

# The Influence of Pedagogic Supervision on School Effectiveness in Public Primary Schools in Fako Division, South West Region of Cameroon

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## ABSTRACT

The focus of this paper was to examine the influence of pedagogic supervision on school effectiveness in public nursery and primary schools in Fako division, South West Region of Cameroon. The survey research design was adopted for the study. Data was collected from 406 teachers and 62 head teachers from both nursery and primary schools and the number of accessible nursery and primary schools were twenty-three. Questionnaire and semi-structured interview guide were the instruments used for the study. The instruments consisted of both close and open-ended questions. For the reliability statistics, the internal consistency of the head teachers' responses ranged from 0.782 to 0.893. The overall reliability coefficient was 0.989 which was above the recommended threshold of 0.7, while the internal consistency of the teachers' responses ranged from 0.734 to 0.876. Findings showed that while some inspectors could not rate the effectiveness of their schools, others said the effectiveness of their schools were above 12%, 50% and 80% respectively. Findings Comparing teachers' opinion on the carrying out of pedagogic supervision by head teachers showed that head teachers do not significantly differ in their opinion on the practice of pedagogic supervision in school ( $P > 0.05$ ). Furthermore, head teachers teaching in the nursery school, 77.8% and 96.2% of those teaching in primary schools disagreed that their head teachers are carrying out pedagogic supervision. On the same note, as findings showed that pedagogic supervision has a positive and significant effect on the effectiveness of public nursery and primary schools. From the findings, recommendations were made.

**KEYWORDS:** pedagogy, supervision, effectiveness

## INTRODUCTION

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

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

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objectives providing quality basic education is relevant and supervision is at the heart of such a system. Supervision and inspection are good machineries to up-grade teachers into required standard. Without supervision, both teachers and school administrators backslide rapidly in their performance. Supervision has a key role to play in preventing accident and other miss happenings at the work place. It helps subordinate to work with less stress and boost up confidence in order to execute effective work. Supervisory functions include planning, allocating work, making decisions, monitoring performance and compliance, and building teamwork, and ensuring workforce involvement. Supervision is considered as the main coordinating agency in any school system. It integrates all educational efforts to create and develop favorable settings for teaching learning. This can not be left to the mercy of supervisor or group of individuals without considering its quality and standards.

Primary education in Cameroon is organized under the auspices of the Ministry of Basic Education, catering for teachers who have been trained to teach the nursery and primary levels. Educational programs at the nursery, primary and secondary levels are different in the two educational traditions in the country. The primary education consists of 'the first six grades of compulsory schooling,

normally provided from six to 12 year-olds (though with high repetition rates, students up to age 14 are often included)'. In order to ensure the availability of education, the government of Cameroon uses numerous policies. It started the process of reform and decentralization of its education system after the World Conference on Education for All held in Jomtien, Thailand, in 1990. This reform undertaken through the Cameroonian decentralization policy in a context of educational reform and economic crisis was informed by both the principles articulated in Jomtien and by the realities of an economic crisis, the negative effects of which have marked all sectors of national activity, including the education sector.

This chapter presents a brief background of the study, which embodies; the background of study, the statement of the problem, objectives of the study, research questions, significance of the study, and the scope of the study and the definition of some terms.

Education supervision has become an important part of educational management with respect to wide range of activities including the provision of resources to educational facilities and the recognition of the process and goal that are required for personal career development transformation (Sahin Cek and Zetin, 2011).

Educational supervision must draw on a wide range of different knowledge and scope.

## BACKGROUND

Education is one of the greatest human investments that can ensure and sustain the quick development of the economic, political, and social and human resources of a country. In support of this, Nwogu and Nzeako (2007). Stated that education advances the well-being of individuals in society and of society as a whole. It expands the opportunities available to individuals, enables people to fulfill their potentials, underlies economic success, and enhances social cohesion. On a broader perspective, Gillies (2010), refers to education as the process, whether planned or not, formal or not, by which humans develop, in ways deemed to be socially acceptable, in terms of their knowledge, understanding, skills, attitudes, and judgments.

Kamayuda (2015) advanced that formal education takes place in schools; which are formal educational institutions that conduct teaching-learning activities in an effort to achieve the goal of education. The basic goal of the school is to provide learning experiences that create any change for the learner as the result of a learning process. The expected change is not only happening in the knowledge, but also in behavior and skill. Sudarjat et al.. (2015), therefore posits that, education aims to develop skills which are related to changes in the knowledge, behavior and skill, as well as to establish character and dignity and civilization in the context of the nation through students' potential development, to obey the Almighty God and become democratic and responsible citizens". According to the UNESCO (2005), education is one of the largest sectors in most countries. Education increases people's capacities to transform their visions for the society into reality. Investment in quality nursery and primary education is the foundation for education in subsequent higher levels. As such, the United Nations Educational Scientific and Cultural Organizations

(UNESCO, 1994) recognized education as one of the basic human rights.

In this light, quality education is important to any society and is often seen as a cornerstone of social and economic development. Many countries throughout the world have developed some means of monitoring the quality and standards of their education systems. In pursuit of this, many nations around the globe have committed themselves to global education policies such as Education For All (EFA), Universal Secondary Education (USE) and Universal Primary Education (UPE). These are considered key to global security, sustainability and survival. However, according to Buregeya (2011), these policies have brought forth significant challenges to many education systems worldwide; such that the United Nations Educational Scientific and Cultural Organizations UNESCO (2000) emphasized strengthening of inspections of schools for effective teaching and learning. The World Bank (2010), considers supervision systems to be the frequent areas of reform employed by world nations to improve their education outcomes and alleviate education challenges associated with global education policies.

Oyewole and Ehinola (2014), postulate that one of the important aspects of educational management is supervision which may be defined as the process of bringing about improvement in the teaching-learning process through a network of cooperative activities and democratic relationship of persons concerned with teaching and learning, and it is considered as an important activity to achieve an effective education system. It is mainly concerned with pupil learning in the classroom, and it is seen as a collaborative effort which involves a set of activities structured with the aim of improving the teaching and learning process (Aguba, 2009; Archibong, 2013). This means that supervision is characterized by all those activities which are undertaken to help teachers maintain and improve their effectiveness in the classroom. However, it is not designed to find faults or punish, but rather, to see the teacher as a colleague and work together to enhance teaching and learning in schools.

Instructional supervision is considered an essential activity in the management and administration of educational institutions because it ensures the quality of educational organizations, and draws together disconnected elements of instruction into whole-school actions (Glickman et al., 2009). Given that teachers are vital constituents of any educational set up; as their demand still lingers irrespective of technological progression and provide a real learning experience through their motivation and job performance (Arifin, 2015); schools are likely to be successful if their teachers perform well (Wildman, 2015). Consequently, Briggs (2012) on quality education in Nigeria argues that to improve the quality of teaching and learning in the schools, supervision, both internal and external is an important component. He advocates for strategies that enhance effective supervision, such as good leaders occupying principal positions, effective communication and improved curriculum. He also states the problem associated with effective supervision in achieving quality, which includes inadequate provision of infrastructure (buildings, learning and teaching materials), irregular training and re-training

for staff and students, supervisors finding fault in the supervisee, partial or non-implementation of proper solutions by the government.

Global education policies aiming at enhancing equity, access and improved transitions (UNESCO, 2005) have consequently led to massive pupils' enrolment figures and high pupil-teacher ratios throughout the globe, resulting in bigger classes and heavy work load amongst the head teachers and the school principals. Supervisors for instance, ought to track school processes, talk to staff, pupils and others in the school, inspect teachers and programs etc. Where such tasks are inadequately done, a smooth teaching learning process is hampered. Supervision helps in the improvement of instructions but despite its significance in improving instructions and students achievements, Buregeya (2011) observed that there is an ongoing decline of supervision of schools throughout the globe. This is because of the many factors that have impacted on effective principals' instructional supervision. However, low level of supervision practices may be the precursors of teachers' non professionalism which further points to the importance of better supervision practices (Adetula, 2005).

Utouh (2008), remarks that government has a lot of instruments at its disposal; for instance, able to influence curriculum, number and competence of teachers, training materials, pedagogical practices, etc. Cameroon therefore has embarked on various programs to achieve an accelerated improvement in schools and one of such institutions put in place to cater and uphold standards is the Inspectorate of Education which undertakes school inspection at the secondary and primary levels. The importance of primary education is underscored by the international community that calls for compulsory free primary education.

This call is contained in international instruments such as the International Covenant on Economic, Social and Cultural Rights (ICESCR, 1966), which also explains state obligations for a detailed plan of action for the progressive implementation of the right to compulsory education free of charge for all. The Convention on the Rights of the Child (CRC), and the 1960 United Nations Educational and Cultural Organisation (UNESCO) Convention against Discrimination in Education also set out the right to free compulsory primary education. These provisions for free and compulsory primary education are the substance of the political pledges made under the Dakar Framework for Action regarding the national Education for All (EFA) action plan (World Education Forum, 2000).

Kotirde and Yunos (2014), substantiate this by indicating that the concern for quality has been at the core of the motivating forces for reforms in education, and achieving quality in education has increasingly become crucial in strategic improvement plans of developing countries. These reforms include Millennium Development Goals (MDG); Sustainable Development Goals (SDG); Education for All (EFA); and Education 2030 Agenda which reflects the fourth SDG (De Grauwe, 2016). In view of this, this study seeks to examine the influential role of supervisory practices on school effectiveness in primary schools, provided the improvement of quality of elementary education raises many issues such as curriculum renewal, textbooks improvement, better teaching methods, effective teacher education and

provision of material facilities in the schools. Studies on enhancing school effectiveness and learning achievement revealed that empowering communities could improve relevance and efficiency in primary schools in order to attract and keep more children in school as well as for effective management and development of schools (Agarwal and Harding, 1995; Jalali, 1995; Seetharamu, 1995).

