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FACULTÉ DES SCIENCES DE  
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CENTRE DE RECHERCHE ET DE  
FORMATION DOCTORALE (CRFD) EN  
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UNITE DE RECHERCHE ET DE  
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DÉPARTEMENT DE CURICULA ET  
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THE UNIVERSITY OF YAOUNDE I

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FACULTY OF EDUCATION

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POST GRADUATE COORDINATE  
TRAINING SCHOOL (PGCTS) FOR SOCIAL  
HUMAN AND EDUCATIONAL SCIENCES

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

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DEPARTMENT OF CURRICULUM AND  
EVALUATION

**EFFECTIVE PEDAGOGIC SUPERVISION STRATEGIES  
AND QUALITY EDUCATION IN SOME SELECTED PUBLIC  
PRIMARY SCHOOLS IN NWA SUBDIVISION DONGA  
MANTUNG North West Region -Cameroon**

A dissertation submitted in partial fulfillment for the requirement for  
the award of a master of education in Educational Management

**Option: School Inspection**

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## **CERTIFICATION**

I hereby certify that this work was carried out by Emmanuel TAMFU TABEH of the University of Yaoundé I, Faculty of Education, Department of Curriculum and Evaluation and Management of Education.

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## **DECLARATION**

I declare that Pedagogic Supervision Strategies and Quality Education in selected Public Primary Schools in Nwa subdivision Donga Mantung Division North West Region-Cameroon is my own work and that all sources made use of or quoted have been clearly indicated and acknowledged by means of complete reference.

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## **DEDICATION**

To my Mum- Ma Mary YIMI

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## **ABBREVIATION**

<b>AP</b>	: Animatieur Pedagogique
<b>CAPIEMP</b>	: Certificat d’Aptitude Professionnelle d’Instituteur d’Enseignement Maternelle et Primaire (equivalence of Teachers’ Grade One Certificate)
<b>CEGE</b>	: Government Common Entrance into General Education
<b>CETE</b>	: Government Common Entrance into Technical Education
<b>CPA</b>	: Conseiller Pedagogique Départemental
<b>DPA</b>	: Divisional Pedagogic Advisers
<b>DPA/BIL</b>	: Divisional Pedagogic Adviser for the Promotion of Bilingualism
<b>DPA/ET</b>	: Divisional Pedagogic Adviser for Educational Technology
<b>DPA/FLC/NFBEC/NLC</b>	: Divisional Pedagogic Adviser for Functional Literacy, Non-Formal Basic Education Centers and Promotion of National Languages.
<b>DPA/NE</b>	: Divisional Pedagogic Adviser for Nursery Education
<b>DPA/PE</b>	: Divisional Pedagogic Adviser for Primary Education
<b>EFA</b>	: Education for all
<b>FSLC</b>	: First School Leaving Certificate
<b>GCE</b>	: General Certificate of Education (Ordinary and Advanced Levels).
<b>GDP</b>	: Gross Domestic Product
<b>H/M</b>	: Head Master or Head Mistress
<b>HIV/AIDS</b>	: Human Immune-Deficiency Virus/Acquired Immune Deficiency Syndrome
<b>HMCI</b>	: Her Majesty’s Chief Inspector
<b>HMI</b>	: Her Majesty’s inspectorate
<b>HND</b>	: Higher National Diploma
<b>ICE</b>	: The Inspector Coordinator of Education

<b>IE</b>	: Inclusive Education
<b>IGE</b>	: Inspector General of Education
<b>IP</b>	: Inspectorate of Pedagogy
<b>MINEDUB</b>	: Ministry of Basic Education
<b>NFBEC</b>	: Non-Formal Basic Education Centre
<b>NPI</b>	: National Pedagogic Inspector
<b>OFSTED</b>	: Office of the Standard of Education
<b>PAs</b>	: Pedagogic Animators
<b>RDBE</b>	: Regional Delegate of Basic Education
<b>RPA</b>	: Regional Pedagogic Advisers
<b>RPI</b>	: Regional Pedagogic Inspector
<b>RPI/NE</b>	: Regional Pedagogic Inspector for Nursery Education
<b>RPI/PE</b>	: Regional Pedagogic Inspector for Primary Education
<b>SAC</b>	: Saints Augustine College, Nso.
<b>SDIBE</b>	: Sub-Divisional Inspector of Basic Education
<b>SMART</b>	: Specific Measurable Achievable Reachable time-bound
<b>TQM</b>	: Total Quality Management
<b>TTCs</b>	: Teachers' Training Colleges
<b>UNESCO</b>	: United Nations Educational, Scientific and Cultural Organization
<b>UNICEF</b>	: United Nation Intemational Children Fund

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## **ABSTRACT**

The study investigated the effective Pedagogic Supervision Strategies and quality education in Public Primary Schools in Nwa subdivision in Donga Mantung Division, North West Region-Cameroon. The reviewed literature examined the various strategies like regular school visit, effective follow-up, effective staff professional development, effective communication and stakeholder perception of quality education, with emphasis laid on how many times inspectors visit schools could that be realizable. This researcher employed mixed methods approach which is qualitative (interview guide, and focus group discussion) and quantitative (questionnaire) approaches and a descriptive research design. The target population consisted of 180 teachers, 76 head teachers, 2 PAs, one IBE and 5DPAs. The actual sample was 56 teachers, 24 head teachers, 2PAs, one IBE and 5DPAs. Of these only 50 Teachers, 22 Head teachers, One PA and 2DPAs took part due to the socio-political crisis in NOSO. We employed purposive sampling to select Head Teachers and Teachers who were there between 2013 and 2016. The questionnaires were analyzed using simple percentage and shapes meanwhile the qualitative we used coding and identification of themes for interpretation. Findings revealed that pedagogic supervision takes place but the deontology is not respected. The three times earmarked for inspection and follow-up are not respected at all. Finding also revealed that staff professional development after supervision lacks focus and had no purpose nor is it geared toward resolving the problems head teachers and Teachers are facing in classes and in schools. We also found that visiting inspectors don't collaborate with the head teachers during inspection for continuation and follow-up. There was high need of teachers and infrastructure which enhances quality education. The study how ever recommended the following; the need for teachers could be solved by recruiting teachers through volunteering and more classrooms constructed, the study further recommended that the incoming inspectors need to collaborate with the Head teachers for continuous supervision, and that supervision should focus on improving the quality of teaching and learning for effective classes and better results.

**KEY WORDS:** Pedagogic Supervision, Quality Education, Regular School visit, Effective Communication, Effective Follow-up, Staff Professional Development, Head teachers and Teachers perception of quality education.

## RESUMÉ

La présente étude examine les stratégies efficaces de supervision pédagogique et l'éducation de qualité dans les écoles primaires publiques de NWA dans la région du Nord Ouest Cameroun. La littérature examinée a démontré les diverses stratégies telles que la visite de contrôle régulière dans les écoles, le suivi efficace, le développement de l'efficacité professionnelle du personnel et de la communication en mettant l'accent sur le nombre de fois que les inspecteurs visitent les écoles, dans la mesure du possible. Le chercheur a recouru à une approche mixte basée sur un modèle de recherche qualitative (guide d'entretien et discussion de groupe) et quantitative (questionnaire) et un modèle de recherche descriptif. La population cible était composée de 180 instituteurs, 76 Directeurs d'écoles, 2 Animateurs Pédagogiques, 1 Inspecteur d'Arrondissement de l'Education de Base et 5 Conseillers Pédagogiques Départementales. L'échantillon réel était de 56 instituteurs, 24 Directeurs d'écoles, 2 Animateurs Pédagogiques, 1 Inspecteur d'Arrondissement de l'Education de Base et 5 Conseillers Pédagogiques Départementales. Parmi ceux-ci, seuls 50 instituteurs, 1 Inspecteur d'Arrondissement de l'Education de Base et 5 Conseillers Pédagogiques Départementales ont participé en raison de la crise socio-politique dans le NOSO. Nous avons utilisé un échantillonnage objectif pour sélectionner les surveillants et les enseignants sur le terrain entre 2013 et 2016. Les constats ont révélé que l'encadrement pédagogique a eu lieu mais la déontologie n'est pas respectée. La découverte a également relevé que le développement professionnel du personnel après la supervision manque de concentration et n'a aucun but ni n'est orientée vers la solution des problèmes auxquels les directeurs d'école et les instituteurs sont confrontés à l'école et dans les classes. Nous avons également constaté que les inspecteurs en visite ne collaborent pas avec les chefs d'établissement lors de l'inspection de continuation et de suivi. Il y a un grand besoin d'enseignants et d'infrastructures susceptibles d'améliorer la qualité de l'éducation. L'étude a cependant recommandé ce qui suit : le besoin en enseignants pourrait être résorbé via le recrutement des enseignants par le biais du volontariat et en construisant les salles de classes. L'étude en outre recommande que le nouvel inspecteur doit collaborer avec les chefs d'établissement pour une supervision continue et qu'il devrait se concentrer sur l'amélioration de la qualité de l'enseignement et de l'apprentissage pour des cours efficaces et de meilleurs résultats.

**MOTS CLES :** encadrement pédagogique, éducation de qualité, visite de contrôle, communication efficace régulière, suivi efficace, développement professionnel du personnel, perception d'une éducation de qualité.

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**CHAPTER ONE**  
**PROBLEMATIC OF THE STUDY**

This chapter embodies the background of the study, problem statement, research objectives, and research questions, Hypothesis of the Study, significance of the study and the scope/delimitation of the Study.

Education according to Dewey is a process of living through continuous reconstruction of experience. Another person noted that education forms the basis upon which economic, social and political development of any Country is founded and evolve. This development process needs cooperative efforts for diagnosing and solving problems generated from classroom activities in the School. Educational investment could help to foster growth in economic, enhance productivity, contribute to Social Development and reduce social inequality (World Bank, 1998). Provision of educational quality generates opportunities and benefits, social and economic development (Onsumu, Muthaka, Ngware & Kosembei, 2006). This needs effective pedagogic supervision service for the smooth, effective and efficient development of human beings in physical, intellectual, aesthetic and moral domains.

According to Onasanya (2008), school supervision is an important process and combination of activities which is concerned with the teachers and improvements of the teaching-learning process in the school framework and in improving quality and standard of education. Most countries in Africa, Asia, Europe and America arrange for evaluation of School System so as to improve the quality of compulsory education (Euridice, 2004). Most of these are concentrated in the public schools where there is some form of Laissez-faire. De Grauwe and Naido, 2004, agree that evaluation is at the heart of almost all education quality improvement policies and strategies in most developing and developed countries. Cameroon not left out has reinforced its Supervisory policies in the Ministry of Basic Education. The Presidential Decree NO. 268/2012 of 11th June 2012 organizing the Ministry of Basic Education laid emphasis on Pedagogic Supervision. This attests to the increase number of Pedagogic Supervisors in the Ministry: At the National level, number of Inspectors rose from 4 to 31 Inspectors; At Regional level, number of inspectors rose from 4 to 16 Inspectors; At Divisional level, number of Pedagogic Advisers rose from 2 to 5 Pedagogic Advisers, and at Sub-Divisional level, there are 2 Pedagogic Animators where none existed. Clustered Schools were created and at Schools level, we have Head teachers and level Animators to assist in supervision.

## **Background of the study**

### **Historical background.**

School Supervision is believed to have started in France under the regime of Napoleon Bonaparte toward the end of XVIIIth century (De Grauwe, 2007). It later spread to Great Britain, America and other European countries and in Africa and Asia. In Great Britain, School Supervision was first handled by Her Majesty's Inspectorates in 1839 (Learmonth, 2000; Grauwe, 2007). School Supervision is now done by OFSTED (Office of the Standard of Education). It is tipped as one form of accountability called Market Choice practiced in America, UK, Australia and New Zealand. The School Voucher yet another form of Educational Accountability is practiced in America, Chile, Columbia and England (Friedman, 2005; Lee and Wong, 2002).

In Cameroon, Nigeria and many African Countries, School Supervision started with the introduction of Westem Education before independence. In Cameroon, the Jamaica Missionaries like Rev. Alfred Saker and Joseph Merrick opened the first School in 1842. Schools were opened only around the coastal area in Douala and Victoria (now Limbe). Church elders and the preachers carried out supervision. In July, 1884, Germany annexed Cameroon instead of Great Britain. The German led administration favored the opening of Schools in the hinterland (Grasslands). They also encouraged the use of German Language as medium of instruction. This continued till 1914 when the 1<sup>st</sup>World War broke out. Germany was defeated in the war in 1919 and Britain and France took over Cameroon. France took 2/3 (East Cameroon) and Great Britain took 1/3 West Cameroon. France administered East Cameroon as a French Colony but Britain administered West Cameroon as a Territory under Nigeria. From 1920 to 1938, East Cameroon had advanced in Education while West Cameroon still lagged behind. In 1939, the Second World War broke out as Germany tried to regain her lost territories in Africa but was again defeated. This defeat confirms Britain and France rule in Cameroon.

After the 2nd World War, things improved greatly in East Cameroon. The 1st Nursery School was opened in East Cameroon in 1948. West Cameroon benefited from McPherson Commission which uplifted West Cameroon (Southern Cameroon) in authority and equal status to the Educational Board administered in Nigeria. This period witnessed educational development in Schools and infrastructure. This continued till independent. Between 1960/1961, French and British Southem Cameroons gained independent from their colonial masters. British West Cameroon opted in a Referendum on the 11th February, 1961 to join their brothers in the East Cameroon. Cameroon became a Federal State that lasted from 1961 to 1972. The Federal State had their various Ministries of Education which carried out School

Supervision. In 1972, another Referendum was conducted on the 20th May, 1972 to form a Unitary Government called United Republic of Cameroon. The Federated State was dissolved and a single Ministry of National Education was born. This continued till 1995. After the Education Forum, a new Curriculum and better Orientation was put in place. In 2004, four Ministries were put in place: Ministry of Basic Education; Ministry of Technical and Professional Education; Ministry of Secondary Education; Ministry of Higher Education. In 2008, yet another Presidential Decree organized the Ministries with new names emerging called Ministry of Basic Education (in charge of Nursery and Primary education, and TTCs); Ministry of Secondary Education (in charge of Technical and General Education.); Ministry of Employment and Vocational Training (in-charge of all Vocational Centers); Ministry of Higher Education.

These ministries were reformed and emphasis laid on supervision especially in the Ministry of Basic Education. School Supervision strategies were made meaningful from the 11 June, 2012 when the Presidential Decreed was issued organizing the ministry. The ministries were: The Ministry of Basic Education (in charge of Nursery and Primary Education, Functional Literacy Centre and Non-Formal Basic Education Centers and National Languages); Ministry of Secondary Education (in charge of Secondary Technical and General Education and TTCs); Ministry of Employment and Vocational Training and Ministry of Higher Education (for tertiary education).

In the world, School Supervision has metamorphosed through many cradles caused by political, social, religious and industrial forces. Supervision as an educational practice emerges slowly. It did not fall from the sky fully groomed (Surya 2002) but developed through different periods.

### **Theoretical Background.**

School supervision has undergone several changes since the period before the 19th Century. It has evolved from one concept or traditional concept into a more scientific nature. Here below are the various evolutions that this phenomenon has undergone. Many researchers have unveiled several stages which school supervision has undergone; some are as follows: Inspection (pre-1900), Supervision as social efficiency (1900- 1919), Democracy in supervision (1920s), Scientific Supervision practice dominated between (1920 -1950), Supervision as leadership (1960), Clinical Supervision emerged in the 1970s, Developmental supervision.

## **Contextual background.**

UNESCO (2008) describes school supervision as a term generally referred to two distinct, but complementary tasks, on the one hand, to control and evaluate and on the other hand, to advertise and support teachers and head teachers. Weebly.com adds that supervision is the effort to stimulate, coordinate and guide the continued growth of the teachers in a school, both individually and collectively. School supervision has been described as an expert technical service primarily aimed at studying and improving cooperatively all factors which affects the child's growth and development.

In Cameroon, the law regulating Pedagogic supervision is supported by the law on Education in Cameroon signed in 1998 and the 1996 constitution of Cameroon. The law stipulates that education is compulsory in Primary education and it is free. That the state provides education to its citizens, the education must be guaranteed of its quality and standard. This could only be possible through effective monitoring and evaluation. The educational system should be one that aims at ensuring pupils performance in class and official exams; Reduction in Drop out and Repetition Rate; Social insertion and equality and Social mobility.

According to Nwaogu (2006), some reasons for educational supervision put in place meet the following purposes: Improving incompetent teachers and head teachers; Providing guides for Staff development; Helping teachers to see the problems and needs of pupils; Help them solve these problems and provide as far as possible for most of their needs; Enlisting the cooperating of all Staff members in serving their own needs and those of others to prevent teaching difficulties; Knowing the effectiveness of classroom management by teachers and improving methods of teaching and learning (Besong and Besong 2009).

In this dispensation of Inclusive Education (IE) advocacy in our classroom activities and dire need for quality education, much talk about Universal Basic Education, Education For All (EFA), Educational Sustainability, there is need we mind about what we do in Schools in the name of school supervision, without which our quest for quality education and standard of education may be greatly compromised upon. Sergiovanni, Starrat (1998, 2007), Beach, and Reinhartz (2000) agree that school inspection is a major instrument of the improvement of instruction, staff development, self-evaluation in fostering curriculum development and implementation. School Supervision is both directly and indirectly linked to the facilitation of human capital growth to that of achieving goals and objectives set by the institution and educational system. Glickman (2004) opines that effective school supervision requires

necessary professional and technical skills and some painful of experience in helping and guiding teaching learning process as an ultimate end to increase opportunity and build capacity of school authorities to contribute more effectively to learners' academic success (achievement). The supervisor who could succeed in this endeavor needs some tacit knowledge and skills.

Pedagogic Supervision is one of the most challenging aspects in education as it enhances quality education. Moreover, pedagogic supervision provides policy and decision makers with accurate information about current state of education in their respective institutions. Pedagogic Supervision has in the past influenced teaching /learning and improving quality education in many countries. In Cameroon, the Pedagogic Supervision services seems to be having some shortcoming which could be due to the type of practice invoke and misunderstanding of the role of pedagogic supervision. It is also due to the fact that Primary Education is not enough to make individual child compete in the labour market. Primary education also is a place where pupil is prepared for handling challenges including solid foundation for his/her studies. These all are developed through the process of teaching and learning and strongly dependent on the quality of education provided in schools.

Pedagogic Supervision is a veritable tool for enhancing quality education provided. The philosophical foundation policies of every nation are found rooted in the goals and objectives of education of that government. These policies of the nation are transmitted through the syllabus of the schools, directives and seculars address to the various institutions. It is the place of Supervisors to ensure that such educational policies, directives and seculars and societal goals and objectives are properly implemented. The leading policy in our country Cameroon is Living Together inPeace in Multiculturalism and diversity. This policy must be implemented else the purpose of it will be defeated. It is quality education that will enhance it achievement on the pupils in schools.

