out this study. We wish to identify a means through which teacher’s quality can be improved.

According to Dewitt (2014), one Instructional coaching expert will often say, “Most people do not know what it looks like when they do what they do”. They are teaching, and interacting with others, so they can't predict or acknowledge their blind spot because they do not know it exists. This is why instructional coaches can be so important for teachers, and ultimately for pupils.

Although there are many reasons why instructional coaches are important, there are some major reasons. Those reasons involve a number of activities:

***Focus on Best Practices:*** Teachers need help understanding what will give them the biggest money for their worth. They are busy, often dealing with initiative fatigue because of so many changes. Instructional coaches can help teachers focus on their individual needs in the classroom, find resources to help bring growth in teaching and learning, and they can help teachers get to a place where they are sharing best practices with one another.

How great would cell meetings be, if an instructional coach could take the feedback of teachers and use it to find common themes across grade levels and among teachers, and then use the cell meeting setting to deliberate, debate and dissect practices.

***Connect Colleagues with one another*** - So many great examples of teaching and learning are happening in classrooms in the same school, but because time together often only happens at curriculum meetings or cell meetings, teachers across multiple grade levels don't get a chance to learn from one another. Instructional coaches can help bridge that gap. They see what is going on in classrooms, and can help connect likeminded teachers who may be teaching in different grade levels.

***Provide an important & fresh outside perspective*** - As teachers and leaders, we simply do not see everything that we need to in the classroom. Through videoing our practices or having a critical friend like an instructional coach, our blind spots can be opened to us, which will help foster growth and make us better practitioners.

***Provide Personal Learning*** - When teachers enter into the instructional coaching relationship, it is to focus on a goal they set for themselves. It is the best example of teacher voice, because teachers decide which goal they want to pursue and coaches help teachers meet that goal. Sure, coaches may also include goals to help teachers recognize their blind spot, but this relationship is not about one adult telling another what to do. It is about open, honest conversations where two adults work in partnership with each other.

***Non-Evaluative*** - Yes, believe it or not teachers can have observations that do not result in a point scale. This is about two adults working together on a goal, and the instructional coach providing effective feedback on how to meet that goal. It is about becoming a better teacher without the fear that the hammer is going to drop at any minute. Dewitt (2014), gave an experience from his personal life, he said: In his life, he was fortunate to have some coaches who had direct conversations when he needed them most, and helped set him on a path not only be better at a spot, but be better in many facets of his life. Instructional coaches can help meet that need. He had worked in Worcester, Maryland with a group of teachers transitioning into the coaching role who wanted to do their best to help their colleagues become better at teaching. Coaches like those can have a huge impact on pupil learning.

High quality instructional coaches enter into the partnership with teachers knowing that learning is a two-way street. Jim Knight (2007) says, Instructional coaches who operate from the partnership principles enter relationships with teachers believing that the knowledge and expertise of teachers is as important as the knowledge and expertise of the coach.

Oxford Advanced Learner Dictionary defines justification as the act of showing something to be right or reasonable. Linking this definition to our study and looking back at all what has been mentioned in the background and problem of the study, it is no exaggeration to say that it is reasonable to carry out this study given that instructional coaching has been scientifically proven to improve on many aspects in the quality of education such as pupil performance etc and the state of teacher quality equally needs amelioration, thus the reason for this study.

## **1.6. SIGNIFICANCE OF THE STUDY**

From an experimental study on Instructional Coaching, carried out by Cornett and Knight(2008), it shows that teachers who were coached were more likely to use new teaching practices in the classrooms at the moment and in the future, compared to teachers who only attended professional development workshop. The study suggests that instructional coaching will increase the likelihood that teachers will use and adopt new practices with a higher degree of quality inside their classrooms when compared to teachers who do not receive coaching support following professional development. The combination of Instructional coaching with modern and efficient teaching practices that have a strong track record of improving academic outcomes in learners will lead to the implementation of teaching practices that have the potential to increase high-stakes state exam scores, improve course grades, increase inclusion of learners with disabilities thereby improving the standards and quality of education in Cameroon.

From instructional coaching, teachers receive continuous assistance to enable them think critically, acquire skills and competences and also to ameliorate their subject matter content and deliver up to date and quality lessons to learners. Instructional coaching makes each teacher a researcher and brings out the flexibility and creativity of knowledge in education. Instructional coaching helps teachers change instruction and increases the transfer of new teacher knowledge into practice. From the components and principles of instructional coaching one can say that the implementation of instructional coaching in Cameroon will make education, learning and

teaching lively, also it will increase the interest and motivation of the learners and teachers as they tend to learn and practice new knowledge in new ways thereby improving on their personal development.

Wastage in training would be reduced. Increased and improved mobility and communication between teachers would be ensured. Firstly, school based in-service should be encouraged within a well-structured framework. In-service courses will help in updating practicing teachers with current trends in educational growth and research. Improvement in the quality of education is crucially dependent on the inputs of teachers who must develop and nurture a wide range of knowledge, skills, attitudes, behaviors and values. Teachers translate policies into programs, principles or theories into actions.

Dewitt (2014), states: If you've ever played sports, you know that great coaches can help you change the way you play the game. It's not that they take over your sport and play for you, but they teach you how to be more aggressive, work smarter and harder, and get to a place where you know what to do when they are not around. Coaches provide an outside perspective and can see things that we may be doing wrong, or need to do better, which can help us perform at a higher level. When we are successful, coaches pat us on the back, but they refocus our efforts so we do not take too much time to rest on our laurels. That outside perspective can help us see our “Blind spots” We all have blind spot.

Otto Scharmer (2007) says, “Why do our attempts to deal with the challenges of our time often fail? Why are we stuck in many quagmires today? The cause of our collective failure is that we are blind to the deeper dimension of leadership and transformational change.” Change is something we all need to do from time to time, because our goal should be to improve in our profession. In that case, blind spots do not just take place in leadership; they can take place in the classroom as well. There is an old saying, “We don’t know what we don’t know”. We need an outside perspective that can see the things that we don't even know exist in the classroom, know about our instruction or classroom management, because we are so busy teaching that we cannot see everything that is happening and read the minds of the pupils in our classes.

This is where instructional coaches enter into the lives of teachers. They play the role of helping them see their blind spots, and can help bring their instructional practices up to a new level.

Education will become more meaningful to learners and teachers as they will be partakers in the educational process of developing, implementing and evaluating education. As well as whatever they learn will reflect on their context and daily surrounding environment. The instructional coaching will promote lifelong learning in teachers as well as improve the quality of teachers and their teaching and the quality of learners as well, thereby increasing the quality of education in Cameroon which is in line with the sustainable development goal (4) that states “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” and of which Cameroon is striving and working so hard to attain.

## **1.7 SCOPE OF THE STUDY**

***Thematic delimitation;*** our study is delimited to Instructional coaching and Teacher’s quality in primary schools. Instructional coaching concerns firstly, coach’s supervision of the teacher, which entails: validating lesson notes, observing teachers teach, and give feedback. Secondly, the coach-teacher relationship which entails: the kind and level of motivation given to teachers by the coach, opportunities given to teachers for exchange of pedagogic ideas, the level of respect the coach exhibits towards the teacher and thirdly, the mentoring of the teacher by the coach which entails: demonstration lessons, organization of constructive pedagogic workshops regularly (twice a month) by the coach, co-teaching by colleagues(teachers)under the supervision of the coach, then analyzing pupils performance and progress, drawing up lesson notes, preparing didactic materials by the coach and teacher. On the otherhand, T.Q concerns a set of experiences, traits, behaviours and dispositions that are typically evident in effective teachers; this can be seen in the teachers’ teaching methods, behavior toward pupil learning, mastery of competences, professional decision making and interaction of pedagogical and subject area knowledge.

***Geographical delimitation;*** at this stage, the researcher answers the question where and how the study will take place. Therefore there is need to delimit the work in time and space. This work is comprised of 50 teachers, 236 pupils from class four (CL 4) of some fifty (50) selected primary schools in Yaounde that make use of Academic coordinators (both permanent and regular) and some who do not make use of academic coordinators. The schools will be selected precisely from the YaoundeV Sub-Division of the Mfoundi division in the Centre Region of Cameroon.

**Theoretical delimitation;** the theories for this research will be adapted from Albert Bandura's social learning theory 1925 and Lev Vygotsky's social developmental theory 1934, the Adult learning theory by Knowles Malcolm and John Dewey's theory of Education. These theories were chosen because they have been proven to form the bedrock of coaching. The theories emphasize on peer work, assistance from a more knowledgeable other, learning by observing and imitating, learning by practicing etc. It is from these theories that coaching evolved and many ways of improving pupil's performances and teachers competences.

The literature of this study will be taken from research work already done in the United States of America, Canada and in some developing countries such as Nigeria, Malawi, Kenya etc.

## **1.8. DEFINITION OF KEY CONCEPTS**

**Teacher's Quality:** Teacher according to Merriam Webster Dictionary (2003), refers to one who teaches, one whose occupation is to instruct pupils about certain subjects, Senge (2000, p.26) refers to a teacher is an expert capable of imparting knowledge that will help learners to build, identify and to acquire skills that will be used to face the challenges in life. The teacher also provides to the learners, knowledge, skills and values that enhance development.

An educated person is capable of utilizing the available opportunities in both private and public sectors. The educated person can easily secure employment as well as having life skills that will enable him/her to interact well in society, as well as Mbise (2008) defines teacher as a person who has knowledge, skills and special training in teaching, explaining and educating. He is capable of behavioural change in terms of cognitive, psychomotor as well as affective domain. Oxford Dictionary (2005), refers to quality as the standard of something measured against other things of a similar kind, the degree of excellence of something, distinctive attribute or characteristic possessed by someone or something.

Therefore, Teachers quality as Lederman & Niess (2001) put it, it's teachers teaching methods, behavior toward pupil learning, mastery of competences, professional decision making and interaction of pedagogical and subject area knowledge (Lederman & Niess, 2001). To go further Shellard and Prothoroe (2000), refers to teachers ability to combine instructional strategies with clearly focused goals and high expectations for both behavior and learning in

order to promote pupil achievement. To sum it up, Cruickshank and Haefele (2001), see teacher quality as a set of experiences, traits, behaviours and dispositions that are typically evident in effective teachers.

**Instructional Coaching;** According to Merriam Webster dictionary (2003), Instruction is the action, practice or profession of teaching. Also Aguokogbuo (2000) defines instruction as the process of imparting information and knowledge to a learner and that it is a teacher initiated activity, designed to facilitate receptivity by the learner. According to Merriam Webster (2003), coaching means to train intensively by instructing and demonstrating. Also Knight (2007), sees coaching as the act of providing onsite, job-embedded, sustained professional development for teachers.

For Rush & Shelden (2005, p.1), Coaching is an adult learning strategy used to build the capacity of a colleague to improve existing abilities, develop new skills, and gain a deeper understanding of his or her practices for use in current and future situations. Therefore, Instructional coaching as Garet, M., Porter, A., Desimone, L., Birman, B., & Yoon S. (2001), put it, is job-embedded professional development which is sustained, relevant, actively engaging, standards based and focused on practice. It refers to structures and practices that are built into the on-going work of educators, for Brown et al., (2005), it is the support given by instructional coaches to ensure that teachers refine and enhance their classroom practice and also to ensure whole school improvement.

To sum it up, Taylor (2008), says Instructional Coaching (I.C) is one form of instructional leadership, characterized by supervisory/non-evaluative individualized guidance and support that takes place directly within the instructional practice. However, Instructional Coaching is a form of in-service training or professional development that has recently emerged. Glossary of Education reform (2013), refers to professional development as a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill and effectiveness. Not leaving behind the point that instructional coaches (I.C's) are onsite professional developers who work collaboratively with teachers, empowering them to incorporate research-based instructional methods into their classrooms (Knight, 2007).



### **COACH SUPERVISION:**

It is a service activity that exists to help teachers do a better job and involves activities like, validating lesson notebooks, observing teachers teach, providing feedback from these observations (Kimball & Permenter, 1990). All of these is done by the coach.

### **COACH-TEACHER RELATIONSHIP:**

It refers to the manner of interaction that exists between teachers and instructional coaches, the coaching practices employed by instructional coaches are grounded in seven principles: equality, choice, voice, dialogue, reflection, praxis, and reciprocity. Which mean that the coach's manner of approach towards the teacher determines the quality of the coach-teacher relationship (Knight & Cornnett, 2012).

### **COACH MENTORING:**

It is a nurturing process in which a more skilled person, serving as a role model, teaches, sponsors, encourages, counsels and befriends a less skilled person for the purpose of promoting the latter's professional and or personal development (Anderson & Shannon, 1988).

It is an educational practice that rest on an explicit vision of good teaching and understanding of teacher learning, leading to growth over and beyond the conventional approaches that emphasize situational adjustment, technical advice and emotional support (Feiman-Nemser, 2001).

### **Conclusion**

This chapter has elaborated on the background of the study, situated the problem of the study, the research questions and objectives. It equally brought out the justification, significance and scope of the study. Finally it defined some key notions related to study. Generally, this chapter gave us an overview of the evolution and purpose for carrying this study.

## CHAPTER TWO

### LITERATURE REVIEW

This chapter focuses on three (3) main aspects. These aspects include the conceptual framework which will give us an in-depth explanation of what our variables are all about, the theoretical framework which will reveal to us the different theories backing this research work and lastly the empirical review which will enlighten us on different author's findings in relation to this study.

#### 2.1. CONCEPTUAL REVIEW

##### 2.1.1. Teacher Quality

Teacher quality encompasses specific teaching practices or activities such as question asking, lesson pacing and clarity in explanations by the teacher (Brophy & Good, 1986). It in turns sought relationships between classroom processes and the product of gains in student achievements. Teacher quality is equally the teacher's ability to engage pupils in rigorous, meaningful activities that foster academic learning for all pupils. It is based on teacher's knowledge, skills and dispositions that the teacher demonstrates in the teaching and learning process (Mitchell & Sackney, 2000).

##### 2.1.1.1. Characteristics of teacher quality

Teacher quality is important as it has a direct bearing on pupil's achievements. As a matter of fact the characteristics of teacher quality constitute a yardstick for one to be able to identify how important the teacher's quality is to the teaching learning process. We elaborated on five key characteristics of teacher quality each of which plays an important role in the teaching learning relationship and their deployment in the process could otherwise be referred to as instructional coaching. In other words a teacher of good quality must have at least three of these characteristic below: Commitment to pupil and pupil learning, deep subject matter knowledge, managing and monitoring pupils learning, reflectivity about their teaching and they are members of a broader community.

***Commitment to pupil and pupil learning:*** The teacher tends to understand how children learn and develop and provides learning opportunities that support their cultural, intellectual, social

and personal development. The teacher understands how learning occurs, how pupils construct knowledge, acquire skills and develop habits of mind and knows how to use instructional strategies that promote pupil learning. Such teacher's appreciate individual variations within each area of development, shows respect for the diverse talents of all learners and is committed to help them develop self-confidence and competence. The teacher assesses individual and group performance in order to design instruction that meets learner's current needs in each domain (cognitive, social, emotional, moral and physical) and that leads to the next level of development (Mitchell, 2000).

The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom. The teacher knows how to ask question and stimulate discussion in different ways for particular purposes, for example; probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk taking and problem solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students through questions (Mitchell, 2000).

***Deep subject matter knowledge:*** The teacher understands the central concepts, tools of inquiry and structure of the discipline he or she is teaching and should be able to create learning experiences that makes these aspects of the subject matter meaningful for learners. It requires teachers to understand where difficulties are likely to arise and modify their practice accordingly. The teacher plans instruction based upon knowledge of subject matter, pupils, the community and the curriculum goals as a whole. The teacher believes that planning of instruction must always be dynamic based on students' needs and changing circumstances (Mitchell, 2000).

***Managing and monitoring pupils learning:*** Teacher understands and uses a variety of instructional strategies to encourage pupils' development of critical thinking, problem solving and performance skills. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student's responses, ideas and needs. The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments for example: observation, portfolios for student work, teacher made test, performance tasks, projects, student self-assessment, peer assessment and standardized test to

enhance his or her knowledge of learners, evaluate pupils progress and performances and modify teaching and learning strategies (Mitchell, 2000).

***Reflectivity about their teaching:*** Teachers engage in lifelong learning which they seek to encourage in their pupils. Teachers make decisions that affect their pupils learning throughout the day and over the course of the school year. To feel comfortable with their decisions, competent teachers evaluate these decisions and experiences and make continual adjustments in their curricular plans in response to pupils' progress. They revise their own repertoire of behaviours, classroom roles, and learning activities as they learn more about how their pupils tend to respond to these issues. The teacher uses classroom observation, information about pupils, professional literature, colleagues and other resources as sources for evaluating the outcome of their teaching (Mitchell, 2000).

***They are members of a broader community:*** The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupils learning and well-being. The teacher understands how factors in the pupils' environment outside of school (family circumstances, community environments, health and economic conditions) may influence pupils' lives and learning. The teacher is concerned about all aspects of child's well-being and is alert to signs of difficulties. The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations and seeks to develop cooperative partnerships in support to pupil learning and well-being (Mitchell, 2000).

The teacher characteristics that we have identified above are, in some circumstances, not always present in the classrooms of our schools. This leaves pupils vulnerable to receive instructions that are not grounded on sound instructional techniques. So to ensure the effectiveness in teaching, a number of remedies should be used as pre-emptive measures. Some of these include, giving teachers opportunities to attend professional development meetings, supervising their teaching and lesson notes preparations, observing them and giving feedback, encouraging team work amongst teachers, they should be provided other PD's like cell meetings (where they tend to practically try out new proposed teaching methods by working in workshops, under the coordination of an I.C), exposure to collective and model lessons (where in, they observe others teach in a classroom setting, they equally teach too and such activities are followed by moments

of discussions on the positive aspects, negative aspects and recommendations related to the observed lesson) and all this can be done through instructional coaching.

### **2.1.1.2. Importance of teacher quality**

According to MacNeil (2015), the value of an effective teacher is the single most important aspect in an effective school that contributes to lifelong learning of a child. There are massive economic returns to having and retaining a teacher of good quality. In other words, the author is saying that teacher quality is measured at the level of the teachers' input in the classroom, then the quality of the input the teacher puts in, determines the teachers' effectiveness, which is often measured from pupils performance. Thus he maintains that Good teacher quality= An effective teacher. Hanushek (2011), conducted detailed calculations on the relationship of having a good teacher and the impact that individual will have on a child's future earnings potential of having higher achievement. Hanushek (2011), found that a teacher at the 85<sup>th</sup> percentile can, in comparison to an average teacher, raise the current value of each pupil's lifetime earnings by over \$20,000 implying that such a teacher with a class of 20 pupils generates over \$400,000 in economic benefits, compared to an average teacher. On the other end of the spectrum, a low performing teacher will have a negative production of \$400,000 as compared to an average teacher.

*The future of children* publication estimated that a student who drops out of high school in the United States will earn nearly a quarter of a million dollars less over his/her lifetime than a student who graduates from high school. He will also pay \$60,000 less in taxes. Another way to look at the economic impacts of effective teachers is the cost the nation pays for keeping poor performing teachers in the classroom.

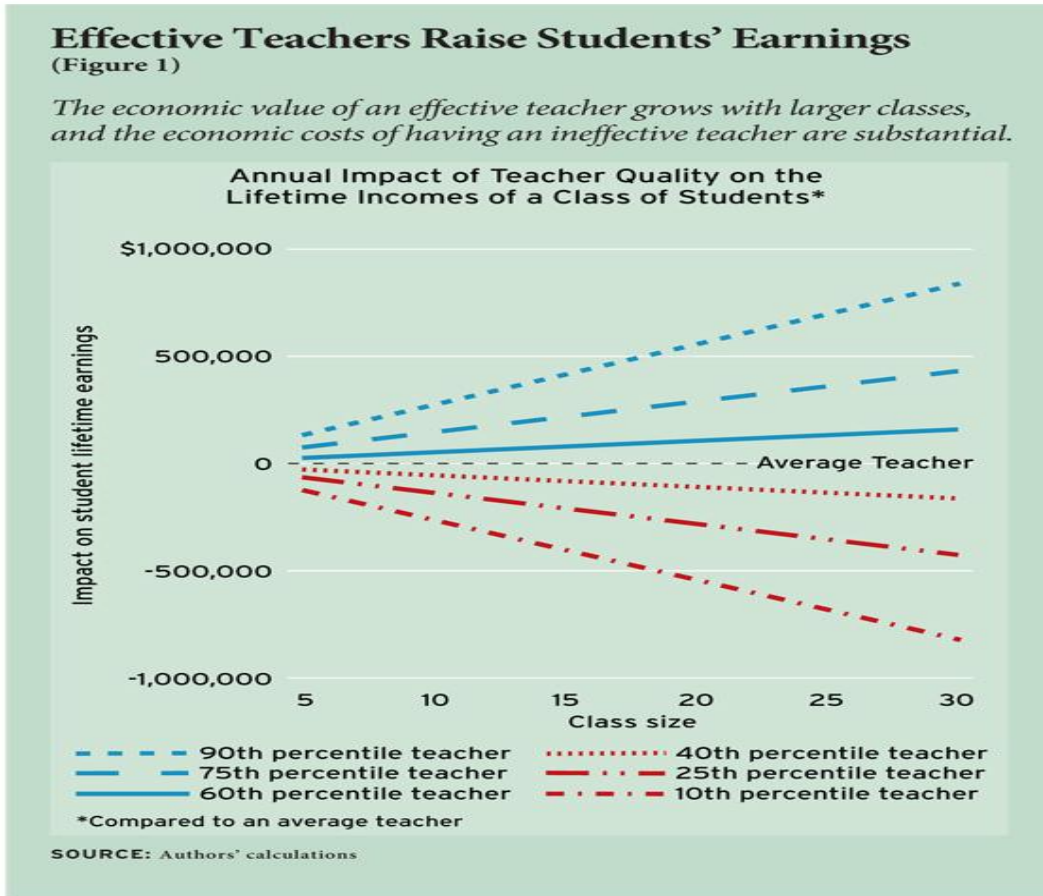


Figure 2.1: Diagram of effective teachers raises students' earnings (Hanushek, 2011, p. 42).

Hanushek (2011), identified the quality differences among teachers, if we could replace the bottom 5-8 percent of our teachers with just average teachers, we could improve pupils achievement and in turn improve America's education ranking to that of Canada's who is near the top. Hanushek (2011), discovered an increase in the level of achievement in high school of a standard deviation yields an average increase of between \$110,000 and \$230,000 in life time earnings.

## Measuring Up (Figure 2)

The U.S. could reach the achievement levels attained by such countries as Canada and Finland by replacing the lowest-performing teachers with average teachers.

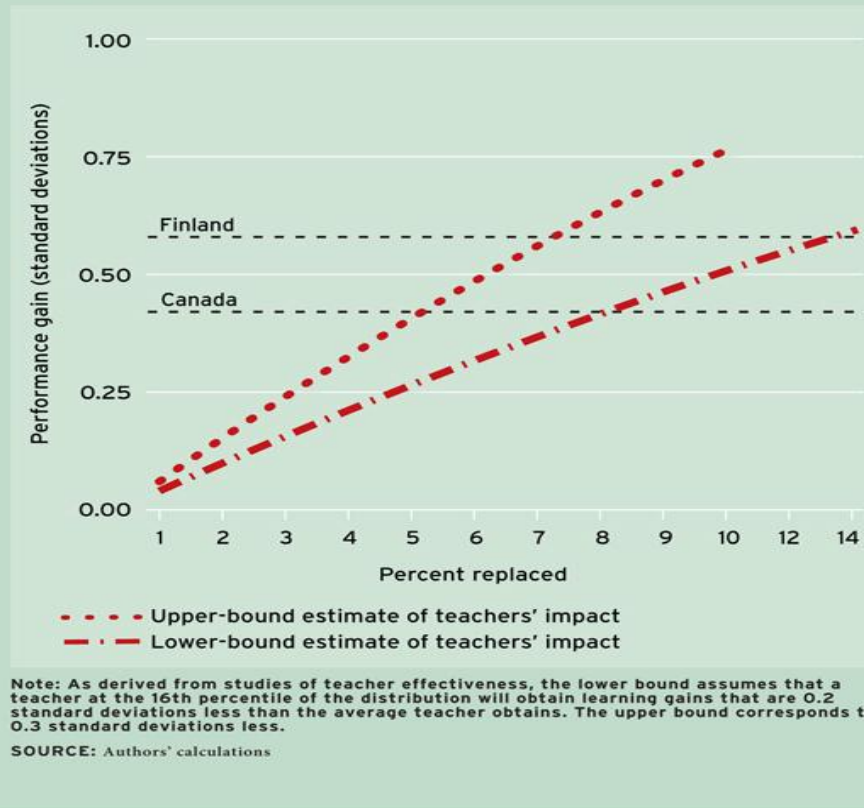


Figure 2.2: Diagram of replacing the lowest performing teachers by average performing teachers (Hanushek, 2011, p. 43).

In other words, Hanushek (2011), explains that Effective teachers = positive pupil achievement = increased earnings as adults = increase in economic growth for the nation (United States remains world power at a time of intensifying international). A nation cannot afford not to invest in the quality of teachers in the today's classroom.

### 2.1.1.3. Factors affecting teachers' quality

According to many studies school contextual factors such as; teacher influence, safety, administrative support, pupil behavior, staff relations, facilities have a significant relationship with the turnover intentions of teachers (Hammond, 2003). However, most of the previous

studies relied on survey of teachers and were based on their perceptions and produce less accurate models (Boyd et al., 2011).

***Teacher influence:*** Teacher influence indicates teachers' autonomy in their classrooms and their ability to influence school practices and policies through the proposals they make to the school formally or informally. Teachers with greater autonomy appear to be more satisfied from their work and have intentions to stay in teaching in long run as well (Johnson, 2006). According to Boyd et al., (2011) and Allensworth et al., (2009), teachers who are given an opportunity to contribute in decision making and planning process regarding school matters show great interest in teaching and usually have more intentions to stay in school.

***Administrative support:*** According to Borman and Dowling (2008), administrative support is the school's effectiveness in assisting or supporting teachers regarding student discipline, curriculum, instructional methods and adjustment to the school environment. Leithwood and Jantzi (2006), stated that effective administrative support plays a vital role in school leadership practices and includes its four dimensions that is, building vision of school, development of specific goals and priorities, offering individualized Support and development of a collaborative school culture. Loeb et al., (2005), revealed through survey data that lack of administrative support leads to reduction in teachers' commitment to their job and turnover issues of teachers.

In accord with this argument, Luekens (2004), also found that nearly 40% of teachers left teaching profession due to lack of administrative support. Moreover, Weiss (1999), highlighted administrative support as one of the most significant predictors of commitment and staying intentions of the teachers. Boyd, Grossman, Lankford, and Wyckoff (2009), investigated the impact of school contexts in public schools of New York and found administrative support as a critical factor for teacher's progression in quality and retention. Another qualitative study identified huge impact of administrative support on leaving intentions of teachers (Worthy, 2005). Liu and Meyer (2005), suggested school leadership as a significant contributor to teachers' job satisfaction, commitment to teaching and intention to stay in teaching. Similarly many other studies have found positive impact of administrative support on teachers' job satisfaction, their commitment and their staying or leaving intentions in teaching (Perie et al., 1997, as cited in Ladd, 2009).



Choi and Tang (2009), described the potential benefit of administrative support to reduce turnover intentions of teachers in an international context. Similarly, Shann (1998), stated that the school administrators are responsible toward teacher job satisfaction and their input in their job. Administrative support refers to the involvement of headteachers and other school leaders in supporting teachers' tasks and helping them to improve their teaching. Administrative support plays an important role in providing professional development opportunities to school teachers (Hirsch & Emerick, 2007). Multiple studies have related administrative support to staying intentions of teachers and teacher's commitment to their job (Ladd, 2009).

In addition, many studies have described the impact of leadership and school working conditions on teacher retention decisions. Waters, Marzano, and McNulty (2003), found through meta-analysis of 70 empirical studies that school leadership impacts on student achievement as well as on performance of school teachers. Similarly Seashore Louis, Anderson, and Wahlstrom (2004), and Hallinger (2005), conducted literature reviews regarding school leadership and concluded that leaderships have strong influence on student learning through their impact on school teachers and structures. Other study suggests that administrative support also impacts on the working conditions of school, such as the school safety and teacher influence (Johnson, 2006).

***Student behavior:*** Kelly (2004), mentioned the importance of schools' behavioral climate for teacher turnover intentions and stated that student behavior is one of the main factors that cause them to leave the teaching profession. Harrell and Jackson (2004), also found that student behavior was one of major factor for teacher's turnover. Many studies have revealed the high association of student behavior to teachers' job satisfaction (Ingersoll and Smith, 2003). Similarly, Liu and Meyer (2005), also found that student behavior is significant as teacher's income with their dissatisfaction level. Also Liu (2007), stated that student behavior and classroom management impact more on first-year teachers' intention to leave and job satisfaction.