### **Organization of the Pedagogic Supervision System in Cameroon Basic Education**

The new vision of pedagogic supervision in the Ministry of Basic Education in Cameroon seeks to attain these objectives: establish scientific and objective bases for decisions affecting teachers and all pedagogic actors; strengthen teacher skills on the basis of a prior diagnosis in all areas of the teaching-learning process and assist teachers in view of increasing their output to improve the quality of education (Pedagogic Supervision Manual, 2012).

To achieve this, each supervisor should not only set him/herself a goal, but also prepare corresponding observation and monitoring tools before going to the field. Thus, supervision means identifying problem areas of teachers/supervisees, proposing solutions, ensuring continuous monitoring, and evaluating the degree to which recommendations are being implemented. Pedagogic supervision should lead to the empowerment of all stakeholders so that the basic education system can be more effective, and thereby contribute to the emergence of Cameroon by 2035. The pedagogic supervision system comprises several levels. Each level constitutes an essential and important part of the system. The system is structured thus: central; regional; divisional; sub-divisional; school clusters, and schools (nursery and primary), literacy and non-formal basic education centres (Pedagogic Supervision Manual, 2012).

#### **The Central Level**

As an entity, the central level is the guarantor of quality pedagogy and the teaching/- earning process in the whole country. That is, conceiving innovations in the area of: pedagogic approaches, evaluation methods, teaching methods, pedagogic supervision and inspection, consideration of scientific research results from universities and other research centres, request for studies on issues related to pedagogy, test evaluation, andragogy, and adaptation to technological and scientific developments. Implementation of innovations and teacher-supervision principles and modalities are the same in all regions as concerns preschool, primary education, literacy training, non-formal basic education, and promotion of national languages (Pedagogic Supervision Manual, 2012). Pedagogic supervision at this level takes place as follows:

- The Inspector General of Education oversees the entire system. He/She permanently and specifically supervises the activities of Inspectorates of Pedagogy and provides assistance to weaker areas at this level. He/She ensures that pedagogic supervision practices at all other levels of the system are consistent with established norms.
- Inspectors of Pedagogy supervise National Pedagogic Inspectors, and provide individual assistance as needed.
- National Pedagogic Inspectors ensure system cohesion and unity of pedagogic action in all regions. They provide assistance to regional inspectorates which have clearly-defined difficulties in teacher supervision.

**The Regional Level**

The regional level controls and assists the divisional level. It ensures that pedagogic practices, implementation of innovations, and pedagogic supervision principles and modalities are the same in all divisions as concerns preschool, primary education, literacy training, non-formal basic education, and promotion of national languages (Pedagogic Supervision Manual, 2012). Pedagogic supervision at this level takes place as follows:

- The Inspector Coordinator of Education permanently and specifically supervises regional pedagogic inspectors and provides assistance to weaker areas in this level. He/She ensures that everything is done according to standards at lower levels of the pedagogic supervision chain.
- Regional Pedagogic Inspectors supervise Regional Pedagogic Counsellors (RPC) and provide them with individual assistance.
- Regional Pedagogic Advisers, Regional Pedagogic Advisers ensure cohesion of the pedagogic system and unity of pedagogic activities in all Divisions. They provide assistance to Divisional Pedagogic Advisers who have clearly defined difficulties in pedagogic supervision.

**At the Divisional Level**

The Divisional level ensures operationalisation, implementation and application of pedagogic practices as regards pedagogic innovation in practicing schools? Teaching approaches, assessment methods, and methodology of literacy education, non-formal basic education, and promotion of national languages. As an entity, the divisional level controls and assists sub-divisions, and ensures that pedagogic practices, implementation of innovations, and pedagogic supervision principles and modalities are the same in all sub-divisions as concerns preschool, primary education, literacy training, non-formal basic education, and promotion of national languages (Pedagogic Supervision Manual, 2012).

Pedagogic supervision at this level takes place as follows:

- The Divisional Delegate permanently and specifically supervises Divisional Pedagogic Advisers and provides assistance to weaker areas at this level. He/She ensures

that everything is done according to standard at lower levels of the pedagogic supervision system.

- Divisional Pedagogic Adviser, Divisional Pedagogic Counsellors ensure cohesion of the pedagogic system and unity of pedagogic activities in all sub-divisions. They provide assistance to Pedagogic Animators who have clearly defined difficulties in pedagogic supervision.

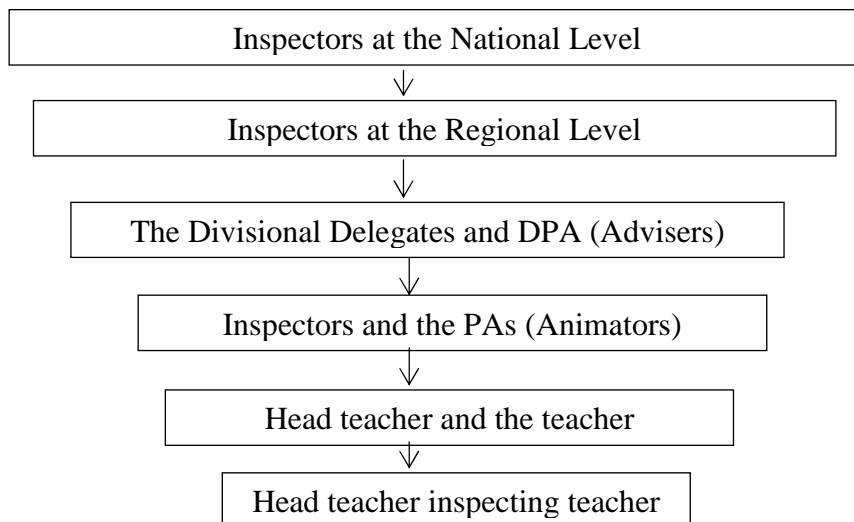
**At the Sub Divisional Level**

The pedagogic supervision entity at the sub-divisional level controls and assists school clusters, pedagogic zones and schools. It ensures that pedagogic practices, implementation of innovations, and pedagogic supervision principles and modalities are the same in the entire subdivision as concerns preschool, primary education, literacy training, non-formal basic education, and promotion of national languages (Pedagogic Supervision Manual, 2012). Pedagogic supervision at this level takes place as follows:

- The Sub-Divisional Inspector permanently and specifically supervises Pedagogic Animators and provides assistance to weaker supervisees at this level. He/She ensures that everything is done according to standard at the lower levels of the pedagogic supervision system.
- Pedagogic Animators ensure cohesion of the pedagogic system, and unity of pedagogic activities in all school clusters, pedagogic zones, schools, literacy centres, NFBE, and Community Pre-school Centres (CPC). They provide assistance to school heads, heads of literacy centres and CEBNF who demonstrate difficulties in pedagogic supervision.

School Heads ensure the cohesion of the educational system and unity of pedagogic action in all classes. They provide assistance to classroom teachers who have difficulties in the dispatch of their daily work. The role of the head teacher is in most cases restricted to the task performed within the teaching-learning environment particularly at the classroom level. He/she may however be engaged in specific administrative responsibilities which are usually delegated by the head-teacher and performed within certain ethical considerations.

The above explanation has been illustrated on a hierarchy as seen on Figure 1 below.



**Figure 1: Hierarchy of Supervisory Levels in the Ministry of Basic Education**  
 Source: Composed by Researcher (2019)

### Role of various Supervisory Bodies in ensuring School Effectiveness

Basically, a supervisor according to Hazi (2004) can be described as any certified individual assigned with the responsibility for the direction and guidance of the work of teaching staff members. This implies that supervisor has the role of assisting the teachers to do their work better through collaborative efforts. Ogunsaju (1983) defined supervisor as the mediator between the people and the program He designs various methods in performing his function of supervision in order to achieve educational objectives of the institutions under his control.

Solving school administrators' problems now require a systematic approach and therefore inspectors must require knowledge and understanding process and principles of administration and management. If teachers are to attain and maintain a high level of professional development and competence, they need well planned and thoughtful supervision geared towards improving in instructional programs. So important is this fact that every inspector/head teacher need to place this activity high on his list of duties.

According to the Education Act of 1968 reviewed in 1980 (section 18), school heads/inspectors are charged with the responsibility to enter any school or place at which it is reasonably suspected that a school is being conducted at any time with or without notice and inspect or audit the accounts of the school; advice the manager of the school on the maintenance of accounting records and may temporarily remove any books or records for the purpose of inspection and audit. They are also supposed to request the head teacher or the principal of the institution to place at his/her disposal all the facilities, records, accounts, notebooks, examination scripts and any other materials belonging to the institution that he/she may require for the purpose of the inspection or audit.

As such, the overall responsibility of the inspectors lies in the areas of school assessment and supervision of examination, syllabus, curriculum development and implementation, financial accounting and auditing and overall instructional leadership. Of late, supervision of schools has been decentralized hence closer to consumers. The supervision has also developed collegial relationships with teachers and their recommendations are necessitating teachers' promotion. There has been a change from a fault finding mission to an advisory one.

According to the Ministry of Education, Science and Technology (1999), school curriculum management is placed on the inspectors and head teachers. Inspectors should understand what is meant by the curriculum and its delivery, supervision and staff development. They should be conversant with the key statutes that provide the framework for the educational policy and its structure.

In view of the functions of supervisors/head teachers, there is need to discuss the qualities of a good supervisor in a school system. Ogunsaju (1983) identified the following as qualities of a good supervisor, namely:

- He should be honest, objective, fair and firm.
- He has to be open and democratic;
- He should be approachable;
- He has to be creative, imaginative and innovative;
- He has to be a good listener and observer;
- He should be friendly, courteous and consistent in his interactions with teachers and others;
- He should be an educational facilitator

### Guiding Principles for Pedagogic Supervision

Schools, Literacy centers, and Non Formal Basic Education Centers are the units targeted for pedagogic supervision. The whole system aims at creating a challenge of constantly developing the skills of pedagogic actors in at all levels. Thus, at the beginning of the school year, every pedagogic supervision level sets evaluable performance indicators (observable and measurable) on which the lower levels will be judged at a psychological moment of the school year (end of sequence, end of term or end of school year). The performance indicators will include: program coverage; rate of lesson preparation; level and quality of implementation of standard teaching methods; learning assessment quality; learner performance; monitoring of learners; monitoring of learners with learning difficulties; quality of the school environment; quality of pedagogic support and frequency and monitoring of pedagogic support.