Pedagogic Supervision is given priority due to what it can achieve in the school milieu and education as a whole. These are the following: Pedagogic Supervision for better informed government on educational practices. In the real sense education does not have direct control over the entire process of school improvement but they are instrument of accountability to the government and the society. This is done through their report and recommendations forwarded to hierarchies.

The concept of supervision is often referred to as instructional supervision. Most often, supervision is used interchangeably with inspection or school inspection. Yet some books give

distinctions between Inspection and supervision. It is believed that inspection belongs to Britain tradition while supervision originated from the American tradition (Ebot, 2016). Most often, Inspection focused on school administration and finding out what was not done right by the teachers. On the other hand, supervision in American tradition is hand of help or assistance to a professional colleague, the teacher in the process of teaching. In passing years, the term has reached meeting points in their operational depiction and application.

According to MINEDUB (2012), some words are synonymous to Pedagogic supervision. They are;

### **Monitoring.**

This refers to the follow up, review or periodic supervision of an implemental programme to ensure that provisions of resources of all kinds, planning and operations and attainment of preestablish objectives are achieved.

### **Pedagogic Auditing.**

It is a periodic review of the implementation programme to ensure that programme is consistent with pre-established standard and quality or criteria. Here a reference document is there to guide their actions. In school it takes Meso, Micro and Macro.

### **Pedagogic Inspection.**

It refers to an evaluation of a monitoring process based on a pedagogic activity. It seeks to identify the activity or programme succeeds. After this activity the inspected has quantitative marks awarded by the inspecting supervisor.

### **Problem statement**

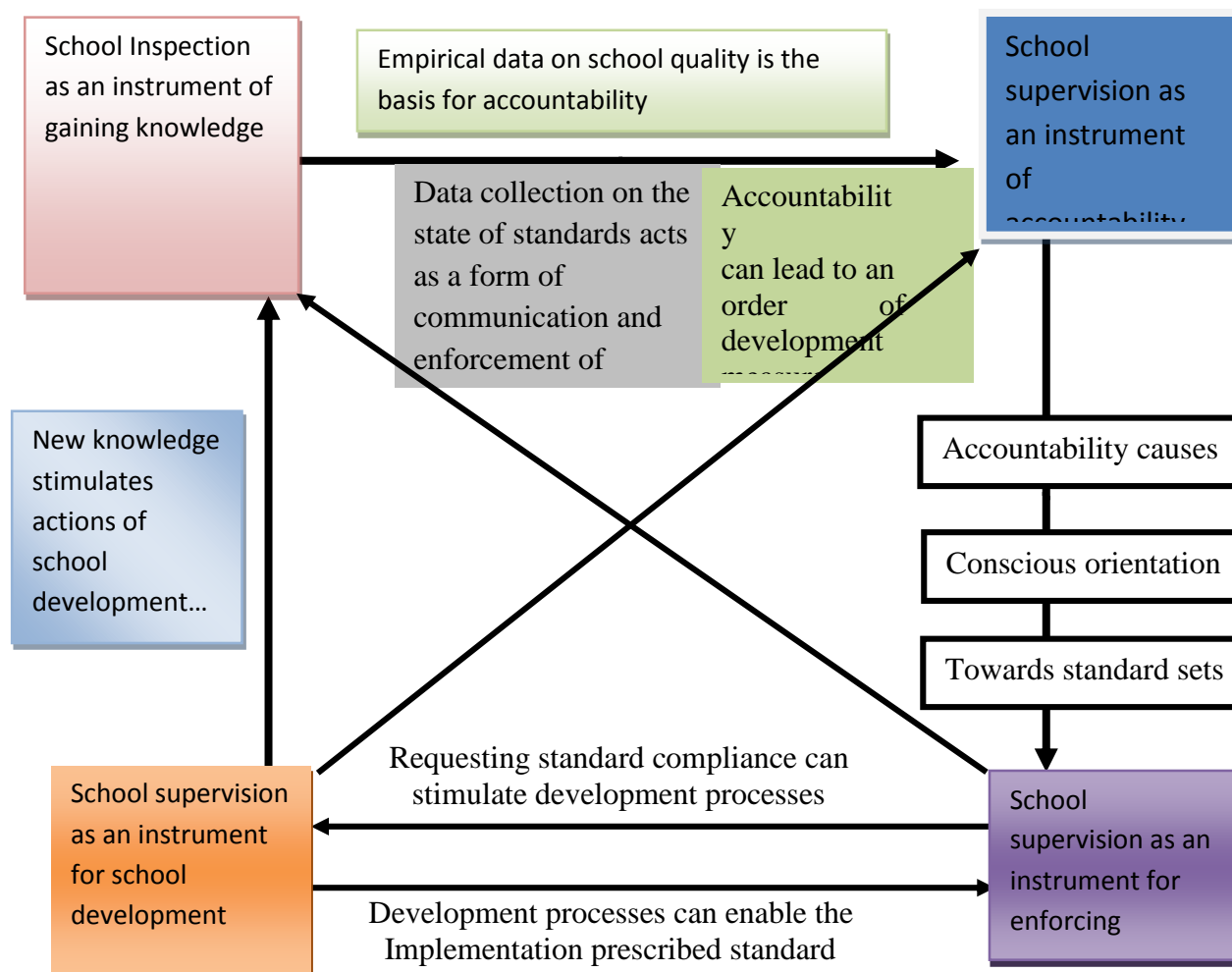
An inspectoral service is key to the successful implementation and improvement of any educational system. The place of pedagogic supervision taken from the document call MINEDUB- 2012, a guideline document for pedagogic supervision in Cameroon is aimed at bringing about improvement of teachers and teaching/learning process cannot be over-emphasized. Many inspection (supervision) systems have shifted their purpose in recent times to improving teaching and learning process. This purpose of school improvement has become important over the last years as a result of an increased policy of making schools more autonomous and self-governing. Declining student's achievement results have been the Centre of many reforms and discussions in many educational meetings today. This has brought about

an increase in evaluation and control of schools even in supposedly decentralized education systems. If school inspection is to fulfill its purpose, the nature of inspection and particularly the standards in inspection frameworks must be matched to its intended objectives of improved teaching and learning process and ultimate pupils' achievement. Educational and school effectiveness refers to the level of goal attainment of an educational system. This is what preoccupies this researcher.

A Presidential Decree No 2012/068 of 11 June 2012 to organize the Ministry of Basic Education laid emphasis on school supervision and educational effectiveness by increasing the number of school inspectors (Pedagogic inspectors). The Inspectorate General of Education came out with another document laying down modalities for school supervision as a systematic, evaluative assessment of the conditions of work, working methods and outcomes of individual schools (Dedering and Muller, 2010). Supervision is based on standardized criteria for evaluating good instructions and good schools according to norms determined by the administrative bodies. The criteria are laid down in framework for school quality. This consist of quality criteria for the domain of instruction (teaching and learning), school culture, school leadership, school management, quality development etc. School supervisions claim to represent an objective, data-based evaluation. This is operational through lesson observation questionnaires, and interviews. School supervision usually end up delivering a final report to the school and to the school authority (MINEDUB-2012; Dedering & Muller, 2010; Gaertner & Pant, 2011). Landweh (2011) presented a model on the potential effects of school supervision which is improvement, enforcing standard accountability, gaining knowledge and schooldevelopment. This leads school effectiveness and school improvement. See diagram below:



**Figure 1 : Model of effects and effectiveness of school supervision by Lendwehr (2011)**



Source: Lendwehr (2011)

These boxes are all inter related as one box give rise to another. This is the type of schema envisage in the Presidential Decree No 2012/068 of 11 June 2012 signed by the President of the Republic of Cameroon. The Decree shows how school supervision is to be carried out to fulfill its 'raison d'être'. The Minister of Basic Education assisted by the Secretary of State oversees activities of supervision in the Ministry. This is headed by the Inspector General of Education. The Inspector General of Education is assisted by 5 National Inspectors in each Inspectorate:

Inspectorate of Pedagogy for Nursery Education;

Inspectorate of Pedagogy for Primary Education;

Inspectorate of Pedagogy for Functional Literacy, Non-Formal Basic Education Centre and Promotion of National Languages;

Inspectorate of Pedagogy for the Promotion of Bilingualism and Inspectorate of Pedagogy for Educational Technology.

A National Pedagogic Inspector in each heads each of these Inspectorates of Pedagogy of their domain. Five National assists these National Pedagogic Inspectors each Pedagogic Advisers. These oversee and assist pedagogic supervision in the Central and at the national level.

At the Regional level, supervision is in the hands of an Inspector coordinator of Education (ICE). This is assisted by 5 Regional Pedagogic Inspectors (RPI) as follows:

Regional Pedagogic Inspector for Nursery Education (RPI/NE);

Regional Pedagogic Inspector for Primary Education (RPI/PE):

Regional Pedagogic Inspector for Alphabetization, Non-Formal Basic Education Centre and Promotion of National Languages and Culture (RPI/FLC/NFBEC/NL);

Regional Pedagogic Inspector for the Promotion of Bilingualism (RPI/BTL) and Regional Pedagogic Inspector for Educational Technology (RPI/ET),

These in their various domains are assisted by 2 Regional Pedagogic Advisers (RPA) each. They oversee Supervision in the whole Region ensuring that schools are properly supervised to improve teaching learning process and promote school effectiveness.

At the Divisional level, the Divisional Delegate the head of supervision is assisted by 5 Divisional Pedagogic Advisers (DPA) which are;

Divisional Pedagogic Advisers for Nursery Education, (DPA/NE);

Divisional Pedagogic Advisers for Primary Education, (DPA/PE);

Divisional Pedagogic Advisers for the Promotion of Bilingualism (DPA/BIL);

Divisional Pedagogic Advisers for Alphabetization, Non-Formal Basic Education and Promotion of National Languages (DPA/FLC/NBEC/NL); and

Divisional Pedagogic Advisers for Educational Technology, (DPA/ET)

These with the coordination of the Divisional Delegate carry out school supervision in the whole Division. They are to visit schools 100% every year to ensure quality assurance mechanism in the schools in all the Sub-divisions. At the Sub divisional level, the Inspector of Basic Education is assisted in school Supervision by 2 Pedagogic Animators (PA) to carry out supervision and follow up schools at Subdivisional level at both Pedagogic Units and school level. The school supervisors ensure that schools are effectively followed up in matter of Pedagogy and administration. If teaching and learning process, school effectiveness and quality education is in the heart of these supervisors, one wonders aloud why many public schools are lacking behind and experience poor results or operate in very low-quality level compared to their private counterparts despite their precarious situation. These graduate and pass out children who perform better and children who can read and write at lower classes. The Pedagogic Animators are supposed to ensure perfect coverage and effective follow up of these schools, monitoring, and evaluating the situation in the schools to ensure effective strategic improvement to ensure quality teaching/learning process ongoing that could enhance learners' performance and improvement in the quality of education and standard.

The sub-division under consideration is one prone to poor results in official Exams, high rate of repeaters and drop out, high rate of children who are not able to read and write at class 6 (the final year in Primary school). The Common Entrance results are often very unpleasant as failures sometimes rise to 60% and 70%. See CEGE/CETE Results from 2013 — 2016 sessions. See Table 3&4 below: page 16.

It was also proven that this sub-division had centers that scored 0% in composition writing and dictation in a certain FSLC exams in a particular year. This clearly indicates that these children could not read and write at class 6, what about those in the lower classes? With these ideas and facts, one wonders whether the school inspectors or supervisors do conduct effective school inspection with particular attention in supervision of instructions, staff development, effective follow-up and communication in the various school and perception of quality education by the teachers and Headteachers, one is bound to question the communication style, the report written and the follow up to be sure that recommendations are implemented? This researcher is burdened and concerned with the impact effective school supervision strategies could have in improving quality education in the Public Schools with case study in Nwa Sub-Division. This is why the research Effective Pedagogic Supervision strategies and quality education in public Primary schools is a welcome initiative.

It is clear that achieving Education for All (EFA) is a fundamental issue for the purpose of ensuring that pupils acquire the knowledge they need for better living and for their contribution to social and economic development. Among others these include the cognitive competences and fundamental socio-economic benefits with higher wages, better health, promising reproduction pattern and well-informed citizens (UNESCO, 2004; WORLD Bank, 1998). According to UNESCO (2004) many countries of the world strive to provide quality basic education and pay attention on providing conditions where optimal learning can take place for each and every one (Matete, 2009). The World Education Forum (WEF), held in Dakar Senegal in AD2000 implicitly and explicitly calls on all countries to improve all aspects of the quality of education provided in the society. UNESCO (2004) rests its argument on the fact that high quality education contributes to improve economic potential of a particular society with human capital growth. Psacharopoulos and Patrinos (2004), Galabawa (2005), and Becker (1992) express that there is a strong relationship between education provided and the level of development of a particular nation.

Human capital is the stock of competences, knowledge, social and personality attributes, including creativity embodied in the ability to perform labour so as to produce economic values. Human capital theory holds that greater economic output is as a result of investment in human capital through education or training. This could raise the productivity of workers by imparting useful knowledge and skills. This can raise workers' future income by increasing their lifetime earnings (Becker, 1964). Human capital theory has in the past influenced policies in many countries that saw investment in education as having direct impact on national economic and social growth and Growth in Domestic Products (GDP). Africa still having an expanding economy requires highly skilled-labour force which requires investing heavily in education to build its human capital. Lack of adequately educated workforce has contributed to African lagging behind and Cameroon is not left out. This brings about hindrances to investment in sectors as manufacturing, construction, mining, agriculture, finance, communication etc. There is need for an impressive achievement or increases in investment in secondary and tertiary education to achieve these. Researchers have indicated that the problem today is not just access to school as there are notable increases in enrolment in many countries. Increases in enrolment though important are not fundamental to economic development (Hanushek and Wobman, 2007). This author also established the fact that, it is not enrolment per se, but the quality of education and learning outcomes that has strong link with economic development.

Many Federal and State governments of the United States (US), UK and other governments of the world eager to remain competitive in the global marketplace base significant attention on school improvements. They appeal on schools to adopt rapidly towards changing technologies of production and produce a highly competitive workforce (Wallace, 2005. Sergiovanni and Starratt, 2007). Many have argued that quality education must be undertaken by every country despite its unavoidable expense (Nkinyangi, 2006). Quality education is a universal phenomenon for mankind's assets which upholds and perpetuates human beings time honored by virtues. Underscoring the importance of investing in quality education. Brock-Utne says:

Education Sector is not just any public sector; it is an investment Sector, a sector dealing with human capital. When the right investments are made, the benefits both for individual and the society will be great (Brock-Utne, 2006: 12).

Brock-Utne (2006) in this Statement was trying to say that education is not only an investment but a right, joy and a tool for liberation and emancipation. Education is labour intensive; its fruits last longer and can be observed like other investment like roads, buildings, and other infrastructure. According to Castells (2000), the most important infrastructure in the economy in this modern (contemporary) age is the human brains of a given society and to link its brains with the brains of the world. Becker (2006; 292) upholds that while all forms of capital are important, including Machinery, factories, and financial capital, human capital is the most significant and most cherished.

With this in view, external evaluation in education is believed to make teachers more accountable for the provision of education mostly cherished by the society (Neave, 1987; Levin 1991). School (supervisions) inspections have been considered to be the main way through which countries can monitor the quality of education provided to the citizens. Thus, establishment of external evaluation policies in education have become prominent features of many governments of the world in order to ensure that national goals and objectives are realized and implemented (Webb and al. 1998; Wilcox, 2000; Macbeath, 2006). Sergiovanni and Starratt (2007) noted that many governments have passed legislation and policies demanding improved academic achievement by all pupils with effective where teachers are being evaluated. Most countries from industrialized nations such as in North America, Western Europe, Australia and some developing countries are moving toward the same direction (Black and Williams 2001; Richards, 2001; Leslie, 2003; Sergiovanni and Starratt, 2007).

Our public schools ought to be examples to other institutions. This researcher is wondering aloud how that this is not the case. If these inspectors are to be of help to teachers by identifying their strengths and weaknesses and develop appropriate improvement strategies, then our schools will see the light of the day and improve significantly. These constitute some reasons for the choice of this topic: effective pedagogic Supervision strategies and quality education in selected Public Primary schools in Nwa subdivision, Donga Mantung North West Region-Cameroon.

Another issue that concerns this subdivision is the fact that the parents have developed a strong apathy to P.T.A levy payment or to support public schools. We see them being very prepared to pay any amount as school fees in the private schools but the children that attend schools in the public schools, they are not prepared to pay the least of this amount in public schools. This also indicates the parents do not accept with what they see going on in the public schools as far as the quality is concerned. We also see that the parents in their little means could still remove children from the public schools to the private schools. Those they believe are not close to their heart are sent to public schools.

From the end of year report from IBE-NWA, there are about 76 government primary schools, 15 private primary schools, 18 nursery schools, and 13 private nursery schools. By October 2016, there were about 16000 pupils attending school in Nwa Sub-division. There were about 142 government teachers, 120 PTA teachers and 36 Council Employed teachers in the sub-division. These assist in maintaining pedagogic activities in the sub-division. Three quarters of the schools were created after the year 2000. This has caused many not to be constructed thus making pedagogic supervision to be hampered. Some of these schools operate under the trees, in church premises, community halls and huts. The few schools that manage to have some benches (desk) about 5 pupils on one 4-seater desk. This has created some challenges as far as quality education is concerned. Due to lack of buildings some classes are bound to remain together. In fact, there are situations where two teachers are teaching in two different classes in one room. This researcher wonders aloud what type of orientation was given to the schools to function and what type of suggestion were made and were there follow-up? This surely makes learning confusing and interfering. What type of advice was given by the inspectors if at all schools were visited? If it is believed that schools were visited and that reports were written, how then did the hierarchies react to these reports that the situation remain desperate as such for a very long time? This is why this researcher is diving to a place that seems abandoned by the hierarchies and supervisory bodies. The challenging question is to what extent school

inspection facilitates the provision of the desired quality education in Cameroon through having a positive impact upon the improvement of educational quality. It is for this reason this researcher is interested in improving quality education in Public Schools in Nwa Sub-division.

Nwa Sub-Division has 76 public primary schools with about 142 government teachers under the state payroll, about 120 PTA teachers and 36 Council teachers making about 358 teachers. These teachers hold qualification that ranges from First Degree to First School Leaving Certificate. This researcher does not see any significant influence on the quality of education in the sub-division. These teachers, 30% have FSLC, 60% have GCE (O/L & A/L) AND 5% have certificate > GCE A/L. This means if the Inspectoral service is performant, the rate of dropout, repetition, degree of being able to read and write and pupils' performance in official exams will be greatly improved upon.