The student characteristics, such as student behavior also influence teacher retention. In many studies the teachers have cited lack of pupil discipline and motivation as main reasons of lack of commitment to pupils learning and leaving school (Tye & O'Brien, 2002). Haberman and Rickards (1990), found through survey of teachers that they perceived pupil discipline as a main problem before starting and leaving.

**Staff relations:** *Staff relations* refer to social and professional relationship of teachers with other teaching staff (Boyd et al., 2011). According to Allensworth et al., (2009), when the teachers feel a collective responsibility towards improvement of school and enhancing pupils learning, then they show more intention to stay in that school. Many other studies found that positive relationship of teachers with their colleagues also impact on their commitment to their job and staying intentions in school (Glaser, 2003).

**Facilities:** According to Boyd et al., (2011), facilities refer to the physical work places of teachers and the available resources to them. According to many studies, facilities have been associated to teacher career paths (Hammond, 2003). Many studies have found through teachers' survey that physical features of schools are reported as main predictor of turnover of school teachers (Loeb et al., 2005). According to them teachers who perceive enough resources and facilities of schools, are more likely to do research, be reflective of their teaching and stay in school for the long run.

**Safety:** School safety means the school conditions that impact the psychological and physical well-being of teachers and pupils. Many factors indicate safety such as classroom misconduct and violence, Mayer & Furlong (2010), or measurement of the perceptions of parents, pupils and teachers through surveys regarding safety in school climate (Anderson, 2009). According to some studies, for instance (Duke, 2002), schools with less safety concerns are more able to provide a good working environment for teachers. On the other hand, the schools that struggle more to maintain a safe environment usually have teachers who are psychologically unstable, they face difficulty in retaining teachers. (Boyd, Lankford, Loeb, Ronfeldt, & Wyckoff, 2010).

Other factors include; Irregular supervision of teachers during classes (Adebayo, 2009), inadequate facilities to help achieve instructional objectives, poor teacher qualification and preparation, Lack of seminar and workshop opportunities that enhances teaching and discipline of pupils, imposition from school management and educational board and offices, Parents interference with teaching and discipline of pupils.

Instructional coaching is selected, as an important factor that impacts teacher's quality because it is a means of promoting in-service training and follow up of teachers on regular basis. From the many factors affecting teacher quality listed above we can see that instructional coaching is a

combination of most of the factors above. For example; instructional coaching entails: Staff relations, administrative assistance, professional development meetings such as workshops and seminars, supervision of teachers. Therefore instructional coaching has all it takes to impact teacher's quality positively.

### **2.1.2. Instructional Coaching**

Instructional Coaching (I.C) is one form of instructional leadership, characterized by supervisory/non-evaluative individualized guidance and support that takes place directly within the instructional practice (Taylor, 2008, p.13). Instructional Coaching roles vary widely because districts have unique resources, needs and goals (Kowal & Steiner, 2007).

It refers to job-embedded professional development which is sustained, relevant, actively engaging, standards based and focused on practice. It refers to structures and practices that are built into the on-going work of educators (Garet et al., 2001).

It also refers to support given by instructional coaches to ensure that teachers refine and enhance their classroom practice and also to ensure whole school improvement (Brown, C., Stroh, H., Fouts, J., and Baker D., 2005). Coaching can be more effective when there is both top-down (Coach uses data to shape teacher) and bottom-up support or partnership feedback (teacher and coach bring data, use it through dialogue to shape each other).

- Support should come from the Ministries of Education, district or regional levels, and teachers who recognize that coaching can help them grow professionally, enhance instructional practices, and increase pupils' learning.
- Each stakeholder is responsible for developing a cohesive coaching program. Regional and school leaders must provide the structural support needed by coaches. Specifically, coaches need time to meet with teachers, encourage teachers to work with coaches, and provide incentives for teacher-coach collaboration.

#### **2.1.2.1. Characteristics of instructional coaching**

Knight and Cornett (2012), found that the coaching practices employed by instructional coaches are grounded in seven principles: equality, choice, voice, dialogue, reflection, praxis, and reciprocity.

Instructional Coaching by Killion (2006), entails the roles and function of the instructional coach. These roles and functions in line with the above stated principles together form the characteristics of coaching, as elaborated below;

***Coach supervision:*** According to Bret (2013), supervision is providing assistance to build teachers' capacity. Supervision requires coaches to formally or informally visit teachers' classrooms three or fewer times per week. Effective coaches routinely visit teachers' classrooms and provide formative, corrective feedback to teachers'. Before visiting teachers' classrooms they start from validating teachers' lesson plans and giving feedback, recommendations concerning what they observed from the lesson plans. They then move to the classroom to observe if the teacher is applying what is in his/her lesson plan. Equally, coaches supervise teachers by keeping them abreast of the schedules for P.D's organized by the inspectorate of Education for that locality and makes sure the teachers participate in them.

***Coach-teacher relationship:*** According to Killion (2006), it has to do with the coach meeting and discussing specific instructional/curricular topics with teachers. Meeting and discussing specific pupil(s) and management issues (Here emphasis is mostly laid on the voice and dialogue principles of coaching; is the coach empathetic, optimistic and motivating in his dialogue or encounter with the teacher on a particular difficult pupils' case or vice-versa, as this has a great role to play on the outcome of coaching in general). Meeting and discussing resources helpful to classroom practice.

***Coach mentoring:*** Here still, Killion (2006), elaborated on the fact that the coach mentors teachers by, demonstrating and modeling lessons, planning for co-teaching, conducting pre- and post- conferences with teachers to facilitate reflection. Monitor and evaluate assessment data to determine improvement in instructional practice and student achievement. Support classroom teachers in long and short range planning (co-planning) for increased pupil achievement. He provides teacher with resources to expand teachers' use of a variety of resources to improve instruction (gathers information, resources, articles, materials etc.) for teachers. Provides training (P.D) to increase high quality classroom instruction and appropriate use of support staff and last but not the least, challenges current practices and support teachers as they make changes in implementing current practices. They work as a team to monitor transfer of knowledge into practice. In addition to the aforementioned are the following;

- *As a curriculum specialist* – The coach deepens teachers’ content knowledge and ensures alignment of the written, taught and tested curriculum.
- *As an instructional specialist*- Help teachers implement effective instructional strategies that respond to diverse learners’ needs.
- *Classroom supporter* - Models effective instructional strategies, providing model lessons, co-plans or co-teaches lessons, and observes and gives feedback to teachers.
- *Learning facilitator*- Assist with coordinating, designing and delivering professional learning opportunities for all staff, ensuring that a variety of models are used. Participate in meetings internal and external, debriefing.
- *School leader* - Serves on school leadership teams to help coordinate school improvement efforts.
- *Catalyst for change* - Encourage teachers to analyse what is working and what is not working, challenges the status quo, and introduces new ideas.
- *Learner* - Models continuous learning as adult learners.

When these characteristics of instructional coaching are properly implemented, the impact of coaching will be evident in the situation in question.

### **2.1.2.2. Importance of instructional coaching**

According to McQueeney (2013), Instructional coaches promote positive conversations in schools since teachers tend to perform job functions in isolation, the I.C’s have the ability to foster non-evaluative conversation that focus on teacher improvement for the sake of pupil achievement. I.C’s provide an incredible important service by listening, empathizing, and encouraging their colleagues respectfully and non-judgmentally (DeWitt, 2013).

Through coaching, true teacher empowerment is possible, most importantly skills modeled by the administrator on the teacher are exactly the constructivist skills that teacher can employ with their own pupils (DeMonte, 2013). I.C’s can assist in development of instructional skills for teachers. These teachers begin to integrate what they have learned more often and these skills often become ingrained in the teachers. Oftentimes skills will be applied to all relationships of

those teachers, including those with peers and their own pupils. Teachers who work with I.C's are able to have opportunities to practice and learn in contextualized ways.

Teachers also benefit from the opportunities for reflection. Coaches encourage this skill and teachers greatly benefit from reflection. I.C's also encourage collaboration in school environment, professional growth opportunities are stressed by I.C's. Collaboration and building of successful relationships is encouraged within the educational community. When I.C is involved teachers can work together to share ideas, communicate what is working and what is not working and establish best strategies and techniques that will work the best for them. The goal of I.C is for educators to encourage and drive each other, therefore reducing that feeling of being on your own as a teacher in the classroom setting.

### **2.1.2.3. Factors affecting instructional coaching**

According to Knight (2013), there are seven success factors for instructional coaching programs, she outlined them in her study and goes on to say; my colleagues and I have learned from our partnerships and research studies that instructional coaches will have a socially significant impact on how teachers teach and pupils learn when their coaching programs are built around these seven success factors. Coaches will struggle to have a positive impact on teachers and pupils when their coaching programs fail to address even one of the seven success factors. The factors include;

*Complexities of working with adults:* Coaches can know a lot about teaching but if they don't understand the complexities of working with adults, they might prompt others to receive what they are offering. Knight (2011), found that helping adults is more complex than simply giving expert advice. Professionals want to make decisions for themselves, they want to receive the status they feel they deserve, take it personally when others talk about their personal work, and are motivated to implement goals only when they see them as personally relevant. For these reasons coaches should position themselves as partners by respecting teacher's professional autonomy, seeing teachers as equals, offering many choices, giving teachers voice, taking a dialogical approach to interactions, encouraging reflection and real-life application, and seeing coaching as a reciprocal learning opportunity (Knight, 2011). The partnership principles include; Equality, Choice, Voice, Dialogue, Reflection, Praxis, Reciprocity and it can be summarized in a coaching cycle.

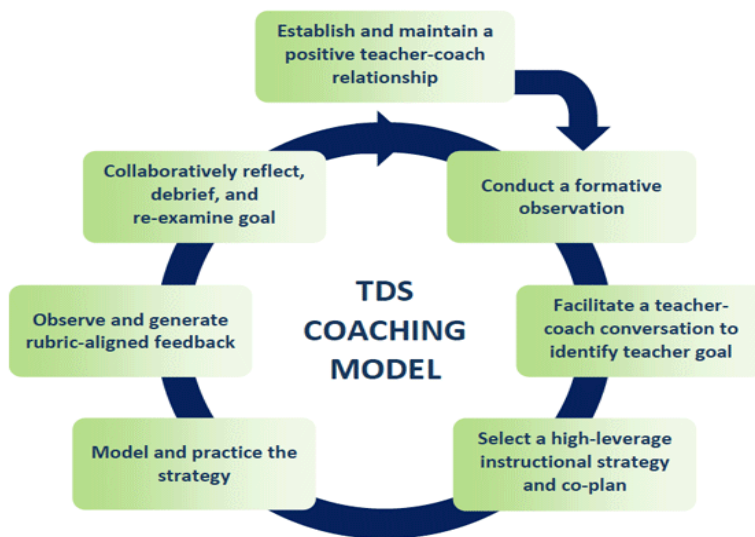


Figure 2.3: Diagram of Coaching Cycle (Velasco, 2016, p. 25).

During the identify component of the I.C cycle, coach and teacher get a clear picture of the current reality in the collaborating teachers classroom, often by video recording a class says Knight (2014), looking at pupil work, reviewing assessment data, or some combination of these method. Then the coach guides the teacher to a pupil focused goal. Usually pupil focus goals deals with pupil achievements, behavior, or attitude. Once goal has been set teacher and coach identify teaching strategy to be implemented in an attempt to hit the goal.

During the learn component of the I.C cycle, the teacher learns the teaching strategy with the help of the coach.

During the Improve component of the I.C cycle, the teacher tries out the new strategy in the classroom. Often the coach video records the lesson and gathers data on pupils progress toward the goal. Teacher and coach make adjustments as necessary, sometimes even teaching another strategy, until the goal is met. All the aforementioned, shows the complex nature of the coaches' duties

**Teaching practices:** I.C's help teachers improve student learning by improving teaching, so I.C's need a deep knowledge of a set of strategies that they know will help teachers hit their goals. We refer to this as the Instructional Playbook. Strategies included in the instructional

playbook might come from publications focused on particular teaching strategies. What counts though is that the strategies described in the playbook all are proven to help teachers meet their goals. An instructional Playbook usually includes a one page document that lists the teaching strategies most frequently use, and checklists that describe the various elements of each instructional strategy. The challenge most I.C's face is to lay hold of this book and other proven strategies, especially in Africa (Sailors, 2012).

Thus, for example, a coach's playbook that includes cooperative learning might contain a checklist that describes some general guide lines for implementing cooperative learning, another that describes a cooperative learning structure as jigsaw, and a third that describes what pupils should do when they are participating in the learning structure. An effective instructional playbook is;

- Comprehensive, addressing planning, assessment, instruction, and community building,
- Focused, including a small number of powerful strategies (ideally described on a single page). Precise and contains a complete set of checklists for all of the included teaching strategies.

**Gather data:** Coaches guide teachers to set and achieve goals, so it is essential they know how to gather basic observational data that can be used to set goals and monitor progress. Not all goals require observation. Some of the most important that coaches can gather include time on task (the percentage of pupils who are doing the learning task that the teacher has assigned); instructional versus non-instructional time; kind and level of question asked; and ratio of interaction (a comparison of how often teachers attend to pupils when they are on task and learning compared with how often teachers attend to pupils who are off-task and disruptive). The process of gathering such data as seen above is demanding, it needs a lot of concentration, expertise and patience. However we must be state that if the data gathering process is compromised, every other aspect of coaching will be negatively affected, as well as, some teachers tend to do eye service, so the data the coach might gather at the moment in such cases might not reflect the teachers actual input and activities in the classroom setting. Thereby making the entire process more complicated for the I.C.

**Communication skills:** Coaching is relational, and coaches need to know how to build healthy relationships. Teachers rarely learn from collaborating coaches unless they see them as people



they can trust. Since teaching is so connected to personal identity, coaches need to be especially adept at a few critical communication issues. Good communicators know that speaking the truth is only half the battle; the challenge is to speak the truth in such a way that it can be heard. We have found that coaches are more effective when they have particular communication skills and habits. Effective coaches usually are good listeners, asks good questions, build emotional connections, find common ground, build trust, and redirect destructive interactions.

***Leadership skills:*** In addition to communication skills, coaches need to have leadership skills. While leadership certainly involves communication, we have found that the coaches who lead change successfully have two additional attributes. First, they must be deeply respectful and responsive to the teachers, with whom they collaborate, adjusting their approach depending on the personality and needs of each teacher and his/her pupils. Second, they must be assertive and disciplined, leading change in an organized, ambitious forceful manner.

Both are necessary, coaches who are responsive to teachers but undisciplined will waste teachers' time and often lose sight of the end goal before the coaching cycle is complete. Coaches who are ambitious and disciplined but not responsive often push teachers away. The most effective coaches, as Jim Collins found when he studied effective leaders in great organizations," are a study in duality: modest and willful, humble and fearless" (Collins, 2001, p. 22).

***System support:*** Instructional coaches that make an impact, work in districts that create the conditions that help them be effective. In part this means that there is district-wide agreement about the coaches role's (a non-administrative role), what information is and is not confidential, a shared understanding of how coaches will relate to teachers and agreement on how coaches will use their time.

Head teachers play an incredibly important role in shaping the success or failure of coaches. The most effective head teachers are instructional leaders who understand the positive impact professional learning can have on pupil learning. Head teachers who support coaches walk, talk by leading professional development sessions and agreeing to be coached themselves, perhaps by video recording, model lessons and being coached during a staff meeting. Most importantly, headteachers that support coaches understand the power of coaching and communicate that

frequently. If a principal does not speak out about the value of coaching, something needs to be changed or a coach will struggle to succeed.

When it comes to I.C, little changes can have a big impact. Teaching expectations, using rubrics, increasing positive attention, and using checks for understanding are just a few of the ways teachers working with coaches can dramatically increase pupil learning. When teachers learn, pupils learn too. Such powerful positive changes won't happen if coaching programs are thrown together carelessly. Effective coaching programs provide professional development that ensures that the seven factors described here are in place. When those factors are addressed, truly positive improvements can happen quickly and frequently.

### **2.1.3. Instructional Coaching and Teacher Quality**

Devine (2013), explains this relationship as “What teaching practices does instructional coaching covers”. Research has identified four areas of teaching practices that are likely to have a positive effect on the way that teachers teach and pupils learn (Knight, 2009). These 4 provide a comprehensive framework for instructional excellence.

***Classroom management:*** It involves issues such as teacher articulation of expectations for activities and transitions, reinforcement of pupils in aligning around these expectations, observing time on task with an aim of increasing pupil engagement, ratio of interactions in terms of teacher praise and correction, and provision of opportunities for pupils to respond to materials being learnt (Brophy, 1991).

***Content planning:*** It includes assisting teachers to create rigorous curricula aligned with National standards, touching on issues such as unit questions, essential knowledge, understanding and applications aimed at and learning maps.

***Instruction:*** involves sharing methods for quality instruction and a range of practices to support different types of learning. Practices include effective questions, thinking devices, stories, cooperative learning, experiential learning, project-based learning and reflection learning.

***Assessment:*** for learning consists of sharing a methodology for guiding teachers in the creation and use of formative assessments ensuring that pupils can monitor and see their own progress

and feel more in control of their own learning and providing data which can help re-align instruction practices with results (Stiggins, 2005).

***Partnership with teachers:*** The coach works closely with individual teachers in identifying best teaching practices to be implemented in the teachers' classroom. For each teaching practice, the coach summarizes and synthesizes the practice to be shared, identifying the most important facts of the practice. For teachers to abandon old teaching practices and embrace new ones, the coach offers practices that are both more powerful in terms of results and are easier to use.

One of the roles of the coach is to make the new teaching strategies as easy as possible to implement, by providing each teacher with dedicated implementation support materials such as class strategies, class plans, repertoires of tools and a "strategy box". The coach's role is to remove any potential barriers to its implementation, by simplifying and clarifying the practice and "translating" the standards and research into on-the-ground strategies.

Model lessons permit teachers to see how an approach will work in their classroom. Research has shown that teachers find this practice particularly useful when learning a new teaching strategy (Knight, 2004). Typically the coach and the individual teacher meet once /twice per week for 1hr though it varies depending on teachers expressed needs to the nature of new teaching practice being introduced. Each coaching intervention is thus co-constructed with the individual teacher to ensure quick and effective implementation and reflective teaching practice. The coaches are on call to ensure rapid response to teachers' needs and questions.

***Guides teachers:*** Kristen and Wilking (2015), believe that coaching improves teacher quality and in turn teacher efficacy and that coaching is a tool for guiding teachers. Teacher efficacy is defined as, "The extent to which the teacher believes he/she has the capacity to affect pupil performance" (Sanders & Rivers, 1996)

A teacher's sense of efficacy has proven to be a powerful indicator of how much time teachers spend in teaching content and ultimately pupil outcomes (Shidler, 2009). Teachers who have strong instructional efficacy have high standards for pupils, Knight (2009), ties teacher efficacy to motivation. He suggests that when efficacy increases, teacher motivation increases which will eventually produce better results among pupils. He says higher efficacy causes teachers to be more willing to try new things and be more open to new ideas.

***Foster reflection in teachers:*** Knight (2009), states through partnership coaching model, each partner respects the others point of view while collaborating. Therefore I.C's can encourage teachers to consider many ideas before making their decisions. These enhances teachers goal setting instruction and quality. By constantly reflecting, teachers may come to realize the changes they need to make and may be more likely to take action in implementing these changes.

***Giving feedback;*** Similarly to how teachers know it is best practice to give pupils specific feedback, it is also essential for I.C's to give feedback to teachers while supporting them in their classrooms (Saphier, 2011). Effective feedback can stimulate reflection. In contrast negative feedback does the exact opposite. A lot of negative feedback can cause teachers to stress and cause them to shut down. Teachers tend to be more motivated in their learning than children; even so, continuous feedback can increase motivation in teachers even more.

#### **2.1.3.1. Instructional Coaching and Instructional Supervision**

For a better understanding of our study, the researcher decided to elaborate on the relationship between Instructional coaching and Instructional supervision (I.S). Archibong 2012 defines instructional supervision as those activities which are designed to improve instruction at all levels of the school enterprise in such a way to facilitate pupil learning and achieve the goals of the organization. It is a service activity that exists to help teachers do their job better. It includes activities like classroom observation, demonstration, collective lessons, workshops, micro-teaching, listening to tapes or records, guided practice and research.

I.C and I.S are very much similar in terms of their purpose which is to help teachers do their job better; it aims at improving teacher quality. Their slight difference is that the Instructional supervision has a focus of upholding standards and managing resources, it is focused on skills and know-how, the Instructional supervisor plays the role of the pedagogic expert and at the same time the role of the administrative head; in this case it means the headteacher is capable of assuming the role of an Instructional supervisor. Meanwhile in the case of an Instructional coach, the focus is kept on the staff as a learner, working from his or her strength, learning styles and desired goals, the coach is solely responsible for pedagogic activities while the headteacher is solely responsible for administrative activities but he/she(headteacher) also supervises, works and assist the coach in pedagogic duties from time to time and together they device means to

follow up and assist teachers. In brief the difference between I.C and I.S lies on the person who is responsible for pedagogic activities. These distinctions are more than a matter of semantics. They represent different attitudes and approaches to helping staff get better at their jobs. (Margie Carter, 2003).

## **2.2. THEORETICAL FRAMEWORK**

In this section, theories related to this study will be treated. Amin (2005) defines a theory as a related assumption or conception tied in some way to the real world of unknown properties, or behaviour which can be subjected to experimentation and revision as well as the search for more truth hitherto unknown. Theories are based on assumptions and specify relations among variables. They guide research by generating hypotheses that can be tested. This research is based on four theories, and they include;

Albert Bandura's social learning theory (1925).

Lev Vygotsky's social developmental theory (1935).

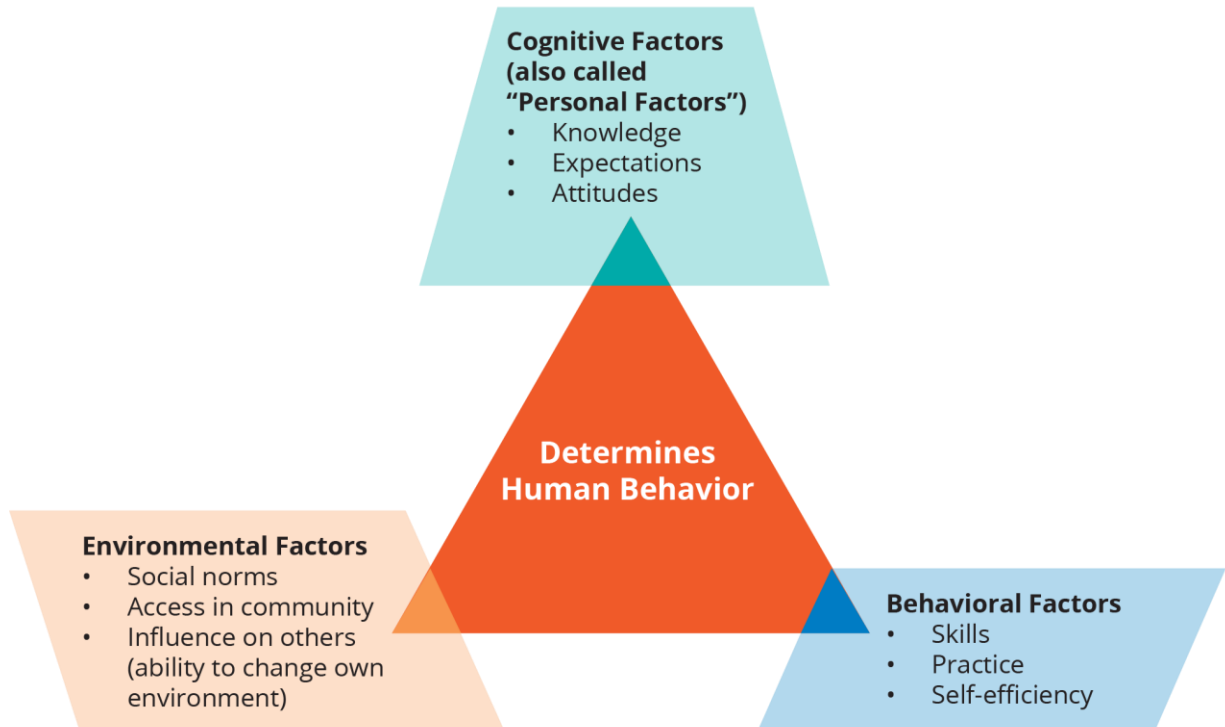
John Dewey's New theory of Education (1952).

Adult Learning theory by Malcolm Knowles (1974).

### **2.2.1. The Social Learning Theory**

The Albert Bandura theory posits that people learn from one another through observation, imitation and modeling. It encompasses attention, memory and motivation. To him people learn through observing others behaviors and the outcome of these behaviors. He precised that most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed and on later occasions this coded information serves as a guide for action.

He pointed out some conditions for effective modeling which include: attention, retention, reproduction and motivation.



*Figure 2.4: Diagram of the Three Factors of Social Learning Theory (Bandura, 1999, p. 18).*

Adapting his idea to this research, we will say an instructional coach is a model and a teacher learns from an I.C by observing and imitating him/her as he/she models a behavior through teaching by using a particular strategy, materials etc, which are more advanced and fosters understanding in learners.

### **2.2.2. Social Development Theory**

The Lev Vygotsky's theory is one of the foundations of constructivism. It asserts three (3) major themes regarding: social interaction, the more knowledgeable other and the zone of proximal development.

***Social interaction:*** To Vygotsky social interaction plays a fundamental role in the process of cognitive development unlike Jean Piaget whom to him social learning precedes development. He states every function in a child's cultural development appears twice: first on the social level and later, on the individual level; first between people (inter-psychological) and then inside the child (intra-psychological).

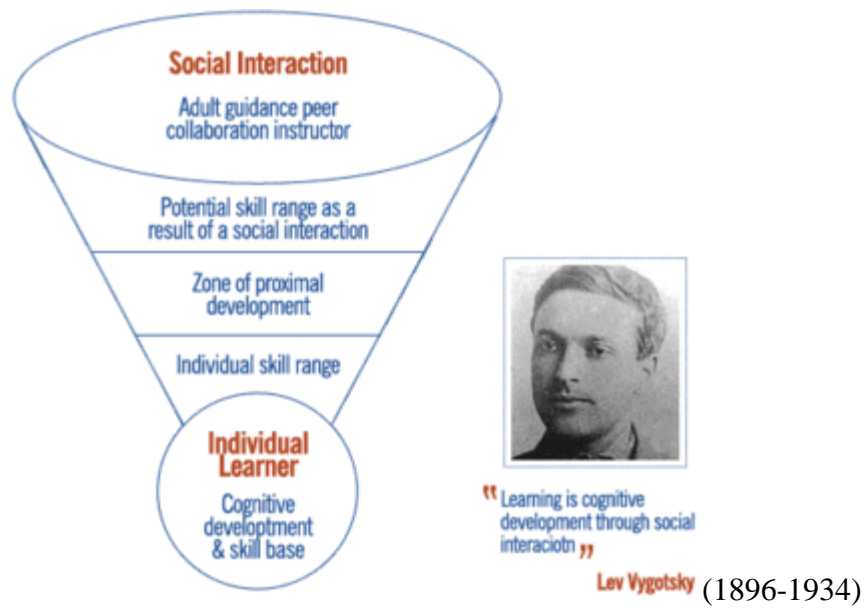


Figure 2.5: Diagram of Social Interaction Theory (Lev Vygotsky, 1935, p. 57).

Adapting this concept to our research, the aspects of social interaction that increases professional development include certain activities from which teachers learn from their interactions with one another: collective lessons, cell meetings, pedagogic animation seminars, model lessons. We can then say from Vygotsky's point of view, that all the above mentioned aspects in line with coaching, will foster cognitive development in teachers. Actually we all know how important cognitive development is to teachers, because they need it to reflect and be dynamic and productive at any point in time in their field of work. Education is built on the cognitive, affective and psychomotor domains; the cognitive domain is the basics from which the others proceed.

**The more knowledgeable other (MKO):** The MKO refers to anyone who has a better understanding or a higher ability level than the learner with respect to a particular task, process or concept. The MKO is normally thought of as being a teacher, coach or older adult, but the MKO could also be peers, a younger person or even computers. Adapting in our research, I.C's are more knowledgeable and coach the teachers through model lessons and many other ways as seen above.

**The zone of proximal development (ZPD):** The ZPD is the distance between a learner's ability to perform a task under adult guidance and/or with peer collaboration and the pupils' ability in

solving the problem independently. According to Vygotsky, learning occurred in this zone. He focused on the connections between people and the socio-cultural context in which they act and interact in shared experiences. Adapting this to our research, I.C's class visits often ended up in counseling sessions with the teachers involved. Such sessions are meant to encourage and sensitize the teacher on what he/she did well, very well and did not do well or failed to do after observing the teacher.