At the end of the set period of time, and after the evaluation of performance indicators, schools, literacy centers, Non-Formal Basic Education Centers, and the various pedagogic supervision levels shall be ranked in order of merit in the district, and pedagogic support activities will be carried out on those structures that have clearly-defined difficulties in the implementation of previously-established pedagogic directives.

At the sub-divisional level, the supervisors set performance indicators at the start of every sequence for all schools in the sub division. These indicators are communicated to head teachers who in turn communicate them to their collaborators. At the end of the sequence all schools in the sub divisions are evaluated on the basis of these indicators. Each indicator follows a scoring system that ranks schools in order of merit. At the end of the sequence, the classification of schools in order of merit will be posted at the Inspectorate and distributed in all schools. Some key issues here are;

1. **Healthy Atmosphere:** The environment should be made free of tension and emotional stress. The atmosphere should be given incentives for work.
2. **Staff Orientation:** The quality and quantity of the work must be specified in clean clear terms. Staff should be made to understand clearly what are or not expected of them. New staff must be given the necessary orientation. They should have a schedule to know where to get information and materials to help them perform the work satisfactorily well.

3. **Guidance and Staff Training:** Staff should be offered necessary guidance. They should be guided on how to carry out the assignment, standard should be set by the supervisor while information should be given ruling out the possibility of rumors. Information should be for every body and specifics to individuals assigned to a particular task. Techniques of how to do it must be given at all times. The school must always arrange and participate in staff training.
4. **Immediate Recognition of Good Work:** Good work should be recognized. This implies that the acknowledgement of any good work done must be immediate and made public to others which will then serves as incentive to others. Incentive of merit, recommendation for promotion, etc. improve performances, and letters of appraisal given to hard working teachers.
5. **Constructive Criticisms:** Poor work done should be constructively criticized. Advice and personal relationship should be given to the affected staff. It needs be stated here that such criticisms should be made private and with mind free of bias.
6. **Opportunity for Improvement:** Staff should be given opportunity to prove their worth and for aspiring higher. They should therefore be allowed to use their initiatives in performing their jobs and taking decision .It will give them the motivation to work much harder.
7. **Motivation and Encouragement:** Staff should be motivated and encouraged to work to increase their productivity. They should be encouraged to improve their ability to achieve organizational goal.

### Various Supervisory Practices carried out in Primary Schools

#### Instructional Supervision

In the past few decades, new concepts, like instructional supervision, were coined as other aspects of supervision. It is concerned with improving schools by helping teachers to reflect on their practices, to learn more about what they do and why, and to develop professionally (Sergiovanni & Starratt, 2007). It is a type of school-based (in-school) supervision carried out by the school staff (principals, department heads, senior teachers, and assigned supervisors) aimed at providing guidance, support, and continuous assessment to teachers for their professional development and improvement in the teaching-learning process.

In this regard, participants in the instructional supervision process plan and carry out a range of professional growth opportunities designed to meet teacher's professional growth, and educational goals and objectives at different levels. In doing so, beginner and experienced teachers have their own preferences and choices for various supervisory approaches, such as clinical supervision, peer coaching, cognitive coaching, mentoring, reflective coaching, teaching portfolios, and professional growth plans (Beach & Reinhartz, 2000).

Similarly, Olaniyan (1996) described instructional supervision as a means to help, guide, stimulate and lead teachers through criticism, appraisal and practices in their education and procedures. This definition focuses much on teachers' attitudes over other vital elements that present themselves during the teaching and learning process.

Obilade (1989) opined that instructional supervision is a helping relationship whereby the supervisor guides and assists the teachers to meet the set targets. This definition described instructional supervision from the point of establishing the relationship with stakeholders in school system for the purpose of achieving the set objectives. Instructional supervision is a service activity that exists to help teachers do their job better (Glickman, Gordon and Ross-Gordon, 2001). Supervision is a cycle of activities between a supervisor and a teacher with the main aim of improving classroom performance (Patrick & Dawson, 1985).

Also, Nwankwo (1984) noted that instructional supervision is a set of activities which are carried out with the purpose of making the teaching and learning better for the learner. It has been observed that instructional supervision is an essential activity for the effective operation of a good school system. In addition, instructional supervision is a behavior that is officially designed which directly affects teacher behavior in such a way to facilitate student learning and achieve the goals of the school system. Through the effective supervision of instruction, supervisors can reinforce and enhance teaching practices that will contribute to improved student learning. The foregoing suggested that instructional supervision particularly in secondary schools is basically concerned with supporting and assisting teachers to improve instruction through their changing behavior.

An allusion was drawn from similar study which sought to examine the adequacy with which instruction is being supervised, the quality of interpersonal relationships between supervisors and teachers and teachers' suggestions for improving the supervision of English language teachers. The sample consisted of 306 English language teachers. Measures of central tendency were used to compute and analyze collected data. The findings revealed overwhelmingly that pedagogic inspectors are not carrying out assigned functions, and that very poor interpersonal relations exist between supervisors and teachers. The findings reflect a familiar theme in research on the conditions of service of teachers, particularly the lack of adequate support from those charged with instructional supervisory responsibilities. Based on the findings, recommendations for policy and practice have been suggested. According to Tesfaw and Hofman (2014), instructional supervision is the supervision carried out by the head teacher, subject heads, and other assigned supervisors in a school with the aim of providing guidance and support to teachers.

Onen (2016) studied the effect of instructional supervision by school authorities on the pedagogical practices of teachers in public secondary schools in Uganda. The study employed a descriptive cross-sectional survey design, in which both quantitative and qualitative methods of data collection and analysis were applied. Study respondents included 934 teachers randomly selected from 95 public secondary schools, 76 head teachers, and two officials from the Directorate of Education Standards of the Ministry of Education and Sports. Ordered logistic regression technique was used to establish the effect of

instructional supervision on the pedagogical practices of teachers. Findings of the study revealed that both classroom observation (odd ratio=4.1;  $p=0.000<0.05$ ) and portfolio supervision (odd ratio=2.3;  $p=0.000<0.05$ ) have statistically significant effect on the pedagogical practices of teachers in public secondary schools in Uganda. Furthermore, the study established that school authorities were inadequately carrying out instructional supervision, thereby leaving teachers to employ ineffective pedagogical practices. The study concluded that teachers' pedagogical practices are dependent on the manner in which they are supervised, other factor notwithstanding. Therefore, in order to augment the pedagogical practices of teachers, school inspection by the Directorate of Education Standards should be increased and regular in-service training needs to be provided to head teachers as well as subject heads on how to conduct classroom observations and portfolio supervision in schools.

The History of Supervision, Roles and Responsibilities of Supervisors, Issues Trends and Controversies Supervision, as a field of educational practice with clearly delineated roles and responsibilities, did not fall from the sky fully formed. Rather, supervision emerged slowly as a distinct practice, always in relation to the institutional, academic, cultural, and professional dynamics that have historically generated the complex agenda of schooling.

In colonial New England, supervision of instruction began as a process of external inspection: one or more local citizens were appointed to inspect both what the teachers were teaching and what the students were learning. The inspection theme was to remain firmly embedded in the practice of supervision.

The history of supervision as a formal activity exercised by educational administrators within a system of schools did not begin until the formation of the common school in the late 1830s. During the first half of the nineteenth century, population growth in the major cities of the United States necessitated the formation of city school systems. While superintendents initially inspected schools to see that teachers were following the prescribed curriculum and that students were able to recite their lessons, the multiplication of schools soon made this an impossible task for superintendents and the job was delegated to the school principal. In the early decades of the twentieth century, the movement toward scientific management in both industrial and public administration had an influence on schools. At much the same time, child-centered and experienced-based curriculum theories of European educators such as Friedrich Froebel, Johann Pestalozzi, and Johann Herbart, as well as the prominent American philosopher John Dewey, were also affecting the schools. Thus, school supervisors often found themselves caught between the demand to evaluate teachers scientifically and the simultaneous need to transform teaching from a mechanistic repetition of teaching protocols to a diverse repertory of instructional responses to students' natural curiosity and diverse levels of readiness. This tension between supervision as a uniform, scientific approach to teaching and supervision as a flexible, dialogic process between teacher and supervisor involving the shared, professional discretion of both was to continue throughout the century.

In the second half of the century the field of supervision became closely identified with various forms of clinical supervision. Initially developed by Harvard professors Morris Cogan and Robert Anderson and their graduate students, many of whom subsequently became professors of supervision in other universities, clinical supervision blended elements of "objective" and "scientific" classroom observation with aspects of collegial coaching, rational planning, and a flexible, inquiry-based concern with student learning. In 1969 Robert Goldhammer proposed the following five-stage process in clinical supervision: (1) a pre-observation conference between supervisor and teacher concerning elements of the lesson to be observed; (2) classroom observation; (3) a supervisor's analysis of notes from the observation, and planning for the post-observation conference; (4) a post-observation conference between supervisor and teacher; and (5) a supervisor's analysis of the post-observation conference. For many practitioners, these stages were reduced to three: the pre-observation conference, the observation, and the post-observation conference. Cogan insisted on a collegial relationship focused on the teacher's interest in improving student learning, and on a nonjudgmental observation and inquiry process.

The initial practice of clinical supervision, however, soon had to accommodate perspectives coming out of the post-Sputnik curriculum reforms of the 1960s that focused on the structures of the academic disciplines. Shortly thereafter, perspectives generated by research on effective schools and effective classrooms that purported to have discovered the basic steps to effective teaching colonized the clinical supervision process. It was during this period that noted educator Madeline Hunter adapted research findings from the psychology of learning and introduced what was also to become a very popular, quasi-scientific approach to effective teaching in the 1970s and 1980s. These various understandings of curriculum and teaching were frequently superimposed on the three-to five-stage process of clinical supervision and became normative for supervisors' work with teachers. Nevertheless, in many academic circles the original dialogic and reflective process of Cogan and Goldhammer continued as the preferred process of supervision. This original process of supervision has been subsequently embraced by advocates of peer supervision and collegial-teacher leadership through action research in classrooms which is being practiced by our teachers training colleges in our nation. Despite the obvious appeal of clinical supervision in its various forms, it is time-consuming and labor-intensive, rendering it impossible to use on any regular basis given the large number of teachers that supervisors are expected to supervise (in addition to their other administrative responsibilities).