Another thing that pre-occupied this researcher is the performances of the children from this 'sub-division in official exams. For the past ten years, the sub division has come the last in Divisional classification and has retention or very high rate of repeaters in CEGE & CETE EXAMS from 2013-2016. Mr. Manjong Sixtus Ndzi, the former Divisional Delegate of Basic Education for Donga Mantung expressed his indignation in a Launching of the school year and during Divisional Pedagogic Seminar that Donga Mantung Division comes last in the Regional classification influenced by the results in Nwa Sub-Division in the 2013 and 2014 sessions of the CEGE/ CETE. He strongly proposed that Nwa Sub-division needs intervention for things to change for good. The poor results experience was greatest in the public schools as many of the schools had no candidate declared successful in some of the centres. In 2014 session in G.S Sabongari Centers the results were as follows;

**Table 1 : CEGE 2014 SESSION**

S/NO	SCHOOLS	REGISTERED	SAT	PASSE D	%PAS SED	NO FAILED
1	G. S JATOR	15	14	8	57.14	6
2	G. S NYURONG	12	12	5	41.67	7
3	G. S SHIE	34	32	15	46.9	17
4	G. S SABONGARI	58	58	4	06.89	54
5	G. S NGOMKO	28	28	10	35.71	18
6	G. S BANG-NGOMKO	7	7	2	28.57	5
7	C. S SABONGARI	12	12	12	100	-
8	CBC SABONGARI	58	58	50	86.2	8
9	P. S SABONGARI	13	13	13	100	-
10	IPS SABONGARI	25	25	24	96	1

SOURCE: IBE-NWA (2014).

The schools in red represent the public schools and the other sections are the private schools. The difference is very clear and so, that is why this captured the interest of this curious observer. Another situation which caught the attention of this researcher is the fact that most of these centers scored 0% in an official Exams like the CEGE, CETE and FSLC exams respectively. Many of the children scored 0/35 in Dictation and Composition writing. This could be a clear indication that the children are unable to read and write. This statement also stipulates that the children who managed to write more than 60% had below 15/30. This again is another problem of reading and writing. It is clear that those who could not read will have nothing to write. This could also be attributed to lapses of pedagogic supervision practice. We said earlier that pedagogic supervision activities go with classroom observation, discussion with teachers, school communities and parents. If this has often been done, this researcher upholds that solution to these challenges could have been sought out to handle this inability to read and write through the staff professional development and rescue the subdivision.

The choice of Nwa is motivated again by the fact that pedagogic supervision is carried out on a regular basis, with effective follow-up, effective staff professional development and effective communication during pedagogic supervision, this researcher believes that something can be done to ameliorate the situation of schools and improve teaching and learning process in Nwa Subdivision. The teachers are there despite the challenging terrain; they are willing to



accompany the government in providing quality education to her citizens if they are directed. So, the need for the right frequency of school visit as prescribed by the government be respected and put in place. This researcher believes that if frequency of school visit is carried out as supposed, the effective follow-up of recommendation and feedback effectively done and staff professional development effectively carried out and communication is clear, this sub-division will witness great improvement that can affect the educational situation in the sub-division and impact educational standard in the whole subdivision by influencing examinations results and increase opportunity for job creation and professional insertion in the job market.

The performances of pupils in CEGE and CETE in Nwa Sub Division from 2013 - 2016 have necessitated this research work. The result is as follows:

**Table 2 : CEGE (2013-2016 sessions)**

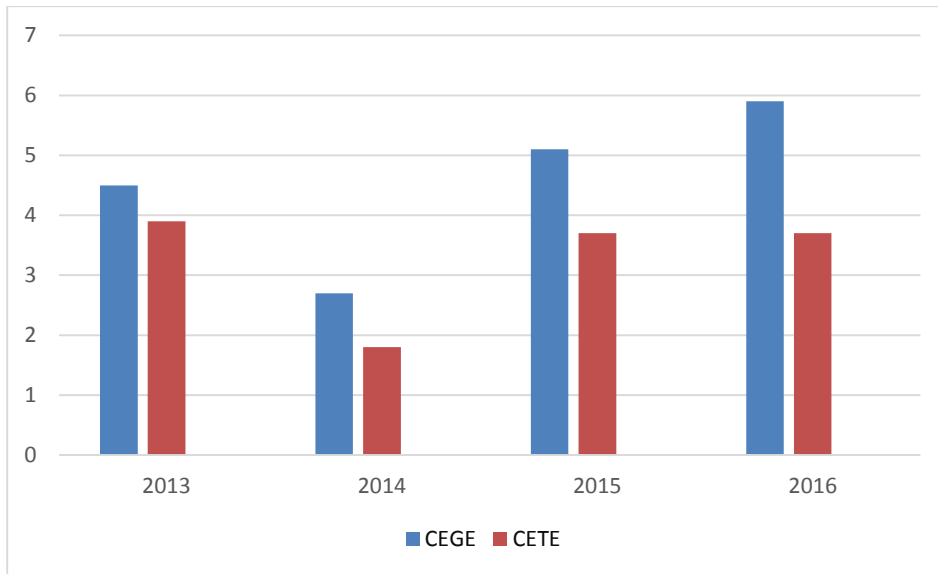
<b>YEAR</b>	<b><u>REGISTERED</u></b>	<b>SAT</b>	<b><u>PASSED</u></b>	<b><u>% PASSED</u></b>
<b>2013</b>	699	693	309	44.3%
<b>2014</b>	694	689	184	26.7
<b>2015</b>	798	790	405	51.26
<b>2016</b>	876	872	516	59.4

*Source: RDBE CEGE Results booklet (CEGE 2013-2016)*

**Table 3 : CETE (2013-2016 sessions)**

<b>YEAR</b>	<b>REGISTERED</b>	<b>SAT</b>	<b>PASSED</b>	<b>%PASSED</b>
<b>2013</b>	309	304	118	38.81%
<b>2014</b>	351	348	63	18.10%
<b>2015</b>	355	350	130	37.14%
<b>2016</b>	493	491	182	37.01%

*Source: RDBE CETE Results booklet (CETE 2013-2016)*



***GRAPHIC 1 : PUPILS PERFORMANCES IN CEGE/CETE 2013-2016 IN NWA SUBDIVISION***

Source: FIELD WORK (2022)

The results of CEGE and CETE in English and Mathematics Subjects are too low and not regularly improving. It rises and falls; this means something is not being done. It is for this reason that this research work on the effective supervision strategies and quality education in public primary schools is initiated.

Another pre-occupying issue here is the fact that the government is spending much in education for the recruitment of teachers, building of classrooms and furnishing them with materials, providing of free textbooks, school impress, and organization of seminars for capacity buildings. It is quite disheartening to see that this is yielding no dividend as children still cannot read and write at class 6, perform very poor in official exams compared to their private counterpart whose salary is still much to be desired about. This researcher believes that the purpose of ensuring quality education is not yet visible in this part of the country. This is why he believes that after the research or investigation a common ground will be identified and the suggestion made could help in one way or another to improve things. This the researcher believes will greatly contribute to the improvement of quality education in public primary schools in Nwa subdivision.

### **Objectives of this study**

The objectives are the driving force and the *raison d'être* of this research. It is treated under general and specific objectives.

### **General objectives of the study.**

This general statement supported the general objective will.

To examine to what extent effective pedagogic supervision strategies influence quality Education in public Primary schools in Nwa subdivision.

### **Specific Objectives of This Study.**

This study was aimed to determine the extent at which regular school visit affects quality education in public Primary Schools in Nwa subdivision

To investigate the extent to which effective follow up influences quality education in public primary schools in Nwa subdivision

To investigate the extent to which staff professional development during Pedagogic Supervision influences quality education in Public Primary Schools in Nwa subdivision.

To explore how effective communication during Pedagogic Supervision influences quality education in public primary schools in Nwa subdivision

To insinuate on how the perception of stakeholders' influences quality education in public primary schools in Nwa Nwu subdivision

## **RESEARCH QUESTIONS**

### **General Research questions.**

To what extent do Pedagogic Supervision strategies influence quality education in Public Primary Schools in Nwa subdivision

### **Specific research questions**

This study is carried out to provide answers for primary questions as;

- 1) To research on what impact does regular school visit have to improve quality education in Public primary schools in Nwa subdivision?
- 2) To determine to what extent effective follow-up affects quality education in public schools in Nwa subdivision?
- 3) To investigate how effective Staff Professional Development during Pedagogic Supervision influences quality education in public primary schools in Nwa subdivision?
- 4) To explore how effective communication influences quality education in public Primary schools in Nwa subdivision?

5). To find out how the perception of stakeholders on quality education enhances quality education in public primary schools in Nwa subdivision;

### **Hypothesis of the study**

The hypothesis of this research work will be supported on the general and specific hypothesis

#### **General hypothesis**

HA: Effective Pedagogic Supervision strategies significantly influence quality education in public Primary Schools in Nwa subdivision.

#### **Specific hypothesis:**

Specific Hypothesis is emitted as follows;

HA1: Regular school visit significantly influences quality education in Public Primary Schools in Nwa subdivision.

HA2: Effective Follow-up significantly affects quality education in Public Primary Schools in Nwa subdivision.

HA3: Staff Professional Development during Pedagogic Supervision significantly influences quality education in Public Primary Schools in Nwa subdivision.

HA4: Effective communication during Pedagogic Supervision significantly affects quality education in public primary schools in Nwa subdivision.

HA5: The perception of stakeholders on quality education significantly enhances quality education in public primary schools in Nwa subdivision.

#### **Significance of the study.**

The significance of the study will cover the following areas;

The government.

There is need to objectively examine those we appoint as inspectors, pedagogic advisers in our Sub-divisions and Divisional levels. If we select people politically leaning or through the use of god fatherism, this could have a very negative impact in our schools.

The government should put in place everything to improve the system of Pedagogic Supervision by reducing barriers to Pedagogic Supervision to enhance quality education like building of schools, recruitment of teachers and transportation for supervisors.

The Supervisors.

The supervisors need to effectively prepare for school (Pedagogic) supervision discarding traditional method of supervision which is fault-finding, judgmental and critical. They should respect the deontology of the profession. They should be able to bring positive change to improve the quality of education and motivate teachers adequately.

To head teachers and teachers.

Teachers and Head teachers should discard bad attitude during Pedagogic supervision which have marred this great institution to help them and improve our schools. They should therefore cooperate with the supervisors and implement inspection resolutions and feedback if they want improvement in schools.

Parents.

Many parents do not equip their children with materials to enhance quality education and pedagogic supervision. This they need to do to enhance quality education in schools. They need books to use even at home and in school.

Others.

This thesis will add to a world of knowledge in the area of school supervision and the discovery made will help to enhance education and improve quality education in public schools in Nwa subdivision and Cameroon as a whole.

### **Scope/delimitation of the study** **Localization.**

This research work on effective Pedagogic Supervision strategies and quality education in public schools is carried out in Nwa Sub-division. This locality is found in Donga Mantung Division, North West Region of Cameroon. The Sub-division is one of the 5 Sub-divisions that make up Donga Mantung Division. The Research will concentrate in the public schools and particularly in the Primary Sections only which make up 76 primary schools.

This research also deals with Pedagogic supervision activities only, others like administrative and finance could be handled another time. This will concern 24 schools, 24 head-teachers and 56 teachers in Nwa and will employ qualitative and quantitative for the teachers and interview guide to the inspectors.

## **Topography**

Nwa Sub-division is enclaved and vast with many of its schools spread all over the Subdivision. Some of the schools are situated where there are mountains and fast running streams which the researcher braved to get to those teachers and their head teachers' concern.

It was not possible to get to all places due to the Socio-political crisis in NOSO. But the researcher was lucky in the sense that part of the subdivision where I live or stay, there is a relative calm and many head teachers and teachers ran to the place for security. This gave me the privilege to reach them easily and also used phone to contact which we made appointments on how they could reach me with the copies.

**CHAPTER TWO:  
LITERATURE REVIEW AND  
THEORETICAL FRAMEWORK**

## **Conceptual framework**

### **School supervision**

Supervision means different things to different people. We will examine what each one says. Okumbe (1998) quoting from Oduwo (2013) defines school inspection as a basic precept that is of autocratic administration aimed at catching workers red-handed. Holmes (2003) defines supervision as clear and helpful overall feedback which leads to written reporting that evaluates performance and quality and identifies strengths and weaknesses. Adepoju (1998) quoting from Onasanya (2017) defines school supervision as the process of bringing about improvement in instruction by working with people who are working with pupils. Ebot (2013) defines supervision as an assistance or hand of help given to a professional colleague, the teacher in the process of teaching. Segun (2004) opines that school supervision is the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, material of instruction, methods of teaching and the evaluation of instruction (Bessong and Ojong (2009). Dodd (2009) explains that school supervision is a way of advising, guiding, refreshing, encouraging, stimulating, improving and overseeing certain groups with the hope of seeking their cooperation to enable a supervisor become successful in their supervision tasks (Bessong and Ojong 2009).

### **Public Primary School**

This refers to primary schools, which are run and managed by government funds. The teachers, the buildings and all the activities are under government control. The teachers are employed by the government and posted to schools by ministerial decisions.

### **Effective Pedagogic Supervision**

It is that type of pedagogic supervision that needs clear vision collaboratively arrived at or jointly formulated by the supervisors. It is goal-oriented and determined professional activities to pursue and determine the amount of time needed to accomplish the goals. It has something in mind to accomplish, level to reach, solution to bring and purposefully and objectively planned.

### **Staff Professional Development**

Staff professional development are those processes and activities carried out or utilized to enhance the professional knowledge, skills and attitudes of supervisors so that they influence the teaching-learning process to enhance student learning (Gusky, 2000 in Burant, 2009).



### **Strategy**

It is a plan of action designed to achieve a specific goal. Strategy is all about gaining (or being prepared to gain) a position of advantage over adversaries or best exploiting emerging possibilities. School supervision must have emerging strategies for impact.

### **Monitoring**

This is defined as an internal management process of continuous control of input (i.e. teacher training, production of teaching learning materials and supply of equipment and adequate infrastructure), process (effective use of teaching materials, wastage and interactions between teacher/pupils, pupils/pupils and school/community interactions), and the output (effective promotion of reading and writing, mathematics and life skills, good test results and high rate of enrolment and completion) in order to identify strengths and weaknesses, formulate practical proposals for action to be taken and take necessary steps to reach the expected results.

### **Empirical framework**

#### **2.2.1)- General**

This researcher will be exploring here the general research works on School Inspection (Pedagogic Supervision) carried out around the globe. This will show that others have written on school inspection or supervision.

Matete (2009) carried out a research on the topic the impact of Primary School Inspection on Teaching and learning in Tanzania: A study of Mbeta city District. The aim was to explore the extent to which school inspection has an impact upon teaching and learning in Tanzania schools and to give some insights into how it might be organized to influence teacher's work performance. This study employed the theoretical framework of scientific management, Human Relations and Critical Theories with the aim that though teachers must be guided by pre-determined objectives in a refined curriculum, they possess potential independent thinking that can shape their teaching and learning for pupils' academic excellence hence, a sense of emancipation and ownership of the process. This study was essentially qualitative with some aspect of a quantitative approach with 59 participants. Data collected through questionnaires, semi-structured interviews, focus group discussion and from documentary evidence. The results indicated that school inspection plays a potential role towards improving teaching/ learning. Teachers and Head teachers perceived the advice and feedback given through inspection reports and recommendations useful for making substantial improvement in their work performance. The study recommended the government to commit its resources towards school inspectorate department for effective monitoring of the quality education provided. Classroom observation

should be central focus of the school inspectors for their impact on teaching learning to be realized.

Kabati, (2017) carried out a research on the effectiveness of school inspectors in assuring quality of primary education in Shinyanga District. The objective was to identify the role of school inspectors in controlling the quality of primary education, to explore perceptions of primary school teachers towards school inspection/inspectors, challenges that hinder effective school inspection and to suggest ways which inspectors could use to improve the quality of primary education. The study involved 70 respondents and collected data with the use of questionnaire, interviews and documentary reviews in a case study design. The findings indicated that school inspection plays a potential role towards improving teaching and learning. Teachers in the study declared that, the advice and feedback given through inspection reports and recommendations are useful in making improvements in school work performance. The study recognizes that follow-ups could enhance the implementation of the inspection report and work efficiency of teachers. The study went further to recommend that, the government and other stake holders in education should provide regular in-service training around professional and academic inspection.

### **Specific empirical review**

#### **Frequent School visit and quality education in public Primary schools.**

MINEDUB (2012). Manual on Pedagogic Supervision published by the Ministry of Basic Education in Cameroon lay emphasis on frequency of school visit and follow-up strategies to improve the quality of education. It emphasizes that school visit should be three times in a year. The three times should be diagnostics, supportive and Evaluation based on the status of the schools. Teachers hold a positive perception which shows that instructional supervision should lead to professional development.

Conclusion shows that there was no significant relationship between the implementation of supervision and professional development of teachers. The study recommended that supervision be made as a priority in developing the professionalism of teachers, so supervisors should prepare for its implementation in planning and sustainability.

#### **Effective staff- professional development and quality education in public primary schools.**

Mudawali and Mudzofir (2017) carried out a research on the Relationship between instructional supervision and professional Development: perceptions of secondary school Teachers and

Islamic Secondary School teachers in Indonesia. The purpose is aimed at examining the perceptions of teachers' instructional supervision and the relationship between instructional supervision and teacher personal development in secondary schools. The research employed quantitative research approach with an explanatory survey. The study had 9 sample schools with 256 teachers and used questionnaire as sample technique. The results show that in the perceptions of teachers toward implementation of supervision there are significant differences. The first visit should be to visit the school and diagnose what the school was doing as far as implementation of the programme is concerned. The second visit brings support to the diagnosis made. The supervisor brings effective support to correct diversion, substandard and decline observed. This second step is very crucial. The third step which is evaluation could be known as follow-up. Here, the supervisor comes with follow-up of support that was brought to the school. Here, the evaluation is to determine the degree of implementation of corrections, amelioration that were approved for the school. This is sanctioned by the award of marks to the teacher or more corrections or support determined by the level or degree of implementation made. Any problem or issue dictated, more support could be made, and this will bring in more follow-up activities and recommendations.