So his theory promotes active learning in the learner, in our context the teacher plays an active role in the teaching and learning process as he/she learns at the same time as they teach. Roles of the teacher and I.C are therefore shifted, as teacher collaborates with learners to facilitate meaningful learning in them so too learning becomes reciprocal for teacher and I.C.

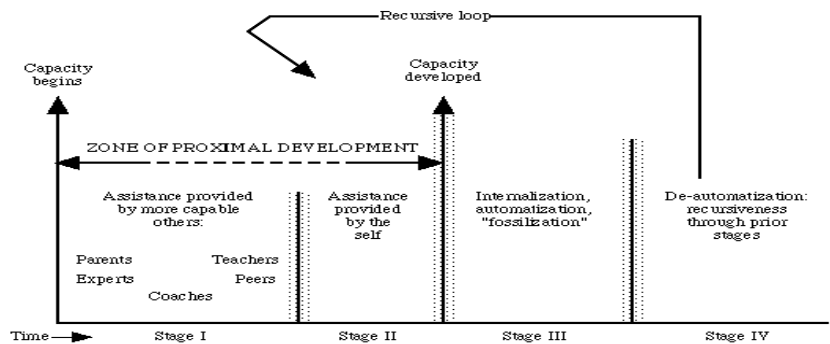


Figure 2.6: Diagram of the four (4) stages in the ZPD (Gallimore & Tharp, 1990, p.185).

### Zone of Proximal Development

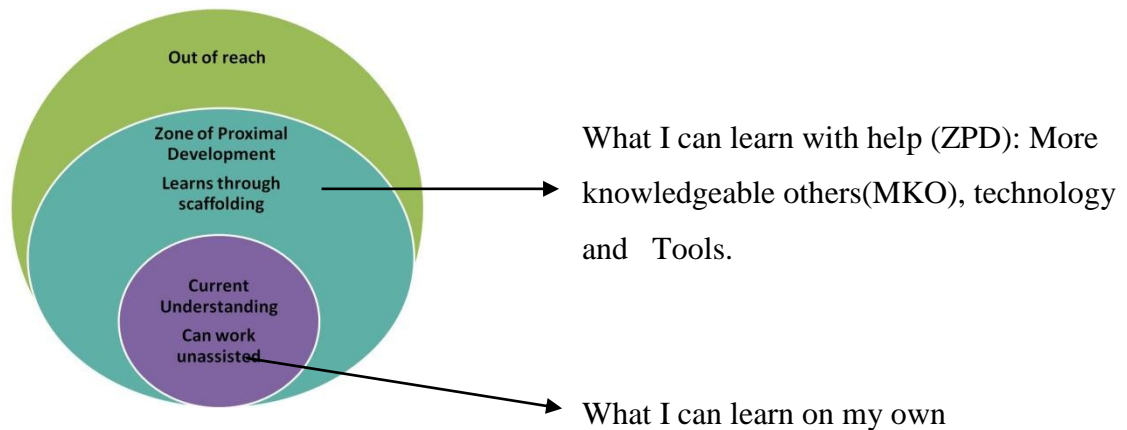


Figure 2.7: Diagram of More Knowledgeable Other. (Eggen & Kauchak, 2010, p.46).



### 2.2.3. New Educational Theory

Dewey (2011), proposed a new educational theory, which highlighted the role experience plays in education. According to Dewey, powerful educational experiences are a result of two fundamental principles; continuity and interaction. Continuity refers to how experiences, both past and present, influence the future while interaction refers to how one's current situation influences their experiences. Dewey combined these two principles, stating that one's present experiences are a direct result of how their previous experiences interact with and influence their present situation.

Simply put, Dewey stated that human experiences-past, present and future influence the capacity to learn. He once said that: Education is a social process. Education is growth, it is not a preparation for life; Education is life itself. In Dewey's concept of Experiential Education, he argued that, Education should focus on the quality of the experience more than it focused on the information being presented. In order to be considered a quality experience, he said that the experience must have continuity with their past and future experiences and interaction between the pupils' individual perceptions and a lesson environment. Continuity would propel learners to continue learning while interaction would meet the learner's needs. (Relating this theory to our study the teacher will take the place of the learner and the coach will take the place of the teacher).

His solution was experiential education, an Education philosophy based on the idea that learning occurs through experience and requires hands-on activities that directly relate to the learner's life. In experiential Education, learning occurs through actually doing something and then reflecting on and learning from the process. It combines active learning with concrete experience and reflection. Service learning, adventure learning and workplace internships are all examples of experiential education.

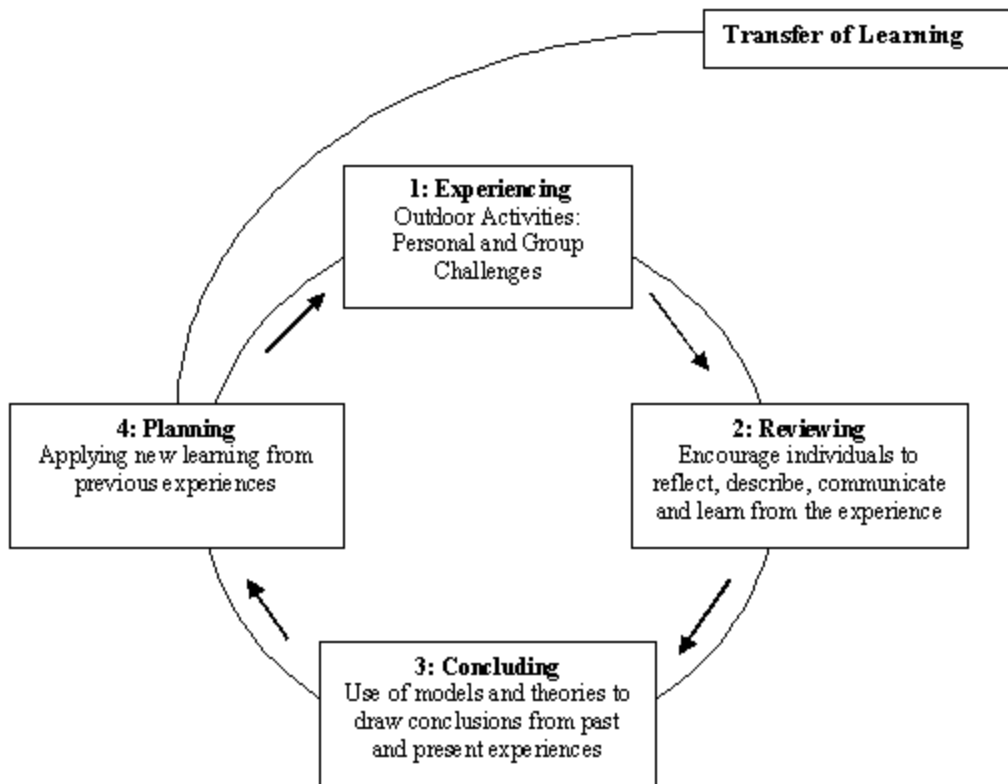


Figure 2.8: Diagram of Educational Theory (Riley & Welchman, 2011, p.105).

Thus teachers getting involved with practical exercises like collective lessons, workshop demonstrations often held in cell meetings, collaborative discussions with colleagues, gives them the opportunity to practice and gather experience related to their profession, reflect on their actions and learn from it.

# The Pyramid Learning

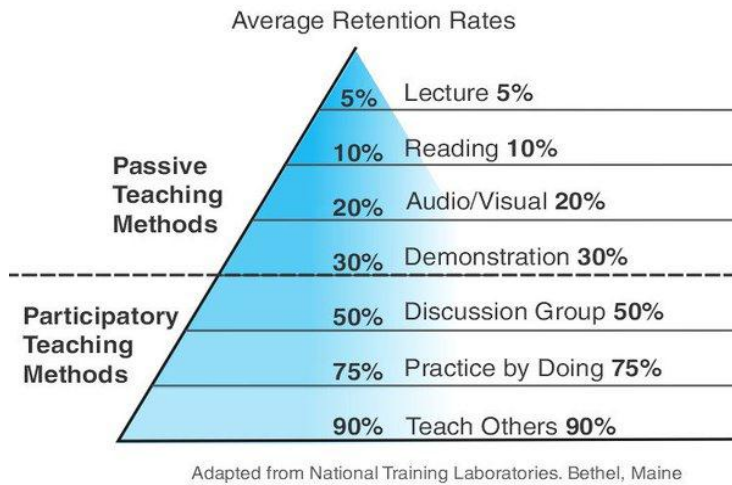


Figure 2.9: Diagram of teaching methods, Lalley & Miller, 2009, p.67)

From figure 2.9 it shows that teachers tend to grow more professionally, when they get involved in participatory continuous PD (participatory teaching methods).

## 2.2.4. Adult Learning Theory

Adult learning theory: Andragogy is defined as learning strategies focused on teaching adults. Pratt(1993), in Narishkin (2008), explained andragogy as a theory that gives importance to adult learning by giving learners high autonomy and space for reflective learning to take place. Andragogy puts the learner in the centre of a lesson and allows learners to construct knowledge through experiences and self-goals (Cohen, 1995). *The Andragogical Process Model* by Malcolm Knowles (1974) stresses that when handling adults, trainers need to be skilled in:

- **Establishing a climate conducive to learning;** A learning environment based on mutual respect and trust.
- **Creating a mechanism for mutual planning;** Learners share responsibility for planning.
- **Diagnosing the needs for learning;** Learners feel a need to learn.
- **Formulating program objectives (which is content) that will satisfy these needs;** goals of the learning experience are the learners goals.

- **Designing the pattern of learning experiences;** learning process uses learners’ experiences.
- **Conducting these learning experiences with suitable techniques and materials;** learning and participation by learners.
- **Evaluating the learning outcomes and re-diagnosing learning needs:** Have a sense of progress towards goals.

Knowles et al (1984), stresses on self-directed learning which supports adults way of learning or acquiring knowledge- “The most effective self-directed learners are highly skillful in getting help from peers, teachers, printed materials, audio-visuals aids and every kind of resources”. In terms of this research, andragogy allows beginner teachers and mentors to set their own time, pace resources and methods of giving and receiving mentoring services. Teachers should take higher responsibilities in their self-development and learning process to gain experience in their related field.

On the other hand, programmers and any other method of support for beginner teachers should adopt the theory of adult learning for effective transfer of knowledge and contribution of their learning. This strongly includes headteachers’ knowledge on adult learning theories is equally critical in knowing that beginner teachers, being young adults, have equal rights as experienced teachers without any discrimination.



Fig 2.10: Diagram of how adults learn (Knowles, 1984, p. 2).

All the above theories are enlightening us on the importance of in-service training of teachers, coaching support for teachers as means of improving teacher quality.

## **2.3. EMPIRICAL FRAMEWORK**

### **2.3.1. Supervision and Teachers Quality**

Olawole (2009), carried out a study, in which the population of the study comprised all 852 teachers in 18 public junior and senior secondary schools in Ijebu-North Education zone. The sample was made up of 155 female teachers and 100 male teachers from 7 secondary schools drawn through stratified random sampling technique. The study was an Expost Facto design. The instrument for data collection was influence of supervision of instruction on Classroom Teacher's Performance Questionnaire (ISICTPQ). Three research questions and two null hypotheses at 0.05, level of significance. The major findings of his study showed that interaction between teachers and instructional supervisors influences to a great extent teachers classroom performance. The use of instructional materials suggested by instructional supervisor's influences to a great extent teacher's classroom performance. Also, conferences and seminars organized by instructional supervisors influence teachers classroom performance to a great extent. The opinions of secondary school teachers with more teaching experience and teachers with less teaching experience did not differ significantly with regard to their perceived influence of supervision of instruction on their classroom performance.

Ikegbusi (2016), in his study found that there is no way the goal and objective of an organization can be achieved without putting in place certain mechanism towards ensuring its success. In the school system, one of the mechanisms to be put in place towards achieving the goals of the school is supervision. His study sought to find out the impact of supervision of instruction on teacher effectiveness in Enugu state. Two Research Questions guided the study and one null hypothesis was tested at 0.05 level of significance. The study adopted a comparative survey research design. All the 3197 government owned secondary school teachers in Enugu South local Government Area of Enugu State constituted the population of the study. A sample of 905 teachers was selected through proportionate stratified random sampling technique.

A researcher-developed questionnaire duly validated and whose reliability index is 0.85 was used for data collection. Mean and t-test were used to analyse the data collected. The result of his study portrayed that both internal and external supervision of instruction have positive effect on teacher effectiveness in secondary schools. Based on the findings of the study, some recommendations were made of which one of them is that there should be constant sponsored workshops and seminars for both the supervisors and teachers separately to enable them become knowledgeable on the expectations of the supervision of instruction in secondary schools.

Ranjbar et al., (2013), carried out a study, with the aim to evaluate the effect of educational supervision on improving teachers' performances in guidance schools of Marand in the academic year 2012-2013. Their study is applied and its nature is descriptive. The population includes all teachers of public guidance schools of Marand, consisting of 20 schools (10 male schools and 10 female schools); 8 schools from each gender and 10 students out of each school selected non-randomly ; the total population was made up of 16 schools and 160 teachers (80 female teachers and 80 male teachers). Measuring instruments included a researcher made questionnaire with 35 response- closed questions. Validity of the questionnaire was confirmed by experts. In order to estimate reliability, the amount of alpha was obtained as 0.94 respectively. The results of their study showed that educational supervision is effective on improving the performance of guidance school teachers in Marand in the fields of improving teaching methods, the degree of participation in the in-service courses, strengthening human relations, reforming and strengthening the evaluation methods and encouraging the use of teaching aids.

### **2.3.2. Mentoring and Teachers Quality**

Palmer (2010), carried out a study in which he found out that the needs of beginning teachers have been addressed both on the state and national level because of increasing concerns about teacher quality and teacher shortage problems. Schools experience high rates of attrition for beginning teachers, more than forty percent in the first five years of teaching. Within the next decade, school districts will have to hire a large number of teachers for grades k-12. The traditional sink-or-swim induction of teachers contributes to lower levels of teacher effectiveness such as curriculum and behavioral issues and higher levels of attrition.

Beginning teachers experience isolation, difficult students, curriculum changes and inadequate preparation which cause them to leave the education field in high numbers. More state and school districts have begun to provide mentoring for their beginning teachers in an effort to help them transition into their first years of teaching.

The purpose of his qualitative study was to evaluate the impact of mentoring on beginning teachers in a rural Northeast Georgia School district. His study provided important data about the mentoring practices that were the most meaningful to the beginning teachers. The methodology used to collect data for his study was individual interviews and focus group interviews. Nine purposive sample participants were included each of five elementary schools and two both from the middle school and high school. The focus group included two elementary teachers, two middle school teachers, and two high school teachers.

The analysis of the data revealed the following themes, that: Mentoring provided support for new teachers in the area of curriculum, classroom discipline and parental communication. Secondly, the time spent with the mentors had an important effect on the success of the mentoring experience. The variation of attitudes both of the mentor and the administration/school played an important part in a successful mentoring program.

The results of his study support the positive results of mentoring on beginning teachers. The data collected correlated with the research questions and supported the idea that mentoring is an important program in the school district. When school districts promote teacher support through mentoring, teacher quality improves and thus teacher retention appears to be higher.

Sean (2011), carried out a study in which he examined the perceptions of new teachers regarding the benefits of full-time mentorship based on one particular new teacher induction program. Six new teachers and three mentors were interviewed in his study. Data indicated that full time mentors could effectively introduce new teachers into the teaching profession if certain conditions were present. New teachers perceived the following benefits from effective full-time mentorship:

Increased confidence in their abilities, opportunities for non-evaluative observation and feedback, practice teaching of lessons prior to administrative evaluations, support with resources and materials specific to their situation, and the opportunity to ask critical questions in complete

confidence. However, these benefits were not perceived when an unmanageable mentor-to-teacher ratio was present. One finding prevalent in the literature was the characteristic disassociation whereby teachers new to the profession had difficulties disassociating their professional work lives from their personal lives. The suggestion is made that further study is warranted to determine if the characteristic of disassociation could be used as a predictor of new teachers at risk of leaving the profession. The results of his study showed that, mentoring had a great impact on teachers' performance, provided the mentor-teacher ratio was reasonable.

Wills (2014), in her study, found that states are running out of qualified teachers, however, data from numerous studies indicated that the problem is not a shortage of teachers, but a problem of teacher turnover (Darling-Hammond, 2000). The purpose of her study was to examine a school based monitoring program in a small rural school district in Florida to determine the influence the mentoring program had on beginning teacher retention, given that teacher retention is based on good teacher quality. A case study including twelve beginning teachers was conducted to gain insight into mentee's reflections on the mentoring experience. A survey and one-on-one in-depth interview was used to collect data. The data was analyzed and coded using NVivo10, qualitative software used for coding and analyzing.

The results of her study showed that majority of beginning teachers feel their participation in the mentoring program and working with a mentor had a positive influence on them and gave them the green light to continue in the teaching profession and remain in SDD (small rural school district), on the other hand, the majority of teachers new to the district conveyed that even though they had a positive experience participating in the mentoring program and working with a mentor, but they felt the program did not influence them either. The interpretation of the survey and interview data of both beginning teachers and teachers new to the district is that the activities that they found to be the most important is the opportunity to conference with their mentor for guidance, answer questions and for support. Just as important is the mentor teacher observing them teach and provide meaningful feedback.

### **2.3.3. Coach-Teacher Relationship and Teachers Quality**

Johnson (2016), carried out a study in which she found out that coaching models are increasingly used in schools to enhance fidelity and effectiveness of evidence-based interventions: Yet, little



is known about the relationship between the coach and teacher (i.e., coach-teacher alliance), which may indirectly enhance teacher and student outcomes through improved implementation quality. There is also limited research on measures of coach-teacher alliance, further hindering the field from understanding the active components for successful coaching. Her study examined the factor structure and psychometric characteristics of a measure of coach-teacher alliance as reported by both teachers and coaches and explored the extent to which the teachers and coaches reliability rate their alliance.

Data come from a sample of 147 teachers who received implementation support from one of four coaches; both the teacher and the coach completed an alliance questionnaire. Separate confirmatory factor analyses for each informant revealed four factors (relationship, process, investment and perceived benefits) as well as an additional coach-rated factor (perceived teacher barriers). A series of analyses, including cross-rater correlations, intra-class correlation coefficients, and Kuder-Richardson reliability estimates suggested that teachers and coaches provide reliable, though not redundant, information about the alliance. A series of analyses further examined rater differences. The result of the study in the form of a paired t tests revealed that teachers viewed the coach-teacher relationship more positively than coaches,  $t(126) = -4.35$ ,  $p < 0.01$ , and teachers perceived greater benefits than the coaches.

Blazar (2014), carried out a study in which he found that although previous research has shown that teacher coaching can improve teaching practices and student achievement, little is known about specific features of effective coaching programs. We estimate the impact of MATCH Teacher Coaching (MTC) on a range of teacher practices using a block randomized trial and explore how changes in the coaching model across two cohorts are related to program effects. Findings indicate large positive effects on teacher's practices in cohort one (1) but no effects in cohort two (2). After ruling out explanations related to the research design, a set of explanatory analyses suggest that differential treatment may be attributable to differences in coach effectiveness and the focus of coaching across cohorts. The results of his study showed that different manner of relationships between coaches and teachers determine the outcome of that particular coaching experience.

Smith (2016), carried out a study in which she examines teacher emotion by examining teacher perception of coaching and coinciding emotional response to those perceptions. The study made

use of the qualitative case study method in which 9 teachers were examined across 3 schools. The results of her study found that perception and emotional response were shaped by more than the current coaching practice. Instead teachers engaged in a mental book keeping process, in which perceptions of prior coaching influenced their emotional responses to current coaching through comparing the current coaching practice to a prior coaching practice, teachers develop a perception of coaching that evokes positive or negative emotions.

Fougere (2014), carried out a study in which she explored positive experiences of job-embedded instructional coaching, including the coaching relationship, from the perspective of both the coach and the coached in the secondary education setting. Her study adopted a qualitative approach using Interpretative Phenomenological Analysis (IPA) to examine the lived experience of Instructional coaching and the Instructional coaching relationship in the secondary school setting from strengths based perspective. The sample consists of three Instructional coaches and three corresponding coachees in a south western Ontario school board who participated in semi-structured interviews. The notions of trust, growth and power and resistance were the super-ordinate themes that emerged and were deeply embedded in the socio-cultural context of the school. The result of her study shows that I.C holds great potential as a professional development model if the relational dynamics are thoroughly understood, acknowledged and addressed and the socio-cultural environment provides the space for professional learning to occur.

Wiling and Kristen (2015), carried out a study in which their objective was to uphold the culture of coaching, create meaningful experiences for early career teachers and guide many experienced teachers to be the best they can. Making teachers to feel confident and proud of the instructions they deliver to their pupils each day. The sample consists of 24 teachers as participants in the study for collecting quantitative data and 6 teachers for collecting qualitative data. The methodology was online survey sent out via google and sent to all 24 teachers to collect quantitative data, participants had to choose 1 out of the 5 responses for each statement on the survey: SA, A, AD, D or I don't know for 10 statements. Participants could opt-out of the survey if they choose to do so. A focus group of the 6 other teachers in which discussion on coaching using guiding questions was also included and it enabled the collection of qualitative data. A weekly reflection journal was also used as a way to collect more qualitative data.

The results were; Of the 24 participants, 20 voluntarily chose to respond to the survey. Meaning 83 % of the participants responded. It was noted that 100% of the responses were positive (+ve). Most of the respondents commented on how coaching had positively impacted their teaching through the use of ongoing reflection. Others commented on how coaching helped them utilize more instructional strategies. One person stated how in his/her own opinion, coaching was more effective than formal observations from administration (supervision). Through these quantitative results it was concluded that I.C has made a positive Impact on the teachers and is beginning to result in positive instructional changes.

For the focus group several of the teachers stated that they were better able to transfer skills and strategies into practice during coaching. One teacher noted “seeing the entire process of the gradual release was so helpful. Another commented, I use everything now that I used when you were with me”. All of this demonstrates how coaching can have a positive and powerful impact on effective classroom instruction.

For the Reflection Journal it was noted that positive relationships and trust are the solid foundation for coaching. Without these 2 things, it is possible that coaching will be seen as a waste of time for both parties and may not make a lasting impact on effective teaching. One coach in one building can have a powerful impact. The results from teacher’s survey, observations and thoughts from the Reflection Journal and positive comments from teachers during the focus group have demonstrated this fact. I.C can make a significant difference on teacher efficacy, how confident they are in themselves and how confident they are in their ability to teach.

Generally, the result of the study showed that positive relationships and trust are the solid foundation for coaching. Without these 2 things, it is possible that coaching will be seen as a waste of time for both parties and may not make a lasting impact on effective teaching.

Doby and Latoya (2011), carried out a study in which they found out that the political climate surrounding academic achievement and teacher accountability is more demanding than ever before. Administrators might be able to improve teacher quality and address teacher accountability with the use of instructional coaching. It is important for all stakeholders to have data on the effectiveness of I.C’s to enhance teacher performance and pupil achievement.

The purpose of their study was to examine the effectiveness of instructional coaches in terms of pupil achievement through the perceptions of principals, instructional coaches and teachers in Georgia elementary schools. A phenomenological approach was designed for this purpose. In order to triangulate data, participants purposefully recruited for the study consisted of 3 types of stakeholders from a north eastern Georgia school district: three principals, three I.C's and three teachers. A semi-structured protocol, created based on literature and researchers professional experiences and judgment was used throughout all interviews. This protocol helped ensure the consistency of all interviews and simultaneously allowed the interviewer to take notes along the interviews and probe for further explanations and clarifications.

Data were verbatim transcribed and analyzed through the constant comparison and contrast approach based on grounded theory where after, themes emerged. The results of this study indicated that the I.C helped teachers grow professionally in the following areas: Providing professional development, by providing specific feedback about their Instructional Strategies. By fostering teacher collaboration and improving teacher self-efficacy, therefore changing the culture of the faculty and school. By helping them analyze and understand student performance data. By showing and teaching them how to modify and therefore improve their instructional strategies.

## **2.4. FORMULATION OF RESEARCH HYPOTHESES**

### **Research Hypotheses**

In order to guide the step of our research focus, the following research hypotheses (main hypothesis and specific hypotheses) was formulated

#### **General hypothesis:**

Instructional Coaching has a significant impact on Teacher Quality in primary schools in Mfoundi Division.

#### **Specific hypothesis:**

#### **Hypothesis presented in the alternative form:**

Coach supervision has a significant impact on teacher's quality in primary schools.

Coach-teacher relationship has a significant outcome on teacher's quality in primary schools  
Coach mentoring has a significant effect on teacher's quality in primary schools.

## **2.5. DEFINITION OF INDICATORS AND VARIABLES**

### **2.5.1. Definition of Variables**

According to Amin (2005), a variable is a characteristic on which people can differ from one another. A variable is an element whose value can change and take other forms when we make one observation to another. The variables are normally classified into Dependent and Independent Variables. The two types of variables used in this study are:

***Independent (I.V):*** According to Amin (2005, p.93), an independent variable is that “*which can be manipulated upon by the researcher.*” They may be called predictor variables because they can predict or are responsible for the status of the other variables. The researcher manipulates in order to determine the relationship with the observed states of affairs. It is the presumed cause in a study and is usually plotted on the x-axis. The independent variable for this study is Instructional Coaching.

***Dependent variable (D.V):*** In the view of Amin (1999) a dependent variable is the characteristics that are used when the statements of the hypothesis are made. According to Sapsford (1998) dependent variables are variables which receive the effect of independent variables. This is what the researcher is interested in; it changes as a result of the independent variable being changed. It is the presumed effect in a study and is put on the Y-axis in graphs. The dependent variable in this study is Teachers Quality.

### **2.5.2. Indicators**

An indicator which could be seen as a true representation of a variable, are in both independent and dependent variables. Research indicators are observable and measurable entity that serves to define a concept in a practical way.

In this study: “The impact of Instructional Coaching on Teachers Quality in Basic Education in Mfoundi Division”;

- The D.V is; Teachers Quality.
- The I.V is; Instructional coaching.

**The indicators of I.V are:**

- Supervision
- Coah-teacher relationship
- Mentoring

**The indicators of D.V are:**

- Managing, monitoring and commitment to pupils learning.
- Knowledge of subject matter and reflectivity.
- Relationship with the community (parents, colleagues, administration and others)

Conclusion

This chapter expatiated on the conceptual, theoretical and empirical frameworks in a bid to provide the study with in-depth information for better understanding. At the end, hypotheses and were formulated, indicators and variables defined. The peculiarity about this chapter is that it provides the researcher with the findings from related studies which fosters better understanding by the researcher.

Table 2.1: Summary Table of Hypothesis, Variables and Indicators

Hypothesis	I.V	Indicators	Items	D.V	Indicators	Items	Modalities
Supervision of teachers significantly affects teacher quality in primary schools in Mfoundi Division	Instructional Coaching	Supervision	Teacher Questionnaire 1-7	Teachers Quality	Managing Monitoring And Commitment to pupil learning.	Pupils Questionnaire 1-4	Face to face administration of questionnaires.
Mentoring significantly affects teacher quality in primary schools in Mfoundi Division		Coach-Teacher relationship	Q.T 8-12		Knowledge Of Subject Matter and reflectivity	P.Q 5-7, 9-10	
Coach-Teacher relationship significantly affects teacher quality in primary schools in Mfoundi Division		Mentoring	Q.T 14-21		Teacher Relationship with the community	P.Q 8	

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter describes the procedure for executing the study under the following sub-headings: research design, area of study, population of study, sample and sampling techniques, description of the instrument, validation of instrument, reliability of instrument, method of data collection and method of data analysis.

#### **3.1. THE RESEARCH DESIGN**

According to Nworgu (1991, p.50) “a research design is a plan or blue print which specifies how data relating to a given problem are used during investigation. Burns and Grove (2003, p.195) define a research design as “a blue print for conducting a study that may interfere with the validity of the findings”. Poli et al., (2001, p.167), define a research design as “the researchers over all for answering the research question or testing the research hypothesis.” According to Amin (2005), a research design refers to all procedures selected by a researcher to aid in the understanding of a particular set of questions or hypotheses.

The researcher personally defines a research design as a framework that guides a researcher on how to collect data that he will analyse and come out with findings concerning his study.”

In this research, the researcher found out that the most appropriate design to be used is the survey design because they provide the procedural outline for the conduct of any given investigation and because survey is a systematic means of data collection. It was adopted because of its economic advantage over other research designs; in that it allows the study of representative samples which permit inferences from the population that would be too expensive to study as a whole. Survey research design is adopted in order to determine the impact of I.C on T.Q.

Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. Farooq (2015), defines survey as an extensive cross-sectional approach, where a number of cases are considered at a particular time and the data is gathered to study the opinions, behavior, attitudes, habits, desires, values and beliefs etc. (The characteristics of certain populations are studied).



In this procedure, survey researchers collect quantitative, numbered data using questionnaires or interviews and statistically analyze the data to describe trends about responses to questions and to test research questions or hypotheses. They also interpret the meaning of the data by relating results of the statistical test back to past research studies. This investigation being non-experimental in nature, a survey is conducted to gather information from a sample of primary school pupils and teachers by means of structured questionnaires. Actually, there are many kinds of research survey designs; the researcher used a cross-sectional survey design. Lavrakas (2008), described cross-sectional surveys as snapshots of a population of interest about which they gather data to make inferences at one point in time.

This study will adopt a descriptive survey design. Sapsford (2007) defines survey research as the collection of quantifiable data from a population for purposes of description to identify verifications that may point to causal relationships. This design will be appropriate for the study because it will capture teachers' opinions, beliefs and attitudes about their coaches' supervision, mentoring and relationship with them, while at the same time it will capture pupils' opinions about their teachers' commitment to their learning, reflectivity and knowledge of subject matter and their relationship with the broader community which are all related factors affecting teachers' quality in primary schools.

### **3.2. AREA OF STUDY**

The Yaoundé 5 sub divisional council is situated in the Yaoundé City Council that constitutes the seven sub divisional councils of the Mfoundi Division that host the capital of Cameroon. Between 1987 and 1993 the Yaoundé 1 and 5 councils were one council until the presidential decree n°93/321 of 25 November 1993 that created separate councils. The population of this sub divisional council is estimated at 363118 inhabitants for Yaoundé 5 Council according to the 2014 population census. This study will be conducted in fifty (50) primary schools in Yaounde V Sub-Division.

***Ethnic Groups:*** The population of the Yaoundé 5 subdivisioinal council area is cosmopolitan with people from all over the country living in the same place. These different ethnic groups work together for the harmony of the community.

**Religion:** The practice of religion in this council is in line with the 1990 libery laws that garanties religious freedom to all. We can find in these councils Christians, Muslims, animist and many others.

**Economy:** Most of Yaoundé 5 economy is centered on the administrative structure of the civil service and the diplomatic services. Due to these high-profile central structures, this council enjoys a relative higher standard of living and security compared to the rest of Cameroon. Major industries include tobacco, dairy products, beer, clay, glass goods, and lumber. They also serve as a regional distribution centre for coffee, cocoa, copra, sugar cane, and rubber. Local residents engaged in urban animal breeding are estimated to breed approximately 50,000 pigs and over a million chickens annually.

### **3.3. POPULATION**

#### **3.3.1. Target Population**

According to Kerlinger (1973), “a population is any set or group of things or people who are having some particular characteristics”. Tsafak (2005, p.7) defined population as “a finite or infinite set of elements based on which an observation is carried out”. Population of study is a set of finite elements well defined beforehand and on which observations are based. It is also a group of individuals available or at the availability of the researcher. Our population consists of 363118 inhabitants in Yaounde V.

The target population is a grouping of all the cases having common characteristics and from which the results will be generalized. Our target population is made up of pupils and teachers who are attending and teaching respectively in primary schools in Yaounde V of the Mfoundi Division. Therefore, the target population of this study will consist of 1968 teachers and 54146 pupils teaching and schooling in Yaoundé V sub-division according to official figures.

Yaounde V is one of the sub-divisions in Mfoundi Division. The sub-division consists of a large number of primary private, public and denominational schools and it would be practically and financially impossible to involve all the pupils and teachers of all these schools in this study.

### **3.3.2. Accessible Population**

From the target population, the researcher selected Fifty (50) Schools from each of the public, private and denominational primary schools categories for representation of pupils and teachers in the sample frame of this study in this Sub-Division. They were selected on the basis of accessibility and logistical factors such as distance, also in terms of having an I.C and headteacher or headteacher only. In these selected schools, the researcher worked only with class 4 (CL4), teachers and pupils, which made our accessible population of 50 schools, 328teachers and 8024pupils in Yaounde V. The accessible population is the one from which the researcher draws the sample of his study. A sample is a subgroup of a population (Frey et al., 2003, p.125). The sample should be “representative in the sense that each sampled unit will represent the characteristics of a known number of units in the population”. The population was selected keeping in view the specific nature of the study in the sense that the researcher wanted a population where the pupils and teachers might have some orientations to be able to understand the questions asked by the researcher and relatively wider understanding about the factors influencing teachers quality in primary education.

### **3.4. SAMPLING PROCEDURE**

The sampling technique was the non-probability sampling precisely purposive sampling. The researcher focused on the subcategories of purposive sampling such as; proportional quota and heterogenous purposive sampling technique (Trochim, 2006).

Purposive sampling is selecting a sample “on the basis of your own knowledge of the population, its elements and the nature of your research aims (Babbie, 2008, p.97). That is the population is non-randomly selected based on a particular characteristic (Frey et al., 2003, p.132). The individual characteristics are selected to answer necessary questions about a certain matter (MacNealy, 2009, p.157). The researcher is then able to select participants based on internal knowledge of said characteristics. This method is useful if the researcher wants to study “a small subset of a larger population in which many members of the subset are easily identified but the enumeration of all is nearly impossible (Babbie, 2008, p. 97).

The researcher then used the heterogeneous purposive sampling to distribute her sample into 50 teachers and 250 pupils. She also used the quota purposive sampling to select her schools. However, upon administration it was noticed that all the 5 pupils in each school did not respond to the questionnaires, some schools provided just 4 pupils instead of 5 pupils and a total of 286 (50 teachers, 236 pupils instead of 250 pupils) filled copies of the questionnaires were returned thus yielding a response rate of 95.33%.

Before the researcher chose her sample, she had a list of all the schools within her population and their various characteristics. She then selected her sample schools from the list, based on the fact that their characteristics were in line with that which she was working on. The researcher chose purposive proportional quota sampling because the population the researcher has to work with has some particular characteristics or quota that is limited and available only in that sample (The researcher is working with some schools that have as characteristics, the presence of both an I.C and headteacher and schools that have as characteristics, the presence of a headteacher only). The researcher wanted to represent the major characteristics of the population by sampling a proportional amount of each of the characteristics. The researcher knew that 40% of the schools have headteachers only, while 60% have headteachers and I.C's. So she selected her 50 schools following this proportion. Implying she gathered data from 50 teachers of 50 different schools based on the above characteristics.

The researcher equally chose heterogeneous purposive sampling because she wanted to include all opinions or views of the participants and she was not concerned about representing these views proportionately. The basic principle behind heterogeneous sampling is to gain greater insights into a phenomenon by looking at it from all angles (We used pupils to determine teachers quality, since there is a high possibility that it will be difficult to get accurate responses concerning teacher quality from the teachers themselves and we equally used teachers to equally evaluate their quality based on the assistance they get from the I.C. Was the reason for a heterogeneous population. Also, the researcher did not administer questionnaires to the I.C's since all the schools did not have I.C's).

The researcher chose to work with the CL4 pupil's in order to gain insight from them about the quality of their teachers and to work with the CL4 teacher's in order to gain insight about their quality based on the assistance provided to them by the coach. Within the five (5) pupils, 2 are

best performing learners, 2 are slow learners and 1 is an average pupil. This was just to help the researcher gain more insight as concerns the quality of teachers. Since the characteristic of the sample that the researcher wants to work with is known, that is the reason he chose purposive sampling. This will help the researcher attain her goal. The researcher chose CL 4 because it's an intermediate class and only effective teachers and schools tend to properly teach the intermediate classes for the sake of quality education while less effective teachers and schools focus more on the terminal class (CL6) to properly teach them for the sake of the public exam. Also CL4 has pupils who can reflect and reason and say what they have observed or feel in their heart, their mean age is 9years.

Table 3.1: Distribution of population

<b>Population</b>	<b>Teachers</b>	<b>Pupils</b>	<b>Total</b>
<b>Target</b>	1968	54146	56114
<b>Accessible</b>	328	8024	8352
<b>Sample</b>	50	236	286

### **3.5. DESCRIPTION OF THE INSTRUMENT FOR DATA COLLECTION**

The research instrument used to collect data in this study was the questionnaire. According to Amin (2005), a questionnaire is a self-report instrument used for gathering information about variables of interest in an investigation. It can be seen as a written list of questions that are answered by a number of people so that information can be collected from the answers. The data or information collected permits the researcher to verify the research hypothesis.

This questionnaire was designed in line with the research questions and the hypothesis. The questionnaire was used to systematically obtain information on I.C's Supervision, Mentoring and Relationship with Teachers', as well as Teachers' personal characteristics and quality.

The researcher decided to use questionnaires because it is relatively cheap, easy to administer and through questionnaires the researcher tends to reach a large number of his sample in a short period of time. For this reason this study is a quantitative study.

Questionnaires were equally used because the group targeted (pupils and teachers) could read and understand the questions and provide information required by the researcher. The

questionnaires were also developed to measure observed behavior with the use of 4-point, 5-point Likert scales and a rating scale. The questionnaires submitted to primary school pupils and teachers were developed in English and French. The researcher developed two different questionnaires to enable him collect accurate data from his sample population. Firstly, a questionnaire for teachers made up of 28 items and it consist of twenty-one (21) items related to the independent variables alone, which are three (3) in number and seven (7) items related to teacher demographic data.

Secondly a questionnaire for pupils made up of twelve (12) items and it consist of ten (10) items related to the Dependent Variable alone then two (2) items were pupil demographic data. The questionnaires begin with an introduction for the respondents to know the purpose of the research. They were closed ended questions with specific responses that could be easily analyzed as shown in appendix. The questionnaire for teachers' is divided into five sections. The first part is on the Coaches' Supervision of teachers. The second part is made up of questions on Coach-Teacher relationship, the third part includes questions on the Coaches' Mentoring of Teachers, the fourth part is on the identification and background characteristics of teachers (name of school, school has I.C and Headteacher, years of experience, professional qualification, age, gender) and the last part is the closing remarks or expressions of gratitude.

While the questionnaire for pupils' is divided into two sections. The first part is on Teachers' Quality and the second part is on the identification of the pupils (name of school and age).

The questionnaire was developed with the aid of literature review taking into consideration the objectives and hypotheses of the study.

### **3.6. VALIDATION OF RESEARCH INSTRUMENT**

#### **3.6.1. Validity of Research Instrument**

Validity refers to the accuracy with which an instrument measures what it intends to measure. The validity could be seen as the extent to which a measurement instrument measures what it purports to measure. The questionnaire of this study was constructed with the help of fellow classmates. It was then submitted to the supervisor who checked to ensure that the instruments were appropriate for the collection of relevant data. Corrections were made before approval of

instruments as good for final administration. In this study the questionnaire was subjected to the Face and Content validity.

**Face validity:** To ensure face validity, the questionnaire of this study was constructed with the help of fellow classmates. It was then submitted to the supervisor who scrutinized the items, checking appropriateness of language and clarity. After making the necessary corrections from this expert, the questionnaire was considered to have attained face validity.

**Content validity:** The questionnaire or the instrument was constructed using the various indicators. This instrument was given to some experts or judges who examined the validity of the contents. This validity is called content validity. According to Amin, (2005, p.286), “*content validity is the extent to which the content of an instrument corresponds to the content of the theoretical concept it is designed to measure*”. In other words, content validity refers to the degree to which the test actually measures or is specifically related to the threats for which it was designed.

Procedure for establishing content validity is as follows, the instrument is given to experts or judges for proper scrutiny. Experts scrutinized the questionnaire by checking the relevance of the items to the objectives of the study. This was confirmed by the researcher’s supervisor.

### **3.6.2. Reliability of the Research Instrument**

An instrument is reliable if it produces the same results whenever it is repeatedly used to measure trait or concept from the same respondents even by other researchers. Test-retest reliability is also known as stability reliability. It refers to the degree to which scores on the same tests by the same individuals are consistent over time Amin (2005). In order to establish the reliability of the instrument, the test-retest reliability was used.

First of all, the questionnaire was administered to 10 pupils and 10 teachers. After one week it was re-administered to the same group of pupils and teachers. The score of the two tests were correlated and yielded an acceptable coefficient ( $r=0.723$ ) for pupils and ( $r=0.720$ ) for teachers. The reason why the test was re-administered again after one week was to avoid the possibility of the respondents to recall former responses. Also, if we waited for too long, respondents’ ability to answer questions might have changed due to intervening learning or maturation.

### **3.7. ADMINISTRATION OF INSTRUMENT**

A questionnaire can be administered using various means; it can be done through telephone, through internet, through post, even face to face. The researcher personally visited the schools concern and made an appointment with the headteachers. In order to obtain data to be analyzed for this study, we came out with the questionnaire. It was personally administered and the responses were collected on the spot to increase the chances of getting valid information. The collection of data in the various schools took us two weeks. The process was the same in every school, with the permission of the administration; I gain access to the pupils and teachers and then briefly explain the purpose of my study and distributed the questionnaire to be filled. We assured them that the work is strictly for academic purposes, pupils' and teachers were not to reveal their identity. We read each questions to permit pupils to easily complete the questionnaire.

### **3.8. DATA ANALYSIS TECHNIQUE**

This work applies the correlation research design which describes the extent to which the variables are interrelated. With correlation studies, the data collected is used to verify if there is a relationship between two or more variables. According to Amin (2005, p.218), “*a correlational research attempts to determine whether, and to what degree, a relationship exists between two or more quantifiable variable*”. The relationship can now be used to make predictions. For qualitative data, responses will be coded, summarized and reported in relation to the specific research questions as provided by the different groups of respondents. Tables, percentages, charts, mean, standard deviations will be used to analyze the data. Also the Statistical Package for Social Sciences (SPSS) version 23.0 for Windows will be used for data analysis.

In this particular study, data analysis consisted of a combined statistical tool to analyze the data obtained from the survey. To organize and give meaning to our data, we used various statistical tools: descriptive statistics, mean, percentages, the bivariate analysis (Mann-Whitney U, Kruskal Wallis test), and the Spearman Rho Correlation Coefficient. To describe our data analysis techniques, we will follow the steps by explaining what we did and the statistical tools involved. Quantitative data analysis of this study involved two major steps:



**Data preparation:** in which data was logged, checked for accuracy, and entered into the computer using SPSS, which is designed to analyze, display, and transform data (Trochim & Donnelly, 2007).

**Data organization:** was developed and documented into a database structure that integrates the various measures present in the data (Trochim & Donnelly, 2007).

Frequencies of distribution such as frequency tables were used to describe multiple variables such as standardized test scores and demographic data. The central tendency of a distribution “*is an estimate of the center of a distribution of value*” (Trochim & Donnelly, 2007, p. 266) used to determine and describe the median of sets of values of the data that require this approach. Ranges, which are measures of dispersion in a frequency distribution, were also used to describe the variability of data values.

In order to do this, researchers summarize the data, so that readers can construct a mental picture of the relationship between the data and the phenomena under study.

### **3.8.1. Representing the Data**

The researcher also used tables to report results related to the research questions. According to Creswell and Plato Clark (2007, p.135), “*These visual forms depict the trends and distributions of the data*” and allow readers to better understand the quantitative results of the study in a summarized form.

### **3.8.2. Bivariate Descriptive Statistics**

A frequent goal in data analysis is to efficiently describe and measure the strength of relationships between variables (Muijs, 2004). In this regard, bivariate descriptive statistics describes such relationships.

### **3.8.3. The Bivariate, Mann-Whitney U and Kruskal Wallis test.**

The research was conducted with a sample of teachers who have personal characteristics and the bivariate analysis of variances was used to determine the variability of Teachers’ Quality by personal characteristics (name of school, years of experience, age, professional qualification, type of school, school has both headteacher and I.C and gender).

**Mann-Whitney U test:** The Mann-Whitney U test is used to compare differences between two independent groups when the dependent variable is either ordinal or continuous, but not normally distributed. We use the Mann-Whitney U test to understand whether Teachers' Quality, measured on a continuous scale, differed by (gender and school has both headteacher and I.C). The Mann-Whitney U test is considered the nonparametric alternative to the independent t-test. Unlike the independent-samples t-test, the Mann-Whitney U test allows you to draw different conclusions about your data depending on the assumptions you make about your data's distribution. These conclusions can range from simply stating whether the two populations differ through to determining if there are differences in medians between groups.

**Kruskal-Wallis test:** The Kruskal-Wallis H test (sometimes also called the "*one-way ANOVA on ranks*") is a rank-based nonparametric test that can be used to determine if there are statistically significant differences between two or more groups of an independent variable on a continuous or ordinal dependent variable. It is considered the nonparametric alternative to the one-way ANOVA, and an extension of the Mann-Whitney U test to allow the comparison of more than two independent groups. It is important to realize that the Kruskal-Wallis H test is an omnibus test statistic and cannot tell you which specific groups of your independent variable are statistically significantly different from each other; it only tells you that at least two groups were different. Since you may have three, four, five or more groups in your study design, determining which of these groups differ from each other is important.

#### **3.8.4. Spearman Rho Correlation**

The Spearman correlation coefficient was used to test our research hypotheses. The purpose was to measure the degree of association between the independent variables in our research hypotheses and Teachers Quality, symbolize by the correlation coefficient.

The Spearman correlation coefficient is a simple descriptive statistic that measures the strength of the linear relationship between two variables (Amin, 2005). The value of the Spearman correlation coefficient  $r_s$  ranges from -1 for a perfect negative correlation, to +1 for a perfect positive correlation. The degree of association between two variables is described by the coefficient of Spearman correlation, which indicates the strength of this association. In this study, in order to determine existing relationships between two variables, the researcher used the Spearman Rho correlation coefficient because the purpose of this study is to predict the

dependent variable from the independent variable (Muijs, 2004). In so doing, the Spearman Rho Correlation coefficient was used because the data in this study are non-parametric (non-linear), that is, its interpretation does depend on the population fitting a non-parameterized distribution. This means that the quantitative data in this study numerical interpretation.

Interpreting the Spearman Rho Correlation Coefficient; the usefulness of the correlation depends on its size and significance (Muijs, 2004). If  $r$  reliably differs from 0.00, the  $r$ -value is statistically significant, that is, does not result from a chance occurrence, implying that if the same variables were measured on another set of similar subjects, a similar  $r$ -value would result. If  $r$  achieves significance, it is possible to conclude that the relationship between the two variables was not due to chance.

According to Muijs (2004), the size of any correlation generally evaluates as follows:

Correlation value	Interpretation
0.00 to 0.10	Weak
0.11 to 0.29	Low
0.30 to 0.59	Modest
0.60 to 0.79	Moderate
0.80 to 0.89	Strong
0.90 to 1.00	Very strong

On the other hand, it is important to state that correlation does not imply causation. In this regard, just because one variable relates to another variable does not mean that changes in one cause changes in the other. In other words, other variables may be acting on one or both of the related variables and affect them in the same direction. Cause-and-effect may be present, but correlation does not prove cause. In this study, the researcher was not interested in verifying if the occurrence of one variable caused or increased the occurrence of the other variable. The researcher was only interested in determining the strength of the correlation between the variables.

Coefficient of Determination ( $r^2$ ): The relationship between two variables can be represented by the overlap of two circles representing each variable. If the circles do not overlap, no relationship exists. The area of overlap represents the amount of variance in the dependent (y-variable) that

can be explained by the independent (x-variable). The area of overlap, called the percent common variance, calculates as  $r^2 \cdot 100$

## **CONCLUSION**

This chapter of research methodology deals with the introduction, research design, area of study, population of study, samples, instruments, variables, indicators and ended with a recapitulative table. The critical examination of this chapter as shown above served as a stepping stone for the presentation of results and analysis of data collected from the field.

## CHAPTER FOUR

### PRESENTATION OF RESULTS

This chapter presents the results of data which were collected through a questionnaire constructed in relation to the variables under study. The technique used in presenting the data is one where the various characteristics are presented and analyses made to show their impact on the study as a whole. It uses tables and charts to give a descriptive representation of results. The first part of this chapter starts with the analysis of background characteristics, and then proceeds with the analysis of different variables, while being attentive to the existence of possible relationship between variables.

#### 4.1. PRESENTATION AND DESCRIPTION OF DATA

In this section, we are going to present and analyze the data collected from the sampled population with respect to the personal characteristics of the respondents and the data obtained from the opinions of the respondents following the order of items in the constructed questionnaire.

##### 4.1.1 Distribution of Respondents According to Gender

Table 4.1 and Figure 4.1 show that the highest number of teachers who responded to the questionnaires are females (41) making a percentage of (82.0%) and the other small proportion were male teachers (9) making up a percentage of (18.0%).

Table 4.1: Distribution of teachers according to gender

Gender	Frequency	Percentage	Cumulative Percentage
Male	9	18,0	18,0
Female	41	82,0	100,0
Total	50	100,0	

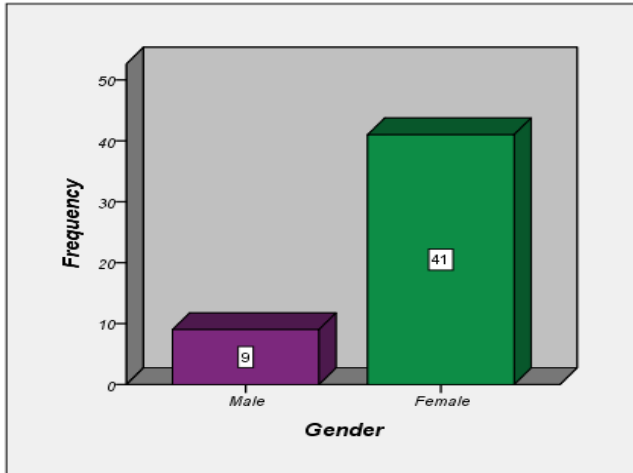


Figure 4.1: Diagram of distribution of respondent according to gender

This finding reveals that our sample is made up of more females than males. Implying more women are primary school teachers than men.

#### 4.1.2. Distribution of Respondents According to Age

Age is considered a very significant factor in this study because the reasoning and the needs of individuals differ according to age. Table 4.2 and Figure 4.2 indicates that the highest number of respondents are 30years old or under, with a percentage of 34.0 %. The proportion is followed by those between 31and 35years old, with a percentage of 28.0%. The rest of the proportion, with the least number of respondents fall between ages 36-40years making up a percentage of 20.0% of the sample and above 40years with a percentage of 18.0%.

Table 4.2: Distribution of respondents according to age

Age	Frequency	Percentage	Cumulative Percentage
≤ 30 yrs	17	34,0	34,0
31-35 yrs	14	28,0	62,0
36-40 yrs	10	20,0	82,0
> 40 yrs	9	18,0	100,0
Total	50	100,0	

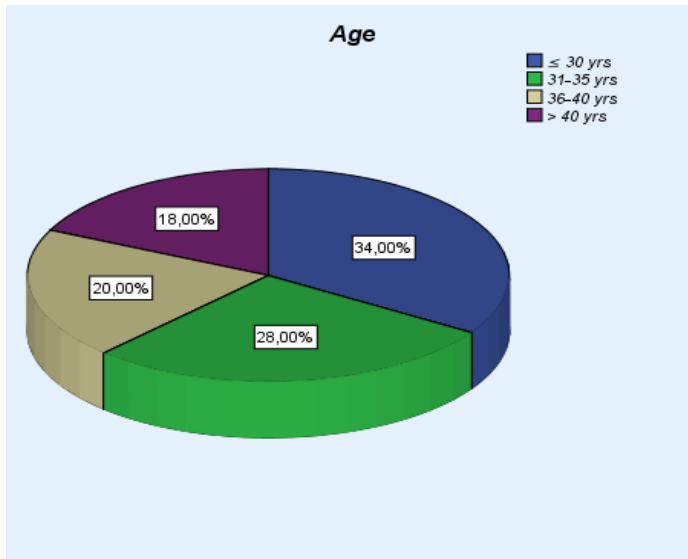


Figure 4.2 Diagram of the distribution of respondents according to age

From the findings, it can be seen that most respondents are 35 years old or under, showing that the teachers making up our sample population are relatively young.

#### 4.1.3. Distribution of Respondents According to the Type of School

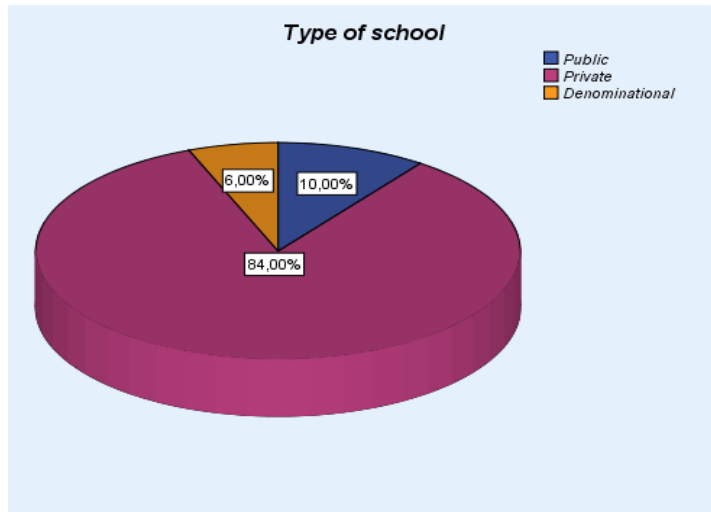
Table 4.3 and figure 4.3 indicates that the highest number of schools from which respondents participated were private schools (42), making up 84.0% of the sample population and a few respondents from public schools (5) giving a percentage of 10.0% and the remaining respondents came from denominational schools (3) giving a percentage of 6.0%.

Table 4.3: Distribution of respondents according to type of school

Type of School	Frequency	Percentage	Cumulative Percentage
Public	5	10,0	10,0
Private	42	84,0	94,0
Denominational	3	6,0	100,0
Total	50	100,0	

It is observed that there are more private schools compared to other types of schools. The nature of the economy in these subdivisions is centered on the administrative structure of the

civil service and diplomatic services, thus they enjoy a relatively high standard of living and security in these subdivisions.



*Figure 4.3: Diagram of distribution of respondents according to type of school*

The size of the population in this subdivision is large and equally the reason for many private schools, given that government and mission primary schools are not sufficient to meet the demands of the ever growing population in these subdivisions. From the finding it reveals most respondents were from private schools, with lesser respondents from public schools and few from denominational schools.

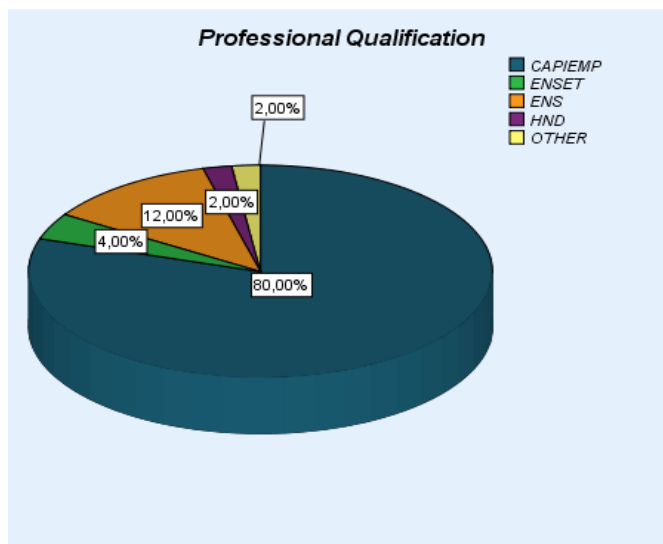
#### **4.1.4. Distribution of Respondents According to Professional Qualification**

Table 4.4 and figure 4.4 indicate that the highest number of respondents (40) in the sample have CAPIEMP as their professional qualification, making a percentage of 80.0% followed by respondents (6) with ENS as professional qualification making up 12.0% of the sample, then (2) respondents having ENSET making a percentage of 4.0 of the entire sample and (1) respondent with HND making a percentage of 2.0% and finally 1 other respondent with an unknown qualification, making a percentage of 2.0%.



*Table 4.4: Distribution of respondents according to professional qualification*

Qualification	<i>Frequency</i>	<i>Percentage</i>	<i>Cumulative Percentage</i>
CAPIEMP	40	80,0	80,0
ENSET	2	4,0	84,0
ENS	6	12,0	96,0
HND	1	2,0	98,0
OTHER	1	2,0	100,0
Total	50	100,0	



*Figure 4.4: Diagram of distribution of respondents according to professional qualification*

This finding reveals that most primary school teachers are holders of a CAPIEMP certificate, few others with ENS certificates, a very few others with ENSET certificate and other few teachers with non-teaching certificates, such as; HND and other certificates.