Recognizing the time restraints of practicing supervisors, and wanting to honor the need to promote the growth of teachers, Thomas Sergiovanni and Robert Starratt suggested, in 1998, the creation of a supervisory system with multiple processes of supervision, including summative evaluation. Such a system would not require the direct involvement of a formal supervisor for every teacher every year. The supervisory system might cycle teachers with professional status through a three-to five-year period, during which they would receive a formal evaluation once and a variety of other evaluative processes during the other

years (e.g., self-evaluation, peer supervision, curriculum development, action research on new teaching strategies, involvement in a school renewal project). The once-a-cycle formal evaluation would require evidence of professional growth. Sergiovanni and Starratt also attempted to open the work of supervision to intentional involvement with the schoolwide renewal agenda, thus placing all stimuli toward professional growth—including the supervisory system—within that larger context.

### **Roles and Responsibilities of Supervisors**

Since supervision is an activity that is part of so many different roles, a few distinctions are in order. First, there are university-based supervisors of undergraduate students in teacher education programs who supervise the activities of novice teachers. Next, a principal or assistant principal may be said to conduct general supervision—as distinct from the more specific, subject-matter supervision conducted by a high school department chair. Other professional personnel involved in supervisory roles include cluster coordinators, lead teachers, mentors, peer coaches and peer supervisors, curriculum specialists, project directors, trainers, program evaluators, and district office administrators. Unfortunately, these professionals, more often than not, carry on their supervisory work without having any professional preparation for it, finding by trial and error what seems to work for them.

Principals not only supervise teachers, but also monitor the work of counselors, librarians, health personnel, secretaries, custodians, bus drivers, and other staff who work in or around the school. This work requires as much diplomacy, sensitivity, and humanity as the supervision of teachers, although it tends to be neglected entirely in the literature. In their everyday contact with students, all of these support personnel may teach multiple, important lessons about the integrity of various kinds of work, about civility and etiquette, and about basic social behavior.

Principals and assistant principals also supervise the work and the behavior of students in the school. As the relationships between students become more governed by legal restrictions—including definitions of racial, ethnic, and sexual harassment, of due process, of privacy and free speech rights—and as the incidents of physical violence, bullying, carrying of weapons to school, and the extreme cases of students killing other students increase, this aspect of supervision becomes increasingly complex. Many system and local school administrators have developed a comprehensive system of low visibility, and restrained security-oriented supervision that anticipates various responses to inappropriate behavior. Unfortunately, many have not attended to the corresponding need to build a nurturing system of pastoral supervision that sets guidelines for the adults in the school in order for them to build sensitive relationships of trust, care, support, and compassion with the students. This more pastoral approach to student supervision will lessen, though not eliminate, the need for other security-conscious types of supervision.

Supervisors usually wear two or three other hats, but their specific responsibilities tend to include some or all of the following arranged in ascending order of scope or reach:

Mentoring or providing for mentoring of beginning teachers to facilitate a supportive induction into the profession.

Bringing individual teachers up to minimum standards of effective teaching (quality assurance and maintenance functions of supervision).

Improving individual teachers' competencies, no matter how proficient they are deemed to be.

Working with groups of teachers in a collaborative effort to improve student learning.

Working with groups of teachers to adapt the local curriculum to the needs and abilities of diverse groups of students, while at the same time bringing the local curriculum in line with state and national standards.

Relating teachers' efforts to improve their teaching to the larger goals of school wide improvement in the service of quality learning for all children.

With the involvement of state departments of education in monitoring school improvement efforts, supervisory responsibilities have increasingly encompassed the tasks at the higher end of this list. In turn, these responsibilities involve supervisors in much more complex, collaborative, and developmental efforts with teachers, rather than with the more strictly inspectorial responsibilities of an earlier time.

### **Issues Trends and Controversies**

A variety of trends can be seen in the field of supervision, all of which mutually influence one another (both positively and negatively) in a dynamic school environment. One trend indicates that teachers will be "supervised" by test results. With teachers being held accountable for increasing their students' scores, the results of these tests are being scrutinized by district and in-house administrators and judgments being made about the competency of individual teachers—and, in the case of consistently low-performing schools, about all the teachers in the school. In some districts, these judgments have led to serious efforts at professional development. Unfortunately, in many districts test results have led to an almost vitriolic public blaming of teachers.

Another trend has been toward a significant involvement of teachers in peer supervision and program development. In the literature, these developments are often included in the larger theme of teacher leadership. Along with this trend comes an increasing differentiation in the available options by which teacher supervision may be conducted, thus leaving the more



formal assessment for experienced teachers to once every four or five years. Whatever form supervision takes, it has been substantially influenced by the focus on student learning (and on the test performances that demonstrate this learning), and by the need to make sure that attention is given to the learning of all students. Thus, the supervisory episode tends to focus more on an analysis of teaching activity only in relation to, rather than independent of, evidence of student learning.

This focus on pupils learning in supervision is further influenced by the trend to highlight the learning of previously underserved pupils, namely those with special needs and consistently low-performing students. Supervisors and teachers are expected to take responsibility for high quality learning for all students, a responsibility that necessarily changes how they approach their work together. Finally, all of these trends are combined in the large trend of focusing on school wide renewal. This means attending not only to instructional and curriculum issues, but also to structural and cultural issues that impede pupils learning.

There are a variety of issues in the field of supervision that need resolution—or at least significant attention. To confront the large agenda of school renewal (in which schools are required to respond to state-imposed curriculum standards or guidelines), systems of supervision at the state level, the district level, and the school level need to coordinate goals and priorities. The politics of school renewal tend to lend a punitive, judgmental edge to supervision at the state level, and to some degree at the district level, and that impression poisons supervision at the school level. Test-driven accountability policies, and the one-dimensional rhetoric with which they are expressed, need to take into account the extraordinarily complex realities of classrooms and neighborhood communities, as well as the traditionally under resourced support systems that are needed to develop the in-school capacity to carry out the renewal agenda. If state and district policies call for quality learning for all students, then schools have to provide adequate opportunities for all students to learn the curriculum on which they will be tested. Supervisors are caught in a crossfire. On the one hand, parents and teachers complain that a variety of enriched learning opportunities for children who have not had an opportunity to learn the curriculum are not available; on the other, district and state administrators complain about poor achievement scores on high-stakes tests, while ignoring the resources needed to bring the schools into compliance with reform policies.

Another issue needing attention is the divide between those supervisors who accept a functionalist, decontextualized, and oversimplified realist view of knowledge as something to be delivered, and those who approach knowledge as something to be actively constructed and performed by learners in realistic contexts—and as something whose integrity implies a moral as well as a cognitive appropriation. Assumptions about the nature of knowledge and its appropriation, often unspoken, substantially affect how supervisors and teachers approach student learning and teaching protocols. This is an issue about which all players in the drama of schooling will only gradually reach some kind of consensus. A related issue concerns the degree to which schools and classrooms will accommodate cultural, class, gender, racial, and intellectual diversity. Supervisors cannot ignore the implications of these necessary accommodations for the work of teaching and curriculum development.

Perhaps the biggest controversy in the field is whether supervision as a field of professional and academic inquiry and of relatively unified normative principles will continue to exist as a discernable field. More than a few scholars and practitioners have suggested that supervisory roles and responsibilities should be subsumed under various other administrative and professional roles. For example, principals, acting as "instructional leaders," could simply include a concern for quality learning and teaching under the rubric of instructional leadership and eliminate the use of the word supervision from their vocabulary. Similarly, teacher leaders could engage in collegial inquiry or action research focused on improving pupils learning and teaching strategies, and similarly eliminates the use of the word supervision from their vocabulary—terms like mentoring, coaching, professional development, and curriculum development could instead be used.

Many professors whose academic specializations have been devoted to research and publication in the field of supervision oppose this relinquishing of the concept of supervision, not only because of the vitality of its history, but also because of the fact that the legal and bureaucratic requirements for supervision will surely remain in place. Having a discernible, professional field of supervision, they contend, will prevent the bureaucratic and legal practice of supervision from becoming a formalistic, evaluative ritual. Keeping the professional growth and development aspect of supervision in dynamic tension with the evaluative side of supervision can best be served, they maintain, by retaining a discernible and robust field of scholarship that attends to this balance.

These trends, issues, and controversies will likely keep the field of supervision in a state of dynamic development. However, a lack of attention to the implications of these issues will most certainly cause the field to atrophy and drift to the irrelevant fringes of the schooling enterprise.

### **Pedagogic Supervision**

Pedagogic supervision is one of the administrative tools which individuals as well as groups of people employ in the day-to-day administration of their work or organizations (Nyarko, 2009) and for Segun (2004), the importance attached to school supervision in modern educational systems requires a lot of attention because many people are currently more conscious than in the past about the essence of education. Segun (2004), contends that pedagogic supervision is seen as the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction, methods of teaching, and the evaluation of instruction (Bessong and Ojong, 2009).

Dodd (2008) also explains pedagogic supervision as a way of advising, guiding, refreshing, encouraging, stimulating, improving, and over-seeing certain groups with the hope of seeking their co-operation to enable supervisors who are the inspectors, the principal, head teachers become successful in their supervision tasks.

Daresh (2001) defines pedagogic supervision as a dynamic process leading to studying and improving all factors that affect the education situation, while Kilminster, Jolly & Van der Vleuten (2007) explain pedagogic supervision as the provision of guidance and feedback on matters of personal, professional and educational development in the context of trainee's experience.