#### **Effective follow-up and quality education in public schools**

Margo (2002) Effective follow-up strategies for professional development for primary teachers in Namibia lays emphasis on the impact of follow-up to effective professional development which leads to improve quality and standard of education through improved teaching-learning process, instructional supervision, classroom management, learner assessment and pupil's performance (Output). This article proposes that follow-up must be carried out on the supervisors and the teachers. It is only in so doing that the goals and objectives of education could be accomplished. This study further upholds that teachers and Head teachers can greatly be enabled through in this strategy. Fullan (1991) attributes failure to many reforms and policies to lack of follow-up support (Yogev 1999 and Lamb, 1995). This article further asserts that teachers if not followed-up after conferences, workshops and seminars have the bad habit of reverting back to old practices under new name (Beeby 1980).

#### **Effective communication and quality education in public schools.**

Nwaokugha and Saliu (2016) in the Journal entitled Language and Communication: effective tools for Educational Supervision and Inspection in Nigeria. They paint the picture of language and communication in educational supervision in Nigeria and highlight the role of Language and Communication in removing barricade, building bridges and promoting behaviors targeted

at achieving already set minimum standard guaranteeing equal assurances and supporting management functions of supervision and inspection in education in Nigeria. This Journal recognizes the fact that teachers go through stressful life and traumatic experiences during supervision and inspection. The governments' inaction and reluctance to act on Supervision and Inspection Reports which consequently undermine general conditions in the education industry owe their origins to ineffective articulation and conceptualization of ideas and concepts and their eventual communication by supervisors and inspectors. As measures to overcome this unfortunate development, the paper recommends among other things that unlike the present practice where Godfatherism is the basis of appointing supervisors and inspectors. The ability to effectively communicate should be the yardstick for becoming a supervisors and basic rudiments of communication should take central stage in the training of teachers who naturally are potential supervisors and inspectors. It is very essential to note that educational institutions are necessary because in addition to admitting constant changes, the education industry bristles with thorny social, economic, moral, scientific general issues that constantly demand attention of stakeholders and the public as to ensure that the objectives upon which schools and educational institutions are established are achieved.

The paper enacts that only Language users can create practice because practices require sophisticated forms of communication, and secondly, language is necessary for the formulation, articulation and transmission of principles, rules and standards which form practice. Language makes practices possible in both a generic and procedural sense.

### **Perception of quality education by stakeholders**

Sifuna N.D. and Nobuhide S. (2010). Challenges of quality education in Sub-Saharan African: Some key issues. It is a book authored by these two Africans on the challenges of quality education. These authors express that between 1970s and 1980s, most policy makers in developing countries concerned with education limited their attention to school access or enrolment. This witnessed a resounding success but created another problem being that of low quality of education and high dropout rates as many of the children left school without obtaining a sustained level of basic reading, writing and numeracy skills. The concern of quality education came to a lame light in the protocol of the world conference on 'Education for All' held in Jomtien, Thailand in 1990 and the World Education Forum held in Dakar Senegal in 2000. This they agreed that quantity and quality education was necessary and that it should go hand in hand.

According to these authors, quality education is a term that is yet to reach consensus on its definition. They observed that parents, political leaders (authorities), expert observers, the communities try to defined quality education by national examination. This means that to measure quality, they specify what they want. It is believed that education system set objectives which are operationalized in the curriculum and teachers guide. The mastery of the curriculum is measured by national examinations. According to Samoif (2007). When children perform well on national examinations, it is belief that they have high quality of education. When parents realized that these have high quality of education. When parents realized that poor quality of schooling willnotprovide their children with the skills or diploma they are sent to acquire. They stop sending children to school. This is detrimental to the quality of education as teachers tend to rely on rote teaching and learning to prepare children for the tests (O' Sullivan, 2006).

According to UNESCO (2002), quality education as a multi-faceted concept, most definition highlight the different elements of basic input-process-output model that commonly under pins education research and policy analysis. This document also analyzises indicators of educational quality which are intemationally recognized and highlighted in the substantial body of literature which is attempted to determine the appropriate school quality inputs required to boost student achievement. Torres (2003) highlighted nulle indicators according to the World Bank indicators of quality education: Libraries, Instructional time, Home Work, Textbooks, Teacher's Subject Knowledge, Teachers experience, Laboratories, Teacher's Salaries, and Class Size.The World Bank tends to equate quality with efficiency in attaining school outputs. It makes use of school achievements (cognitive achievements of pupils or efficiency of output compared to input to measure quality (Psacharopoulos 1 981).

In this document still, area of improvement could be possible only in the folloving five major in-school areas for improving the quality of education: this include improving curriculum, increasing learning materials; improving teaching; and increasing the capacities of students. According to a World Bank Study on Education in Sub-Saharan African (World Bank 1988). Any attempt to measure output as indicators of quality education the most common approach is to duel on the scores of cognitive achievements. This is reliable because cognitive achievement is one of the educational goals and contributes to student's ultimate productivity.

The function of good quality education according to this document is to facilitate the acquisition of knowledge, skills and attitude that have intrinsic value and also helps to address important human goals. Quality education also has clear- cut links with range of economic and social

development benefits and also improves national income and GDP. Quality education is perceived to have a strong impact on a country's development goals. It contributes to individual skills as well as human capital. The document looks at challenges of quality in early childhood care and educational, primary, secondary and higher education.

### **Theoretical framework review**

#### **Scientific Management Theory.**

Scientific Management Theory was the brain works of Frederick Taylor, an American Engineer, in his book titled the Principles of Scientific Management (1911]). This Theory is also referred to as Taylorism/Taylor system of Management. This is a theory of Management that analysis and synthesizes work flow process on how to improve labour productivity

#### **Situational Contingency and Path-Goal Theory**

This Contingency Theory will be discussed as the situational and the Path Goal theory.

#### **The System Theory**

The System Approach theory is defined as a collection of interrelated parts working together towards a purpose (Bernard Cited in Schemer hom, 2005:25). He views school as an organization, which functions as a system that achieves great things by integrating the

#### **Theory X and Y**

These theories are the brain work of McGregor Douglas in his book titled the human side of enterprise published in 1960. Both theories firmly hold that management's role is to assemble the factors of production, including people, for the economic benefit of the organization.

#### **Transformational and transactional leadership style theory**

Transformational leadership is the brainwork of James McGregor Burns (1978) which centered on the traits and style approaches to leadership when comparing with transactional leadership (getting things done and transformational leadership (being inspirational or Visionary). Burns (1978:20) views transformational leadership style as one that is both moral and transcending in nature. He describes it as an ongoing process where the leader and followers have responsibility of encouraging and motivating each other to achieve common goals.

To sum up on the theories on this research, Scientific Management Theory will assist supervision in the sense that effective supervision begins with effective selection and training

of teachers. There is no way Pedagogic Supervision could be successful without the best teachers and training done. Quality education is enhanced by the quality of teachers we have in the schools. The Human Relation Theory inducts or invokes supervisors to understand that teachers are not machines but human beings who have feelings, thoughts, challenges and weaknesses. They deserve human consideration and not to be treated as robots or machines. The Theory X and Y makes supervisors to know that two types of teachers exist in the schools, those who like to work and are committed to it, while there are others who do not like to work and could even avoid it. Supervisors should be conscious of this as they carry out supervision and help to caution them. Concerning Contingency Situational and Path-goal Theory, the supervisor must understand that all schools are not same. The approach for school A may not necessarily be the approach for school Band C. Each school is unique and peculiar to its situation and challenges, so also, are teachers. How you treat teacher B must not be as you treated teacher A.

The System Theory holds that the school is an open and social system made up of various subsystems. Each sub-system can influence the outcome and output if neglected. So then, during supervision, all the sub-systems must be considered and carefully examined to avoid influencing the output. Transformational and Transactional leadership style informs the supervisors to adopt leadership traits of the Transformational and Transactional model. A supervisor who is able to transform and motivate teachers and able to influence and move them to work hard and achieve organizational goals and objectives. Transformational and Transactional leadership demands the supervisors must have vision and be able to move others to accomplish it. He/she should be able to recognize those who are achieving the goals and punish those who are lacking behind and also correct them for the results being achieved.

# **CHAPTER THREE: RESEARCH METHODOLOGY**



This chapter without doubt deals with elucidation of the methods that were applied in conducting the study. Research methodology someone says refers to the ways and means through which the research was carried out. It will outline in some details the research design, area of the study, target population, sampling design, research instrumentation, piloting of research instruments, validity and reliability, data collection procedures and data analysis techniques.

### **Research Design**

Burns and Grove (2003: 1995) define a research design as a blue print for conducting a study with maximum control over factors that may interfere with the validity of the findings. Parahoo (1997:142) in his own part describes a research design as a plan that describes how, when and where data are to be collected and analyzed. This researcher employed descriptive research design. Descriptive research has the possibility of yielding valuable knowledge about people opinion, attitudes, habits and practices and any of the variety of education or social issues. (Kiamba, Kombo and Tiomp, 2006). The resulting knowledge can help shape educational policy and initiative to improve existing conditions (Gail and al 2003). According to Ng'ang'a, Kosgey and Gathuthi (2009), descriptive research analysis is a model or method that involves measuring variables or a set of variables as they appear naturally and was adopted to describe the state of things or affairs or situation as it is without prejudice or bias.

Descriptive research is non-experimental and can be either qualitative or quantitative (Charles 1995). Charles further opines that the data to be generated can be descriptions, opinions, scores, analysis and other measurements. Many researchers believe that information collected through descriptive methods helps the reader understand the nature of the variables and their relationships (Tashakkpori and Teddlie 1998). Kerlinger (1973) believed that descriptive research survey design is that form of social scientific investigation, which studies large and small population by selecting and studying samples chosen from the population. Here, information's observation and activities are gathered, summarized, presented and interpreted for clarification. A descriptive survey design could make statement, which is supported by large data banks, and it has ability to establish degree of confidence, which can be placed in a set of findings. The aftermath of the research study is aimed to form basis for focus on the changes and improvement for better and more effective conduct of school or pedagogic supervision in public primary schools to improve quality education in Cameroon. This study was essentially qualitative but will be punctuated with quantitative methods for teachers and Head teachers.

Combining these two methods was based on the work of scholars like Vulliamy, Lewin and Stephen (1990). Fontana and Frey (1994), Bryman (2004), Amin (2005) and Lund (2005), who stress that research triangulation or multiple sources of data collection accords more strengths and offset the weaknesses of each strategy and ascertains the quality of the findings. This qualitative case study is aimed at evaluating the impact of effective school supervision strategies in improving quality education in public schools.

#### Target Population

According to Joan (2009), research population is a collection of individuals or objects which is the main focus of scientific inquiry (Frimatus 2015: 30). The two research populations are Target and Accessible populations. Target population refers to the entire group of individuals or objects to which researchers are interested in generalizing conclusions and it is usually consisting of varying characteristics while Accessible Population is the population in which the researchers can apply their conclusions.

Nwa has as the target population 76 Head teachers, 180 Teachers, 2 PAs, and one Sub-Divisional Inspector and 5 DPAs (DDBE). It is from this that a sample was drawn. Kothari (2004) defines target population as the total number of element or individuals which will be used for the research. The choice of Nwa Sub-Division as a place of carrying out this study is motivated by many factors:

To assist the effort of the Inspector in having quality education in the schools;

To challenge weak practices that is not helping the supervision activities in the Sub-division;

To diagnose the problems of schools or pedagogic supervision and shed light on strategies that could enhance quality improvement in the area; and to see how the research work could help all to support effective supervision practices, attitudes, rationale that could enhance pedagogic supervision in the area.

#### **Sampling Techniques and Sample**

##### **The Sampling Technique.**

This research study made use of 24 schools. The schools were selected purposively for the purpose of responding to the need of the research. This means that schools that had at least a head teacher, a government teacher, and council PTA teachers were selected so that the teachers could answer the questionnaires. A school that has only one teacher, the Head master was left

out even though a public school. More also, Head teachers who have headed schools from 2012-2016 were mostly selected.

The selection of teachers was also influenced by this very philosophy. This is to bring out the *raison d'être* of this research work. 54 teachers are more teachers from these schools, so the 54 were selected using simple random sampling. Any one was given the questionnaire and all of them who had the questionnaires filled the questionnaires. Those who were not interested were not given as I distributed them through their head teachers. Those who were available were given to answer the questionnaires. The Inspectors were involved in interview schedule, focus group discussion and some did some questionnaires to complement. The Inspector who is the head of pedagogic supervision and 2 of his Pedagogic Animators were interviewed on pedagogic practices and activities in the sub-division from 2012 to 2016 before the Anglophone crisis upheavals. The 5 Divisional Pedagogic Advisers also were lead in a group discussion on pedagogic supervision in the Division and Nwa Sub-division in particular. This is the focus group discussion. This unfolded hitch-free.

According to Cherry (2009), a sample is a subset of a population that is used to represent the entire group as a whole. Kumar (1996) also defined sample as a representative of a population in question. Best and Khan (1998) define sample as an adequate representation of the population and small enough to be economically selected in terms of subject availability and experience in both time and money. Sample when used in a study like this one, the results obtained will be considered as if the whole population was used. Mugenda and Mugenda (1999) recommend that the use of up to 10 — 20% range of Target Population in a descriptive research design for a researcher to draw generalizations about the target population for the sample is allowed. In yet another study, Mugenda and Mugenda (2003) suggest that a sample size of 30% of the target population under study is deemed representative. This latest one will be considered in this study.

**Table 4 : sample size**

Respondents	Targetpopulatio n	Sample	Percentage %
IBE	1	1	100%
PAs	2	2	100%
Head teacher	80	24	30%
Teachers	180	54	30%
DPAs	5	5	100%
<b>TOTAL</b>	<b>270</b>	<b>88</b>	<b>32.6%</b>

Source: FIELD WORK 2022

#### Instrumentation and Data Collection Tools

This researcher employed triangulation or multiple method of data collection with the purpose of ascertaining the authenticity of the data collected (Matete 2009). The study employed the use of multiple methods of research instruments used which were: Interview guide, focus group discussion, questionnaires, observation and documentary review.

#### **Interview Guide.**

This researcher employed the use of semi-structured interview guide. This allows for more probing questions and facilitates interaction between the researcher and the informants (Fontang and Frey, 1994). This is a powerful tool that enables the researcher to understand fellow human beings, their perception and ingenuity. Bryman (2004) favours the use of this instrument as it helps one to understand people's world and their life if one should chat with them. This instrument helps, it is a veritable instrument for collection of primary data.

Interviews are very useful research tools as they give the researcher a degree of flexibility and privilege access to other people's opinion, lives and secret which are used only for the purpose of the research. Interview is defined as one-on-one talk or more face to face interactions between an interviewer and interviewee, where the purpose of such interactions is to understand people's experiences or situation as expressed in one's own words (Seliger and Shohamy 1989).

Given that interview is one of the tools used for primary data collection. The purpose of interview is to collect data by actually chatting with the participant, the interviews are personalized and offer the researcher a privilege of in-depth information, free response and flexibility which other techniques cannot be used to get (Seliger and Shohany 1989 Abongdia 2013). More so, certain levels of information could emerge which was not envisaged from the beginning when the interview began. The interviewer can also elicit additional data if initial answers are vague, incomplete, off-topics or not specific enough to answer your worry. (Abongdia 2013).

However, good interview has its own negative influence or limitations as they are sometimes biased in answers and accuracy. This can happen when the interviewer and interviewee are familiar with each other or when the issue under research or considerations is very sensitive such as HIV/AIDS. In this situation, the interviewee may hide the truth or fail to give the right answer or correct information or otherwise he/she may just give answers to please the interviewer. Many researchers believe interviews may involve a selective recall, distortion and memory loss from the respondents and subjectivity in the researcher's part in recoding and interpreting of the data. When question for interview were not presumed, it could lead to inaccurate answers of information especially when it was put down.

### **Focused Group Discussion.**

This technique was effectively employed to gather information for this research study. The focused group discussion is a qualitative data collecting instrument from a group discussion with the 5 Divisional Pedagogic Advisers (DPA). Focus group discussion is a similar to interview guide but it involves group of individuals with similar experience and job specification (McManera, 2006, Fontana & Frey 2004). This took place in their head office in the staffroom. It took us some 2 hours as we view together what strategies could be employed to enhance quality and standard improvement in education. The discussion focused on whether pedagogic supervision has impact on pupils' performance, teaching-learning process, moral standard, school improvement and social insertion.

This tool helped the researcher to gather in-depth information since there was great flexibility and the opportunity to restructure the questions. The participant gave in-depth information, concepts, various perception and ideas from the group. Information gotten from the focus group discussion in this study was richer, more complete and more revealing than other methods. The

weaknesses of FGD have been argued in that if the co-ordination is not careful some members will dominate the group discussion (McNAMARA, 2006).

This is not also favorable to sensitive topic as many may not be interested to share their ideas. The researcher was quite sensitive to co-ordinate this discussion. In fact, the people were just 5 and everyone was anxious to share ideas. It was not a sensitive topic such that the teachers would be afraid to air out their views and opinions.

### **Observation.**

This thesis includes a narrative description of pedagogic supervision observation. Observation is a rare tool as its importance in this research cannot be over-emphasized. According to Creswell 2003:16), observation is a method of data generation which involves the researcher immersing him herself in research settings and observing different dimensions of those settings (Abongdia, 2013). The researcher becomes a participant observer who observed activities happening in the field of choice (Seliger & Shohany, 1987). The researcher in this situation gets first-hand information about ongoing activities and can appreciate what is happening based on theories studied. Participant Observation method of data collection is very important as it is an experiential study and allows the researcher to study the phenomenon at a close range with many of the contextual variables present. It is very good to use it in pedagogic supervision process and will help to provide careful description of experiences, behaviors and activities without influencing the events in which the supervisors are engaged.

This is accompanied by the combination of field notes and audio/visual recording. This type could be non-participative observation and what is observed may not have impact on what is needed but to experience how this is carried out. This researcher accompanied the pedagogic Supervisors as a non-participant observer to schools. The itinerary of the Pedagogic supervision exercise programme is published in the appendices E. The researcher accompanied supervisors to some schools where supervision was carried out. During this programme, or school visit, the researcher observed that the supervisor was just alone and wonders how he was going to cover all sections as involved in the systemic theory.

This theory states that the school is made up of various sub-systems which have influence on the school as a system. The input process will determine the output. In real sense, this visit was the first in the year yet it was deficient of many things to enhance quality improvement. But one can notice the fact that data were collected for processing, casual class room observation

with less insistence on lesson preparation, environmental audits and administrative data collection. We also had observation of document supplied to the schools and the absence of any document asked was not taken seriously. This meant to the researcher that school visit which was captured as pedagogic supervision exercise was just to fulfill formalities and may be to sign their mission orders to have their missions paid. Even though this programme came at the time when the Anglophone crisis was about 7 years old, with many pupils being absent in the school. There are pictures of children in their classroom activities.