#### **4.1.5. Distribution of Respondents According to Years of Experience**

Table 4.5 and figure 4.5 indicate that most of the respondents (16) in the sample had 5-6 years of professional experience, making a percentage of 32.0% of the entire sample, followed by 11 respondents having 3-4 years of professional experience, making a percentage of 22.0% of the entire population. Also 10 of the respondents had 7-8 years of professional experience, making a percentage of 20.0% of the entire sample, few of the respondents had 1-2 years of professional

experience, making a percentage of 16.0% and lastly 5 of the respondents had above 8 years of professional experience making a percentage of 10.0% of the entire sample population.

Table 4.5: Distribution of respondents according to years of experience

Experience	Frequency	Percentage	Cumulative Percentage
1-2 years	8	16,0	16,0
3-4 years	11	22,0	38,0
5-6 years	16	32,0	70,0
7-8 years	10	20,0	90,0
Above 8 years	5	10,0	100,0
Total	50	100,0	

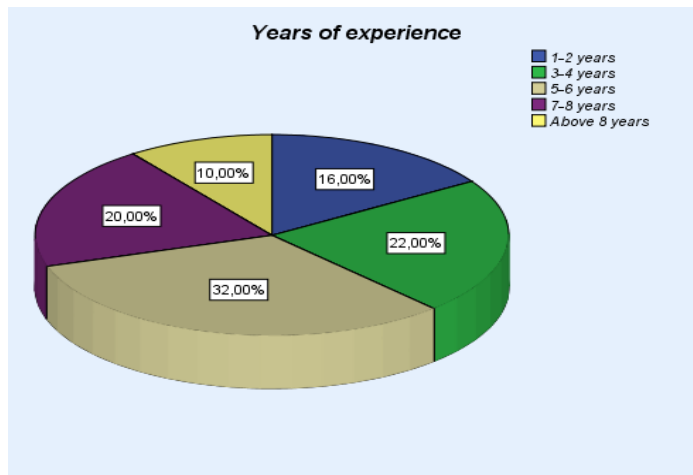


Figure 4.5: Diagram of distribution of respondents according to years of experience

The findings reveal that most of our respondents have 5-6 years of experience and a good number also have 3-4 years and 7-8 years of experience. In a nutshell the finding reveals that most teachers have between 3-8 years of teaching experience, which indicates that most of the primary teaching workforce is relatively young in the field and their career, it will not be an exaggeration to say that most of the teachers do not have adequate experience or are inexperienced.

#### 4.1.6. Distribution of Respondents According to School has Both Head teacher and an Instructional Coach

Table 4.6 and figure 4.6 indicates the highest number of schools from which respondents participated (30) had both headteacher and Instructional Coach, making a percentage of 60.0% while the lesser portion of the respondents came from schools with just only a headteacher (20) making a percentage of 40.0% .

Table 4.6: Distribution of respondents according to school has both head teacher and an Instructional Coach

	Frequency	Percentage	Cumulative Percentage
YES	30	60,0	60,0
NO	20	40,0	100,0
Total	50	100,0	

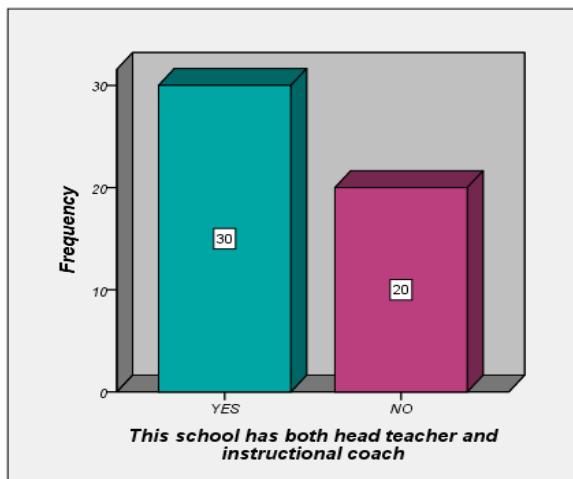


Figure 4.6: Diagram of distribution of respondents according to school has both head teacher and an Instructional Coach

This finding reveals that the number of schools having both head teacher and instructional coaches are more than the number of schools having only head teachers in our sample population.

#### 4.1.7. Distribution of Respondents According to General Averages of Pupils

From table 4.7 and figure 4.7 the results indicate that most of the respondents (34) had pupils with class averages between “14-16” making a percentage of (68.0%) of the entire sample.

Table 4.7: Distribution of respondents according to general averages of pupils

General Average	Frequency	Percentage	Cumulative Percentage
10-12	1	2,0	2,0
12-14	7	14,0	16,0
14-16	34	68,0	84,0
16-17	8	16,0	100,0
Total	50	100,0	

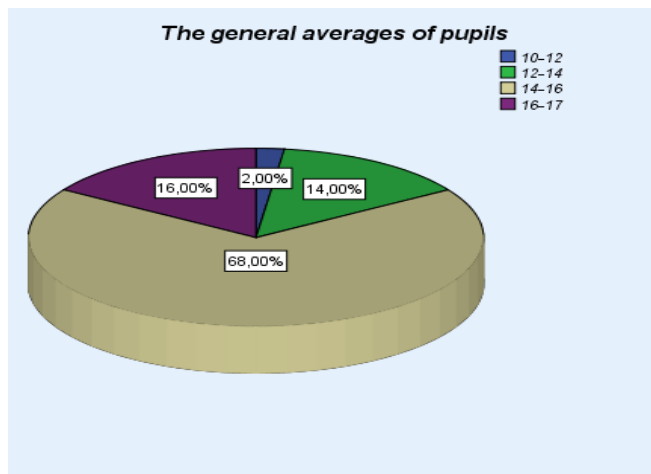


Figure 4.7: Diagram of distribution of respondents according to general averages of pupils

A significant number of teachers (8) had pupils with class averages between “16-17” making a percentage of 16.0%. About 14.0% of teachers (7) had pupils with averages between “12-14” and a very small portion of teachers (1) had pupils with averages between “10-12”. These proportions show that 94.0% of teachers had pupils with averages between “14-17”.

#### 4.1.8. Distribution of Respondents According to Age and Gender

The finding reveals that a teachers’ general class average of his/her pupils’ falls between 14-16 average for most of the teachers that made up the sample population. It also revealed that a

smaller portion of the sample of teachers had general pupils' class averages between 16-17 and 12-14.

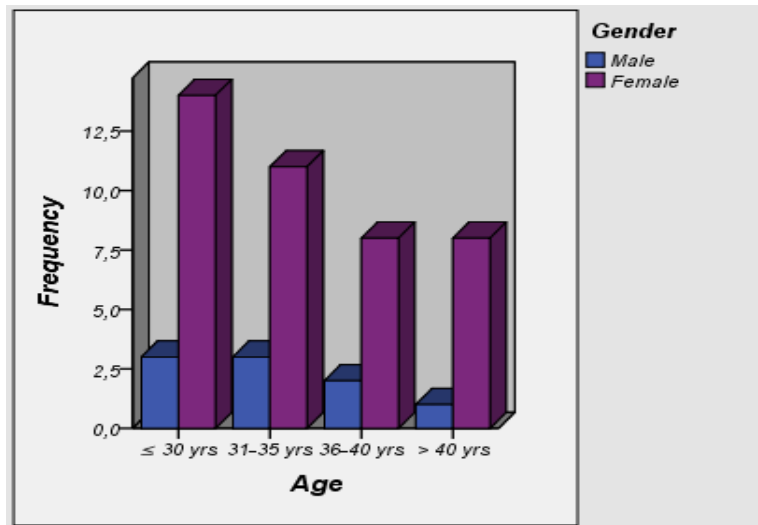


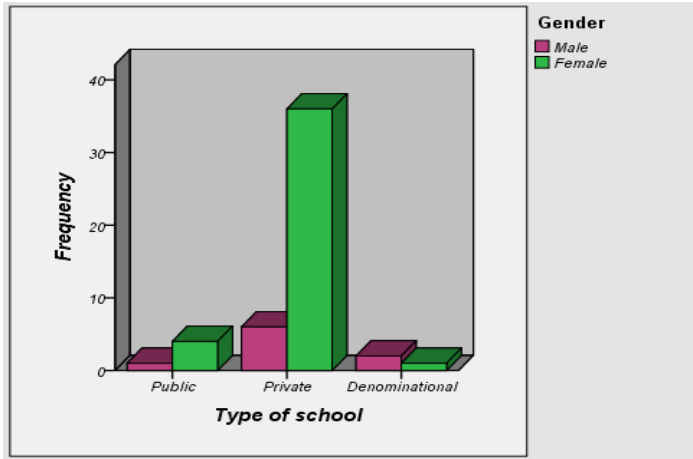
Figure 4.8: Diagram of the distribution of respondents according to age and gender

Figure 4.8 above shows the relative distribution of the gender of our respondents by their ages. It can be seen that a reasonable proportion of respondents fall within 30 years and below, of which 14 (28.0%) are females and 3 (6.0%) are males. Also, it reveals a good proportion of our respondents who fall within the ages of 31-35 years, in which 11 (22.0%) are females and 3 (6.0%) are males. On the other hand a lesser proportion of our respondents fall between the ages of 36-40 years and they include 8 (16.0%) as females and 2 (4.0%) as males. As well as we have some respondents who fall within 40 and above years, and they include, 8 (16.0%) females and 1 (2.0%) males. In a nutshell, the finding reveals that most of our respondents are female and fall within 30 years and below, indicating they are young women.

#### 4.1.9. Distribution of Respondents According to Type of School and Gender

Figure 4.9 below, we observed that most of our respondents are in the private schools with 36 females making a percentage of 72.0% and 6 males making a percentage of 12.0% of the sample population. A lesser proportion of our sample were teachers of the public schools with 4 of them as females making a proportion of 8.0% and 1 as a male making a proportion of 2.0% of our sample population. And the least proportion of our sample were teachers from denominational schools with 1 of them as female making a proportion of 2.0% and 2 as males making a

proportion of 4.0% of the sample population. The findings reveal most teachers of our sample are in private schools and the proportion of female teachers in private schools is more compared to male teachers.



*Figure 4.9: Diagram of cross tabulation distribution of respondents according to Type of school \* Gender*

We have fewer teachers in public schools compared to private schools yet there are more female teachers in the public schools compared to male teachers. However though there are lesser teachers in denominational schools compared to public and private schools respectively, the case is different in denominational schools as we observed that there were more male teachers compared to female teachers in denominational schools.

#### **4.1.10. Distribution of Respondents According to Professional Qualification and Gender**

Figure 4.10 below, we can observe that most of the respondents in our sample population have CAPIEMP as their professional qualification, in which most of them are females, (35) making a percentage of 70% with CAPIEMP and less are males (5) making a percentage of 10% with CAPIEMP. The number of respondents having ENSET as a professional qualification are very few and all of them are females (2) making a percentage of (4.0%).

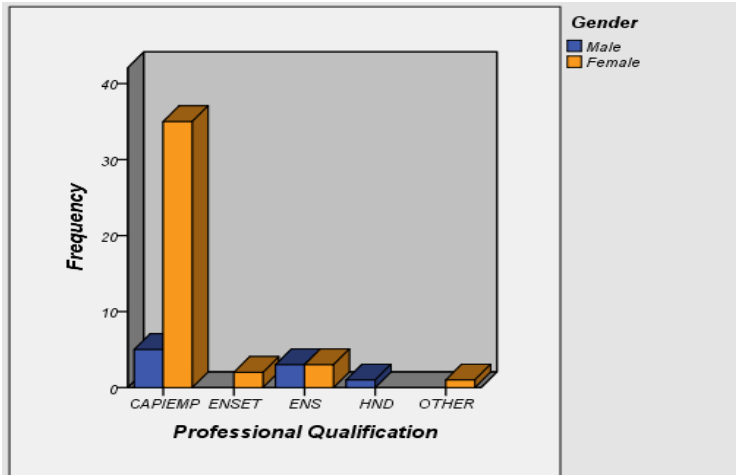
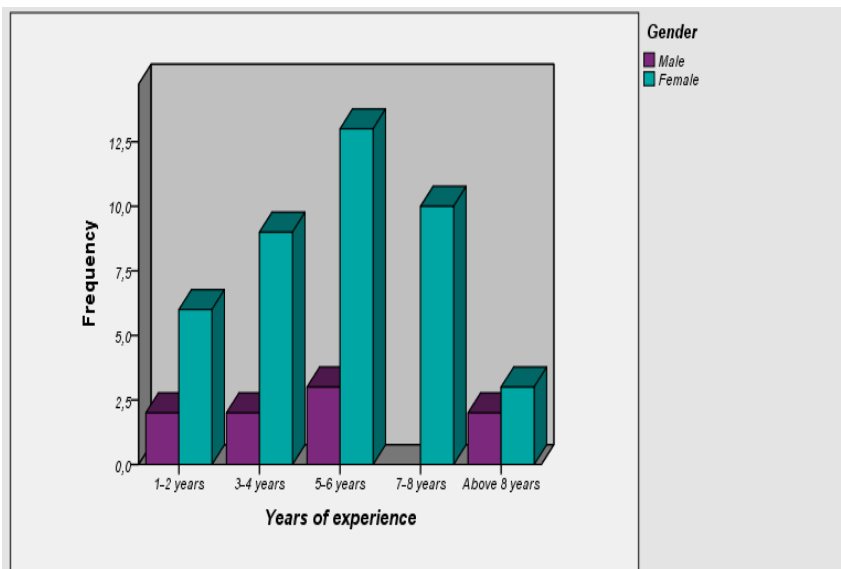


Figure 4.10 : Diagram of cross tabulation distribution of respondents according to Professional qualification \* Gender

The number of respondents having ENS as professional qualification was also few (6) with equal number of females (3) and males (3) respondents making a percentage of 6.0% and 6.0% respectively. We had just 1 respondent with HND for professional Qualification and no female respondent with HND. For the other type of qualification not mentioned, there was just 1 respondent and it was a female making a percentage of 2.0%.

**4.1.11. Distribution of Respondents According to Years of Experience and Gender**

From Figure 4.11 below, we observe that most of our respondents are having 4-5 years of experience. Amongst which 13 of them are females making a percentage of 26.0% and 3 are males making a percentage of 6.0%. Another portion of our sample is made up of respondents with 2-3 years of experience in which 9 of them are females making a percentage of 18.0% and 2 of them are males making a percentage of 4.0%. Another portion of our sample is made up of respondents with 6-7years of experience in which all of them were females (10) making a percentage of 20.0% and none of them was male.



*Figure 4.11: Diagram of cross tabulation distribution of respondents according to Years of experience \* Gender*

Also a smaller portion of our sample was made up of respondents with 0-1years of experience, in which (6) of them were females making a proportion of 12.0% and 2 of them were males making a percentage of 4.0%. The smallest portion of our sample was made up of respondents with 8 and above years of experience, in which 3 of them were females making a percentage of 6.0% and 2 were males making a percentage of 4.0% of the sample population.

Generally these findings reveal that there are more females than males at each range of years of experience, most of the teachers in the sample have 4-5years of experience and only females were found to have 6-7year of experience in the teaching field.

#### **4.1.12: Distribution of the Respondents' Opinions on Instructional Coach's Supervision of Teachers**

Table 4.12 below presents the distribution of the opinions of teachers on coach's supervision of them. From the results in the table we observe that the lesson notebooks of teachers are validated (M=3.72) and they are given feedback (M=3.62). Their lessons are equally observed (M=3.36) and they are given feedback (M=3.38).



Table 4.12: Distribution of the respondents' opinions on Instructional coach's supervision of teachers

Supervision	Mean	Std. Deviation
My lesson notebook is validated	3,72	0,496
The lessons i teach are observed	3,36	0,750
I receive feedback after my lessons are observed	3,38	0,725
I receive feedback after my lesson notes are validated	3,62	0,602
I am followed up to make sure i respect the timetable	3,32	0,890
I am guided and Monitored to make sure i properly cover the syllabuses	3,56	0,577
I participate in professional development meetings	3,34	0,688
N = 50		

These teachers are followed up to ensure they respect the timetable (M=3.32) and in the same light they are guided and monitored to make sure they properly cover the syllabuses (M=3.56) and they are encouraged and followed up to make sure they participate in professional development meetings organized by the inspectorate of education for their subdivision.

#### 4.1.13. Distribution of Respondents Opinion on Coach's Relationship with Teachers

Table 4.12 below presents the distribution of the opinions of teachers on their relationship with the instructional coaches. From the results in the table, we observe that teachers' efforts are praised (M=3.08), teachers are encouraged to be optimistic about their pupils performances no matter the circumstance.

Table 4.13: Distribution of respondents opinion on Coach's relationship with teachers

Coach-Teacher relationship	Mean	Std. Deviation
My efforts are praised	3,08	,752
No matter the situation I am always encouraged to be optimistic about my pupils performances	3,46	,580
I am given the opportunity to share my ideas	3,36	,631
I am spoken to in a polite manner	3,34	,745
We exchange and change ideas	3,52	,614
N = 50		

Also teachers are given the opportunity to share their ideas (M=3.36) and they equally exchange ideas amongst themselves with assistance from the hierarchy (M=3.52). And not leaving out the point that teachers are spoken to in a polite manner (M=3.34).

#### 4.1.14. Distribution of the Respondents Opinions on Coach’s Mentoring of Teacher

Table 4.14 below presents the distribution of the respondents opinion on coach’s mentoring of teachers. From the results in the table, we observe that; Adequate demonstration (model) lessons are conducted (M=2.96) in which teachers are to observe and learn from the coach. Also cell meetings are organized regularly (M=2.88) where teachers discuss their practical classroom challenges and practical solutions are proposed from colleagues and the coach, from which the most realistic ones are considered. In the same light we observe that collective lessons are organized regularly (M=3.18) in which teachers observe their colleagues teach a lesson in a classroom setting, and together they analyse his/her presentation and give feedback (what was good, not good, recommendations) and it is coordinated by the coach. Each teacher has his/her own turn to present.

Table 4.14: Distribution of the respondents opinions on Coach’s mentoring of teachers

Mentoring	Mean	Std. Deviation
Adequate demonstration (model) lessons are conducted	2,96	1,324
Cell meetings are organized regularly	2,88	1,320
Collective lessons are organized regularly	3,18	,873
I am provided with guidance on classroom management strategies	3,10	1,182
I am given assistance to ensure that i implement new teaching methods proposed by the delegation	3,10	1,233
I am provided with resource materials and knowledge to handle my classroom	3,10	1,111
I am encouraged to do research concerning my lessons before teaching pupils	3,10	1,199
I am provided assistance in the assessment and follow up of my pupils performances	3,00	1,370
N = 50		

Also teachers are provided with guidance on classroom management strategies (M=3.10), to enable them master their class and pupils for the smooth flow of the lesson. Equally teachers are given assistance to ensure that they implement new teaching methods proposed by the inspectorate (M=3.10). Teachers are also provided with resource materials and knowledge to facilitate the teaching learning process for them. More so, teachers are encouraged to do research on their lessons before teaching, to ensure that they teach updated information and are also able to give in-depth explanations to clarify pupil's doubts. Teachers are as well provided with the assistance in the assessment and follow up of their pupil's performances to ensure and ease the individual follow up and assistance of each pupil in order to foster learning and good results/achievements in pupils.

This section of the analysis is based on the dependent variable (Teachers quality) in which pupils of a teachers classroom were used to gather data concerning the teachers quality. A total of 236 pupils were used to gather information/data concerning their teacher's quality using a questionnaire. For the 50 teachers we worked on, 4 or 5 of his/her pupils answered the questionnaire of 10 items concerning his/her teachers' quality.

#### **4.1.15. Distribution of Respondents (pupils) According to Gender**

Table 4.15 and Figure 4.15 below show that the highest number of pupils who responded to the questionnaires are females (136) making a percentage of (57.63%) and the other small proportion were male pupils (100) making up a percentage of (42.37%).

Table 4.15: Distribution of respondents (pupils) according to gender

Gender	Frequency	Percentage	Cumulative Percentage
Male	100,00	42,37	42,37
Female	136,00	57,63	100,00
Total	236,00	100,00	

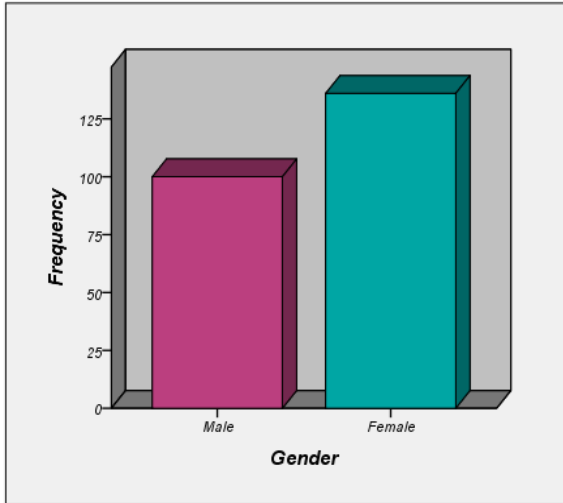


Figure 4.15: Diagram of distribution of respondents (pupils) according to gender

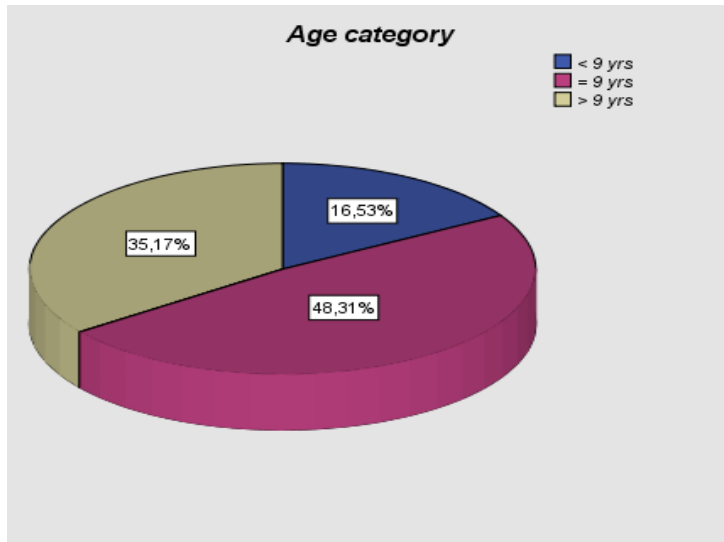
This finding reveals that our sample is made up of more females than males. Implying more girls are primary school pupils than boys.

#### 4.1.16. Distribution of Respondents (pupils) According to Age

Age is considered a very significant factor in this study because the reasoning and the needs of individuals differ according to age. Table 4.16 and Figure 4.16 indicates that the highest number of respondents (114) are 9 years old, with a percentage of 48.31%. The proportion is followed by respondents (83) above 9 years, with a percentage of 35.17%. The rest of the respondents (39) were with ages 9 years and under making up a percentage of 16.53% of the sample.

Table 4.16: Distribution of respondents (pupils) according to age.

Age	Frequency	Percentage	Cumulative Percentage
< 9 yrs	39,00	16,53	16,53
= 9 yrs	114,00	48,31	64,83
> 9 yrs	83,00	35,17	100,00
Total	236,00	100,00	



*Figure 4.16: Diagram of the distribution of respondents according to age*

From the findings, it can be seen that most respondents are 9 years old, showing that the pupils making up our sample population are at the required age for that class and have started developing thinking abilities even though they are limited to think only concretely. They were requested to answer the questionnaires in the school setting and mostly in their classrooms where the teachers granted the researcher a bit of his/her time, for the researcher to administer the questionnaires to pupils. It was noticed that pupils could provide answers.

#### **4.1.17. Distribution of Respondents' Opinions (pupils) on Teachers Teaching Style**

Table 4.17 and figure 4.17 above, presents the distribution of the opinions of pupils on teachers' teaching styles. From the results in the table, we observe that; most teachers teach by talking, using actions, charts and objects (96) making a percentage of (40.7%) of the total sample population. A significant number of teachers teach by only talking (44) making a percentage of 18.6% of the entire sample population as well as a significant number of teachers teach by talking and using actions (37) making a percentage of 15.7% of the total sample population

Table 4.17: Distribution of respondents' opinions (pupils) on teachers teaching style

Teachers' teaching styles	Frequency	Percentage	Cumulative Percentage
Talking	44	18,6	18,8
Actions	19	8,1	26,9
Actions & Objects	13	5,5	32,5
Talking & Actions	37	15,7	48,3
Actions, Charts & Objects	18	7,6	56,0
Talking, Charts & Objects	7	3,0	59,0
Talking, Actions, Charts & Objects	96	40,7	100,0
Total	234	99,2	
Missing System	2	,8	
Total	236	100,0	

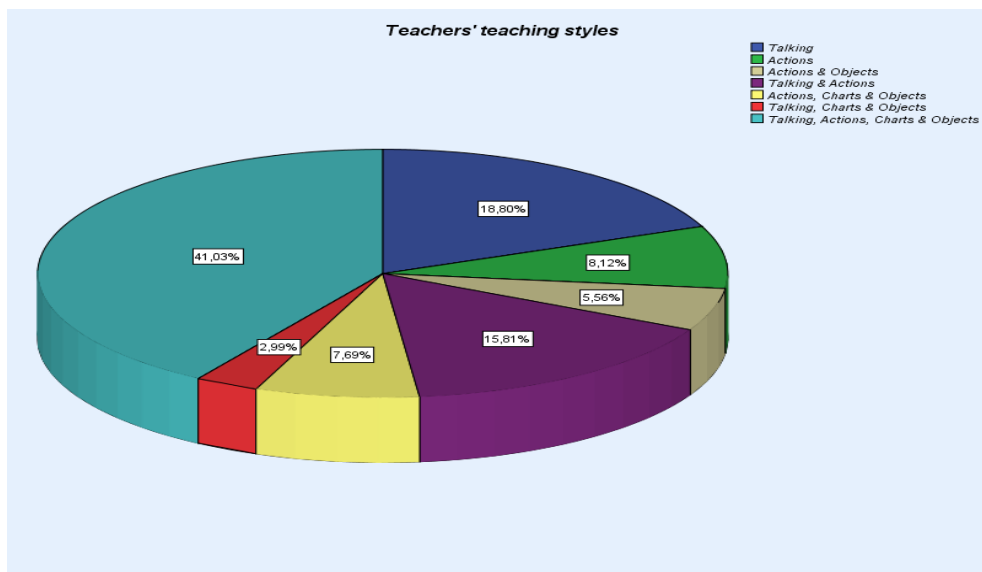


Figure 4.17: Diagram of distribution of respondents' opinions (pupils) on teachers teaching style

On the other hand some teachers teach using actions only (19) making a percentage of (8.1%) while others teach using actions, charts and objects (18) making a percentage of 7.6% and some teach using just actions and objects (13) making a percentage of 5.5% and a smaller proportion teach by talking, charts and objects (7) making a percentage of 3.0% of the total population. For an insignificant proportion of teachers (2) their teaching styles were not mentioned, making a percentage of 3.0% of the entire sample population.

#### 4.1.18. Distribution of Respondents' Opinions (pupils) on Teachers' Classroom Working Styles

Table 4.18 and figure 4.18 below presents the distribution of the opinions of pupils on teachers' classroom working styles. From the results in the table, we observe that, most teachers put their pupils to work both in groups and alone (82) making a percentage of 34.7% of the total sample population.

Table 4.18: Distribution of respondents' opinions (pupils) on teachers' classroom working styles

Teachers' classroom working styles	Frequency	Percentage	Cumulative Percentage
Work in groups	63	26,7	27,3
Work alone	76	32,2	60,2
Work in groups & alone	82	34,7	95,7
Another way	10	4,2	100,0
Total	231	97,9	
Missing System	5	2,1	
Total	236	100,0	

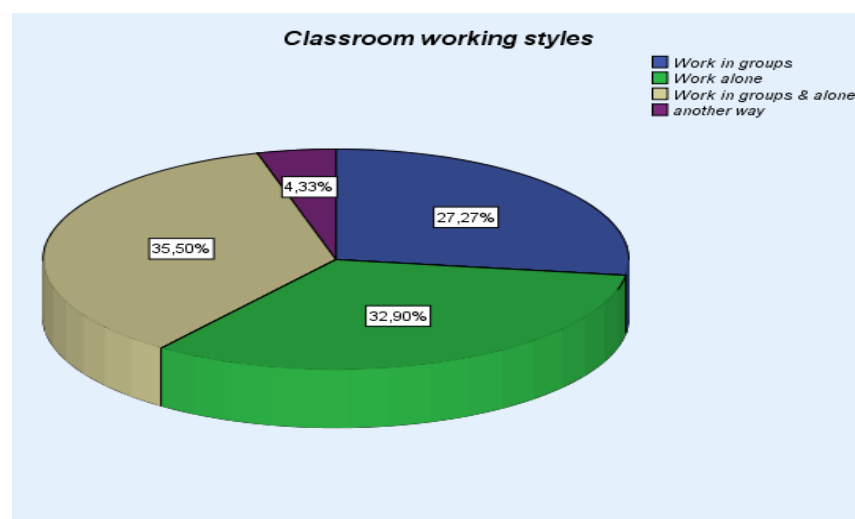


Figure 4.18: Diagram of distribution of respondents' opinions (pupils) on teachers' classroom working styles

Notwithstanding a significant portion of teachers put their pupils to work alone (76) making a percentage of (32.2%) of the entire sample population while some always put their pupils to

work in groups (63) making a percentage of 26.7%. Also a very small portion of teachers put their pupils to work in another way different from those we mentioned (10) making a percentage of 4.2% of the total sample population.