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

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

The overall purpose of pedagogic supervision is to ensure school effectiveness by helping teachers improve; on what they know their teaching skills as well as their ability to make more informed professional decisions (Sergiovanni and Starratt, 2007). For Nolan and Hoover (2008), pedagogic supervision is a crucial tool used in building effective teacher professional development. It is also seen as an organizational function that seeks the growth of teachers and improvement in teaching performance and greater student learning (Tesfaw and Hofman, 2012).

## **THEORETICAL BACKGROUND**

### **Systems Theory (Ludwig von Bertalanffy, 1968)**

The popular version of Open Systems Theory is attributed to Ludwig von Bertalanffy (1968) who used the term General Systems Theory (GST) to describe the main ideas. The systems theory has had a significant effect on management science and understanding organizations. A system is a collection of parts unified to accomplish an overall goal. If one part of the system is removed, the nature of the system is changed as well. A system can be looked at as having inputs (like resources such as raw materials, money, technologies, and people), processes (like planning, organizing, motivating, and controlling), outputs (products or services) and outcomes (enhanced quality of life or productivity for customers/clients, productivity). Systems share feedback among each of these four aspects of the system. Systems theory places emphasis on the interdependence and interrelatedness of all the units within an organization.

As applied to this study, the school is an open system which has a close relation with the environment (community). It receives input from the environment (kids and pupils), transforms (teach or train) them and produce output (pupils who finally succeed in the Government Common Entrance and First School Leaving Examinations). It also receives feedback from the environment and uses it to adjust especially in accordance to the job market, in order to send forth relevant output (students who have graduated from primary school). It can be seen that supervision can be helpful in school effectiveness as supervisors and inspectors actually implement quality supervisory practices and obtain effectiveness in school output in terms of both teachers and pupils' performances in both class and national competitive examinations.

### **Problem Statement**

Over the past two decades, Cameroon's primary education system provided significant improvements in educational opportunities for children. Nearly 3.4 million children enrolled in primary education in 2009, up from just under 2 million in 1991. More than 90% of school-age children enrolled in primary school in 2009, compared to only 69% in 1991. The abolition of school fees in primary education in 2000 spurred some of this increase in total enrolment (UNESCO, 2010). However, the Cameroonian education system still faces many challenges in providing a quality education to all children. These challenges are associated with but not limited to regional, wealth and gender disparities putting vulnerable groups at risk for not attending school and being further disadvantaged in life opportunities. Compared to other countries in Sub-Saharan Africa which made great strides in expanding educational opportunities, such as Burundi and the United Republic of Tanzania, Cameroon is lagging behind in some respects.

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

In the last decade, educational research efforts concerning effective schools have focused on identifying the characteristics of an effective school and establishing specific criteria for measuring effectiveness. Education is the need of the day and supervision has been given due credit in better education achievements. According to Osakwe (2010), principals offer guidance to teachers through their supervision and thus school objectives are achieved through effective teaching and efficient learning. In this regard, principals assist teachers in refining their competencies essential for better teaching of the disciples (Heaton, 2016).

In view of the above, the importance of supervision increases as the supervisors inspect various aspects of the educational system; such as the pedagogy, the administration, the instructional methods and the curriculum implementation. These are done at various levels; by the Divisional level by the Divisional Pedagogic Adviser, the aim of these supervisory practices would guide head teachers on the right track, which would activate teachers' efficiency and productivity, since it encompasses; checking attendance, develop and design curriculum and work schema, lecture delivery patterns, lecture preparatory drills, plan and manage school resources, developing effective communication (School-based Management Document, 2006). This would be in turn transmitted to the teachers and consequently the pupils; hence providing opportunities for pupils growth and character building. Thus, undoubtedly affects pupils' success which is also the objective of schools. The current study therefore, is an effort to determine any potential association between supervisory practices and school effectiveness reflected in both teachers and pupils' performances.

### Research Question

What is the influence of pedagogic supervision on school effectiveness in public primary schools in Fako Division?

### Objective of the Study

Examine the influence of pedagogic supervision on school effectiveness in public primary schools in Fako Division.

### METHODOLOGY

This study use mixed method research approach where quantitative and qualitative research paradigms were employed. Cross sectional survey and phenomenology designs were used.

The target population for this study comprised of all the government nursery and primary schools head teachers in Fako Division. As the definition goes a target population is a group which the researcher is interested in gaining information upon which generalization and conclusions can be drawn subsequently (Creswell, 2009). The study therefore targeted all the 1128 of teachers, 138 head teachers, in public primary schools and 82 head teachers of Nursery school in Fako Division.

**Table 1: Showing the Target Population of Government Primary Teachers in Fako Division**

Sub division	Number of Schools	Teachers		Total of teachers per Subdivision	Total of Head teachers per Subdivision (Primary Schools)
		Male	Female		
Buea	33	28	256	284	34
Limbe I.	17	19	115	134	17
Limbe II	05	05	31	36	05
Limbe III	07	11	20	31	07
Tiko	32	32	171	302	32
Muyuka	25	36	115	191	25
West coast	09	12	25	37	09
Practicing	09	19	94	113	09
<b>Total</b>		<b>162</b>	<b>827</b>	<b>1128</b>	<b>138</b>

Source: Divisional Delegation of Basic Education, 2019.

The target population consisted of 138 primary schools with a total of 1128 teachers. Out of these 1128 primary school teachers, 827 were female and 162 were male.

**Table 2: Showing the Target Population of Public Nursery Teachers in Fako Division**

Sub Divisions	Number of Schools	Teacher		Total teachers per Subdivision	Number of Nursery school head
		Male	Female		
<b>Buea</b>	17	0	84	84	17
Limbe I	10	0	32	32	10
Limbe II	06	0	18	18	06
Limbe III	03	0	06	06	03
Tiko	15	0	44	44	15
Muyuka	17	0	57	57	17
West coast	5	0	10	10	5
Practicing	8	0	60	60	8
<b>TOTAL</b>	<b>81</b>	<b>0</b>	<b>311</b>	<b>311</b>	<b>81</b>

Source: Divisional Delegation of Basic Education, 2019

Table 2 shows that there are 311 nursery school teachers of which 81 of them are head teachers.

The accessible population of the study comprised of teachers and head teachers of primary and nursery schools in Buea, Limbe 1, Limbe II, Limbe III, Tiko, and West coast sub-divisions.

**Table 3: Showing the Accessible Population of Government Primary School Teachers**

Sub division	Number of Schools	Teachers		Total of teachers per Subdivision	Total of Head teachers per Subdivision (Primary Schools)
		Male	Female		
Buea	10	9	51	60	10
Limbe I.	5	5	25	30	5
Limbe II	3	2	16	36	3
Limbe III	4	4	20	31	4
Tiko	9	8	46	54	9
West coast	4	3	21	37	4
Practicing	4	5	19	113	4
<b>TOTAL</b>	<b>39</b>	<b>36</b>	<b>198</b>	<b>361</b>	<b>39</b>

**Source:** Divisional Delegation of Basic Education, 2019.

Table 3 shows that the accessible population for primary school teachers was 361 of which 36 were male and 361 were female with a total of 39 head teachers. Therefore, the number of accessible primary schools for the study was 39.

**Table 4: Showing the Accessible Population of Government Nursery School Teachers**

Sub Divisions	Number of Schools	Teacher		Total teachers per Subdivision	Number of Nursery school head
		Male	Female		
Buea	5	0	10	10	5
Limbe I	5	0	9	9	5
Limbe II	3	0	6	6	3
Limbe III	1	0	2	2	1
Tiko	4	0	8	8	4
West coast	2	0	4	4	2
Practicing Schools	3	0	6	6	3
<b>Total</b>	<b>23</b>	<b>0</b>	<b>45</b>	<b>45</b>	<b>23</b>

**Source:** Divisional Delegation of Basic Education, 2019.

Table 4 shows that the accessible population for nursery school teachers was 45, all female with a total of 39 head teachers. Therefore, the number of accessible primary schools for the study was 23.

In a nutshell, combining statistics on table 5 and 6 (accessible population) for the accessible primary and nursery schools, there are a total of 406 teachers with 62 head teachers.

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

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

- Where N=total population
- Z= Z value corresponding to the confidence level=1.96.
- d= absolute precision=5%,
- P=expected proportion in the population =50% for optimal sample size

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

The sample techniques used for this study are stratified sampling techniques, purposive sampling techniques and the simple random sampling techniques

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

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

**Analysis of quantitative data**

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

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

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

**Analysis of qualitative data**

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

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

**Conceptual formula for calculating Chi-square (χ<sup>2</sup>)**

$$\text{Chi-square} = \sum \frac{(O - E)^2}{E}$$

Where  
 ∑=Summation  
 E=Expected frequency  
 O=Observed frequency

$$\text{Formula for calculating Percentage (\%)} = \frac{\text{Frequencycount (n)}}{\text{Totalnumberofpersons (N)}} \times \frac{100}{1}$$

$$\text{Spear’s man rho} = 1 - \frac{6 \cdot \sum D^2}{N(N^2 - 1)}$$

Where;  
 ∑=Summation  
 D=difference in rank  
 N=Number of observations

**Formula for Cronbach’s Alpha test**

$$\alpha = \frac{k}{k - 1} \left[ 1 - \frac{\sum \text{Itemsvariances}}{\text{Scalevariance}} \right]$$

Where α = Cronbach’s Alpha  
 K= number of items

**Table 1: Tests of normality**

Variables	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	P-value	Statistic	df	P-value
Instructional supervision	.159	291	.000	.897	291	.000
Pedagogic supervision	.144	291	.000	.927	291	.000
Curriculum supervision	.155	291	.000	.831	291	.000
Administrative supervision	.201	291	.000	.837	291	.000
School effectiveness	.147	291	.000	.884	291	.000

a. Lilliefors Significance Correction

**FINDINGS**

Findings for each test items were stretched to reflect the five point scale. Thereafter, responses for strongly agree and agree were collapsed while disagree and strongly disagree were collapsed/merged together and neutral was maintained. The reason for collapsing strongly agree and agree as one and disagree and strongly disagree as one was to facilitate the interpretation of the findings and to better appreciate the weight of the responses.