### **Questionnaire.**

This researcher integrated questionnaires prepared for Head teachers and teachers. Questionnaire is a popular method for data collection in education because it could be used to collect information from a large sample and diverse regions. It also saves time and upholds confidentiality since respondents are not required to identify themselves in a specific manner. The questionnaires had the preamble which was to encourage and cajole the respondents to actually take part in helping it so that some neglected policy could be addressed. It had part A which was on personal data inquiry and completion of certain information. Part B had the heart of the research that was divided into 5 parts on the impact of effective school (pedagogic) Supervision in the public schools:

Regularity of school visit significantly affects quality education in public schools in Nwa subdivision

. Effective Follow up significantly affects quality education in public schools in Nwasubdivision.

Staff professional development significantly affects quality education in public schools Nwa subdivision;

Effective communication significantly enhances quality education in public schools Nwa subdivision, and

. Perception of quality education by stake holders significantly influences quality education in public primary schools Nwa subdivision.

There were about 24 questions to answer on the likert scale ranging from A) strongly Agreed; B) Agreed; C) Uncertain; D) Disagreed; E) Strongly Disagree those on yes or no. Quoting from Matete 2009, questionnaires are not free from weaknesses and limitation. It has been debated upon that questionnaires can have poor return if mailed. Viewing the shortcomings, this researcher resolved to personal delivery of questionnaire and the participants were requested to fill and submit through their headteachers.

**Table 5 : Presentation of variables and corresponding items on the questionnaires**

S/No.	hypothesis	items
1	Regular school visit	10-12
2	Effective follow-up	13-15
3	Effective staff professional development	16-18
4	Effective communication	19-21
5	Perception of stake holders	22-24

Source: questionnaire

### **Documentary Review.**

This researcher also made documentary review as useful sources of data collection for this study. Both primary data collection (interview guide, focus group discussion and questionnaires) and secondary sources of data collection that is documentary reviews included were Beginning and End of year Report from IBE-Nwa, and Examination booklet published by the Regional Delegate of Basic education who compiled the results in to a book let for better preservation of the results. In addition, this researcher read books on school (pedagogic) Supervision carried out in previous years, which were a means of inspiring me.

Brock-utne (2006) quoting from Matete 2009 stipulates that secondary data or sources has the disadvantages of being old, outdated and may have been collected for other purpose and from different background and used for something else. As far as am concem, I scrupulously scrutinized the literature and extracted what seemed to be relevant to the issue in question and correlation (Matete 2009). This researcher also extracted some from the internet, which was made use of. This researcher must confess that the INTEMET assisted me much. This was because there were very few books found in our library related to the topic being studied. Therefore, the internet was the most favorable tools applied and made use of in this study to get books from other countries.

### **Research Reliability and Validity**

As earlier mentioned, the researcher adopted multiple method approach to gather or collect data. This researcher used the interview guide, focus group discussion, Questionnaires as primary sources of data collection. The instruments were pre-tested to ascertain their credibility. Reliability was also to ensure that the Director sanctioned the used of their question for interview, focus group discussion and questionnaires after that, they were pre-tested. Reliability



refers to the degree of consistence whereby if the study is repeated over again using the same procedure it will bring out the same results (quoting from Matete 2009 in Yin 1984, Brock-Utne, 1996, Kuale, 1996, Amin 2005) quoted in a study measures what it purports to measure (Cohen, Manion and Keith, 2007).

Validity in qualitative research can be addressed through being honest, in-depth, richness and scope of the data achieved. The validity of this research study was measured through the helping of the research Supervisor and colleagues: the research instrument was refined to ascertain its researcher applied them in real field situation. The concept of reliability is a prerequisite for validity for both qualitative and quantitative research (Brock-Utne, 1996). To ensure the validity and consistency of this research, the instrument used in the research were piloted among some teachers and Head teacher before taking to use them in the field settings. These teachers are found in a different Region but teachers in a rural area like Nwa. One will not be too fast to conclude that they are teacher in the same geopolitical zones like in Nwa. This researcher made a lot of effort to track the data collected and record the information in such a way that it could meet the research objectives (Matete, 2009).

### **Data analysis technique**

This researcher applied or used instrumentation of interview guide, focus Group Discussion and Questionnaires. The data from the interviews and focus group Discussion were summarized analyzed and presented using coded themes and organized around the Research objectives. The themes coded for the interview guide and focus group discussion fall on the following themes; 1)- Problem of pedagogic supervision in Nwa; 2)- Conflict among stakeholders in pedagogic supervision and 3)- strategies to improve pedagogic supervision in Nwa. The data from questionnaire are coded and analyzed using statistical package for social sciences (SPSS) for windows helpful and easier to give descriptive statistics particularly the frequencies of the responses with its respective percentage especially for Yes and No response. However, this researcher developed the response and presented them in pie chart, histogram and bar chart.

### **Variable study**

Elmes et al (1995) states that variables are what make experiments run. This study is based on two main variables: -The independent variables and the dependant variable. In this study, the independent variable is effective pedagogic supervision strategies and the dependent variable is quality education in public primary schools in Nwa.

**Table 6 : synoptic table**

<b>GENERAL HYPOTHESIS</b>	<b>SPECIFIC HYPOTHESIS</b>	<b>INDEPENDENT VARIABLE</b>	<b>DEPENDENT VARIABLES</b>	<b>INDICATORS</b>	<b>MODALITIES</b>
<b>Effective pedagogic supervision strategies significantly influence quality education in selected public primary schools in Nwa subdivision.</b>	<b>RH1</b> Regular school visits significantly affect quality education in public primary schools in Nwa.	<b>IV1.</b> Regular school visits	<b>DV1.</b> Respecting time bounds, addressing current issues and forecasting on eventualities	-Strategic planning, -Corrective supervision. -Motivational supervision. -Punitive supervision	-Strongly Agreed -Agreed -Uncertain - Disagreed -Strongly Disagreed.
	<b>RH2</b> Effective follow-up significantly contributes to quality education in public Primary schools in Nwa <b>subdivision.</b> .	<b>IV2.</b> Effective follow-up	<b>DV2.</b> Equitable allocation of resources, the avoidance of the unforeseen and mastery of concepts	-Tactical planning, -formative evaluation, -Process evaluation, -Outcome evaluation, - Economic evaluation	-Strongly Agreed -Agreed -Uncertain - Disagreed -Strongly Disagreed.
	<b>RH3</b> Staff professional development significantly influences quality education in	<b>IV3.</b> Staff professional Development	<b>DV3.</b> Void of stress and burn-out among head teachers and teachers and other stakeholders.	-Ability to consult. -Ability to delegate. -Ability to monitor. -Ability to evaluate.	-Strongly Agreed -Agreed -Uncertain - Disagreed

	Public Primary schools nwa <b>subdivision.</b>		Professional growth, effective teaching and learning process.	-Ability to analyze.	-Strongly Disagreed.
	<b>RH4</b> Effective communication significantly influences quality education in public primary schools in Nwa <b>subdivision.</b>	<b>IV4.</b> Effective communication	<b>DV4.</b> Head teachers and teachers feel very comfortable and motivated and involve in school supervision exercise	-Ability to communicate -Ability to stir up and sustained vision. -Ability to Instruction and guide.	-Strongly Agreed -Agreed -Uncertain - Disagreed -Strongly Disagreed.
	<b>RH5</b> Stakeholders perception on quality education enhances quality education in public primary schools in nwa <b>subdivision.</b>	<b>IV5</b> Perception of stakeholders	<b>DV5</b> Head teachers and teachers' perception enhances quality education. We can't promote what we don't perceive	-Ability to analyse and dispense lesson effectively. -Ability to communicate and evaluate	- YES  -NO

Where: **R.H**=Research Hypothesis; **I. V**= Independent Variable;

### **Independent variables**

According to Asytabong (1998), an independent variable is that which can be manipulated upon by the researcher. They may be called predictors variables; they can predict or are responsible for the status of another variable. The researcher manipulates in order to determine a relationship with the observed state of affairs. The independent variable for this study is effective pedagogic supervision strategies. Indicators of the independent variables are: regularity of school Visit; Effective Follow-up; staff professional development; effective communication; stakeholders' perception of quality education.

### **Dependent variables.**

according to the view of Luma et al (1999) a Dependent Variable is the characteristics that are used when the statement of the hypothesis is made. In the view of Asutang (1998), dependent variables are variables which receive the effect of the independent variables. The dependent variable in this study is quality education in public primary schools. Quality education comprises of better performances in official exams, being able to read and write, reduce Dropout and Repetition in school, social insertion and mobility and good economy.

### **An indicator.**

An Indicator which in this sense could be seen as a true representation of a variable are both Independent and dependent variables. In this study, the indicators of the independent variable (Effective Pedagogic Supervision Strategies ) are: regularity in school inspection, effective follow-up, Staff Professional development; effective communication, and stakeholders perception, while the dependent variable are (quality education in public primary schools indicators are: quality teaching/Learning, better performances in class and official exams, ability to read and write, Reduction in Drop out and Repetition, social insertion and mobility, good economy and good educational system.

### **Summary of chapter**

This chapter embodied the research design, the area study, population of the study, the sample and sampling techniques, Instrumentation, Data collection techniques and analysis, variables and indicators (operationalization of the variables) and recapitulative Table. The critical examination of this chapter as seen above serves as a stepping stone or the way forward for the presentation of results and analysis of data collected from the field that makes up chapters four.

**CHAPTER FOUR:  
DATA ANALYSIS, PRESENTATION OF  
RESULTS AND RECOMMENDATION**

## Introduction

This research work was carried out on the topic: The effective pedagogic supervision strategies and quality education in some selected public primary schools in Nwa Subdivision, Donga Mantung division, North West Region Cameroun. This chapter presents the report of the research findings based on the data collected from respondents and analysis of the results of findings.

## General presentation and interpretation

This Section focuses on the research questions stated and the statistical tools employed in answering the research question presented. Questionnaires, observation, interviewed guide and focused Group Discussion were used.

## Returned rate of questionnaires and participation

Questionnaires were sent to head teachers and teachers;

**Table 6 : returned rate of questionnaires and participation**

ITEMS	HEAD TEACHERS		TEACHERS	
	MALE	FEMALE	MALE	FEMALE
<b>Distribution</b>	<b>14</b>	<b>10</b>	<b>32</b>	<b>24</b>
<b>Returned</b>	<b>14</b>	<b>8</b>	<b>30</b>	<b>20</b>
<b>Percentage %</b>	<b>100</b>	<b>80</b>	<b>93.75</b>	<b>83.33</b>
<b>Participation %</b>	<b>63.64</b>	<b>36.36</b>	<b>60</b>	<b>40</b>
<b>Received %</b>	<b>91.67</b>		<b>89.29</b>	

Source: Field Data 2019

From the above statistics drawn (1) Head teachers had 91.67% returned rate. This means 22 out of 24 Head teachers answered the questionnaire. Male had 63.64% and female 36.36%.

Continued research by Davidson et al (2005) shows that in school administration, the both sexes participate in running the school affairs. (ii) Teachers had a returned rate of 89.29%. That is 50 out of 56 answered the questionnaire. Male had 60% female 40%. Majority of them were male.

**Observation.** Observation was not done due to the fact that during the time the research was conducted schools were not all functioning in Nwa Sub Division due to the socio-political crisis in the NOSO.

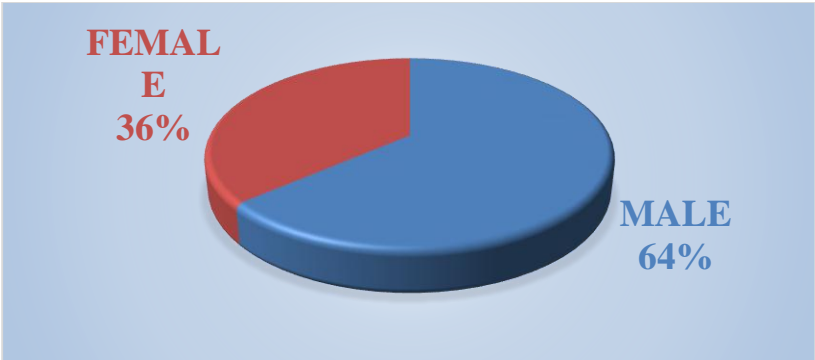
**Focused Group Discussion.** As far as interview and focused Group Discussion are concerned, it was done only partially. A Pedagogic Animator was interviewed and focus Group Discussion was conducted with 2 of 5 members DPA earmarked for it. This as well is due to the socio-political upheaval in NOSO. This, one can be concluded that the socio-political crisis affected the research but did not hinder it. Here it was 50/50.

**General data presentation and interpretation**

This section focuses on the research questions stated and the statistical tool used in answering the research questions.

Presentation of head teachers’ demographic information

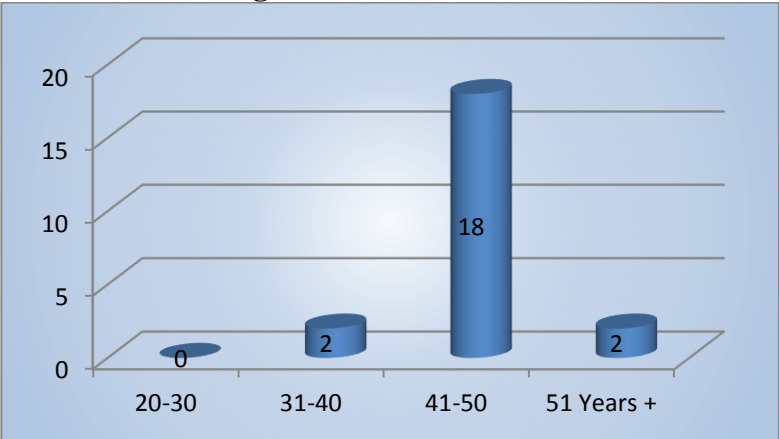
**Figure 2 : Head teachers gender**



**Source: Field Data (2022)**

According to this shape, 22 head teachers responded to the questionnaires, 08 females giving 36.36% and 14 males giving 63.64%. Majority of respondents were male. Both sexes gave different opinion which is acceptable in research. According to Davidson et al (2006) that both sexes take part in teaching/learning process in Britain as in every nation.

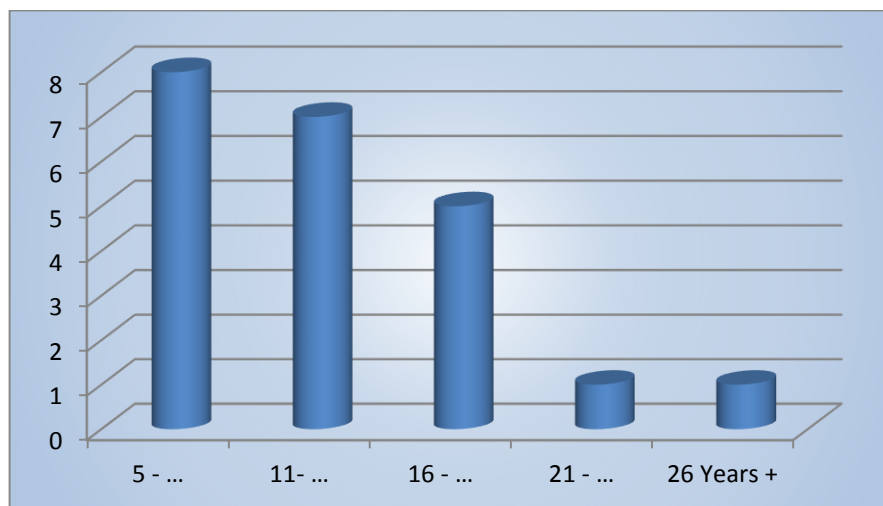
**Figure 3 : AGE GROUP**



**Source: Field Data (2022)**

From the Bar chart, Age Groups Distribution was as follows: 20-30=0, 31-40=2 giving 9.09%; 41-50yrs=18, giving 81.81%, and 51years and + =2 giving 9.09%. Majority of the head teachers age limit ranges between 41-50years which is 81.81%. A matured age group which can give credible results without any influence whatsoever. It is an active group and support quality education with new innovations more than those who are aged from 55years +.

**Figure 4 : WORK EXPERIENCES**



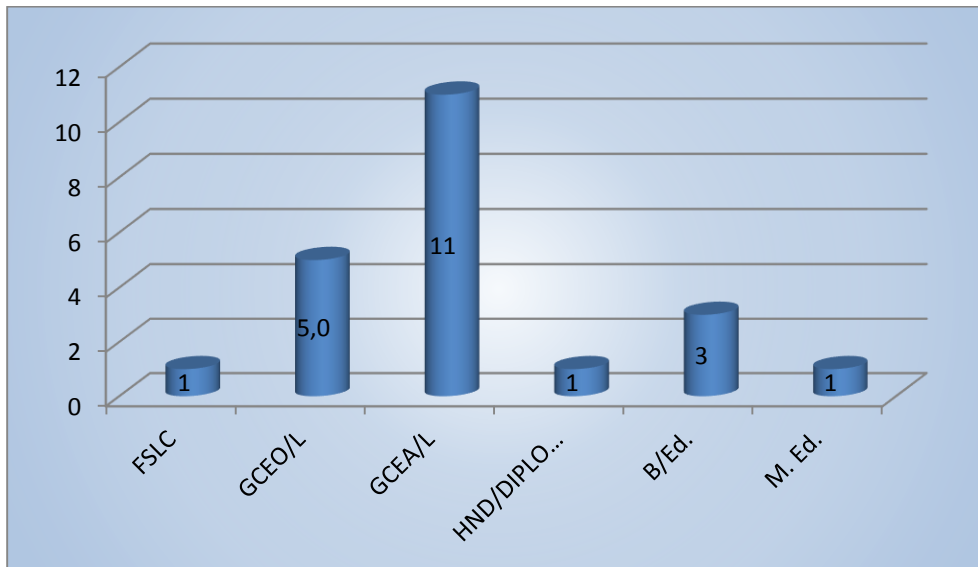
**Source: Field Data (2022)**

According to the Bar chart, the work experience is as follows: 5-10yrs=8 which is 36.36%; 11- 15yrs=7 giving 31.81%; 16-20yrs. =5 giving 22.72%; 21-25yrs=1 giving 4.54% and 26 years +1=1 giving 4.54%.

Majority of the head teachers had 5-10years work experience. They are not novice; this shows they experience in the management of the schools. According to Scientific Management Theory, they are qualified to be managers and give dependable information.