#### 4.1.19. Distribution of Respondents’ Opinions (pupils) on Teachers’ Quality

Table 4.19 below presents the distribution of the opinions of pupils on teacher’s quality. From the results in the table, we observe from pupils’ opinions that teacher’s ask oral questions, gives exercises after each lesson, gives homework and does correction(M=3.170). When aggregated, the mean response for the teachers becomes (M=3.182), all this ensures the daily follow up of pupils by teachers. We equally observed from pupils opinions that teachers do encourage their pupils to work hard (M=3.093), when aggregated the mean response for teachers becomes (M=3.108), so that they will succeed. From pupils opinions, teacher’s also tell their pupils to be confident in their answers and to always put in their best of efforts (M= 3.030), when aggregated the mean response for teachers becomes (M=3.051), this is to motivate their pupils and build a sense of confidence and self-determination in them which is good for their self-confidence even in the future.

Table 4.19: Distribution of respondents’ opinions (pupils) on teachers’ quality

Items	Pupils		Teachers	
	Mean	Std. Deviation	Mean	Std. Deviation
The teacher ask oral questions, gives exercises after each lesson, gives homework and does correction	3,170	1,074	3,182	0,674
The teacher encourages the pupils to work hard	3,093	1,137	3,108	0,821
The teacher tells you to be confident in your answers and to always do your best	3,030	1,182	3,051	0,818
The teacher moves round the class to check note books, pupils who are copying, pupils who are sleeping or making noise	2,864	1,377	2,886	0,990
The teacher answers the questions that pupils ask him correctly and clearly	3,097	1,239	3,120	0,844
The teacher explains lessons well and clearly so that everyone understands	3,000	1,330	3,022	0,916
The teacher uses one and the same example in all the subjects	2,703	1,440	2,696	0,993
Is your class always quiet and orderly?	1,805	1,370	1,775	0,892
	N = 236		N = 50	



Still from pupils opinions, we observe that the teacher moves round the class to check notebooks, pupils who are copying, sleeping or making noise (M=2.864), when aggregated the mean response for teachers becomes (M=2.886), this result shows that the teacher is committed to pupil and their learning. Also pupils opinions, indicates that teacher's answer the questions pupils ask them correctly and clearly (M=3.097), when aggregated the mean response for teachers becomes (M=3.120). Equally, from pupils opinions, it was observed that teachers explain lessons well and clearly so that everyone understands (M=3.00), when aggregated the mean response for teachers becomes (M=3.022) and it indicates too that teachers have a good mastery of the subject matter or deep subject matter knowledge which facilitates the teaching learning process. Furthermore from pupils opinions it was observed that the teacher uses different examples in teaching different subjects as the case may be (M=2.073), when aggregated the mean response for teachers becomes (M=2.696). It shows teachers are reflective about their teaching and that they are always trying to come up with the best solutions for a particular situation. The results as well reveals from pupils opinions that the classroom of teacher's were not all that quiet and orderly (M=1.805), when aggregated the mean response for teachers becomes (M=1.775), meaning teachers had challenges with maintaining order in their classrooms.

#### **4.2. VARIABILITY OF TEACHERS' QUALITY BY THEIR BACKGROUND CHARACTERISTICS**

The usual goal in data analysis is to efficiently describe and measure the strength of relationships between variables. In this regard, bivariate descriptive statistics describes such relationships. The survey was conducted with sample population of public and private secondary schools in Yaoundé with special interest in their background characteristics. Having used the non-probabilistic sampling, we opted for the nonparametric procedures in verifying the variability of teachers' quality by their background characteristics. This decision was based on the non-normality nature of our data. The normal Q-Q plots show quite clear deviations from normality for teachers' quality for male and female because the dots deviate from the diagonal line.

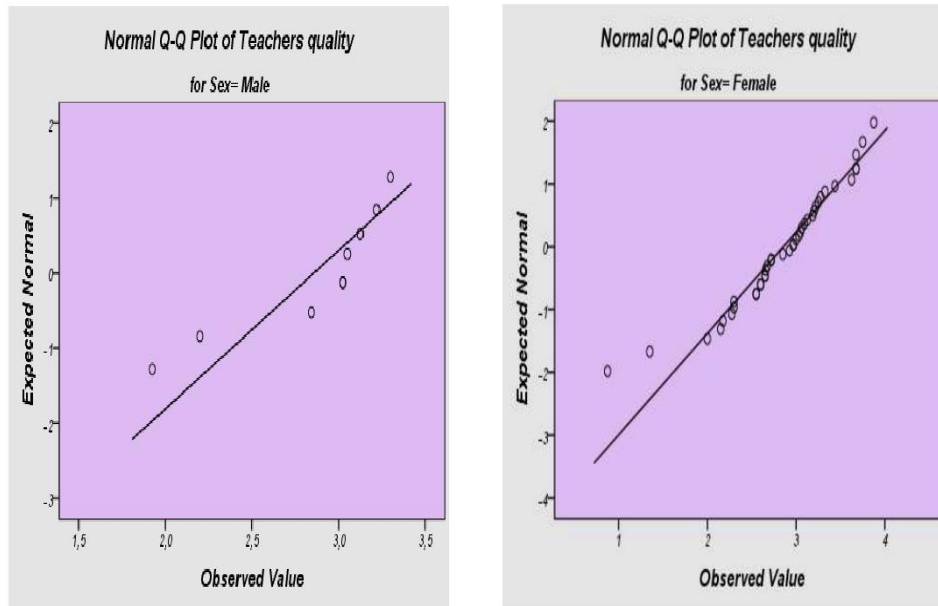


Figure 4.19: Normal Q-Q plots for teachers' quality

The table 4.20 confirm these observations: for the male data the distribution for teachers' quality,  $D(9) = 0.305$ ,  $p = .021$ , appears to be non-normal, equally the female data,  $D(41) = 0.416$ ,  $p = .036$ , were non-normal. Remember that we can tell this by whether the significance of the K-S and Shapiro – Wilk tests are less than .05 (and, therefore, significant). These findings alert us to the fact that the sampling distribution might also be non-normal for the male and female data and that a non-parametric test might be appropriate given that our sample is small.

Table 4.20: Tests of normality on teachers' quality

	Gender	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Teachers quality	Male	,305	9	,015	,800	9	,021
	Female	,416	41	,018	,942	41	,036

a. Lilliefors Significance Correction

So, the Mann – Whitney U test and the Kruskal–Wallis test were used to determine the variability of teachers' quality by background characteristics (gender, age, type of school, professional qualification, years of experience and pupil's general average).

### 4.2.1. Variability of Teachers' Quality by Gender

We want to see if Teachers' Quality varies by the gender of teachers. In other terms, does teacher quality differ between male and female gender? So we will compare teachers' quality of the two groups by using the Mann Whitney U test as shown in the table below. The results show that the distribution of teachers' quality is the same across gender.

Table 4.21: Mann-Whitney U test of the variability of Teachers' Quality by Gender

	<b>Ranks</b>				<b>Test Statistics</b>	
	<b>Gender</b>	<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>	<b>Mann-Whitney U</b>	<b>Sig.</b>
Teachersquality	Male	9	25,72	231,50	182.500	0.960
	Female	41	25,45	1043,50		
	Total	50				

N= 50 ; p > 0.05

From table 4.21 above, the p-value (0.960) is greater than the level of significance (0.05) for both males and females, meaning that the p-value was not significant, thus the null hypothesis was retained; thus showing that teachers' quality does not vary by gender.

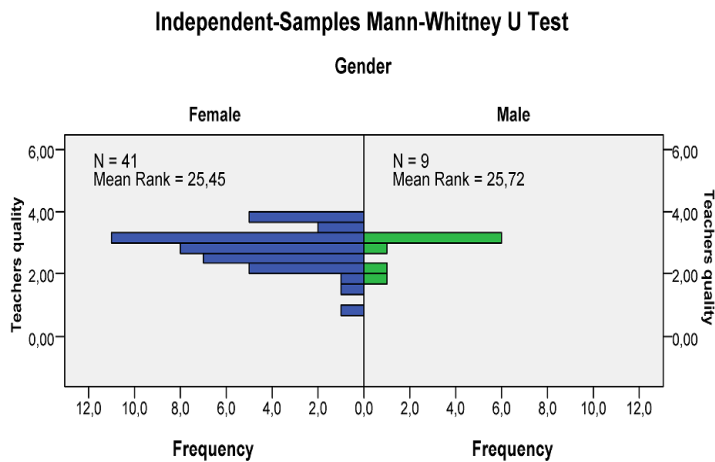


Figure 4.20: Graph of the variability of Teachers' Quality by Gender (Mann-Whitney U Test)

Using the independent-sample Mann-Whitney U test, as illustrated in Figure 4.20 above, it displayed a non-significant difference in teachers' quality for male teachers and female teachers.

We can then conclude that teachers' quality is not affected by gender, meaning that teachers' quality is relatively the same for both groups.

#### 4.2.2. Variability of Teachers' Quality by Age

We wish to see if Teachers' Quality varies by teachers' age. In other terms, does teacher quality differ by the ages of teachers'? So we will compare teachers' quality of the four groups by using the Kruskal Wallis test as shown in the table 4.22 below.

Table 4.22: Analysis of the variability of Teachers' Quality by Age

	<i>Descriptive Ranks</i>			<i>Test Statistics</i>	
	<i>Age</i>	<i>N</i>	<i>Mean Rank</i>	<i>Chi-Square</i>	<i>Sig.</i>
Teachersquality	≤ 30 yrs	17	18,94	5.474	0.140
	31-35 yrs	14	28,79		
	36-40 yrs	10	30,55		
	> 40 yrs	9	27,17		
	Total	50			

N= 50 ; df = 3 ; p > 0.05

The results show that the distribution of teachers' quality is the same across categories of age. The P-value (0.140) is greater than the level of significance (0.05) for teachers at different ages (≤30, 31-35, 36-40, and >40years), meaning the p-value was not significant, thus the null hypothesis was retained that teachers quality does not vary by age.

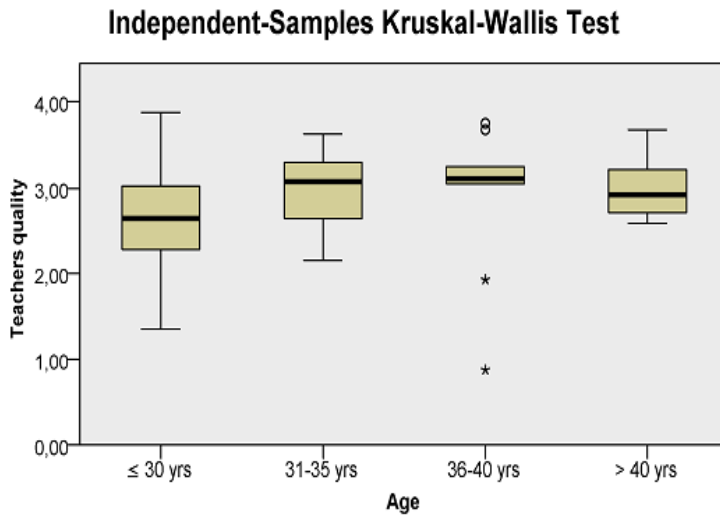


Figure 4.21: Analysis of the variability of Teachers' Quality by Age

Using the independent-samples Kruskal-Wallis test, as illustrated in Fig 4.21 above, it displayed a non-significant difference in teachers' quality for the different age ranges of teachers. We can then conclude that teachers' quality is not affected by age, meaning that teachers' quality is relatively the same for the different age ranges.

#### 4.2.3. Variability of Teachers' Quality by Type of school

We want to see if Teachers' Quality varies by type of school. In other terms, does teacher quality differ by type of school in which teachers find themselves? So we will compare teachers' quality of the three groups by using the Kruskal Wallis test as shown in the table below. The results show that the distribution of teachers' quality is the same across categories of Type of school. The P-value (0.165) is greater than the level of significance (0.05) for teachers at the three categories (public, private, denominational), meaning the p-value was not significant, thus the null hypothesis was retained that teachers quality does not vary by type of school.

Table 4.23: Analysis of the variability of Teachers' Quality by Type of school

	<i>Descriptive Ranks</i>			<i>Test Statistics</i>	
	<i>Type of school</i>	<i>N</i>	<i>Mean Rank</i>	<i>Chi-Square</i>	<i>Sig.</i>
Teachersquality	Public	5	14,70	3.602	0.165
	Private	42	27,13		
	Denominational	3	20,67		
	Total	50			
N= 50 ; df = 2 ; p > 0.05					

Using the independent-samples Kruskal- Wallis test, as seen in table 4.23 above, it displayed a non-significant difference in teachers' quality for the different types of schools of the teachers. We can then conclude that teachers' quality is not affected by type of school, meaning that teachers' quality is relatively the same for the different types of schools.

#### 4.2.4. Variability of Teachers' Quality by Professional Qualification

We want to see if Teachers' Quality varies by Professional qualification. In other terms, does teacher quality differ by teachers' professional qualification? So we will compare teachers' quality of the five groups by using the Kruskal Wallis test as shown in the table below. The results show that the distribution of teachers' quality is the same across categories of teachers' professional qualification. The P-value (0.608) is greater than the level of significance (0.05) for teachers at the five categories (CAPIEMP, ENSET, ENS, HND, others), meaning the p-value was not significant, thus the null hypothesis was retained that teachers quality does not vary by teachers' professional qualification.

Table 4.24: Analysis of the variability of Teachers' Quality by Professional qualification

	<i>Descriptive Ranks</i>			<i>Test Statistics</i>	
	<i>Professional Qualification</i>	<i>N</i>	<i>Mean Rank</i>	<i>Chi-Square</i>	<i>Sig.</i>
Teachersquality	CAPIEMP	40	25,98	2.707	0.608
	ENSET	2	28,25		
	ENS	6	18,00		
	HND	1	34,50		
	OTHER	1	37,00		
	Total	50			
	N= 50 ; df = 4 ; p > 0.05				

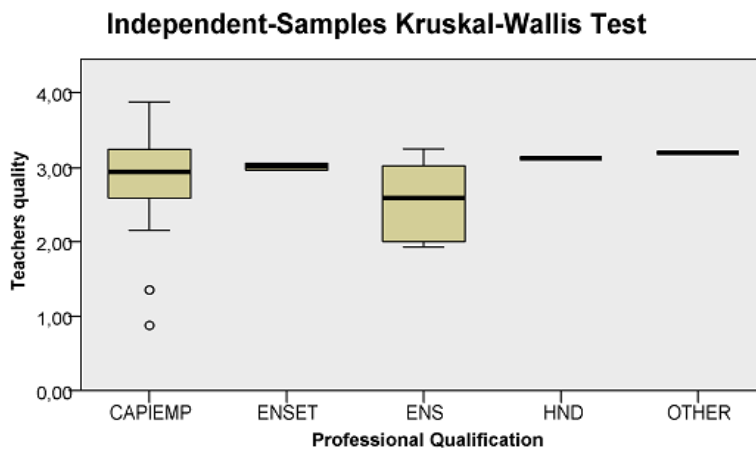


Figure 4.22: Analysis of the variability of Teachers' Quality by Professional qualification

Using the independent-samples Kruskal- Wallis test, as illustrated in Figure 4.22 above, it displayed a non-significant difference in teachers' quality for the different Professional qualifications of teachers. We can then conclude that teachers' quality is not affected by teachers' professional qualification, meaning that teachers' quality is relatively the same for the different teacher professional qualifications. Thus, be you a holder of CAPIEMP, ENSET, ENS, HND or ANOTHER TYPE of qualification, does not determine whether you will be of good quality as a teacher.

#### 4.2.5. Variability of Teachers' Quality by Teachers' Years of Experience

We want to see if Teachers' Quality varies by Years' of experience. In other terms, does teacher quality differ by teachers' years of experience? So we will compare teachers' quality of the five groups by using the Kruskal Wallis test as shown in the tables below. The results show that the distribution of teachers' quality is the same across categories of teachers' years of experience. The P-value (0.117) is greater than the level of significance (0.05) for teachers at the five categories (1-2, 3-4, 5-6, 7-8, above 8), meaning the p-value was not significant, thus the null hypothesis was retained that teachers quality does not vary by teachers' years of experience.

Table 4.25: Analysis of the variability of Teachers' quality by years of experience

	<i>Descriptive Ranks</i>			<i>Test Statistics</i>	
	<i>Years of experience</i>	<i>N</i>	<i>Mean Rank</i>	<i>Chi-Square</i>	<i>Sig.</i>
Teachersquality	1-2 years	8	24,88	7.385	0.117
	3-4 years	11	24,27		
	5-6 years	16	21,34		
	7-8 years	10	36,30		
	Above 8 years	5	20,90		
	Total	50			
	N= 50 ; df = 4 ; p > 0.05				

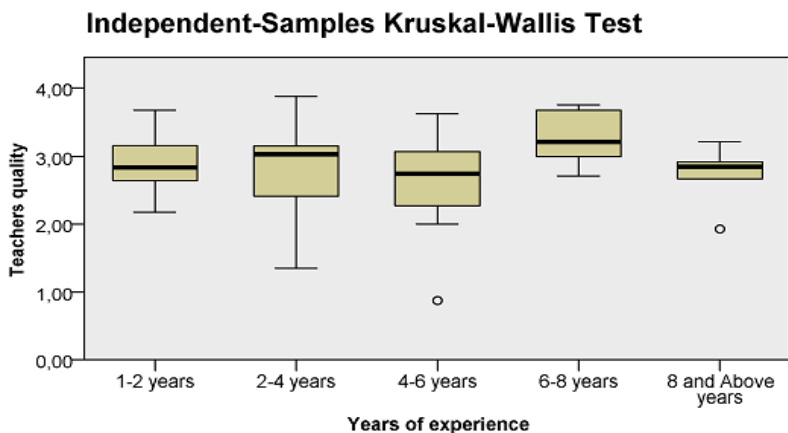


Figure 4.23 Analysis of the variability of Teachers quality by years of experience



Using the independent–samples Kruskal- Wallis test, as illustrated in Table 4.25 and Figure 4.23 above, it displayed a non-significant difference in teachers’ quality for the different Years of experience acquired by teachers. We can then conclude that teachers’ quality is not affected by teachers’ Years of experience, meaning that teachers’ quality is relatively the same for the different years of experience acquired by teachers. Thus, for a teacher who has been teaching for 8years, it cannot be confirmed that he/she is of good quality because of his/her lengthy duration in teaching, as well as a teacher who has been teaching for 2years cannot be confirmed as a teacher of low quality because he/she has less years of experience. Therefore teachers’ quality is not determined by years of experience.

#### 4.2.6. Variability of Teachers’ Quality by School has Both Headteacher and Instructional Coach

We want to see if Teachers’ Quality varies by School has both headteacher and Instructional coach. In other terms, does teacher quality differ by School has both headteacher and Instructional coach? So we will compare teachers’ quality of the two groups by using the Mann-Whitney U test as shown in the table below. The results show that the distribution of teachers’ quality is the same across categories of School has both headteacher and Instructional Coach. The P-value (0.937) is greater than the level of significance (0.05) for teachers at the two categories (Yes and No), meaning the p-value was not significant, thus the null hypothesis was retained that teachers quality does not vary by School has both headteacher and Instructional coach.

Table 4.26: Analysis of the variability of Teachers’ quality by School has both headteacher and Instructional coach

Teachersquality	<i>Descriptive Ranks</i>				<i>Test Statistics</i>	
	Teacher and coach	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Sig.
YES		30	25,37	761,00	296.00	0.937
NO		20	25,70	514,00		
Total		50				

N= 50 ; p > 0.05

Using the independent-sample Mann-Whitney U test, as illustrated in Table 4.26 above, it displayed a non-significant difference in teachers' quality for schools having both headteacher and instructional coach as well as for schools having just a headteacher. We can then conclude that teachers' quality is not affected by school has both headteacher and instructional coach, meaning that teachers' quality is relatively the same for both groups.

#### 4.2.7. Variability of Teachers' Quality by Pupils General Averages.

We want to see if Teachers' Quality varies by pupils' general averages. In other terms, is teacher quality determined by the general averages of the pupils of a teacher? So we will compare teachers' quality of the four groups by using the Kruskal Wallis test as shown in the table below. The results show that the distribution of teachers' quality is the same across categories of the general averages of the pupils of a teacher. The P-value (0.368) is greater than the level of significance (0.05) for teachers at the four categories (10-12, 12-14, 14-16 and 16-17), meaning the p-value was not significant, thus the null hypothesis was retained that the general averages of the pupils of a teacher does not determine teachers quality.

Table 4.27: Analysis of the variability of Teachers' quality by pupils' general averages.

	<i>Descriptive Ranks</i>			<i>Test Statistics</i>	
	Pupils' general averages	<i>N</i>	<i>Mean Rank</i>	<i>Chi-Square</i>	<i>Sig.</i>
Teachersquality	10-12	1	22,00	3.161	0.368
	12-14	7	18,07		
	14-16	34	25,76		
	16-17	8	31,31		
	Total	50			

N= 50 ; df = 3 ; p > 0.05

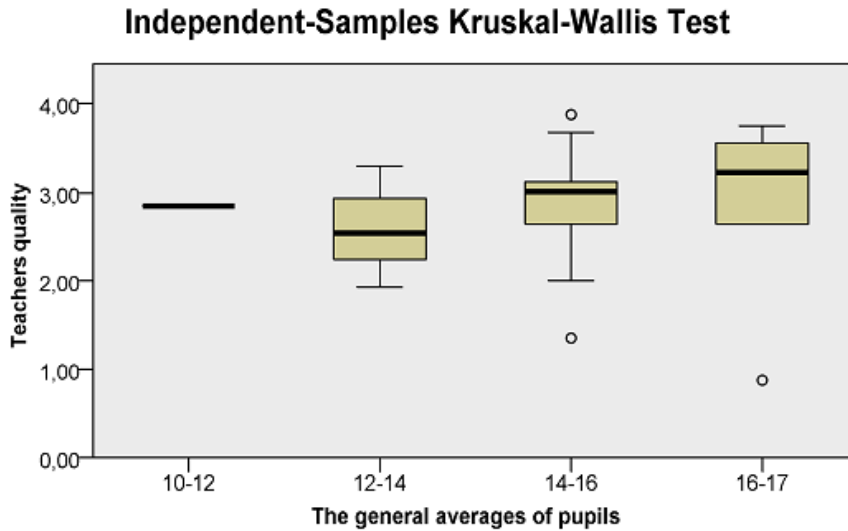


Figure 4.24: Analysis of the variability of Teachers' quality by pupils' general averages

Using the Kruskal-Wallis test in Table 4.27 and Figure 4.24 above, it shows that general class averages of the pupils of a teacher, does not determine the teachers quality. This is to say teachers having general averages of pupils at 10-12 cannot be confirmed or considered teachers of low quality as well as teachers having general class averages at 16-17 cannot be considered or confirmed as teachers of good and high quality.

Using the independent-samples Kruskal-Wallis test, as seen in table 4.27 and figure 4.25 above, it displayed a non-significant difference in teachers' quality for the different averages of the pupils of a teacher. We can then conclude that teachers' quality is not determined by the general class averages of his/her pupils. This is to say teachers having general averages of pupils at 10-12 cannot be confirmed or considered teachers of low quality as well as teachers having general class averages at 16-17 cannot be considered or confirmed as teachers of good and high quality, meaning that teachers' quality is relatively the same for the different general class averages of the pupils of a teacher.

### 4.3. VERIFICATION OF RESEARCH HYPOTHESES

In this section, we are going to verify our research hypotheses. The Spearman correlation coefficient was used to test our research hypotheses. Also, we will assess the predictive nature of

Teachers' Quality. The statistical processing of the data was done through the SPSS software (SPSS 23.0 for Windows).

#### 4.3.1. Instructional Coach's Supervision of Teachers' and Teachers' Quality (RH1).

Supervision of teachers significantly affects teacher quality in primary schools in Mfoundi Division (RH 1).

The independent variable in this hypothesis is supervision of teachers, while the dependent variable is teacher quality in primary schools in Mfoundi Division. The scores of the independent variable were got from the responses recorded from the seven (7) questionnaire items that measured the supervision of teachers. The scores of the dependent variable were got from the scores recorded from the responses got from the ten (10) questionnaire items that measured the teacher quality in primary schools in Mfoundi Division. The statistical analysis technique used to test this hypothesis was the Spearman rho. The result of the analysis is presented in Table 4.28

Table 4.28: Spearman rho correlation analysis between supervision of teachers and teachers' quality in primary schools

<b>Spearman's rho</b>		<i>Supervision</i>	<i>Teachers quality</i>
<i>Supervision</i>	Correlation Coefficient	1.000	0.183
	Sig. (2-tailed)	.	0.202
	N	50	50
<i>Teachers quality</i>	Correlation Coefficient	0.183	1.000
	Sig. (2-tailed)	0.202	.
	N	50	50
N= 50 ; df = 3 ; p > 0.05			

The result has shown that there was no significant positive correlation between Coach's supervision of teachers and Teachers quality,  $r_s(3) = 0.183$ , ( $p > .05$ ). From this result we can conclude that Instructional Coach's Supervision of teachers does not significantly correlate Teachers' Quality.

### 4.3.2. Coach-Teacher Relationship and Teachers' Quality (RH2)

Coach-teacher relationship significantly affects teachers' quality in primary schools in Mfoundi Division (RH2).

The independent variable in this hypothesis is coach-teacher relationship, while the dependent variable is teacher quality in primary schools in Mfoundi Division. The scores of the independent variable were got from the responses recorded from the five (5) questionnaire items that measured the coach-teacher relationship. The scores of the dependent variable were got from the scores recorded from the responses got from the ten (10) questionnaire items that measured the teacher quality in primary schools in Mfoundi Division. The statistical analysis technique used to test this hypothesis was the Spearman's rho Correlation analysis.

Table 4.29: Spearman rho Correlation analysis of the effect of coach-teacher relationship on teacher quality in primary schools in Mfoundi Division

Spearman's rho		<i>Coach-Teacher</i>	<i>Teachersquality</i>
<i>Coach-Teacher Relationship</i>	Correlation Coefficient	1,000	,271
	Sig. (2-tailed)	.	,057
	N	50	50
<i>Teachersquality</i>	Correlation Coefficient	,271	1,000
	Sig. (2-tailed)	,057	.
	N	50	50
N= 50 ; df = 3 ; p > 0.05			

The result has shown that there was no significant positive correlation between Coach-Teacher relationship and Teachers' Quality,  $r_s(3) = 0.271$ , ( $p > .05$ ). From this result we can conclude that Coach-Teacher relationship does not significantly correlate Teachers' Quality.

### 4.3.3. Instructional Coach's mentoring of teachers and Teachers' quality (RH3)

Instructional Coach's mentoring of teachers significantly affects teachers' quality in primary schools in Mfoundi Division (RH3).

The independent variable in this hypothesis is mentoring of teachers, while the dependent variable is teacher quality in primary schools in Mfoundi Division. The scores of the independent variable were got from the responses recorded from the eight (8) questionnaire items that measured the mentoring of teachers. The scores of the dependent variable were got from the scores recorded from the responses got from the ten (10) questionnaire items that measured the teacher quality in primary schools in Mfoundi Division. The statistical analysis technique used to test this hypothesis was the Spearman rho Correlation analysis.

Table 4.30: Spearman's rho Correlation analysis of the effect of mentoring of teachers on teacher quality in primary schools in Mfoundi Division

Spearman's rho		<i>Mentoring</i>	<i>Teachersquality</i>
<i>Mentoring</i>	Correlation Coefficient	1,000	,366**
	Sig. (2-tailed)	.	,009
	N	50	50
<i>Teachersquality</i>	Correlation Coefficient	,366**	1,000
	Sig. (2-tailed)	,009	.
	N	50	50
N= 50 ; df = 3 ; p < 0.01			

The result has shown that there was a significant positive correlation between Instructional Coach's mentoring of teachers and Teachers' Quality,  $r_s(3) = 0.366^{**}$ , ( $p < .05$ ). From this result we can conclude that Mentoring of teachers by Instructional Coach's significantly correlate Teachers' Quality. This test-value gives a coefficient of determination of 0.1339, meaning that 13.39% of the variability of teachers' quality is explained by Instructional coaching.

## **Summary of Results**

1. The supervision of teachers does not significantly affect teacher quality in primary schools in Mfoundi Division.
2. Coach-teacher relationship does not significantly affect teacher quality in primary schools in Mfoundi Division.
3. The more the mentoring of teachers the better the teacher quality in primary schools in Mfoundi Division.