**Effectiveness of primary schools Teachers' perspective**

**Table 5: Teachers' opinion on their school effectiveness**

Items	Stretched					Collapsed	
	Strongly agree (SA)	Agree (A)	Neutral	Disagree (D)	Strongly disagree (SD)	SA/A	D/SD
Our school performs outstandingly among others in academics in the sub division	0 (0.0%)	0 (0.0%)	0 (0.0%)	195 (67.0%)	96 (33.3%)	0 (0.0%)	291 (100%)
There is efficiency in the school as both teachers and students work rigidly according to school time table following rules and regulations	0 (0.0%)	0 (0.0%)	0 (0.0%)	184 (63.2%)	107 (36.8%)	0 (0.0%)	291 (100%)
There is proper delegation of duties by school heads and smooth administration even in the absence of the school head	0 (0.0%)	10 (3.4%)	0 (0.0%)	97 (33.3%)	184 (63.2%)	10 (3.4%)	281 (96.6%)
Existence of positive cordial, social and professional relationship among school stakeholders	0 (0.0%)	10 (3.4%)	0 (0.0%)	127 (43.6%)	154 (52.9%)	10 (3.4%)	281 (96.6%)
Availability of well-prepared current records and research findings in the school	0 (0.0%)	0 (0.0%)	39 (13.4%)	154 (52.9%)	98 (33.7%)	0 (0.0%)	252 (86.6%)
<b>Multiple response set</b>	<b>0 (0.0%)</b>	<b>20 (1.4%)</b>	<b>39 (2.7%)</b>	<b>757 (52.0%)</b>	<b>639 (43.9%)</b>	<b>20 (1.4%)</b>	<b>1396 (95.9%)</b>

Findings on table 5 showed that all the teachers 291 (100%) disagreed that their school performs outstandingly among others in academics in the sub division and that there is efficiency in the school as both teachers and students work rigidly according to school time table following rules and regulations. A majority of the teachers of equal proportions 281 (96.6%) disagreed that there is proper delegation of duties by school heads and smooth administration even in the absence of the school head and that there is existence of positive cordial, social and professional relationship among school stakeholders. Finally, a majority of the teachers 252 (86.6%) disagreed that there is availability of well-prepared current records and research findings in the school. In overall, while findings showed that 1.4% of the teachers are satisfied with the effectiveness of their school, a majority of them 95.9% are not satisfied with 2.7% of them being neutral.

**Table 6: Comparing teachers' opinion on school effectiveness by demographic characteristics**

Demographic characteristics		Statistics	School effectiveness			Total based on response	Chi-square test ( $\chi^2$ )
			Satisfied	Neutral	Not satisfied		
Gender	Male	n	0	0	140	140	$\chi^2=0.43$ df=2 P=0.512
		%	0.0%	0.0%	100.0%		
	Female	n	20	39	1256	1315	
		%	1.5%	3.0%	95.5%		
Level	Nursery	n	0	0	145	145	$\chi^2=0.47$ df=2 P=0.493
		%	0.0%	0.0%	100.0%		
	Primary	n	20	39	1251	1310	
		%	1.5%	3.0%	95.5%		
Longevity in service	Less than 2 years	n	0	10	40	50	$\chi^2=0.04$ df=6 P=0.911
		%	0.0%	20.0%	80.0%		
	2 to 5 years	n	0	10	235	245	
		%	0.0%	4.1%	95.9%		
	6 to 10 years	n	0	0	385	385	
		%	0.0%	0.0%	100.0%		
	11 years and above	n	20	19	736	775	
		%	2.6%	2.5%	95.0%		

Findings on table 6 showed that teachers do not significantly differ in their opinion on the effectiveness of their school ( $P > 0.05$ ) with a majority of them irrespective of their demographic characteristics that is gender, male 100% and female 95.5% not satisfied with the effectiveness of their school. Also, for teachers teaching in the nursery school, 100% and 95.5% of those teaching in primary schools were not also satisfied with the effectiveness of their school. Finally, based on longevity in service, teachers who have been teaching for less than 2 years 80.0% and for 2-5 years, 95.9%, 6-10 years 100% and 11 years and above 95.0% were not satisfied with the effectiveness of their school.

**Head teachers' perspective**

**Table 2: Head teachers' opinion on school effectiveness**

Items	Stretched					Collapsed	
	Strongly agree (SA)	Agree (A)	Neutral	Disagree (D)	Strongly disagree (SD)	SA/A	D/SD
The rate of community support is high in the school	4 (8.0%)	8 (16.0%)	20 (40.0%)	8 (16.0%)	10 (20.0%)	12 (24.0%)	18 (36.0%)
The school performs outstandingly among other in academics in the sub division	0 (0.0%)	0 (0.0%)	6 (12.0%)	26 (52.0%)	18 (36.0%)	0 (0.0%)	44 (88.0%)
Teachers and pupils work rigidly according to school time table following rules and regulations	0 (0.0%)	2 (4.0%)	0 (0.0%)	28 (56.0%)	20 (40.0%)	2 (4.0%)	48 (96.0%)
Delegation of duties by school heads i.e. smooth administration even in the absence of the school head	0 (0.0%)	0 (0.0%)	4 (8.0%)	18 (36.0%)	28 (56.0%)	0 (0.0%)	46 (92.0%)
There is effective cooperation among institutions such as schools, social welfare and health services.	2 (4.0%)	0 (0.0%)	12 (24.0%)	24 (48.0%)	12 (24.0%)	2 (4.0%)	48 (96.0%)
There are adequate funds allocated to cover the necessary networking activities in school.	0 (0.0%)	8 (16.0%)	14 (28.0%)	10 (20.0%)	8 (16.0%)	8 (16.0%)	18 (36.0%)
Existence of positive cordial, social and professional relationship among school stakeholders	0 (0.0%)	4 (8.0%)	4 (8.0%)	24 (48.0%)	18 (36.0%)	4 (8.0%)	42 (84.0%)
Availability of well-prepared current records and research findings in the school	0 (0.0%)	2 (4.0%)	10 (20.0%)	22 (44.0%)	16 (32.0%)	2 (4.0%)	38 (76.0%)
<b>Multiple response set</b>	<b>16 (4.0%)</b>	<b>24 (6.0%)</b>	<b>70 (17.5%)</b>	<b>160 (40.0%)</b>	<b>130 (32.4%)</b>	<b>40 (10.0%)</b>	<b>290 (72.5%)</b>

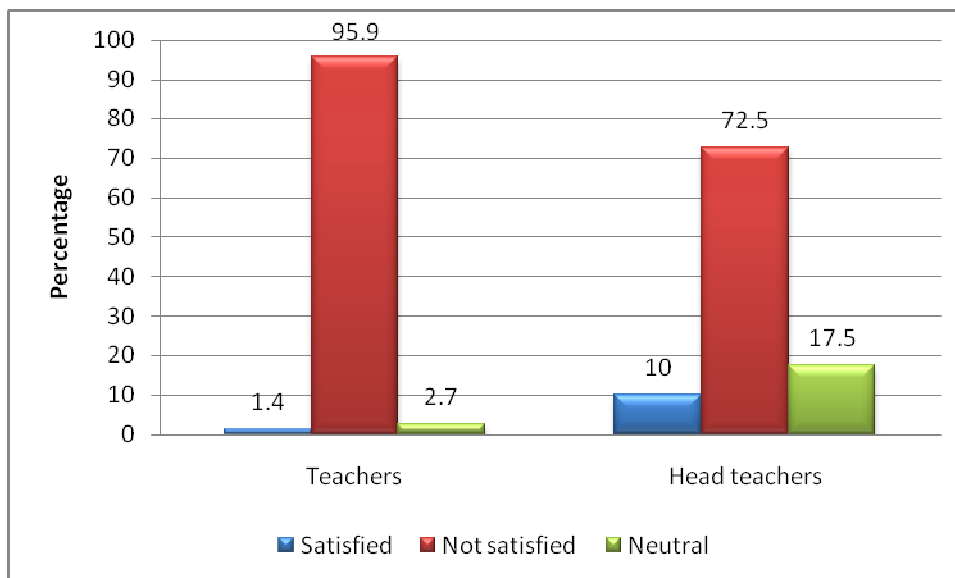
In aggregate, findings showed that while 10.0% of the head teachers were satisfied with the effectiveness of schools, a majority of them 72.5% were not satisfied. For instance, a majority of the head teachers of equal proportion 48 (96.0%) disagreed that teachers and pupils work rigidly, there is smooth administration of school even in the absence of school head and that there is effective cooperation among institutions. Also, a majority of the head teachers 42 (84.0%) and 44 (88.0%) respectively disagreed that there is positive, cordial, social and professional relationship among school stakeholders and that their school perform outstandingly among other in academics in the sub division. Finally, a majority of the head teachers 38 (76.0%) disagreed that there is well-prepared current records and research findings in their school.

**Table 3: Comparing head teachers' opinion on school effectiveness by demographic characteristics**

Demographic characteristics		Statistics	School effectiveness			Total based on response	Chi-square test ( $\chi^2$ )
			Satisfied	Neutral	Not satisfied		
Gender	Male	n	16	20	60	96	$\chi^2=0.08$ df=2 P=0.774
		%	16.7%	20.8%	62.5%		
	Female	n	24	50	230	304	
		%	7.9%	16.4%	75.7%		
Level	Nursery	n	2	4	42	48	$\chi^2=0.57$ df=2 P=0.471
		%	4.2%	8.3%	87.5%		
	Primary	n	38	66	248	352	
		%	10.8%	18.8%	70.5%		
Longevity in service	Less than 2 years	n	8	8	16	32	$\chi^2=4.10$ df=6 P=0.250
		%	25.0%	25.0%	50.0%		
	2 to 5 years	n	20	24	52	96	
		%	20.8%	25.0%	54.2%		

6 to 10 years	n	2	12	98	112
	%	1.8%	10.7%	87.5%	
11 years and above	n	10	26	124	160
	%	6.3%	16.3%	77.5%	

Findings on table 8 showed that the head teachers do not significantly differ in their opinion on the effectiveness of their school ( $P>0.05$ ) with a majority of them that is gender, male 62.5% and female 75.7% not satisfied with the effectiveness of their school. Also, for head teachers teaching in the nursery school, 87.5% and 70.5% of those teaching in primary schools were not also satisfied with the effectiveness of their school. Finally, based on longevity in service, head teachers who have been in the post for 6-10 and 10 years and above were dissatisfied with the effectiveness of their school more than their counterpart.