**Figure 5 : educational background**



**Source: Field Data (2022)**

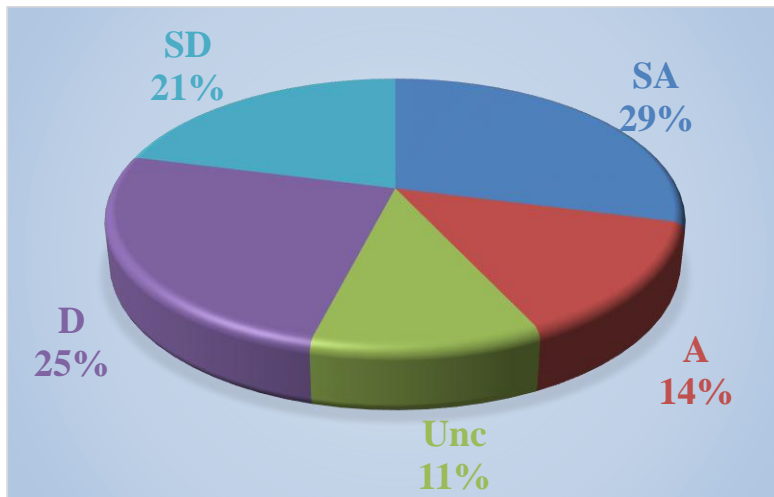
From the Bar chart, head teacher has FSLC which is 4.54%; GCE O/L =5 giving 22.72%; GCE A/L= 11 giving 50%; HND/Diploma=1 giving 4.50%; B.ED=3 giving 13.63% and Master's =1 which is 4.54%.

This means majority of the head teachers are GCE A/L holders which gives a score of 50%. With majority with this qualification one is convinced that if they are effectively guided they are able to teach effectively and follow instructions except otherwise. Becker, J. (2006), describes this group as a performant group.

#### **Interpresentation of head teachers questionnaire.**

**Regularity of school visit significantly influences quality education in public primary schools in Nwa**

**Figure 6 : pedagogic supervision takes place in our schools thrice yearly.**

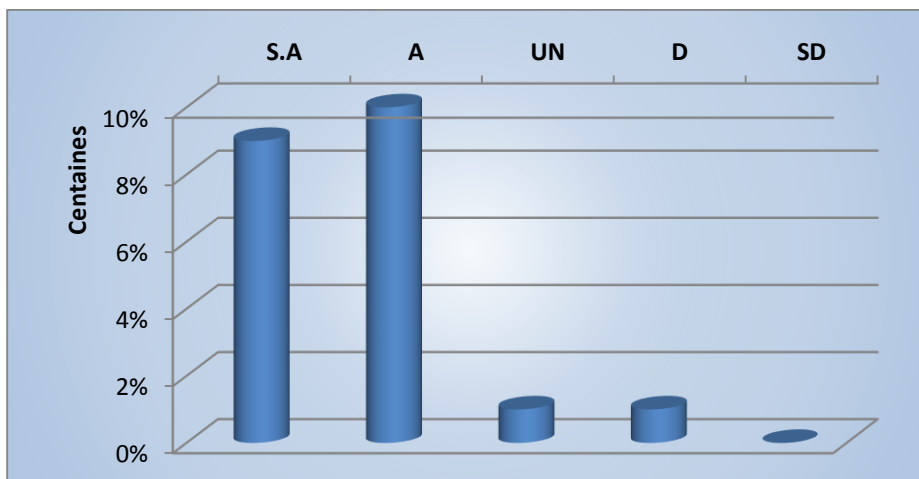


**Source: Field Data (2022)**

From the Pie Chart, SA= 29%; A = 14%; Unc=11%, D=25%; SD= 21%.

This shows majority were against the fact that pedagogic supervision takes place thrice a year in Nwa Sub Division giving 46%. When number of pedagogic supervision is not respected this will affect the quality of learning hence the quality of education. Since teachers are not followed-up, this could bring about laxity and low efficiency. The X Theory holds that workers hate or dislike work and could even avoid it if not supervised.

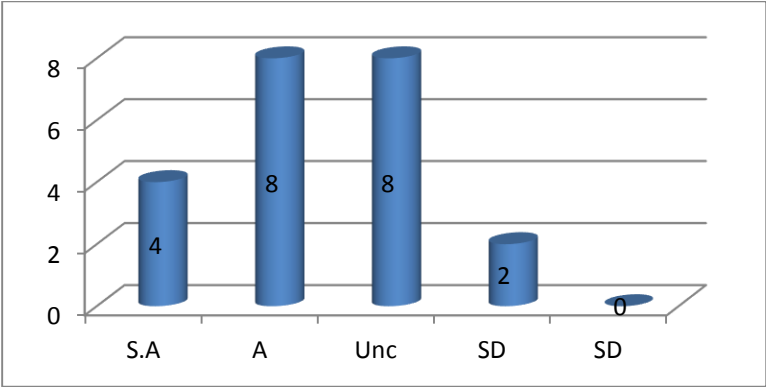
**Figure 7 : pedagogic supervision is supportive and serves to implement changes in schools.**



**Source: Field Data (2022)**

According to the Bar Chart SA =9 giving 40.9% A=10 giving 45.45%, total giving 86.35%. Majority were of the opinion that pedagogic supervision is organized, professional and an educative forum for inspectors and teachers. This also could influence quality education and influence teaching /learning process. It does not support quality education when teachers are not observed in a class how can they diagnose the problems teachers may face in school. This could be enough reasons for the things happening in the schools.

**Figure 8 : pedagogic supervision is avenue for inspectors and teacher to learn and improve on each other.**



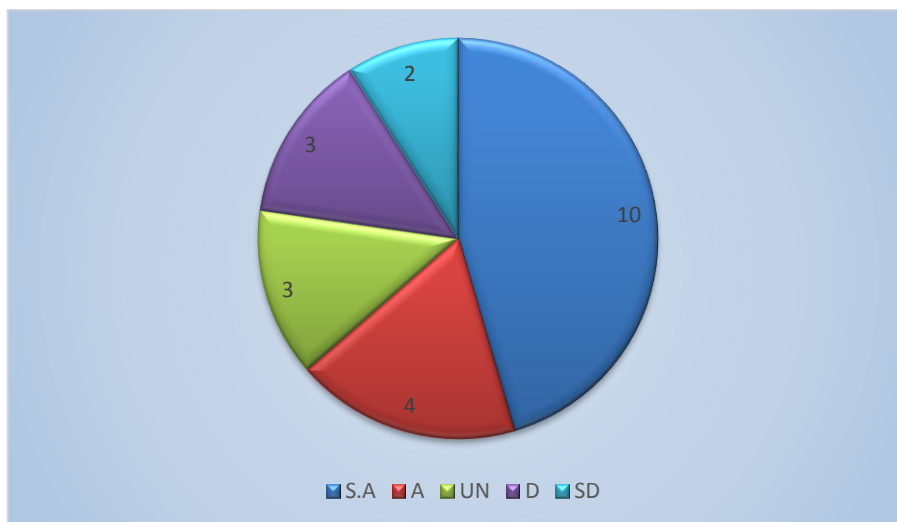
**Source: Field Data (2022)**

Tallymg shows SA=4 which is 18.18%; A=8 giving 36.36%; UNC=8 which is 36.36; D=2 which is 9.1%; SD=0

From the figure above the head teachers are of the opinion that pedagogic supervision is an avenue for inspectors and the teachers to learn and improve on each other.

**Effective follow-up of post-inspection resolution significantly influences quality education in public schools in Nwa.**

**Figure9 : during follow-up of post inspection resolution, inspectors do carry out objective school evaluation to ameliorate the situation in schools.**

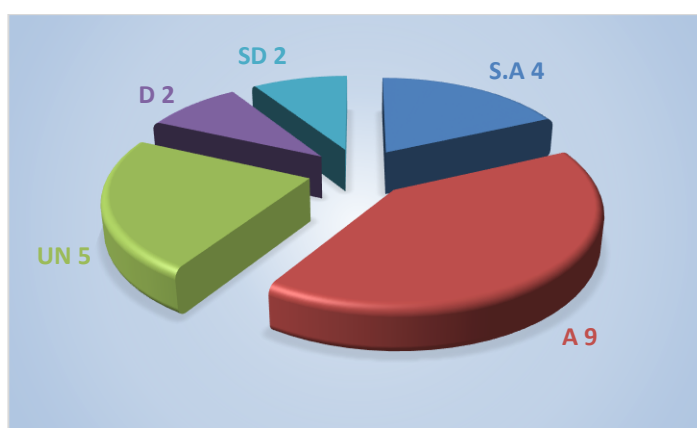


**Source: Field Data (2022)**

From this Pie chart; SA=10 making 45.45%; A=4 making 18.18% UNC=3 giving =13.63%; D=3 giving =13.65%; SD=2 making 9.1%

The head teachers are of the opinion that post-inspection follow-up is made to improve and ameliorate school situation. A large majority of 22.7% objected this opinion.

**Figure 10 : during follow-up inspectors ensure that recommendations made are being put into practice**



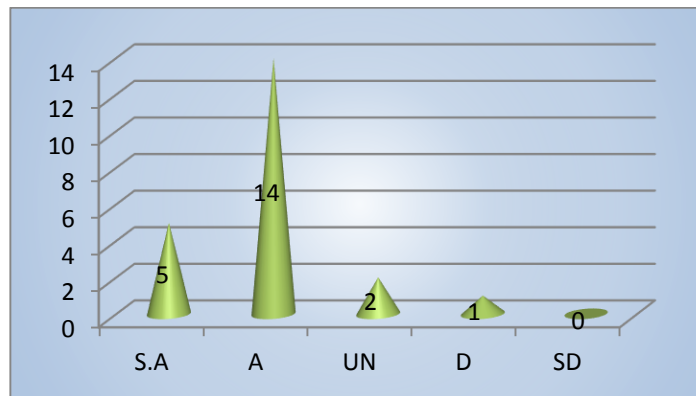
**Source: Field Data (2022)**

From the Pie Chart SA=4 making 18.18% A=9 making 40.90%; Unc=5 making 22.72%; D=2 giving 9.1%; SD=2 giving 9.1%. The head teachers were of the opinion that the inspectors do ensure that recommendations made are put into practice. Here once more the head teachers

gave a mixed opinion. Some were against the opinion up to 18.2% while the rest remain uncertain.

General opinion indicates that the Head teachers were for the fact that inspectors do always verify resolution made if they are being implemented and do give some pieces of advice.

**Figure 11 during follow-up inspectors ensure that concepts are mastered and teachers improved upon.**

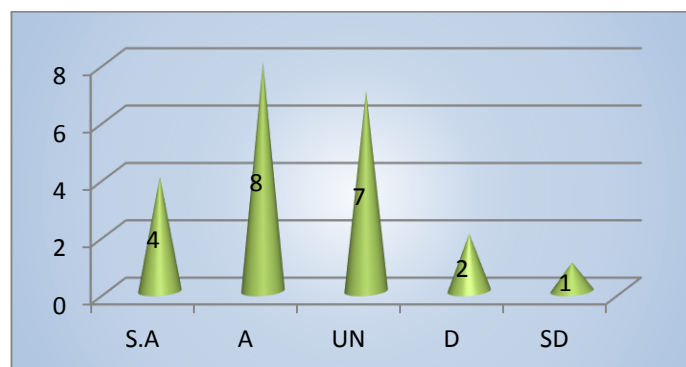


**Source : Field Data (2022)**

Opinion expressed as follow: SA=5 giving 22.72%; A=14 giving 63.63%; Unc=2 giving 9.1%; D=1 giving 4.54%; SD=0; They were all of the opinion that inspectors ensured concepts are mastered and teachers improved upon.

**Staff-professional development strategic pedagogic supervision significantly affects quality education in public primary schools in Nwa.**

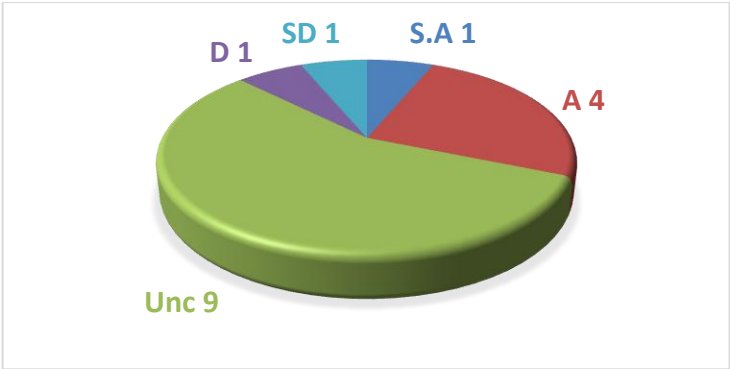
**Figure 12 : during pedagogic supervision, inspectors hold pre- and post-observation meeting with teachers.**



**Source: Field Data (2022)**

Opinion on whether school inspectors hold pre and post observation meeting with teachers. SA=4 giving 18.18%; A=8 giving 36.36%; Unc=7 giving 31.81%; D=2 giving 9.1% SD=1 giving 4.54%. General opinion is for which is 54.54%. This is most encouraging as it will determine the purpose of pedagogic supervision

**Figure 13 : In planning for staff development meeting, school supervisors with headteachers and teachers to organize the staff professional development meeting.**

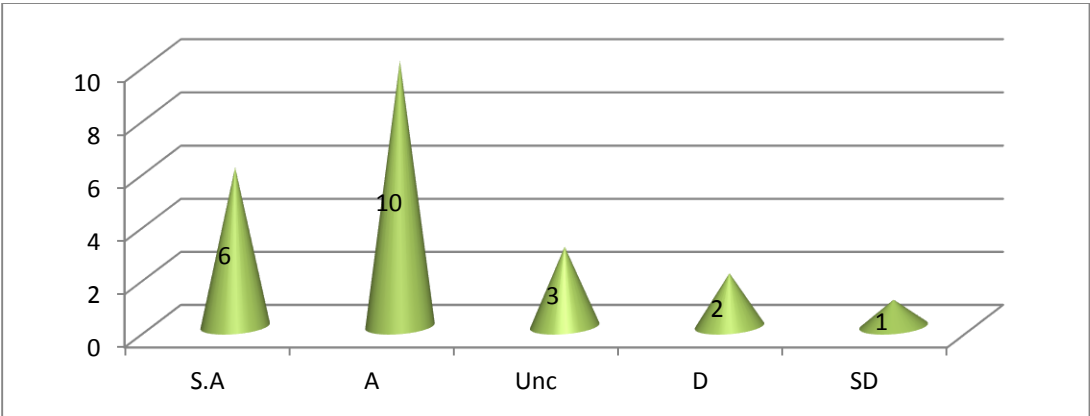


**Source: Field Data (2022)**

According to this figure SA==1 giving 4.54%; A=4 giving 18.18%; Unc =9 giving 40.90%; D=7 giving 31.81%; SD=01 giving 4.54%;

The head teachers disagreed that inspectors involve the head teachers to plan for the professional staff development after supervision. When they one excluded, it is possible that areas of interest are not tackled.

**Figure 14: The staff professional development meeting at the end of pedagogic supervision exercise enhance teaching /learning process**



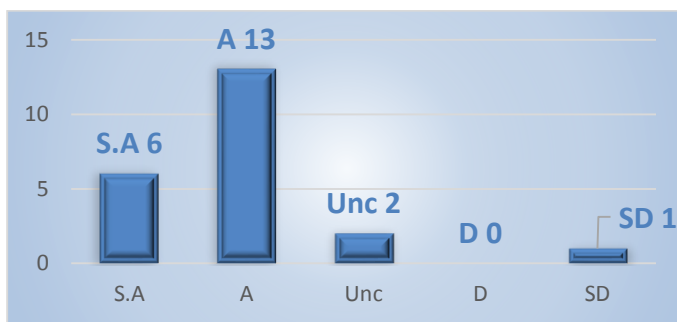
**Source: Field Data (2022)**

SA=6 giving 27.27%; A=10 giving 45.45%; Unc =3 giving 13.63%; D=2 giving 9.19%; SD=1 which is 4.54%.

Majority were of the opinion that staff professional development at the end of pedagogic supervision exercise enhance teaching learning process.

**Effective communication Strategies during/after Pedagogic Supervision significantly affects quality education in public school in Nwa.**

**Figure 15: Pedagogic supervision information is communicated via circular letters, telephone calls and sms.**

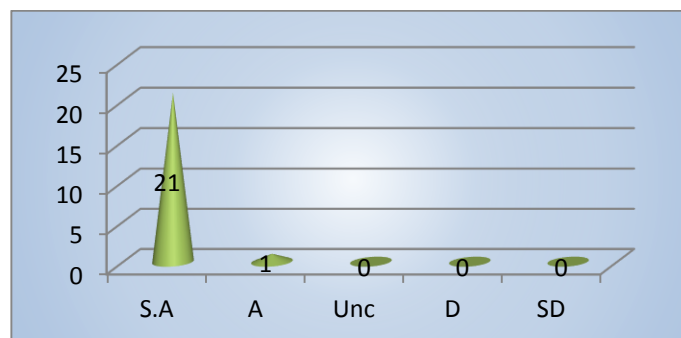


**Source: Field Data (2022)**

According to this Pie Chart, SA=6 giving 27.27%; A=13 giving 59.06% Unc2 giving 9.1%; D=0 and SD=1 giving 4.54%.

Majority are for the fact that inspectors’ pedagogic supervision information are communicated via circular letters, telephone call and sms.

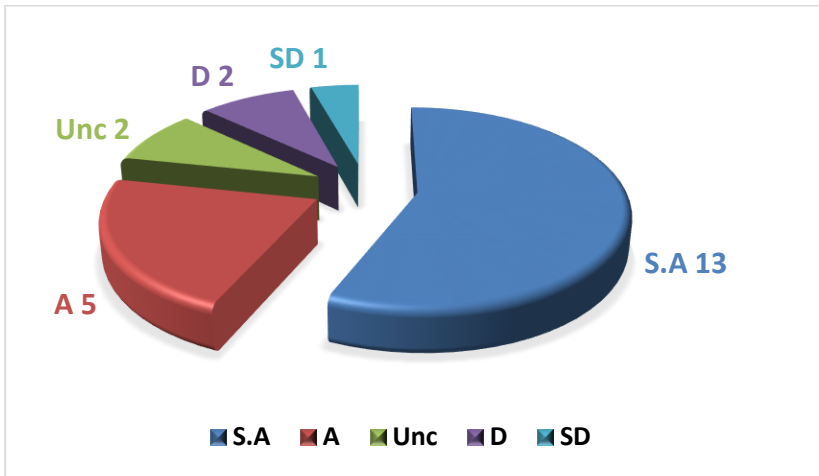
**Figure 14 : inspectors send feedback report to schools to help them improve**



**Source: Field Data (2022)**

According to this pie chart SA=21 giving 95.45% and A=1 giving 4.54% the rest zero. Majority are for making 100% that inspectors send feedback to help them improve.