## **Conclusion**

In this chapter, data were presented and described using tables and charts. The variability of the dependent variable by background characteristics was looked into and at the end the stated hypotheses were verified. This chapter in actual terms provided us with results to our research questions and hypothesis from which the researcher will discuss on.

## CHAPTER FIVE

### DISCUSSION, CONCLUSION, LIMITATIONS, RECOMMENDATIONS

#### AND SUGGESTIONS FOR FURTHER RESEARCH

The objective of this study was to investigate the impact of Instructional Coaching on Teachers' Quality in primary schools within the Yaounde V subdivision, Mfoundi division of the Centre Region of Cameroon. The main research instrument used for this investigation was the questionnaire. Three research hypotheses were formulated alongside research questions to guide the investigations. The data collected were analysed using the non-parametric analysis, the Spearman rho correlation coefficient, the Mann-Whitney U and Kruskal Wallis test, the normality test. After the verification of hypotheses, one of our research hypotheses was confirmed and two of our research hypothesis rejected. In this chapter, we shall discuss and analyse the findings which emerged from the study, in relation to the hypotheses, objectives and the views or findings of some authors. The chapter presents the major findings with respect to the Impact of I.C on T.Q in primary schools in Mfoundi Division. Mitchel &Jolley (2001), argued that the review of literature and findings of the empirical data are compared with each other and this will be followed by theoretical and professional implications. From this interpretation and discussion of findings, the researcher shall make her conclusion and provide some recommendations as well as suggestions for future research on the studied phenomenon. The chapter shall equally elaborate the limitations of the study.

#### 5.1. SUMMARY OF FINDINGS

From the analysis and interpretation of data in the preceding chapter, the following findings were arrived at:

Looking at the demographic characteristics of the respondents, it reveals that our sample is made up of more females (41) than males (9). Implying more women are primary school teachers than men. Also, it can be seen that most respondents are 35years old or under, showing that the teachers making up our sample population are relatively young. From the finding it reveals most respondents were from private schools, with lesser respondents from public schools and few from denominational schools.



It equally revealed that most primary school teachers are holders of a CAPIEMP certificate, few others with ENS certificates, a very few others with ENSET certificate and other few teachers with non-teaching certificates, such as; HND and other certificates. It reveals as well that most of our respondents have 4-5 years of experience and a good number also have 2-3 years and 6-7 years of experience. In a nutshell the finding reveals that most teachers have between 2-7 years of teaching experience, which indicates that most of the primary teaching workforce is relatively young in the field and their career. More so, the study also reveals that the number of schools having both head teacher and instructional coaches are more than the number of schools having only head teachers in our sample population. In addition, finding reveals that a teachers' general class average of his/her pupils' falls between 14-16 average for most of the teachers that made up the sample population and that a smaller portion of the sample of teachers had general pupils' class averages between 16-17 and 12-14.

So, the Mann – Whitney U test and the Kruskal–Wallis test were used to determine the variability of teachers' quality by background characteristics (gender, age, type of school, professional qualification, years of experience and pupil's general average).

It was observed that there was no significant variation found to exist between T.Q and all background characteristic of teachers (gender, age, type of school, professional qualification, years of experience and pupil's general average). Meaning the findings revealed that T.Q does not vary by background characteristics of teachers.

From Table 4.11 above, the results show that the distribution of teachers' quality is the same across categories of gender. The P-value (0.960) is greater than the level of significance (0.05) for both genders (males and females), meaning the p-value was not significant, thus the null hypothesis was retained that teachers quality does not vary by gender.

From Table 4.12 above, the results show that the distribution of teachers' quality is the same across categories of age. The P-value (0.140) is greater than the level of significance (0.05) for teachers at different ages ( $\leq 30$ , 31-35, 36-40, and  $> 40$  years), meaning the p-value was not significant, thus the null hypothesis was retained that teachers quality does not vary by age.

From Table 4.13 above, the results show that the distribution of teachers' quality is the same across categories of age. The P-value (0.165) is greater than the level of significance (0.05) for teachers at the three categories (public, private, denominational), meaning the p-value was not

significant, thus the null hypothesis was retained that teachers quality does not vary by type of school.

Looking at Table 4.14 above, the results show that the distribution of teachers' quality is the same across categories of teachers' professional qualification. The P-value (0.608) is greater than the level of significance (0.05) for teachers at the five categories (CAPIEMP, ENSET, ENS, HND, others), meaning the p-value was not significant, thus the null hypothesis was retained that teachers quality does not vary by teachers' professional qualification.

Looking at Table 4.15 above, the results show that the distribution of teachers' quality is the same across categories of teachers' years of experience. The P-value (0.117) is greater than the level of significance (0.05) for teachers at the five categories (0-1, 2-3, 4-5, 6-7, 8 and above), meaning the p-value was not significant, thus the null hypothesis was retained that teachers quality does not vary by teachers' years of experience.

From Table 4.16 above, the results show that the distribution of teachers' quality is the same across categories of School has both headteacher and Instructional Coach. The P-value (0.937) is greater than the level of significance (0.05) for teachers at the two categories (Yes and No), meaning the p-value was not significant, thus the null hypothesis was retained that teachers quality does not vary by School has both headteacher and Instructional coach.

Looking at Table 4.17 above, the results show that the distribution of teachers' quality is the same across categories of the general averages of the pupils of a teacher. The P-value (0.368) is greater than the level of significance (0.05) for teachers at the four categories (10-12, 12-14, 14-16 and 16-17), meaning the p-value was not significant, thus the null hypothesis was retained that the general averages of the pupils of a teacher does not determine teachers quality.

The overall analysis revealed a non-significant effect of teachers' background characteristics on T.Q. Meaning that, T.Q is not significantly affected by teachers' background characteristics.

Looking at the different research hypotheses, with respect to the independent variable (I.C) and the dependent variable (T.Q), the results show slight correlations between our study variables, namely between the independent variables (Supervision, Mentoring, Coach-teacher relationship) and the dependent variable (Teachers' Quality). The results obtained were as follows:

- There is a non-significant correlation between Supervision and Teachers' Quality,  $r_s(3) = 0.183$ , ( $p > .05$ ).
- There is a non-significant correlation between Coach-teacher relationship and Teachers' Quality,  $r_s(3) = 0.271$ , ( $p > .05$ ).
- There is a significant correlation between Mentoring and Teachers' Quality,  $r_s(3) = 0.366^{**}$ , ( $p < .05$ ).

Judging from the results gotten and with the verified hypotheses, it is with certainty that the researcher summarily affirms that there is to a certain extent, a significant relation between Instructional Coaching and Teachers' Quality in primary schools within the Yaounde V sub division in the Mfoundi Division.

## **5.2. DISCUSSION OF FINDINGS**

The discussion of the findings will be based on the hypotheses stated above. These discussions are as follows:

### **5.2.1. Supervision Has a Significant Impact on Teacher's Quality in Primary Schools.**

Our first research hypothesis was aimed at determining the relationship that exists between Instructional Coach's supervision and Teachers' quality. From the analysis, the correlation coefficient was non-significant with  $r_s(3) = 0.183$ , ( $p > .05$ ). Therefore, though it appears that coach's supervision do affect teachers' quality, but the impact is not significant.

This finding is contrary to results that showed that interaction between teachers and instructional supervision influences to a great extent teacher's classroom performance (Olawole, 2009). Also, Ranjbar, (2013) find that internal and external supervision of instruction have positive effects on teacher effectiveness in secondary schools. More so the finding is contrary to the findings carried out by Ikegbusi (2016), whose results indicated that both internal and external supervision of instruction have positive effects on teacher effectiveness in secondary schools. This result can be explained from the fact that most of the activities of supervision carried out by the I.C's were mostly verbal than practical, such as giving feedback after observing the teachers lesson or after going through the teachers lesson notebook, ensuring they follow up the timetable and cover the

syllabuses, observing their lessons and validating their lesson notebooks. Though the supervision activities of the I.C's are good but are not good enough to impact the T.Q in a positive direction. The supervisory activities of the I.C's can be compared to professional development given by the Inspectorates or Delegations of Education in various Sub- divisions which the researcher said in Chapter (2) that they were inadequate. Thus the reason why I.C's supervision is seen to have no impact on T.Q.

### **5.2.2. Coach-teacher Relationship Has a Significant Outcome on Teacher's Quality in Primary Schools.**

Our second research hypothesis was aimed at determining the relation that exists between Coach-Teacher relationship and Teachers' quality. From the analysis, the correlation coefficient was non-significant with  $r_s(3) = 0.271$ , ( $p > .05$ ). Our result therefore implies Coach-teacher relationship has no impact on teachers' quality.

This finding is partly in line with the finding of Blazer (2014), whose finding is partly in line with the result of our study. His result shows that differential treatment in a coach-teacher relationship (that is the treatment a coach gives to a teacher) is attributable to differences in coach effectiveness. In other words, the relationship a coach has with a particular teacher will determine the impact of that coach on the teacher's quality. Even though the researcher did not take it into consideration, she discovered while in the field that most schools had regular Instructional coaches than permanent seated instructional coaches. The reasons for most of the schools opting for regular I.C's is because they are less expensive compared to permanent seated I.C's. So it reveals that most I.C's were partly present in their schools thus providing limited time for them to work, connect and build solid relationships with the teachers. This explains why our study's findings reveal that coach- teacher relationship had no impact on T.Q. Never the less, our study's finding was contrary to the findings of Johnson(2016), on Understanding and Measuring Coach-Teacher Alliance, whose results showed that teachers viewed the coach-teacher relationship more positively than coaches. Teachers also perceived greater benefits from the coach-teacher relationship than coaches. In other words teachers tend to benefit and improve on their quality from their relationship with coaches. Doby and Latoya (2011), on Instructional Coaching in Elementary Schools: Perceptions of Principals, Instructional Coaches and Teachers.

Whose study result shows that coach-teacher relationship helped teachers grow professionally such as fostering their collaboration and improve teacher self-efficacy.

Also since most of these I.C's have not been effectively trained or given the correct required adequate training but rather most of them are putting in personal efforts to survive could be a reason why their relationship with teachers has no effect on T.Q. Since, they might be lacking in the skills or manner of approach and interactions to demonstrate towards the teachers that will lead to positive outcomes.

### **5.2.3. Mentoring Has a Significant Effect on Teacher's Quality in Primary Schools.**

Our third research hypothesis was aimed at determining the relationship that exists between Instructional Coach's mentoring of teachers and Teachers' quality. From the analysis, the correlation coefficient was significant with,  $r_s(3) = 0.366^{**}$ , ( $p < .05$ ). Therefore, an increase in Instructional Coach's mentoring will lead to an increase in Teachers' quality.

This finding was in line with the findings of the studies carried out by Wills (2014), on The Impact of Mentoring Experience on Teacher Retention whose results showed that teachers had a positive experience participating in the mentoring program. Sean (2011), on Full Time Mentors: A Qualitative Study of New Teacher Perceptions, whose findings were that , new teachers perceived benefits, such as; increased confidence in their abilities, opportunities for observation and feedback, practice teaching of lessons, support with resources and materials. Palmer (2010), on The Impact of Mentoring on Beginning Teachers in a Rural North East Georgia School District, whose results showed that mentoring provided for new teachers in the area of curriculum, discipline and that mentoring is an important program in a school district as teacher retention tends to be higher through mentoring. In other words a teacher is retained in most cases when the teacher is of good quality, thus mentoring positively influences teacher quality. Mentoring was seen to have a very remarkable impact on T.Q because it consists mostly of practical than theoretical exercises in which the teachers participated in, under the coordination of the coach. As seen in chapter (4) above mentoring consisted of teachers working in cell meetings (where they exchange ideas on how to better teach a particular lesson, strategies on how to improve pupils understanding of certain discipline, in this cell meetings there are usually teachers of all years of experience working together, those who are more experienced and those

who are less experienced all work together, and it is the reason why our study proved that teachers years of experience had no impact on teachers quality because from such meetings, the less experienced acquire enough skills and knowledge to operate like the experienced.), collective lessons are organized ( in which, teachers of the same level, each of them has a turn to present a lesson in the presence of his/her colleagues and after the presentation the presenter is given feedback on what was good, not good, what needs to be ameliorated under the coordination and supervision of the coach, and this collective lessons are done regularly. It enables teachers to learn in the field and from one another easily, and it is more practical.). Also mentoring entails the presentation of a model lesson by the I.C in front of the teachers in a classroom setting, the teachers tend to observe the I.C teach and such lessons are usually very explicit and considered almost perfect because the I.C's intention is to teach the teacher how to teach a particular lesson or handle a particular situation in class such as classroom management or using question techniques like Probing.). Mentoring also entails providing teachers with the necessary didactic materials to facilitate their teaching and learning process in their pupils, it also entails encouraging teachers to carry out research before teaching and actually carrying out the research with them, it also involves going through pupils evaluations weekly to see the trend of their performance and together the I.C and teacher propose solutions to personally follow up pupils and improve their levels. All this put together is the reason why mentoring has an Impact on T.Q. Though the researcher noticed while in the field that most of these I.C's have not been trained for the profession and that most of them are given some kind of small in-service training by these schools upon employment before they actually take up their duties as I.C's. The researcher equally observed that the criteria for most of the I.C's was that they were holders of a Bachelor's Degree in any field of study and that they are given a recruitment test set by these schools after which successful candidates go in for a few months of starch or in-service training offered by the school. The researcher equally noticed that most of these I.C's are very intelligent and that they study a lot and do a lot of research pertaining to their job description to enable them survive as I.C's. Very few of the I.C's are experienced teachers, some have taught for 1- 3years while others have never taught but all of them have a Bachelor's Degree.

All of these shows there is hope that I.C will have a great impact on T.Q in the future when conditions will be more favourable, such as qualified, trained and competent I.C's, teacher awareness of the role of I.C and even society awareness of I.C will create a big positive influence

of I.C's on T.Q. Thus mentoring is more of practice and involves activities such as modeling lessons, working in workshops with teachers, etc.

Pupils' opinion (pupils mean responses when aggregated to mean responses of teachers) it reveals that most of the teacher respondents in our study were relatively of good Quality, as the result from pupils opinion was slightly in line with Mitchell (2000), who emphasized that a teacher of good quality is committed to pupil and pupil learning and such a teacher uses knowledge of effective verbal (talking), non-verbal (actions) and media communication (charts and objects) techniques to foster active inquiry, collaboration and supportive interaction in the classroom (M=59.4%). From the findings, it indicates a high proportion in our sample have some of these characteristic of a teacher with good quality but not all of the characteristics, some were lacking in one or two of the above mentioned characteristics. For example some used mostly talking, others used talking and actions leaving out media and vice-versa.

Mitchell (2000), who emphasized that a teacher of good quality manages and monitors pupils learning by understanding the characteristics, uses, advantages and limitations of the different types of assessments, for example; observation, teacher made test, projects, student self-assessment, peer assessment to enhance his/her knowledge of his learners, evaluate pupils progress and modify teaching and learning strategies. All these are made possible when pupils do exercise in groups and also alone (M=34.7%). Notwithstanding some of our teachers were lacking in the aspect of one on one follow up of pupils especially the slow learners, they were lacking in giving remedial lessons, specific homeworks for specific cases and generally in evaluating pupils progress,

Also the results from pupils' opinions reveal that most teachers had a hard time maintaining discipline in their classes (M=1.775), and that their classes were always noisy. This can somehow be traced to the Cameroon National Educational Guidelines No. 98/004 1998 article 35 which states that corporal punishment is unlawful in schools, given that we are in Africa and it's difficult to discipline children without a whip could be the reason for the indiscipline

The demographic data of our study, revealed in Chapter (4) that most of the teachers had CAPIEMP for their professional Qualification (70.0%), though our study's result prove that professional Qualification has no Impact. However it was part of the researcher's observations,

that most teachers in high standing primary private schools have CAPIEMP, contract teachers in government primary schools and even the government teachers in the primary sector of education, they all have CAPIEMP. While most small primary schools have University graduates, Higher Diplomat Holders as their teachers. This result is related to the findings of a study carried out by Tchombe (2006) on Progressive Transformative Education, which states that “Decisions on the management of teachers in private schools are undertaken at the school level. Thus the school has the right to decide on the qualification of the teachers they wish to recruit, in other words to improve on the general school performance, most school owners (proprietors, proprietress) prefer to employ teachers having a teaching certificate, provided they can afford to pay them well. This gives the reason why most teachers in this area are CAPIEMP holders.

Also the results from the demographic data of our study reveal that most of the respondents who were teachers were relatively young in terms of age ( $\geq 30$  yrs: M=28.0%) and in terms of years of experience (4-5 yrs: M=32.0%). However this result is in line with the researcher’s observations that most teachers with many years of experience have either gone on retirement or have been sent to serve in the government offices and not the classroom. It is obvious, just like the results have revealed that most teachers in the teaching field nowadays (especially in the private sector) are relatively young with very few years of experience. In the private sector after acquiring some years of experience most teachers leave in search for greener pastures in different professions or by accepting better opportunities. This explains the reason why most of the teachers in the field fall between 3-6 years of professional experience.

More so, the demographic data of our study equally revealed that the sample of our respondents was mostly made up of the female gender (41: M=82.0%) than the male gender (9: M=18.0%). This proportion in the sampled population of teachers is due to the fact that more women are into the teaching profession than men, especially at the primary level of education (World Bank, 2014). Also the population of our study, which consisted of teachers in primary schools in Yaounde V was made up of 53 men and 1968 women as gotten from the inspectorate of basic Education Yaounde V.

Looking at the demographic data still, it revealed that our study had most respondents from private schools (M=84.0%) and a few from public (M= 10.0%) and denominational schools (M=6.0%). The reason for more private schools can be explained by the nature of the economy



in this subdivision which is linked to the entire region. Their economy is centered on the administrative structure of the civil service and diplomatic services, thus they enjoy a relatively high standard of living and security in this subdivision.

The size of the population in this subdivision is large and equally the reason for many private schools, given that government and mission primary schools are not sufficient to meet the demands of the ever growing population in this subdivision. Our study had a population of 54146 pupils in Yaounde V, five (5) denominational schools, 34 public schools and 233 private schools.

### **5.3. THEORETICAL AND PROFESSIONAL IMPLICATIONS**

From the above discussion, it is evident that I.C has a slight impact on T.Q. The ultimate goal of I.C is to improve on the general quality of Education by improving on the quality of teachers, thereby improving pupil's performances. In line with Hanushek (1992), who argues that, the negative consequences of a year of instruction from an ineffective teacher, can be nearly impossible to fully overcome, leading to Prince (2002) to conclude that teacher quality is the single most important school variable affecting student achievement. Hanushek (1992), continues to say, pupils with top teachers are less likely to become pregnant as teenagers, more likely to enroll in college and more likely to earn more money as adults. Professor Friedman, a coauthor adds that if you leave a low value added teacher in your school for 10 years, rather than replacing him with an average teacher, you are hypothetically talking about 2,5 million in lost in a country's National income. The world is a global village and it is in a state of constant change, some teachers might not have the personal will and push to do research, to try out new strategies, to approach their colleagues. Some may have the willingness but do not know how to go about it, but never the less in the presence of an I.C whose main focus is to inculcate collaborative values and dynamism in teachers, his presence will eventually lead to the re-birth of most teachers.

As the finding of our study said; Mentoring greatly impacts T,Q and its in line with the Albert Bandura's Theory of social learning, where people learn from one another through observation, imitation and modeling. From observing others, one forms an idea of how new behaviors are performed and on later occasions this coded information serves as a guide for action.

It is equally in line with Lev Vygotsky Social Developmental Theory which bases on three main points; Social Interaction, in which teachers need adult guidance, peer collaborator instructor to develop potential skills as a result of socialinteraction between them and their peers as well as the MKO (The MKO refers to anyone who has a better understanding or a higher ability level than the learner with respect to a particular task, process or concept.), which then transports them from the ZPD (The ZPD is the distance between a learner's ability to perform a task under adult guidance and/or with peer collaboration and the pupils' ability in solving the problem independently), to individual skill range as they become individual learners who are independent in their learning and practicing(teaching) not necessarily needing assistance anymore. Lastly, John Dewey's theory of Education, in which he states powerful educational experiences are a result of two fundamental principles; continuity and interaction. Continuity refers to how experiences, both past (teaching practice) and present (classroom teaching, in-service trainings and PD's), influence the future (Good teacher quality= an effective teacher=Increase in pupils performance) while interaction refers to how one's current situation influences their experiences (peer collaboration in forms of collective lessons, cell meetings etc. influences teachers classroom experiences).

Coach-teacher relationship not having a significant impact on T.Q as our study has proofed, is contrary to the adult learning theory of Malcolm Knowles, which talks of giving learners (in this case teachers become learners) a high autonomy and space for reflection learning to take place. Programs dealing with adults should take into consideration their learning environment; it should be a learner centred (teachers) environment of trust and mutual respect. The goals of the learning should come from the learners, the learning process should make use of earners experiences through their participation. By so doing, adult learning becomes effective and productive to all involved.

Supervision is having no significant impact on T.Q as proofed by our study.

All these theories can be made practical and fully implemented in our schools with the help of a qualified I.C.

## **5.4. LIMITATIONS OF THE STUDY**

The researcher faced some challenges in the course of the research.

Firstly the Divisional Delegation for Basic Education in the Mfoundi Division and the Inspectorate for Basic Education in Yaounde V, could not provide the researcher with statistics on the number of schools having regular I.C's, permanent I.C's and schools not having an I.C at all. When the researcher got to these government offices and requested for this statistics, she was told that they did not have such statistics; instead they propose to give her a research authorization to go into the field to obtain the statistics and bring to them. This incident actually delayed this study for a while as the researcher needed this information to proceed.

Notwithstanding, the researcher did everything possible to come up with valid and reliable results at the end of the research.

## **5.5. RECOMMENDATIONS**

### **5.5.1. For I.C's or Academic Coordinators in some Primary Schools in Cameroon.**

For people serving as regular I.C's in schools, structured group work is a more efficient strategy to work with teachers. Developing, locating, and sharing resources with teachers. Meeting with grade level or subject area teams to discuss and analyse assessment instruction, curriculum, student work, teacher assignments and so forth. Leading committee work (Developing sample lessons, preparing materials). Leading and participating in more traditional types of professional development workshops. Leading formal lesson study with some groups of teachers working with teachers to develop partnership programs with parents and individual activities in the community.

Helping teachers assess pupils learning, co-planning lessons, having problem-solving conversations about specific pupils, instructional issues, assessment, results and so forth.

Modeling, co-teaching, observing and providing feedback. As well as combining modeling, co-teaching and observing while working in the classroom (coach is usually in the classroom for a certain amount of time). Impromptu meeting with a teacher to discuss an important topic(e.g a specific students behavior, test scores of pupils). Coaches must exhibit the skills, knowledge and

dispositions that display credibility and enable development of a trusting relationship with teachers.

In clear terms, an I.C has the following roles to play in the Instructional coaching model. Thus the following is recommended of them;

- ***Classroom Supporter***

In order to increase the quality and effectiveness of classroom instruction based on using the gradual release model, it includes but is not limited to:

Collaboration, co-planning, modeling, co-teaching, provides descriptive feedback based on teacher-requested observation.

- ***Instructional Supporter***

In order to support the implementation of effective instructional strategies, it includes but is not limited to:

- ❖ Assessment for learning.
- ❖ Differentiation of instruction.
- ❖ Standards based learning.
- ❖ Building teacher capacity by working with intervention groups for short periods of time in elementary classrooms.

- ***Curriculum or content facilitator***

- Increasing teacher content knowledge.
- Facilitating the better understanding of the structure of the written, taught, and tested curriculum.
- Dissecting standards to guide identification of essential knowledge and skills.

- ***Data Coach***

- Collaborating with teachers to analyse formative and summative student achievement data.
- Assisting teachers with the use of data to improve student learning.

- ***Facilitator For Change***

- Fostering a safe, trusting environment for teachers.
- Introducing alternatives and refinements for teacher instructional practices.

- ***Learner***
  - Engaging in professional development opportunities and professional reading.
  - Practicing and reflecting about what is learned.
- ***Professional Learning Facilitator***
  - Providing professional development.
  - Facilitating other forms of professional development.(Bringing in consultants).
- ***Resource***
  - Identifying instructional and assessment resources requested by teachers.
  - Sharing research and instructional best practices.
- ***School Leader***
  - Involving stakeholders in the implementation of the school improvement plan.
  - Connecting with community stakeholders by sharing instructional practices that impact students.
  - Acting as a strong advocate for student learning.

### **5.5.2. To Head Teachers**

Sun, Penuel, Franck, Gallagher, and Youngs (2013), highlighted that teachers who participated in effective professional development improved and via collegial interactions had an impact on fellow teachers. They served as informal coaches for their colleagues.

The head teacher as a school administrator has the duty to identify such teachers and propose them to the I.C team as a potential coach based on the subject matter expertise and ability to share. The authors suggested that schools design PD that promotes positive changes both in participants' instruction and in their ability to help others, that is, develop, 'go-to' teachers who are willing to share their expertise. These participants are seen as potential leaders.

Head teachers must provide the structural support needed by coaches. Specifically, coaches need time to meet with teachers, it's the head teacher's duty to encourage teachers to work with coaches and provide incentives for teacher coach collaboration.

The head teacher's role in the Instructional Coaching Model includes:

- ***Communicator***
  - Articulating the purpose and components of the coaching model to staff.
  - Leading and communicating to staff about the divisional delegation and building initiatives in relation to the coaching model.
  - Maintaining the fidelity of the coaching model.
- ***Facilitator***
  - Fostering a safe and trusting environment.
  - Aligning professional learning with the building SIP (school improvement plan).
  - Facilitating access to the coaching model.
- ***Instructional Leader***
  - Implementing the school and divisional delegations decisions
  - Meeting with school coaches and leadership team on a regular basis to examine school data and assist in school-wide planning (including professional learning).
  - Acting as a strong advocate for student learning based on data used to inform instruction.
  - Sharing best practices in research.
  - Committing to meet regularly with coach or coaches to share their roles.
- ***Learner***
  - Engaging in professional reading and learning opportunities.
  - Participating actively in the teaching and learning cycle.
- ***Evaluator***

The head teacher is responsible for evaluating the coach.

### **5.5.3. To Proprietors of Primary Schools**

Proprietors of schools and their head teachers are recommended to attend coaching workshops so that they better understand the coaching program that accompanies learning in the primary school. The aim for their participation in these workshops is to ensure coaches have a positive presence in the school, one that can lead to improvements of instruction and increases in student achievement.

#### **5.5.4. Inspectors of Education**

They should serve as part of the trainers to the new I.C's by being the members of the coaching team, they are in charge of sensitizing the public on the importance of I.C's and organizing of workshops to train the new I.C's. They are expected to have programs of formal workshops in which basic information about coaching is presented. These workshops should include many opportunities for experiential learning, which is practicing the teaching of particular subjects using recommended strategies, viewing and discussing videos (if feasible) of various coaching scenarios, and rehearsing ways in which to present feedback to teachers. Formal workshops need to be followed by ongoing support as coaches begin their work. (Inspectors are implicated here). Working with a supervisor or mentor coach or participating in a network of coaches where problems or issues can be discussed. A mentor might serve as a mediator in addressing school issues.

The inspectors are expected to follow up and give a helping hand to permanent I.C's in the field as they serve as their mentors.

#### **5.5.5. Teachers**

They should understand that I.C's are there for them to work together, share ideas for the good of the pupils. They should not shun down coaches, compare themselves to coaches, treatment inferiorly or be threatened by their presence. No one is a master of knowledge. They are expected to live with coaches in a collaborative manner; they are to consider coaches as their collaborators for the good of their pupils. Notwithstanding, teachers have the following roles to play in the coaching cycle:

- ***Instructor***
  - Aligning instruction to standards (written, taught and tested curricula).
  - Advocating for their students learning needs.
  - Collaborating with coach.
- ***Learner***
  - Choosing learning opportunities, supported by the I.C e.g book studies, collaboration time, and site based workshops, one-on-one coaching, co-planning.

- Creating learning goals consistent with school improvement plan.
- Exploring, implementing, reflecting, and adhering to best practices.
- Learning and implementing intervention strategies in the classroom.
- ***Learning Partner***
  - Fostering a safe, trusting environment.
  - Participating actively in the coaching continuum.
- **Assessor**
  - Analysing summative and formative assessment.
  - Using assessment data to inform instruction.

### **5.5.6. Pupils**

They should not look down on their teachers in the presence of coaches. They should consider both the coach and teacher as their teachers.

### **5.5.7. The Society**

They should learn to accommodate I.C's and give them the support they need and their rightful place in the society

## **5.6. SUGGESTIONS FOR IMPROVEMENT IN EDUCATION SECTOR AND FOR FURTHER RESEARCH**

For further research investigation needs to be done on:

**Firstly:** the impact of the availability of an Instructional Coach in a school. **Secondly:** the quality of Instructional Coaches on teacher effectiveness. **Then thirdly:** the training of Instructional coaches and implementation of Instructional Coaching in Cameroon.