$\chi^2=33.23, df=1, P=0.000$   
**Figure 1:** Comparing teachers and head teachers opinion on school effectiveness

Findings showed that teachers 95.9% were significantly ( $P<0.05$ ) dissatisfied with the effectiveness of their school more than the head teachers making a proportion of 72.5%.

**Table 4: Pedagogic animators’ perception of supervision to school effectiveness**

Themes	Quotations
Improve school effectiveness	“It has multiple influences on school effectiveness”. “It spurs the supervisee to be more performant and effective” “Enhances teaching and learning, create awareness and make teachers eager to work”. “It enhances effectiveness”.

Findings showed that all the pedagogic animators sampled indicated that supervision improve on school effectiveness as depicted in their statements “It have multiple influences on school effectiveness”, “It spurs the supervisee to be more performant and effective”, “Enhances teaching and learning, create awareness and make teachers eager to work”.

**Table 5: Pedagogic animators’ rating of their school effectiveness**

Themes	Quotations
Above 12%	“Above 12%”
80%	“The schools under my supervisory practices can be rated about 80%.”
Above 50^	“Above 50% that is average”.
Nothing	“No comment”.

Findings showed that while some pedagogic animators could not rate the effectiveness of their schools, others said the effectiveness of their schools is above 12%, 50% and 80% respectively.

**Table 6: Parents perception if school will be effectively when supervise**

Themes	Quotations
Improve results/performance	“The parent must work with teachers for better results”. “If parents go to schools for supervision, if will help to improve on the school results”. “When schools are effectively supervised, pupils academic performance is more likely increase and the school effective in the attainment of their goals and objective. This is so because teachers who not willing to teach will be compelled to their job effectively”.



Making teacher to work	<p>“If we find out from the teacher he will seat up and reflect on results”.</p> <p>“They will be effective control of teachers thus making them to do their job”.</p> <p>“This will help teachers to work”.</p> <p>“This is very important in that it make those teachers who are willing to teach to teach”.</p>
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Among the 20 parents interviewed, all of them accepted that schools will be effective when supervised. Their reasons was that it will improve on school results/performance while making the teachers to work harder as depicted in some of their statements “They will be effective control of teachers thus making them to do their job”, “This will help teachers to work”, “This is very important in that it make those teachers who are willing to teach to teach”.

**Question one: What is the influence of pedagogic supervision on school effectiveness in public primary schools in Fako Division?**

**Teachers’ perspective**

**Table 7: Teachers’ opinion on pedagogic supervision of their school**

Items	Stretched					Collapsed	
	Strongly agree (SA)	Agree (A)	Neutral	Disagree (D)	Strongly disagree (SD)	SA/A	D/SD
My head teacher often oversees the methods of teaching and learning I apply in the classroom	10 (3.4%)	9 (3.1%)	0 (0.0%)	137 (47.1%)	135 (46.4%)	19 (6.5%)	272 (93.5%)
I am assisted by head teacher in solving pupils’ problems when they arise	0 (0.0%)	0 (0.0%)	0 (0.0%)	158 (54.3%)	133 (45.7%)	0 (0.0%)	291 (100%)
My head teacher helps me to reduce the challenges encountered in classroom management	20 (6.9%)	19 (6.5%)	0 (0.0%)	146 (50.2%)	106 (36.4%)	39 (13.4%)	252 (86.6%)
As a teacher, my head teacher often cross checks and guides me towards taking more informed professional decisions	13 (4.5%)	23 (7.9%)	0 (0.0%)	158 (54.3%)	97 (33.3%)	36 (12.4%)	255 (87.6%)
The head teacher assists me when I have difficulties in the dispatch of my daily work	14 (4.8%)	33 (11.3%)	0 (0.0%)	129 (44.3%)	115 (39.5%)	47 (16.2%)	244 (83.8%)
<b>Multiple response set</b>	<b>57 (3.9%)</b>	<b>84 (5.8%)</b>	<b>0 (0.0%)</b>	<b>728 (50.0%)</b>	<b>586 (40.3%)</b>	<b>141 (9.7%)</b>	<b>1314 (90.3%)</b>

Findings on table 12 showed that all the teachers 291 (100%) disagreed that they are assisted by their head teacher in solving pupils problem when arises. Also, a majority of the teachers 272 (93.5%) disagreed that their head teachers always over see the teaching methods they apply in the classroom, assist them in their challenges encountered in the classroom 252 (86.6%), cross checks and guides them towards taking more informed professional decisions 255 (87.6%) and offer assistance to the teachers when they have difficulties 244 (83.8%). In overall, findings showed that a majority of the teachers 90.3% disagreed that their head teacher carried out pedagogic supervision while only 9.7% of them agreed.

**Table 13: Comparing teachers’ opinion on the carry out of pedagogic supervision by head teachers**

Demographic characteristics		Statistics	The head teacher carry out pedagogic supervision		Total based on response	Chi-square test ( $\chi^2$ )
			Agree	Disagree		
Gender	Male	N	4	136	140	$\chi^2=0.65$ df=2 P=0.420
		%	2.9%	97.1%		
	Female	N	137	1178	1315	
		%	10.4%	89.6%		
Level	Nursery	N	10	135	145	$\chi^2=0.04$ df=2 P=0.847
		%	6.9%	93.1%		
	Primary	N	131	1179	1310	
		%	10.0%	90.0%		
Longevity in service	Less than 2 years	N	0	50	50	$\chi^2=0.01$ df=3 P=0.981
		%	0.0%	100.0%		
	2 to 5 years	N	0	245	245	
		%	0.0%	100.0%		
	6 to 10 years	N	76	309	385	
		%	19.7%	80.3%		
	11 years and above	N	65	710	775	
		%	8.4%	91.6%		

Findings on table 13 showed that teachers do not significantly differ in their opinion on the practice of pedagogic supervision in their school ( $P>0.05$ ) with a majority of them irrespective of their demographic characteristics, male 97.1%, female 89.6% disagreed that their head teachers carry out pedagogic supervision in their school. Also, for teachers teaching in the nursery school, 93.1% and 90.0% of those teaching in primary schools disagreed that their head teachers carry out pedagogic supervision in their school. Finally, based on longevity in service, all the teachers 100% who have been teaching for less than 2 years and 2-5 years, with 80.3% and 91.6% of those who have been teaching for 6-10 years and for 11 years and above disagreed that their head teachers carry out pedagogic supervision in their school.

**Head teacher’s perspective**

**Table 8: Head teachers’ opinion on the carry out of pedagogic supervision by them**

Items	Stretched					Collapsed	
	Strongly agree (SA)	Agree (A)	Neutral	Disagree (D)	Strongly disagree (SD)	SA/A	D/SD
Partake in selection and revision of educational objectives	2 (4.0%)	0 (0.0%)	6 (12.0%)	14 (28.0%)	28 (56.0%)	2 (4.0%)	42 (84.0%)
I oversee the methods of teaching and learning used by teachers in the classroom	0 (0.0%)	0 (0.0%)	2 (4.0%)	18 (36.0%)	30 (60.0%)	0 (0.0%)	48 (96.0%)
Help teachers to see the problems and needs of pupils and help them solve these problems	0 (0.0%)	0 (0.0%)	0 (0.0%)	22 (44.0%)	28 (56.0%)	0 (0.0%)	50 (100%)
Ensure the effectiveness of classroom management by teachers	0 (0.0%)	0 (0.0%)	2 (4.0%)	18 (36.0%)	28 (56.0%)	0 (0.0%)	48 (96.0%)
Help teachers develop their ability to make more informed professional decisions	0 (0.0%)	0 (0.0%)	2 (4.0%)	26 (52.0%)	22 (44.0%)	0 (0.0%)	48 (96.0%)
Assist teachers who have difficulties in the dispatch of their daily work	0 (0.0%)	0 (0.0%)	4 (8.0%)	18 (36.0%)	28 (56.0%)	0 (0.0%)	46 (92.0%)
<b>Multiple response set</b>	<b>2 (0.7%)</b>	<b>0 (0.0%)</b>	<b>16 (5.3%)</b>	<b>116 (38.7%)</b>	<b>166 (55.3%)</b>	<b>2 (0.7%)</b>	<b>282 (94.0%)</b>

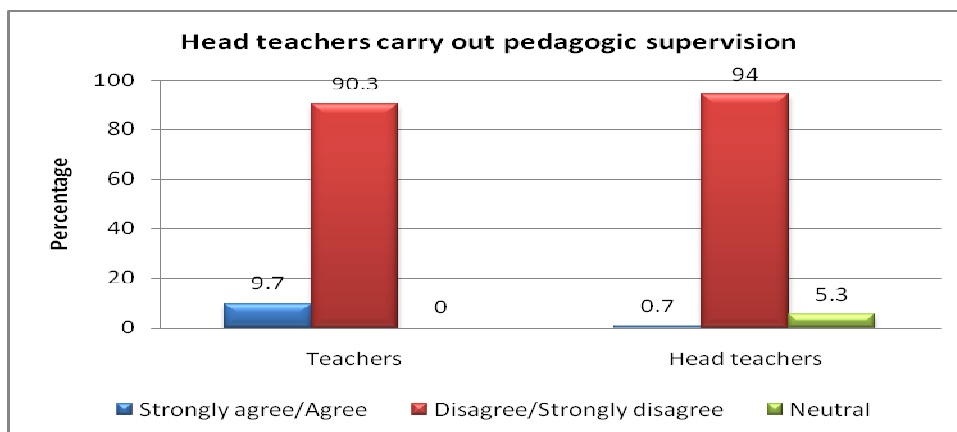
In aggregate, findings showed that a majority of the head teachers 94.0% disagreed that head teachers are carrying out pedagogic supervision. For instance, all the head teachers 50 (100%) disagreed that head teachers help their teachers to solve their classrooms related problems and that of learners. Also, an equal proportion of the head teachers in their majority 48 (96.0%) disagreed that head teachers assist teachers who have difficulties in dispatching their daily work, help their teachers to develop abilities to make informed professional decisions, over see teaching methods and ensure that there is effective classroom management by teachers.