**Figure 17: during pedagogic supervision, inspectors do encourage and motivate teachers**

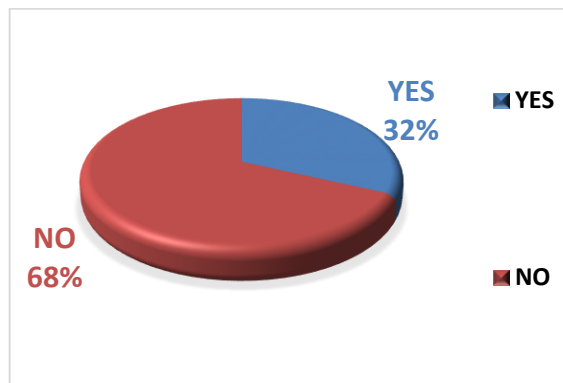


**Source: Field Data (2022)**

From the Pie Chart. SA=13 giving 54.54%, A=5 giving 22.72%; Unc=2 giving 9.1% D=02 giving 9.1%; SD=01 giving 4.54%. Majority hold positive opinion which is 77.27%. That inspector encourages and motivates teachers.

**The perception of school stakeholders on quality education significantly influences quality education in public primary schools in Nwa**

**Figure 18 : Teachers do teach with lessons effectively prepared**



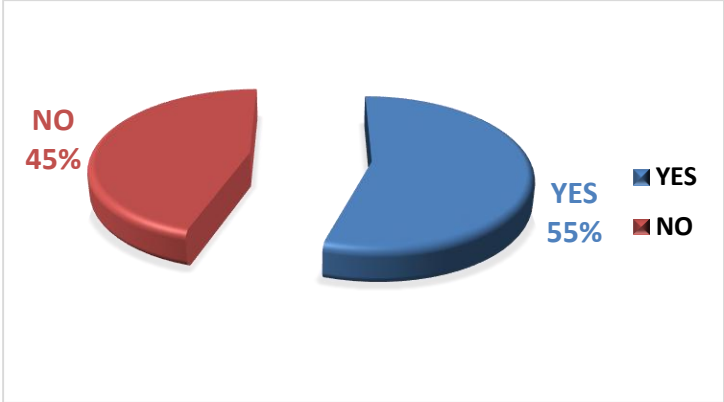
**Source : Field Data (2022)**

The next questionnaire was out to know whether teachers do teach with lesson note effectively prepared within the week? The answer revealed that 32% said yes while 68% said NO. Majority refused the fact that teachers make appropriate lesson for the week.



The percentage for those who make appropriate lesson note for the week is low and not able to enhance quality education. Teachers must be encouraged to make appropriate lesson note to enhance quality education in the schools.

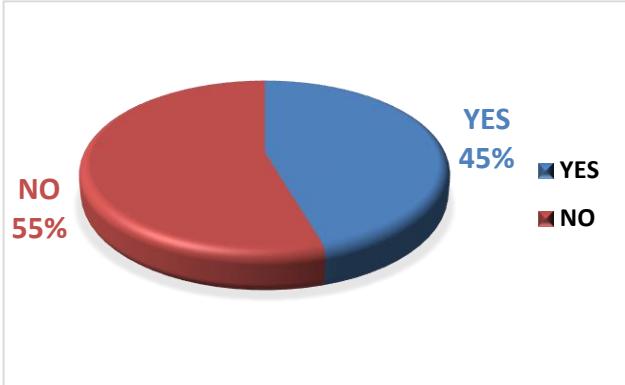
**figure 19** teemperature of effectiveness in teaching learning process



**Source: field data (2022)**

The next questionnaire sought to know if head teachers do regularly carry out evaluation to measure temperature of effectiveness in teaching learning process. 45% said NO while 55% said YES. We earlier said that if teachers can make appropriate lesson for the week, it affects the level of quality education in school. This also enhances effective teaching /learning which improves quality education and enhances reading and writing.

**Figure 20: Head teachers do regular inspection of teachers in their classes during lessons**

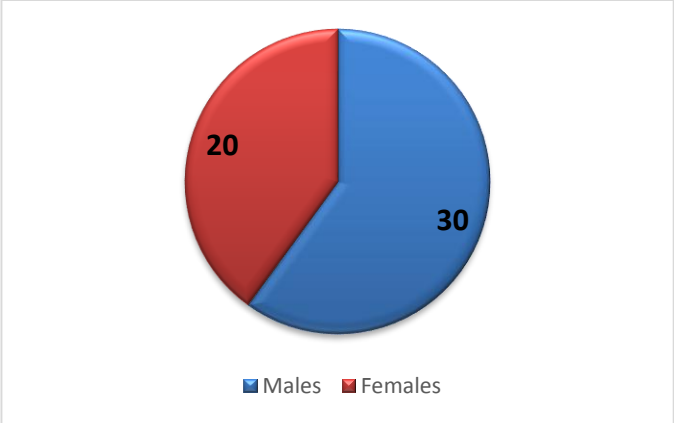


**Source: field data (2022)**

The 24<sup>th</sup> questionnaire sought to investigate if head teachers do regular inspection of teachers in their classes during lessons? The head teachers' concorded that they don't do regular inspection of teachers in class during lessons. This gave 55% said NO while 45% said YES.

**Presentation of demographic analysis of teachers findings**

**Figure 21: Teachers gender**

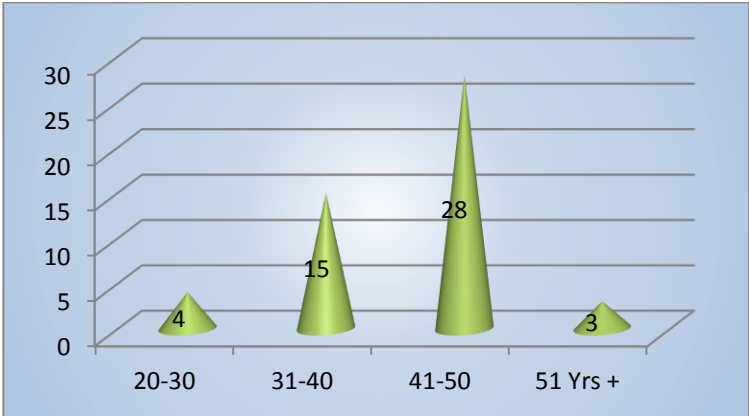


**Source: Field Data (2022)**

Referring to this pie chart, 30 males responded to the questionnaires giving 60% and 20 female giving 40%.

Majority of respondents were male giving 60%. This agrees with Davidson et al (2006), who concords that male and female teaching staff take care of children in the London schools, and respond to questionnaires.

**Figure 22: teachers age ranges**

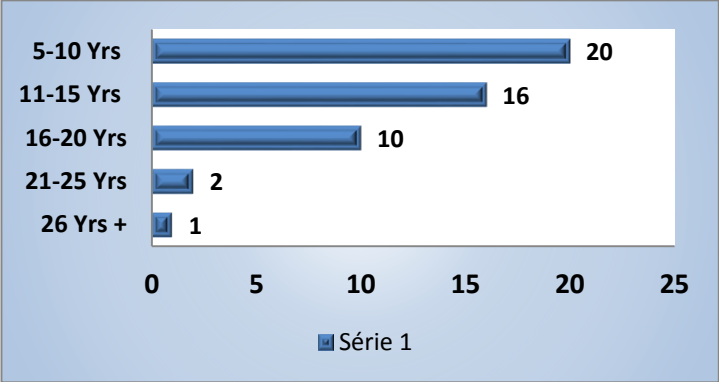


**Source: Field Data (2022)**

From the Bar chart, 20-30yrs=4 giving 8% 30-40yrs 15 giving 30%; 41-50yrs=28yrs giving 56% and 51 yrs+=3 giving =6%

Majority of teachers who responded to the questionnaire fall between 41 -50yrs and an active age able to carry out teaching/learning process. Going by Cameroon Public Service Law every teacher retires at 60 years. These ones are having much to put in as far as pedagogic supervision is concerned. They are at their useful age.

**Figure23 : Teachers work experiences**

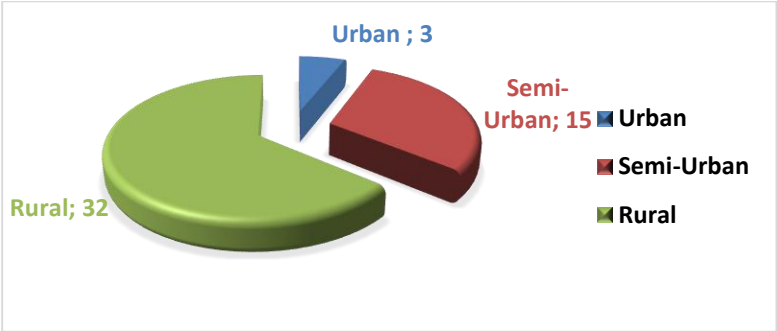


**Source: Field Data (2022)**

Reading from this Bar chart, 5-10yrs=20 giving 40%; 11-15yrs=16 giving 32%; 16-20yrs=10 giving 20%; 21-25yrs=02 giving 4% and 26 yrs. 01 giving 2%.

The teachers’ work experiences falls most between 5-10 years. This shows most of them are very young teachers and have some experience in teaching learning process and could do better in the years ahead if well oriented.

**Figure 24 : teachers situation of the school**

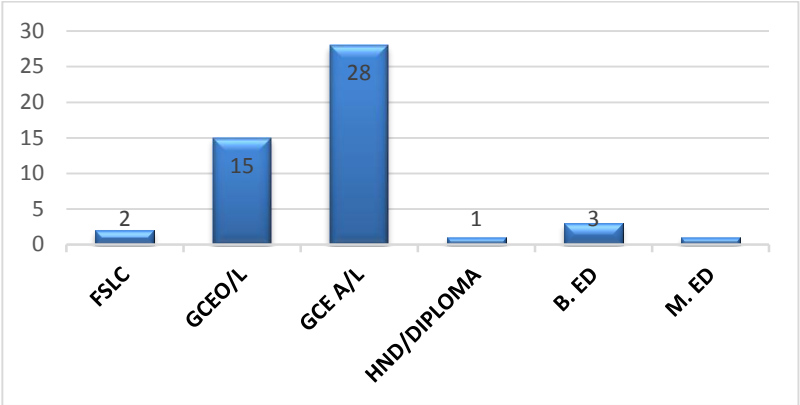


**Source: Field Data (2022)**

From the Pie Chart, Rural=32 giving 64%; semi-urban=15 making 30% and urban=3 giving 06%; This indicates that most teachers teach in the rural area which has 64% representation.

This is quite encouraging and need a lot of supervision, if not they will be loitering according to X Theory.

**Figure 25 : teachers educational background**

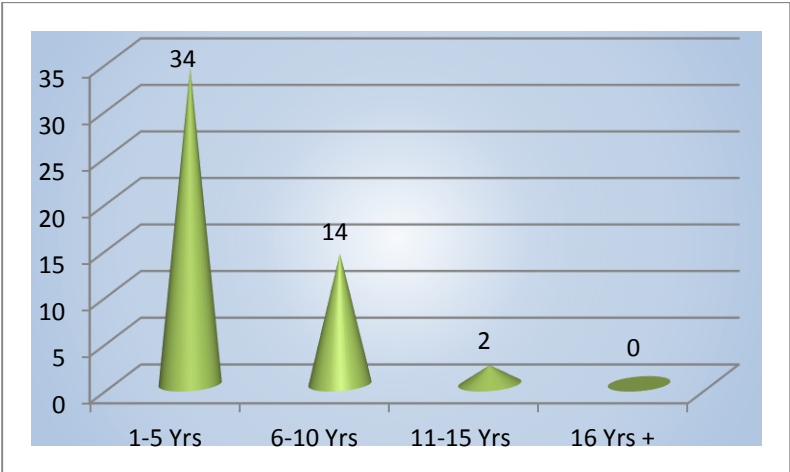


**Source: Field Data (2022)**

From the Pie Chart, FSLC=2 giving 4%; GCE O/L=15 giving 30%; GCE A/L = 28 giving 56%; HND/DIPLOMA=1 giving 1%; B. ED=3 giving 6% and M. ED=1 giving 2%.

Majority of the teachers have a very sound Academic background majority who are GCE A/L holders with 56%. Becky J. (2006) says when teachers have higher academic background they are more performant at work.

**Figure 26: Teachers work experience on current post**



**Source: Field Data (2022)**

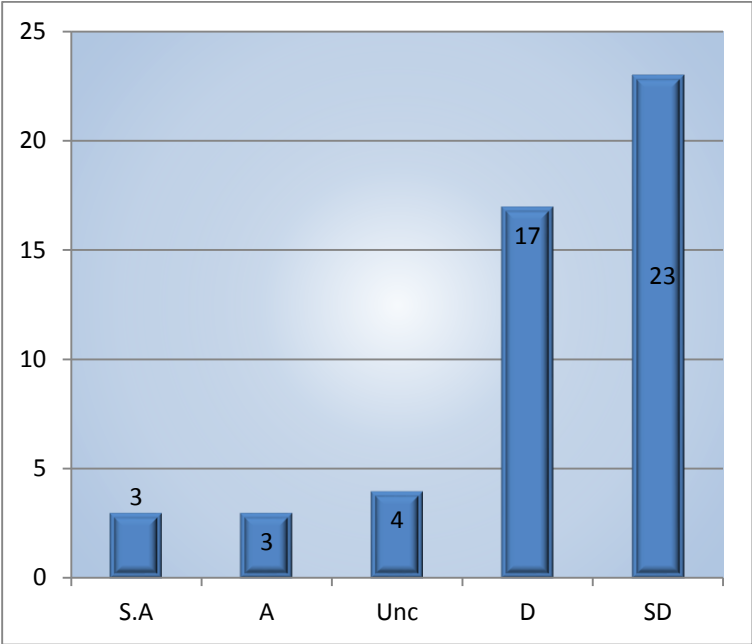
From the Bar chart, 1-5 yrs. =34 which is 68%; 6-10 yrs. =14 making=28%; 1 1-15yrs=2 giving 4% and 16yrs +=0.

This shows majority of the teachers fall between 1-5yrs making 68%. It must be said that most of them are new in their post and need to study their environment where they work so that it does not influence their work adversely.

**Interpretation of teachers questionnaire**

**Regularity of school visit significantly influences quality education in public primary schools in Nwa.**

**Figure 27 : pedagogic supervision takes place in our schools thrice yearly**

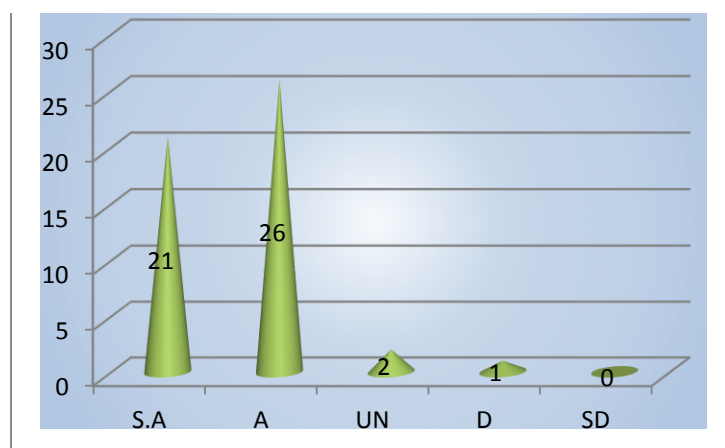


**Source: Field Data (2022)**

According to this Bar chart, SA=3 giving 6%; A=:3 giving 6%; Unc=4 giving 8%; D=17 gving 34% and SD=23 which is 46%.

Looking at this, majority stood against which is 80% denying the fact that pedagogic supervision takes place in the schools thrice yearly. At least it takes place once. This could influence quality education adversely. The three times type of pedagogic supervision prohibit loitering and lack of concentration according to X and Y Theory.

**Figure 28 : pedagogic supervision is supportive and serve to implement changes in schools.**

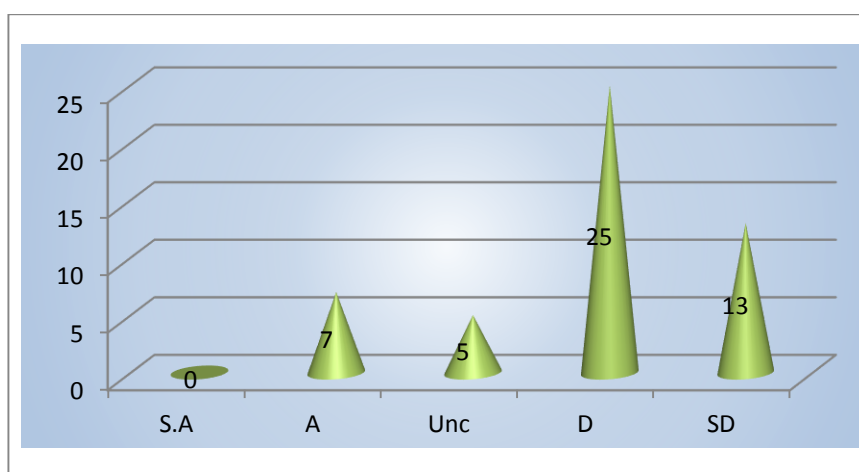


**Source: Field Data (2022)**

Taking from the Bar chart SA=2 1 giving 42%; A=26 giving 52%; Unc=2 giving 4%; D1 giving 2% and SD=0.

It is therefore clear that opinion on this is for with 94% meaning that the teachers believe that pedagogic supervision is supportive and serve to implement changes. This is positive and means that they expect a lot from pedagogic supervision services.

**Figure 29 : Pedagogic supervision is avenue for inspectors and teachers to learn and improve on each other**



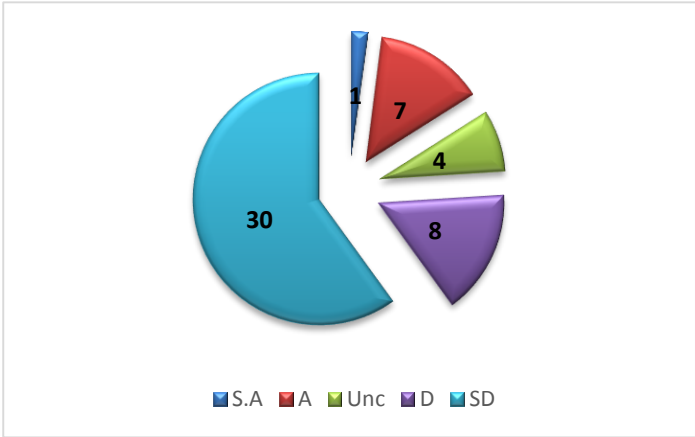
**Source : Field Data (2022)**

Taking from Bar chart opinion on this stand is as follows; SA=1; A=7 giving 14%; UNC=5 giving 10%; D=25 giving 50% and SD=13 giving 26%.