For improvement in the education sector, a curriculum has been proposed by the researcher, which stipulates the various courses, credits, knowledge, skills, and competences etc, which coaches need to acquire while on training before getting into the working field. This proposed curriculum can be seen at the level of the appendices of this work.



For improvement in Education Sector, a coaching program has been proposed;

#### A PROPOSED INSTRUCTIONAL COACH PROGRAM

Ministry of Higher Education and Ministry of Basic Education are required to work on the qualifications of I.C's and the putting in place of an I.C program to train I.C's.

As stated in "*IMPLEMENTING COACHING IN DEVELOPING COUNTRIES*" by Akhlaq, (2008), coaches were selected from multiple sources. Some were retired teachers from preparation institutions; others were or had been employees of the Ministry of Education. Some were experienced teachers who had the dispositions and credibility to serve as coaches.

In Cameroon there are many students who graduate from the faculty of Education as Masters Degree holders or PHD holders, but due to lack of Job they end up for going their career despite all the knowledge and skills they have acquired. Putting the MINBAS in collaboration with Ministry of Higher Education and them making use of personnel's stated above (Professors in Education, retired teachers, workers in Ministry of Education, experienced teachers who have the dispositions to work as coaches) to form an I.C training team and also sensitize the public (potential graduates from Universities, specifically Faculty of Education) on what an I.C is all about and that to be an I.C at the primary level you must be in possession of CAPIEMP and encourage those who are interested, to go in for CAPIEMP. From there they will get quite a number of candidates to train for the program.

One way of compensating partly for the deficiency of poor pre-service training in Sub-Saharan Africa will be to establish appropriate in-service training courses. Yet here again most authors highlight the weakness or even the non-existence of such provision (Lauwerier, T. and Akkari, A. 2015). In most cases it involves short courses (Lasting a few weeks, days or possibly just hours) centrally planned by the ministry of Education on precise topics, such as the introduction of a new curricula. Yet alternative experimental forms exist such as in Zimbabwe in which local centers are run by teachers and training is provided in accordance with particular needs (Mulkeen, 2010).

Researchers have highlighted approaches to in-service training that have demonstrated a positive impact on the practice of teachers. This is so where they are more closely related to pre-service

training and adopted in the school environment together with financial incentives and qualifications.(Hardman et al., 2008,2001;Akyeampong et al.,2011).

It is thus necessary to establish closer relationships between training centers and schools, with in particular the introduction of mentoring, practical sessions and field based courses( Welford and Mosha, 2002; Lewin and stuart ,2003; Mattson, 2006;Bunyi et al., 2013).

Teacher Education and Training in Cameroon have come a long way through constant transformations to respond to the specific needs of the changing Country. Inclusion of indigenous perspectives in Cameroon's education and its practices requires a new breed of teachers who can be creative and innovative in their teaching, making the children more active learners. Government's policy on Teacher education must as of necessity put in place structures and mechanism to improve on teacher quality.

The need for structural changes to meet up with the required skills and standards is evident. Such structure will show clearly the different training options, pre-service training, initial training and subsequently in-service training patterns to enable teachers at all levels be sure of access for professional growth and development. Such a change in structure would help to delineate and clarify the objective of the different phases of teacher education. Wastage in training would be reduced. Increased and improved mobility and communication between the various parts of the courses would be ensured. Firstly, school based in-service should be encouraged within a well-structured framework.

In-service courses will help in updating practicing teachers with current trends in educational growth and research. Improvement in the quality of education is crucially dependent on the inputs of teachers who must develop and nurture a wide range of knowledge, skills, attitudes, behaviors and values. Teachers translate policies into programs, principles or theories into actions.

For this reason, this study is proposing a program to the Ministry of Basic and Higher Education, to enable them train I.C's, send them to schools to continue with the work that these ministries are already carrying out (the organization of seminars by the ministries at least once in an academic year, the holding of pedagogic animation) by going further to help teachers implement the knowledge they get from seminars by additional holding of cell meetings with them in their

various schools (2 Saturdays in a month : A situation where all the teachers in a particular school sit together, explain their problems and opportunity is given to everyone to suggest a solution to the problem under the coordination of an I.C, it involves group discussions in which teachers are guided on how to face and solve the challenges in their classes. Teachers are equally guided to work in workshops and come up with sample lessons proposed by the ministry, as well as teach those lessons and corrections made.). In this study it has been proven that the role of an I.C is very important in promoting quality education in a Nation. In order for the implementation of the role of an I.C in Cameroon to be very effective and efficient, there is a need to train I.C's and follow them up alongside teachers. This study is proposing a framework to train I.C's and follow them up.

### **Instructional Coach Program Design**

*Adapted from Instructional Coaching Model (Spokane Public Schools, April 2010) and The Framework For Instructional Coach Endorsement Guidelines (Pennsylvania Department of Education).*

The following guidelines discuss the Instructional Coach Program Design, candidate competencies, field experiences and any prerequisite certificates needed by the candidate.

Field experiences are defined as a range of formal, required school and community activities participated in by candidates who are enrolled in educator preparation programs. It includes activities like; Supervision and mentorship of a teacher with expertise, in the endorsement area.

Effective field experience provide candidates with increasing exposure to learning situations and school settings under the guidance of program faculty and trained mentors throughout the preparation program. The minimum field experience hour for the coaching program is 45 hours and 6 credit semesters (180 credit hours: 7 days 12 hours of internship).

#### **1) Pre-requisite for I.C Program for Basic Education.**

To be admitted into I.C program, candidate must be a holder of:

-CAPIEMP

-Bachelor or Master Degree holder of an Education certificate.

-Has at least 3 years of good teaching experience in the primary school.

The program includes how coaches acquire knowledge, skills and competencies and indicates how these candidates will be assessed to know if they have acquired the required knowledge, skills and competencies. This professional course is grounded in cognitive, affective and social development and will enable candidates to acquire knowledge and experience to successfully work with all school staff and school community.

### **The Core Content of all I.C's.**

- 1) Instructional Coaching Knowledge and skill.
- 2) Instructional practice knowledge and skill.
- 3) Assessment and data analysis knowledge and skills.
- 4) Organizational leadership and school change knowledge and skills.

Content knowledge has been identified as important for professional educators, from those who teach to those who lead or serve as administrators (Shulman 1987; Snow, Griffin, & Burns, 2005; Coburn, Toure, Yamashita, 2009).

## **COMPETENCY**

### **I-CONTENT**

Candidates will demonstrate their ability in and understanding of:

- a) Implementing the framework for instructional planning (pedagogy, curriculum and assessment, use of data to inform instruction).
- b) Demonstrating content discipline knowledge for all disciplines in the basic sector of education.
- c) Demonstrating knowledge of adult learning theory and sound professional development practices.
- d) Social justice and professional learning communities.

e) Coaching foundations.

## **II-Instructional Coaching Skills and Abilities**

A) For individual coaching of teachers, the coach will know and be able to:

1. Describe key elements of various coaching approaches, their strengths and underlying conceptual frameworks.
2. Recognize the factors that may create barriers to effective coaching (lack of understanding of role, lack of teacher buy-in, school leadership, etc.) and develop approaches for addressing these factors.
3. Conduct cycles which include pre-conferring, observing, analysis of data and conferring with the teacher.
4. Analyse instructional practice and provide meaningful and timely feedback to educators.
5. Plan collaboratively with educators for the continuation, modification and addition of specific skills and strategies in response to feedback and data.
6. Model in classroom as a means of providing specific demonstration of specific instructional techniques, strategies and approaches.
7. Co-teach in the classroom as a means of providing support and guidance to teachers.
8. Demonstrate an understanding of needs of adult learners in making decisions about working with colleagues in schools.
9. Reflect on their work and use that reflection to improve coaching.

### **Suggested Field Experiences Aligned with Competency IIA:**

- 1) Model lessons and observe colleagues teaching lessons.
  - Support and assist teachers with instruction delivery.
  - Create an effective classroom environment.
  - Provide professional and instructional resources.
  - Model best practices.

-Engage in reflective practices.

2) Complete one or two coaching cycles with another teacher, including planning, observing, analysis and feedback. (This can be videotaped or observed by the coach's coach). Analyse portions of taped conference to determine feedback and interaction with teacher.

3) Plan two or three lessons with teachers, helping to select ideas, materials and approaches that will meet the needs of pupils in classroom.

4) Plan and co-teach lessons with teachers.

B) For group coaching, the coach will know and be able to:

1) Lead group meetings in ways that facilitate group discussion, shared leadership and accomplishment of goals (process and content are appropriate for the task).

2) Plan, implement and evaluate professional development in the content areas that take into account adult learning principles.

3) Reflect on own work and use that reflection to improve coaching.

4) Recognise the factors that may create barriers to effective coaching (lack of understanding of role, lack of teacher buy-in, school leadership, etc) and develop approaches for addressing these factors.

### **Suggested Field Experiences Aligned with Competency II B:**

1) Lead a study group

-Facilitate dialogue and team work.

-Assess needs of teachers.

-Design learning and learning materials.

-Differentiate for diverse learners.

-Demonstrate presentation skills.

-Follow up with learners.

-Demonstrate meeting management skills.

-Communicate effectively.

-Write a reflection describing the study group, teacher responses and reflections on successes and plans for improvement.

- 2) Lead student data review meetings with teachers and write a reflection of each on successes and plans for improvement.
- 3) Create a collaborative instructional improvement plan with one or more teachers that include three or more coaching experiences designed to support improvements in classroom instructional practices.
- 4) Lead an informal book or article teacher discussion group.
- 5) Conduct a professional development session for teachers.
- 6) Conduct a professional development session for a paraprofessional group.
- 7) Conduct a parent workshop for your school.

### **III- INSTRUCTIONAL PRACTICES**

**Candidates will demonstrate their ability in and understanding of:**

- A- Coaching educators in the effective delivery of research-based instruction appropriate to the content area.
- B- Coaching educators in the use of educational technology and its integration into instructional practice.
- C- Coaching educators in becoming independent, reflective practitioners.
- D- Coaching educators in instructional planning.
- E- Coaching educators in the appropriate selection and implementation of instructional materials and assessment tools.
- F- Coaching educators in instructional strategies for special needs, gifted and other subgroups.
- G- Coaching educators in formal and informal assessment and decision making to improve instructional practice.
- H- Coaching educators in culturally responsive pedagogy.
- I- Coaching educators in classroom management.

## **IV-ASSESSMENT**

### **Candidates will demonstrate their abilities in and understanding of:**

- A- Using assessment data from multiple measures, especially from formative assessment to give instruction and make decisions about coaches.
- B- Monitoring the results of interventions and altering instruction accordingly.
- C- Using multiple assessments (authentic, screening, diagnostic, formative, benchmark and summative) that are developmentally appropriate.
- D- Demonstrating effective use(s) of technology in student assessment measures and data analysis.
- E- Using multiple assessment strategies that effectively measure student mastery of the curriculum in more than one way.
- F- Designing assessment that target academic standards and assessment anchor content standards in subject area.

## **V- ORGANIZATIONAL LEADERSHIP AND SCHOOL CHANGE.**

### **The candidate will know and be able to:**

- A- Understand the school change literature that speaks to the importance of schools as communities of learners.
- B- Exhibit effective interpersonal skills that reflect respect for others and understanding of the importance of collegial interactions for promoting student learning.
- C- Listen effectively to others, understanding both content and feeling during formal and informal dialogue, and communicate in a manner that inspires trust, communicates respect and is nonjudgmental in nature.
- D- Work collaboratively with colleagues in setting goals and establishing directions for school improvement and reform.
- E- Work collaboratively with school leadership to promote common goals and vision in the school.
- F- Promote shared leadership in the school.
- G- Communicate with internal (administrators, etc) and external audiences (parents, foundations, etc) about school change efforts.



**Suggested Field Experiences Aligned with Competency V:**

1) Analyse a school-wide content area program and develop an action plan for improvement; or audit a school program and develop an action plan for improvement.

This could include:

- Data analysis/needs analysis.
- Collecting data/ information to develop a detailed plan action.
- Communicating effectively with headteacher, department chair, experience teachers, specialists or mentor teachers.
- Facilitating action plan.

2) Shadow a content area specialists or another instructional coach.

3) Attend a team or department meeting that focuses on curriculum. After discussion with the department head, write a reflection describing the meeting and developing a coaching plan that could be used by a coach to implement the curriculum.

4) Use appropriate technology for data analysis/ administrative tasks.

**Sample Instructional Coaching Professional Core Program (12 credits).**

<b>Competencies</b>	<b>Course</b>	<b>Credits</b>
<b>Competencies under I and V</b>	Leadership and school change	<b>3</b>
<b>Competencies under I,II and III</b>	Foundations of Instructional Coaching.	<b>3</b>
<b>Competencies under III and IV</b>	Assessment analysis and Instructional Decision Making.	<b>3</b>
<b>Competencies under II, III and V, supervised field experience (45 hours).</b>	Instructional Coaching Practicum.	<b>3</b>

**N.B: Programs have flexibility in how they distribute the competencies among the courses. Field experiences may be required in courses other than the practicum course. Credits can be reduced depending on candidate’s experience.**

## Faculty

Faculty who teach in instructional coaching programs must have expertise in instructional coaching, teaching experience in K-12 setting and advanced degrees in disciplines appropriate to coaching. Additionally, program proposals will be expected to include evidence of collaboration with current practicing coaches and administrators.

Instructional coaching programs should consider the following elements when assigning faculty to teach the core courses:

-Faculty should have expertise in these areas:

- Principles of coaching
- Adult learning
- School leadership
- Assessment and data analysis

-Expertise may be evident through a combination of:

- Educational degrees
- Professional development
- Experience in pre K-16 teaching/ coaching and
- School leadership and scholarship.

Faculty teaching coaching courses, a doctoral degree is preferred. Faculty should have experience in teaching and/ or coaching in pre K-12 schools. Additionally, faculty should have experience in professional development and school leadership. This may include, but is not limited to:

- Success in administrative positions.
- Leading professional development workshops
- Attending professional conferences and
- Leadership roles in professional organizations.

Programs may be approved if at least, 80% of faculty members for this program are qualified to teach their assigned course(s). If any faculty is found to be unqualified for their assigned course(s), the institution will have two years to ensure that 100% of the faculties are qualified.

### **ON-GOING PROFESSIONAL DEVELOPMENT FOR COACHES**

What time and organizational structures will be provided for the on-going professional learning for coaches? (SPS, 2010).

- 1) One full day during the first month of a school term and one full day during the last two weeks of a school term:
  - Coaches meet for content/ instructional level groups or a k-12 group.
  - They will participate in goal setting, review and reflection.
  - Engage in program initiatives and expectations.
- 2) Friday afternoon trainings (bi-monthly per month)
  - Cross grade level conversations to promote systemic circular alignment.
  - Coaches will engage in professional learning and collegial problem solving.
  - Coaches will have a voice in selecting their own learning topic.
- 3) Training will be scheduled to avoid taking coaches out of their buildings during class ours.
- 4) Coach to coach mentoring for new coaches is made available.
- 5) Effort will be made to utilize time during elementary and middle school parent conference week for coaching training and support.
- 6) Coaches will meet regularly with their headteacher to focus their work in support of the school plan improvement plan.
- 7) Coaches training agendas, schedules, minutes and evaluations will be communicated to principals with an open invitation to attend any coach training they feel would be helpful to their own professional learning.

**Planning and coordination: Who collaborates to coordinate the professional learning for instructional coaches?**

- ❖ Cadre of coaches
- ❖ Special programs department
- ❖ Professional learning department
- ❖ Headteachers
- ❖ Curriculum coordinators
- ❖ Consultants as appropriate.

**Conclusion**

This chapter discussed the findings of our results in line with the findings of related studies at the literature review. It also pointed out the challenges the researcher faced in the course of this study and at the end proposals for further research and a coaching program were made.

## General conclusion

Just like many other scientific studies, this study consists of five chapters: an introduction, a chapter on literature review and theoretical framework: a chapter on research methodology, a chapter on presentation and interpretation of results and lastly a chapter on discussion of findings, conclusion, recommendations and suggestions for further research.

Chapter one served as a preliminary to other chapters and in this chapter a background of the study and the statement of the problem are included. Also the objectives of the study with the general objective which is to determine the Impact of I.C on T.Q then the three specific objectives were examined, as well as a general research question: What is the Impact of I.C on T.Q?, the significance of the study, the scope of the study and the delimitation of the study were highlighted.

In chapter two, the study was based on the review of relevant and related literature. It provided a conceptual framework for the investigation; it looked at existing literature on variables and adopted four theoretical frameworks which provided empirical backing, and they include ; Albert Bandura Social Learning Theory, Lev Vygotsky Social Developmental Theory, John Dewey's Theory of Education and finally The Adult Learning Theory by Malcolm Knowles.

Chapter three Chapter three presents the research design, population and sample of study, sampling techniques, instruments (Questionnaire) and data collection plan, data analysis method and a recapitulative table including variable and indicators of study.

Chapter four presented the organisation, analyses of data and presentation and description of results. Chapter five presented the interpretation of results and discussion of findings

In this study two of our three hypotheses were not confirmed, just one (1) out of the three (3) hypothesis were confirmed.

From the above discussion it is evident that I.C has a slight impact on T.Q. Notwithstanding the kind of coach-teacher relationship will determine whether the I.C impacts teacher positively or not. It was therefore concluded that there is a slight relationship between I.C and T.Q. The chapter equally provided some difficulties encountered by the researcher and also provided recommendations and suggestions, to the state (Ministries of Higher and Basic Education) that is

the principal stakeholder of our educational system and other stakeholders to prepare teachers for their competent roles in their various interventions in the quality of Education. Finally the researcher also provided some suggestion for future study on the problem.

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## APPENDICES

### APPENDICE 1:

#### QUESTIONNAIRE FOR TEACHERS

Dear Respondent, I am student in the Faculty of Education in the University of Yaoundé I. I am currently carrying out a study on the topic: **Instructional Coaching in the Primary sector of Education and Teachers' Quality**. I request your participation in this study by objectively providing answers to the following questions. I assure you that the information you provide in this questionnaire shall be strictly used for academic purposes.

**Instructions:** Please mark an **X** in the box carrying your most preferred responds.

N=never, R=Rarely, O=Often F=Frequently

	<b>SUPERVISION</b>	<b>N</b>	<b>R</b>	<b>O</b>	<b>F</b>
1	My lesson notebook is validated?	N	R	O	F
2	The lessons I teach are observed?	N	R	O	F
3	I receive feedback after my lessons are observed?	N	R	O	F
4	I receive feedback after my lesson notes are validated?	N	R	O	F
5	I am followed up to make sure I respect the timetable?	N	R	O	F
6	I am guided and monitored to make sure I properly cover the syllabuses?	N	R	O	F
7	I participate in professional development meetings?	N	R	O	F
	<b>COACH-TEACHER RELATIONSHIP</b>				
8	My efforts are praised?	N	R	O	F
9	No matter the situation I am always encouraged to be optimistic/positive about my pupil's performances.	N	R	O	F
10	I am given the opportunity to share my ideas.	N	R	O	F
11	I am spoken to in a polite manner.	N	R	O	F
12	We exchange and share ideas.	N	R	O	F

13) The general averages of pupils ranges between: 1)16-17 2)14-16 3)12-14 4)10-12.

**Scale:** 1: Strongly Disagree 2: Disagree 3: Neutral 4: Agree 5: Strongly Agree

	<b>MENTORING</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>14</b>	Adequate demonstration (model) lessons are conducted.	1	2	3	4	5
<b>15</b>	Cell meetings are organized regularly.	1	2	3	4	5
<b>16</b>	Collective lessons are organized regularly.	1	2	3	4	5
<b>17</b>	I am provided with guidance on classroom management	1	2	3	4	5

	strategies.					
<b>18</b>	I am given assistance to ensure that I implement new teaching methods proposed by the delegation.	1	2	3	4	5
<b>19</b>	I am provided with resource materials and knowledge to handle my classroom.	1	2	3	4	5
<b>20</b>	I am encouraged to do research concerning my lessons before teaching pupils.	1	2	3	4	5
<b>21</b>	I am provided assistance in the assessment and follow up of my pupil's performances.	1	2	3	4	5

### DEMOGRAPHIC VARIABLE

22) School: -----

23) This school has both head teacher and instructional coach. 1) Yes 2) No.

24) Professional Qualification: 1) CAPIEMP/\_/, 2) ENSET /\_ / 3) E.N.S /\_ /.

25) Years of experience: 1)1-2 /\_ /, 2) 2-4 /\_ /, 3) 4-6 /\_ /, 4) 6-8/\_ /, 5) 8 and above/\_ /.

26) Gender: 1) Male /\_ / 2) Female /\_ /

27) Age: 1)1-2/\_ / 2)3-4/\_ / 3)5-6/\_ / 4)7-8/\_ / 5) 8 and above /\_ /

28) Type of school: 1) Private/\_ / 2) Public /\_ / 3) Denominational /\_ /



## QUESTIONNAIRE FOR PUPILS

Dear Respondent, I am student in the Faculty of Education in the University of Yaounde I. I am currently carrying out a study on the topic: **Instructional Coaching in the Primary sector of Education and Teachers' Quality**. I request your participation in this study by objectively providing answers to the following questions. I assure you that the information you provide in this questionnaire shall be strictly used for academic purposes.

**Instructions:** Please mark an **X** in the box carrying your most preferred responds.

Scale: 1: Strongly Disagree    2: Disagree    3: Neutral    4: Agree    5: Strongly Agree.

	<b>TEACHERS QUALITY</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1</b>	The teacher asks oral questions, gives exercises after each lesson, gives homework and does correction.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>2</b>	The teacher encourages the slow learners to work hard?	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>3</b>	The teacher tells you to be confident in your answers and to always do your best.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>4</b>	The teacher moves round the class to check notebooks, pupils who are copying, pupils who are sleeping or making noise	1	2	3	4	5
5	The teacher answers the questions that pupils ask him correctly and clearly.	1	2	3	4	5
6	The teacher explains lessons well and clearly so that everyone understands.	1	2	3	4	5
7	The teacher uses one and the same example in all the subjects.	1	2	3	4	5
8	Is your class always quiet and orderly?	1	2	3	4	5

9) How does your teacher often teach ( by talking, using actions, using charts and objects).

1) talking    2) actions    3) charts and objects    4) 1,2,3    5) 1& 2,    6) 2&3,    7) 1&3.

10) Does you teacher allow you

1) Work in groups    2) work alone    3) both    4) another way -----.

### DEMOGRAPHIC VARIABLE

11) School: -----

12) Gender: 1) Male/\_/    2) Female /\_/

13) Age: 1)8/\_/    2)9/\_/    3)10/\_/

## QUESTIONNAIRE POUR LES ENSEIGNANTS

Cher (e) collègue, Je suis une étudiante à la Faculté des Sciences de l'Éducation de l'Université de Yaoundé I. Je suis en train de mener une recherche sur le sujet " Coaching pédagogique et qualité de l'enseignant". Je sollicite votre collaboration dans cette étude par la réponse aux diverses questions qui suivent. Soyez assuré que toutes les informations que vous me fournirez, resteront confidentielles et ne seront strictement utilisées qu'à des fins académiques.

### CONSIGNES

Cochez (X) la case qui correspond le mieux à votre réponse et remplissez les espaces vides avec des reponses courtes. -Indiquez la degree de votre accord dans l'échelle suivante en cochant (X) sur votre choix:

J=JAMAIS    R=RAREMENT    S=SOUVENT    F=FREQUEMMENT

	<b>SUPERVISION</b>	<b>J</b>	<b>R</b>	<b>S</b>	<b>F</b>
1	Mes cahiers de préparation sont validé ?	J	R	S	F
2	Les leçons que j'enseignant sont observés ?	J	R	S	F
3	Je reçois le feedback après l'observation de mes leçons	J	R	S	F
4	Je reçois le feddback après la validation de mes cahiers de préparation.	J	R	S	F
5	Je me rassure que je respecte l'emploi de temps	J	R	S	F
6	Je suis guidé et contrôlé pour assurer que je couvre correctement les programmes.	J	R	S	F
7	Je participe aux reunions de formation professionnelle continue.	J	R	S	F
	<b>RELATION COACH-ENSEIGNANT</b>	J	R	S	F
8	Mes efforts sont félicités	J	R	S	F
9	Quelle que soit la situation, je suis toujours encouragé à être optimistique/positif au sujet du travail de mes élèves.	J	R	S	F
10	l'on me donne l'opportunité de partager mes idees	J	R	S	F
11	On me parle d'une manière polie	J	R	S	F
12	Nous échangeons et partageons les idées.	J	R	S	F

13) Les moyennes générales des élèves varient entre :

1)10-12,            2)12-14,            3)14-16            4)16-17

## CONSIGNE

Cochez (X) la case qui correspond le mieux à votre réponse et remplissez les espaces vides avec des reponses courtes. -Indiquez la degre de votre accord dans l'échelle suivante en cochant (X) sur votre choix:

1: Fortement en disaccord 2: Desaccord 3: Neutre 4: D'accord 5: Tout a fait d'accord

	<b>MENTORAT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>14</b>	Les leçons modèles sont adéquatement conduites	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>15</b>	Les réunions en cellule sont organisées régulièrement	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>16</b>	Les leçons collectives sont organisées régulièrement	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>17</b>	Je reçois des conseils sur les stratégies de gestion de la classe.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>18</b>	Je reçois une assistance pour s'assurer que j'implemente les nouvelles méthodes d'enseignement proposées par la délégation.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>19</b>	Je reçois des ressources matérielles et des connaissances pour gérer ma salle de classe.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>20</b>	Je suis encouragé à faire des recherches sur mes leçons avant de les enseigner aux élèves.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>21</b>	Je reçois de l'assistance dans l'évaluation et le suivi de la performance de mes élèves.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

## VARIABLES DEMOGRAPHIQUES

22)École : \_\_\_\_\_

23)Cette école a une Directrice et Coach Pédagogique: OUI /\_/ NON /\_/

24)Qualification professionnelle : 1)CAPIEMP /\_/ 2)ENSET /\_/ 3)ENS /\_/

25)Années d'expérience : 1)1-2 /\_/ 2)2-4 /\_/ 3)4-6 /\_/ 4)6-8 /\_/ 5)8 and above /\_/

26)Genre: 1) Masculin /\_/ 2) Féminin /\_/

27)Age: 1)1-2 /\_/ 2)3-4 /\_/ 3)5-6 /\_/ 4)7-8 /\_/ 5) 8 et plus /\_/

28)Type d'école: 1)Privée /\_/ 2)Publique /\_/ 3)Dénominatoire /\_/

## QUESTIONNAIRE POUR LES ELEVES

### CONSIGNE

Cochez (X) la case qui correspond le mieux à votre réponse et remplissez les espaces vides avec des reponses courtes. -Indiquez la degre de votre accord dans l'échelle suivante en cochant (X) sur votre choix:

1: Fortement en désaccord 2: Désaccord 3: Neutre 4: D'accord 5: Tout a fait d'accord

	<b>QUALITE DE L'ENSEIGNANT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	L'enseignant poser des questions orales, donne des exercices après chaque leçons, donne des devoirs et fait la correction.	1	2	3	4	5
2	L'enseignant encourage ceux qui apprennent lentement à travailler dur.	1	2	3	4	5
3	L'enseignant vous encourage à avoir confiance en vos réponses et de toujours faire de votre mieux.	1	2	3	4	5
4	L'enseignant se déplace dans la classe pour vérifier les cahiers, les élèves qui copient, les élèves qui dorment ou font du bruit.	1	2	3	4	5
5	L'enseignant repond aux questions posez par les élèves de manière claire et correcte.	1	2	3	4	5
6	L'enseignant explique bien et clairement les leçons pour que les élèves comprennent bien.	1	2	3	4	5
7	L'enseignant utilise un seul et meme exemple dans tout les différentes matières/disciplines.	1	2	3	4	5
8	Votre salle de classe est toujours calme et ordonnée.	1	2	3	4	5

9) Comment est-ce-que votre enseignant vous enseigne parfois (en parlent, actions, graphiques et objets)

1)parler 2)actions 3)graphiques et objets 4)1,2,3 5)1&2 6)2&3 7)1&3

10) Est-ce que votre enseignant vous permet de:

1) Travailler en groupe 2)Travailler seul 3)Travailler en groupe et seul 4)D'une autre maniere (spécifiez-le) \_\_\_\_\_.

### VARIABLES DEMOGRAPHIQUES

11)Nom de l'école: \_\_\_\_\_.

12) Genre: 1)Masculin /\_/ 2) Feminin /\_/

13) Age: 1)8/\_/ 2)9/\_/ 3)10/\_/