**Table 9: Comparing head teachers’ opinion on the carry out of pedagogic supervision by head teachers**

Demographic characteristics		Statistics	Head teacher carry out pedagogic supervision			Total based on response	Chi-square test ( $\chi^2$ )
			Strongly agree / Agree	Neutral	Disagree/Strongly disagree		
Gender	Male	N %	0 0.0%	4 5.6%	68 94.4%	72	$\chi^2=0.01$ df=2 P=0.998
	Female	N %	2 0.9%	12 5.3%	214 93.9%		
Level	Nursery	N %	0 0.0%	8 22.2%	28 77.8%	36	
	Primary	N %	2 0.8%	8 3.0%	254 96.2%	264	
Longevity in service	Less than 2 years	N %	0 0.0%	0 0.0%	24 100.0%	24	$\chi^2=0.04$ df=6 P=0.989
		2 to 5 years	N %	0 0.0%	0 0.0%	72 100.0%	
	6 to 10 years		N %	0 0.0%	4 4.8%	80 95.2%	
		11 years and above	N %	2 1.7%	12 10.0%	106 88.3%	

Findings on table 15 showed that head teachers do not significantly differ in their opinion on the practice of pedagogic supervision in school ( $P>0.05$ ) with a majority of male 94.4%, female 93.9% disagreed that their head teachers are carrying out

pedagogic supervision. Also, by level, head teachers teaching in the nursery school, 77.8% and 96.2% of those teaching in primary schools disagreed that their head teachers are carrying out pedagogic supervision. Finally, based on longevity in service, all the head teachers 100% who have been in the post for less than 2 years and 2-5 years, with 95.2% and 88.3% of those who have been head teacher for 6-10 years and for 11 years and above disagreed that head teachers are carrying out pedagogic supervision.



$\chi^2=0.31, df=1, P=0.557$

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

Findings showed that teachers and head teachers do not significantly differ in their opinion ( $P>0.05$ ) with a majority of the head teachers 94.0% and teachers 90.3% of almost equal proportion disagreed that head teachers are carrying out pedagogic supervision in their school.

**Verification of hypothesis: Pedagogic supervision has no significant influence on school effectiveness in public Primary schools in the Fako Division.**

Table 10: Relationship between pedagogic supervision and school effectiveness

Statistical test	Test statistics	Pedagogic supervision	School effectiveness
Spearman's rho	R-value	1.000	.376**
	P-value		.000
	N	291	291

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

Statistically, findings showed that there is a very significant, positive and moderate relationship between pedagogic supervision and school effectiveness ( $P=0.000$ , far less than 0.05). The positive sign of the correlation value ( $R= 0.376^{**}$ ) implies that schools are more likely to be effective when pedagogic supervision is carry out and less likely to be effective when pedagogic supervision is not carry out. Therefore, the null hypothesis that states that pedagogic supervision has no significant influence on school effectiveness in public Primary schools in the Fako Division was rejected and the and the alternative hypothesis that states that pedagogic supervision has a significant influence on school effectiveness in public Primary schools in the Fako Division was accepted.

Table 11: Summary of findings

Hypotheses	Statistical technique	Comments
School effectiveness	Percentages, Spearman's rho test and thematic analysis	Findings showed that teachers 95.9% were significantly ( $P<0.05$ ) dissatisfied with the effectiveness of their school more than the head teachers making a proportion of 72.5%. Also, findings showed that while some pedagogic animators could not rate the effectiveness of their schools, others said the effectiveness of their schools is above 12%, 50% and 80% respectively. However, while a majority of teachers and head teachers were dissatisfied with the effectiveness of their school, findings showed that all the pedagogic animators sampled indicated that supervision improve on school effectiveness. Similarly, all the parents sampled accepted that schools will be effective when supervised. Their reasons were that it will improve on school results/performance while making the teachers to work harder.

Hypothesis one: Pedagogic supervision has no significant influence on school effectiveness in public Primary schools in the Fako Division.	Percentages, Spearman's rho test and thematic analysis	Descriptively, findings showed a majority of the head teachers 94.0% and teachers 90.3% of almost equal proportion disagreed that head teachers are carrying out pedagogic supervision in their school with further analysis revealing that there is a very significant, positive and moderate relationship between pedagogic supervision and school effectiveness ( $P=0.000$ , far less than 0.05). The positive sign of the correlation value ( $R= 0.376^{**}$ ) implies that schools are more likely to be effective when pedagogic supervision is carry out and less likely to be effective when pedagogic supervision is not carry out. Therefore, the null hypothesis that states that pedagogic supervision has no significant influence on school effectiveness in public Primary schools in the Fako Division was rejected.
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Statistically, findings have shown that pedagogic supervision has a very significant and positive on the effectiveness of public nursery and primary schools. The positive nature of the relationship implies that public nursery and primary schools are more likely to be effective when pedagogic supervision is carry out and less likely to be effective when pedagogic supervision is not carry out. Despite the positive effect that pedagogic supervision was found to have on the effectiveness of public nursery and primary schools, descriptively, findings showed that a majority of the head teachers and teachers of almost equal proportion disagreed that head teachers are carrying out pedagogic supervision in their schools.

It should be noted that while in our public nursery and primary schools, pedagogic supervision is not adequately carried out (ineffective), in a study carried out by Donkoh and Ofori-Dwamena (2014) on the effects of educational supervision to basic school teachers at Winneba, Ghana, findings showed that educational supervision has a significant and positive effect on teachers in basic schools. Furthermore, Yousaf, Usman and Islam (2018) carried out a study on the effects of supervision on teachers' work performance and growth in Pakistani society and findings equally showed that supervision had a significant effect on teachers' effectiveness. All these findings tied with that of our study.

Schools, teachers and the teaching learning process cannot be effective when head teachers and pedagogic animators and Inspectors do not carry out pedagogic supervision. Head teachers and inspectors have to always over see the teaching methods apply in classroom, assist teachers in challenges encountered in the classroom, cross checks and guides teachers towards taking more informed professional decisions and have to offer assistance to the teachers when they have difficulties. Failure to do these adequately and satisfactorily, effectiveness of public nursery and primary schools will continue to be low. According to the Systems Theory of (Ludwig von Bertalanffy, 1968), schools received children from their environment as input and is charge with the responsibility of transforming them through teaching to produce out put that are literate, well educated, etc. For this reasons, it is imperative that as a head teacher and inspector, the pedagogic activities (teaching learning process) should be adequately supervised so that schools will be effective for better results.

Judging from the perspective of the theory of motivation by Maslow (1954) and Hertzberg (1987), supervision to improve on teachers' effectiveness and professional growth is a vital need. The knowledge that teachers take to enter into their profession cannot take them through still retirement. Therefore, when head teachers and pedagogic inspectors assist teachers for instance in solving their classrooms related problems, this help to improve on their effectiveness and the effectiveness of the school as a whole thus even motivating the teachers to do their job.

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

Pedagogic supervision is seen as the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction, methods of teaching, and the evaluation of instruction (Bessong & Ojong, 2009). Dodd (2008) also explained that pedagogic supervision is a way of advising, guiding, refreshing, encouraging, stimulating, improving, and over-seeing the activities of teachers. To Nwaogu (2006), other reasons for pedagogic supervision include improving incompetent teachers, providing guides for staff development, helping teachers to see the problems and needs of pupils and help them solve these problems. Based on the view of the different researchers on pedagogic supervision, it is clear that such a form of supervision is of paramount important not only to the effectiveness of the school as a whole but also to the individual performance of teachers. Therefore, head teachers and pedagogic inspectors have to adequately carry out pedagogic supervision in the schools within the jurisdiction and under their responsibility.

### Conclusion of Findings

In conclusion, findings have revealed that pedagogic supervision has a very significant and positive effect on the effectiveness of public nsursery and primary schools. While this was the case, descriptively, it was also realised that this form of supervision practice is not adequately carry out. The effectiveness of schools was found to be very low whereby findings showed that a majority of the teachers and head teachers were not satisfied with the effectiveness of their respective schools. It should be

noted that on the side of pedagogic animators and inspectors, they rated the effectiveness of schools under their supervision as low. However, while a majority of teachers and head teachers were dissatisfied with the effectiveness of their school, findings showed that all the pedagogic inspectors sampled indicated that supervision improve on school effectiveness. Similarly, all the parents sampled accepted that schools will be effective when supervised. Their reasons were that it will improve on school results/performance while making the teachers to work harder. Therefore, with such positive remark that pedagogic inspectors themselves and parents have about supervision of schools, it is imperative for serious measures to be put in place so that schools are effectively supervised by those responsible.

## Recommendations

From the findings presented and conclusions drawn above, the following recommendations were made for this study

1. The ministry Basic education should place on their scale of preference the aspects of monitoring and supervision as a priority to ensure that every beginning of school year, the regional pedagogic inspectors, the divisional pedagogic advisers, the inspectors of basic education in the various sub-divisions and the pedagogic animators, should go to the field, not only in the beginning of school year but should frequently visit their divisions, sub-divisions and their schools at least every quarter of the year to carry out effective monitoring and supervision in the various classrooms of the schools so that the school can register good results at the end of the school year.
2. The researcher is also recommending that some money should be given to inspectors and pedagogic inspectors to go the suburb to carryout supervision and why not even giving a car to ease their work.
3. Since we are dealing with kids and pupils here, head teachers should constantly check what teachers are teaching not just marking their lesson notes but move in their classes to find out if instructional supervision is carried in line with the curriculum and the syllabus coverage.
4. Inspectors should have meetings with head teachers in their sub-divisions regularly at least once every month for effective supervision and maximum results.

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