Conclusion is against with 76% opinion that pedagogic supervision is avenue for inspectors and teachers to learn and improve on each other.

**Effective follow-up of post-inspection resolution significantly influences quality education in public schools in Nwa.**

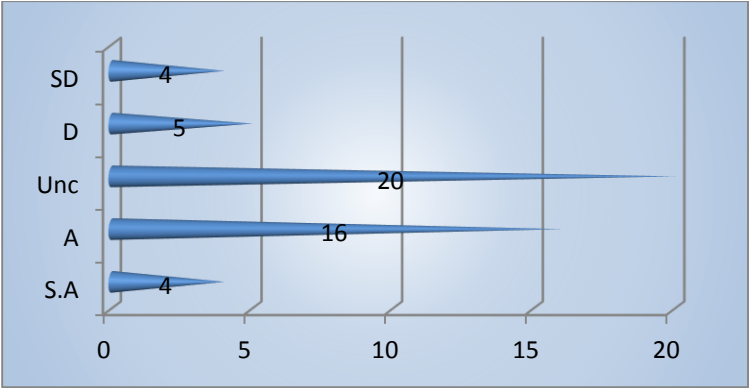
**Figure 30: During follow-up of post inspection resolution, inspectors do carry out objective school evaluation to ameliorate the situation in schools.**



Source: Field Data (2022)

Opinion on this indicates as follows: SA=1 giving 2%; A=7 giving 14%; UNC=4 giving 8%; D=8 giving 16% and SD=30 giving 60%. UNC=4 giving 10%. Conclusion indicates that the teachers were against the fact that during follow-up of post inspection resolution, inspectors do carry out objective school evaluation to ameliorate the situation in schools.

**Figure 15 : During follow-up inspectors ensure that recommendations made are put into practice**

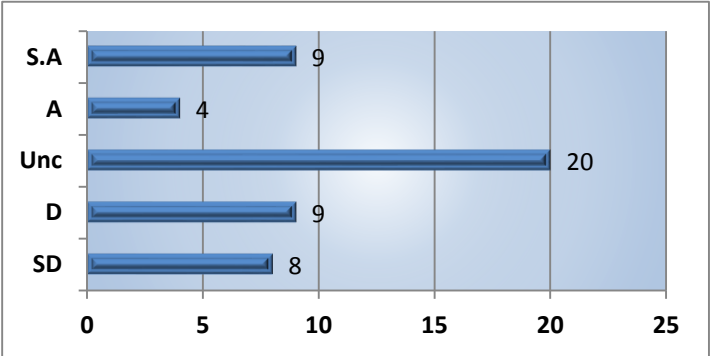


Source: Field Data (2022)

From the Bar chart indicated, S.A=5 giving 10%; A=16 making 32%; Unc=20 giving 40%; D=5 giving 10% and SD=4 giving 8%.

Majority responded for scoring 42% indicating that inspectors during follow-up lay emphasis on quality teaching and learning and school effectiveness yet 40% were uncertain and 18% were against. With high percentage of uncertainty, it means pedagogic supervision is not regular in Nwa subdivision.

**Figure 32 : During follow-up inspectors ensure that concepts are mastered and teachers improved upon.**

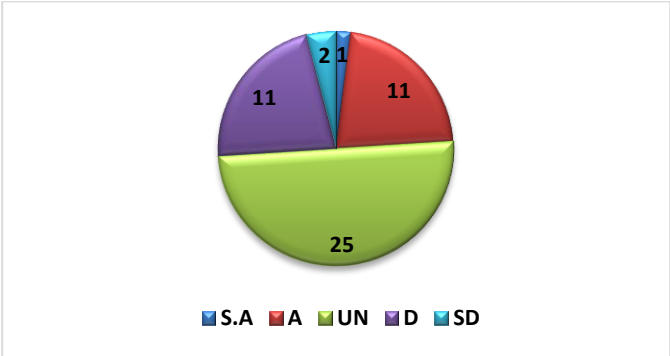


**Source: Field Data (2022)**

According to the Bar chart, S.A=9 giving 18%; A=4 making 8%; Unc=20 giving 40%; D=9 giving 18% and SD=8 giving 16%. Opinion concluded is negative, hence during follow-up inspectors do not ensure that concepts are mastered and teachers improved upon.

**Staff-professional development strategies during pedagogic during supervision significantly affects quality education in public primary schools in Nwa.**

**Figure 33: During pedagogic supervision school, supervisors hold pre-and post observation meeting with stakeholders.**

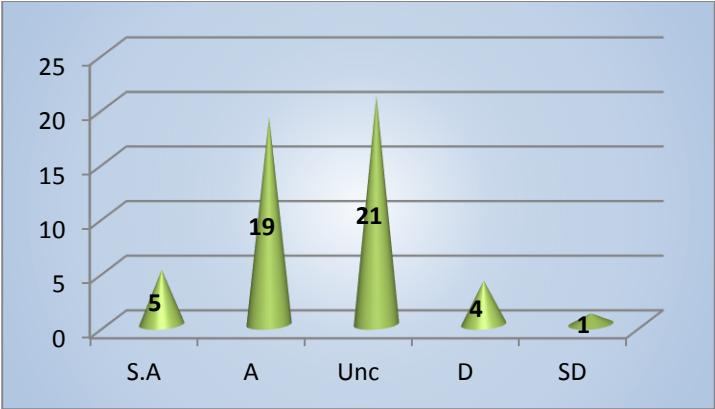


**Source: Field Data (2022)**



According to this Pie Chart, SA=1 giving 2%; A=11 giving 22%; Unc=25 giving 50%; D=11 giving 22% and SD=2 giving 4%. Conclusion drawn shows against scoring 26% indicating that inspectors don't hold pre-and post-observation meeting with stake holders. But we noticed a high rate of uncentainty scoring 50%.

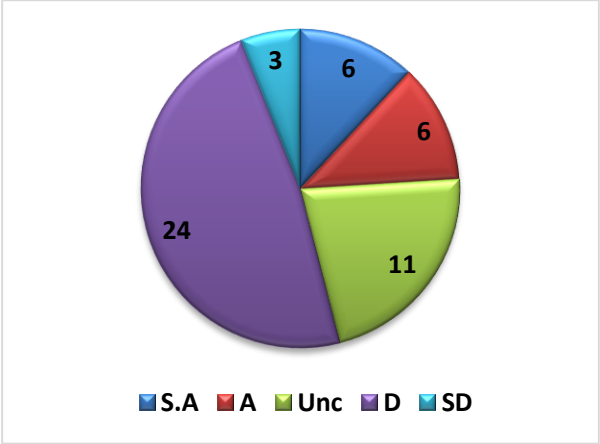
**Figure 34: in planning for staff professional developpement meeting, school supervisors work with head teachers to plan the staff professional development meetings**



**Source: Field Data (2022)**

From the Bar chart SA=5 giving 10%; A=19 giving 38%; Unc=21 giving 42%; D=4 giving 8% and SD=1 giving 2%. Majority concluded on for getting 48% for the opinion that school inspectors hold meeting with teachers to plan the staff professional development meeting at the end of supervision session.

**Figure 35: the staff professional development meeting at the end of pedagogic supervision exercise enhances teaching/ learning process**



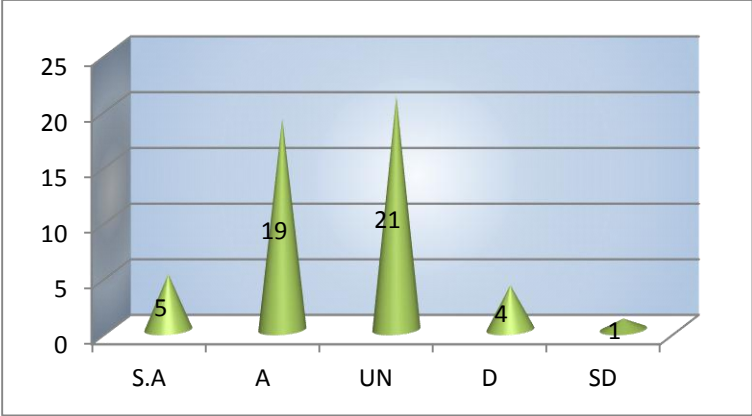
**Source: Field Data (2022)**

Opinion from the Pie chat shows SA=6 giving 12%; A=6 giving 12%; Unc=11 giving 22%; D=24 giving 48% and SD=3 giving 6%.

Conclusion indicates against with a score of 54% on the fact that staff professional development meeting at the end of supervision exercise entances teaching/learning process

**Effective communication Strategies during/after Pedagogic Supervision significantly affects quality education in public school in Nwa.**

**Figure 36: pedagogic supervision information is communicated via circular letters, telephone calls and sms.**

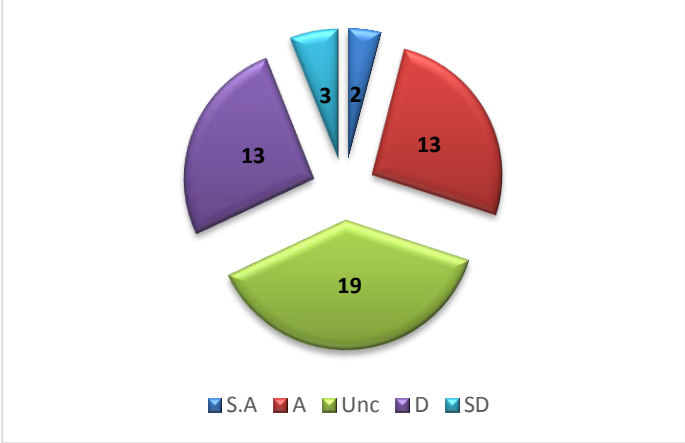


**Source: Field Data (2022)**

From the Bar chart SA=5 giving 10%; A=19 giving 38%; Unc=21 giving 42%; D=4 giving 8% and SD=1 giving 2%.

Majority concluded on for getting 48% for the opinion that school inspectors communicate pedagogic supervision information through sms, telephone calls, circular letters and sms.

**Figure 37: Inspectors send feedback report to schools to help them improve**

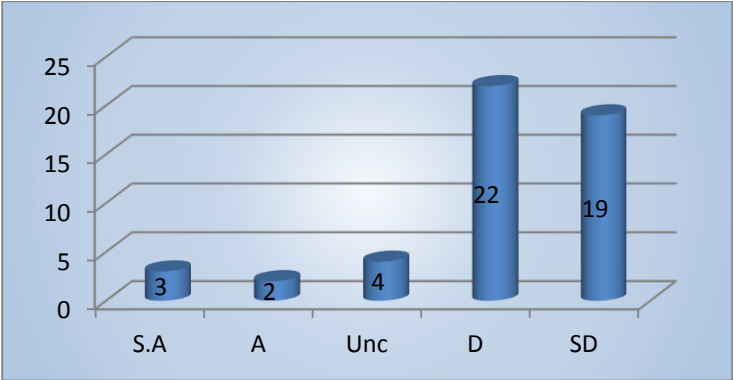


**Source: Field Data (2022)**

Opinion shows SA=2 giving 4%; A=13 giving 26%; Unc=19 giving 38%; D=13 giving 26%; and SD=3 giving 6%.

Majority of respondents were against scoring 32% on the fact that inspectors send feedback report to schools to help them improve.

**Figure 38 : During pedagogic supervision, inspectors do encourage and motivate teachers**



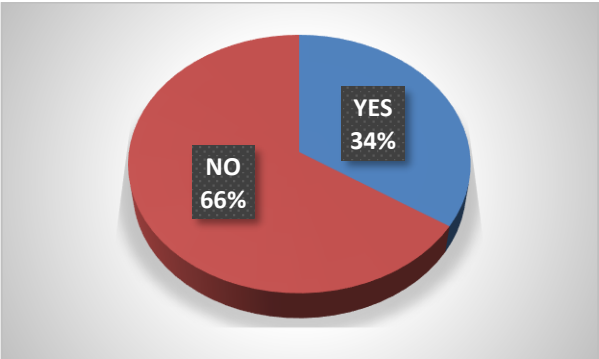
**Source: Field Data (2022)**

Opinion expressed on the Bar chart: SA=3 giving 6%; A=2 giving 4%; Unc=4 giving 8%; D=22 giving 44% and SD=19 giving 38%.

Majority were against the fact that inspectors do encourage and motivate teachers do better despite the challenges.

**The perception of school stakeholders on quality education significantly influences quality education in public primary schools in Nwa**

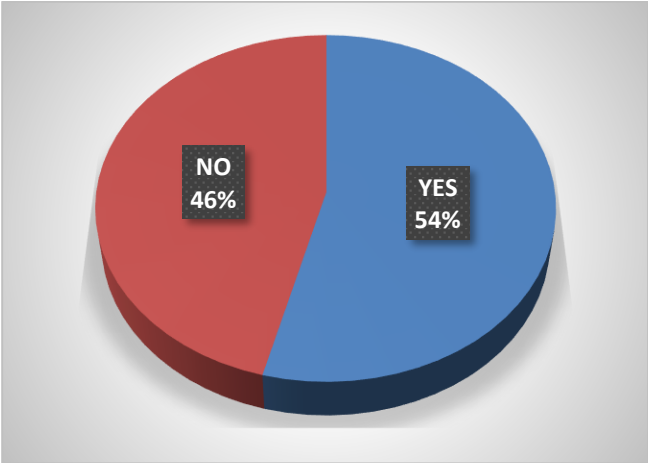
**Figure 39 : teachers do teach with lessons effectively prepared**



**Source: field data (2022)**

NO=33 giving 66% While Yes=17 giving 34%. This questionnaire sought to investigate if teachers do teach with lessons effectively prepared. Majority were against, which mean teachers do not teach with lesson effectively prepared.

**Figure 40 : Head teachers and teachers regularly carry out evaluation to measure temperature of effectiveness in teaching/ learning process.**



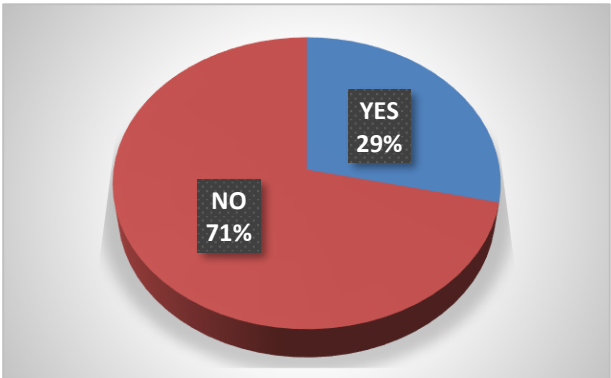
**Source:** field data (2022)

Head teachers and teachers regularly carry out evaluation to measure temperature of effectiveness in teaching/learning process.

Here the scores were YES had 27 giving 54% and NO had 23 giving 46%.

This clearly shows the majority were for which is 54% and 46% against. In fact, it is clear that

**Figure 41 : head teachers do regular inspection of teachers in their classes during lessons**



**Source:** field data (2022)

The issue under investigation was whether head teachers do regularly inspect teachers in their classes during teaching learning process. Majority were against, giving 71% while 29% said NO. This clearly means head teachers need to assist in supervision in their school while inspectors are away. 24 supervision in schools are dying. Appointment of head teachers need to be reviewed.

### **Interpretation Of quality guide**

#### **DPA: Focus Group Discussion:**

As Divisional Pedagogic Advisers, we assist the Divisional delegate in supervising schools in the whole of Donga—Mantung Division. Another DPA 2 said, “we ensure effective pedagogic activities in schools in each year. We visit all the schools in the subdivisions even though it has not been easy to do this as the Division is so large”.

Concerning the purpose of Supervision: it is

- To monitor the teaching learning process, to ensure that this is effectively done.
- To maintain cordial relationship between the school and the community.
- The purpose another said is to develop teachers pedagogically and make them sound in their activities.
- To evaluate how far Seminar resolutions are applied in schools.

Sometimes it is to familiarize the inspectors with the schools.

Whether the purposes are achieved depends on the goal set.

If the goal is to visit schools, see whether teachers are there that is OK. Another said, we believe that the purpose is fulfilled because of the fact that schools have been functioning, pupils succeeding in their exams.

As far as holding pre-inspection meeting with the supervisee is concerned, I can say yes and no. Yes, because during Divisional Pedagogic Seminars we inform them we will be coming around. No, because we do not always have what to tell them specifically what is expected of them when we come around. Another also observes that before we hold the seminars, we had not discussed on school visit with the Divisional Delegate. So sometimes they donotknow what we are coming to do.

Whether school inspection has any value. Of course, yes, they all answer in chorus. Now, how? Thanks to pedagogic Supervision that we can monitor the schools. It is through it that we can know what teachers are doing in schools.

On how we carry out staff professional Development. After we visit schools in the locality, we meet with all to discuss some of the shortcomings we noticed during the visit and try to correct and propose solutions to some and some we note to the hierarchy. Now is it possible to notice all the problems of the school in an hour visit? No, but we propose on what we have seen. Now, do you plan with the H/T and teachers? No.

To improve on pedagogic Supervision; We need means of movement, to go through the subdivision without which nothing is easy.

We need to be given the opportunities to change some things we see. If we meet incompetent head teacher's proposal for their change should be taken serious so that we could be improving as well. Government should assist pedagogic Supervision services. The structure is there but very little means. Fund should be directed to the services not under the main heading.

Problems of Pedagogic Supervision: We see a lot of problems, conflict with other teachers, when we come around. We can also see the issue of lack of resources and interest in the part of other inspectors).

### **Interview with pedagogic animators:(PA)**

I am a Pedagogic Animator now for 6 years. Weh, we are two of us but the whole staff go for school visit. In one year, we go out many times. But those visits are not related to each other. However, we do school monitoring during re-openings, bilingualism etc.

We plan our supervision this way. We plan visit to a school area like Mfumte, Mbaw, Yamba North, and Yamba Central. We send information to the various school heads with the time we shall be in their schools. When we visit schools, we inspect the schools, check their records, lesson note and advise where necessary.

Well, we do not make any report. But always include in our beginning and End of year report that we carried out visit.

Pedagogic Supervision is the supervision of schools and to ensure that they are working as stipulated in the laws.

Like I said many times, school visit without observation of teachers is only once. We inform schools sometimes one or two weeks. It depends it is obvious. We do that once in a while.

Some are comfortable and some are not. The lazy ones are not because we do not have it light with them. Effective ones need us to improve and learn from our visit.

We do not have any means of monitoring or following up things. We do not have anything to monitor the teachers but the inspection Form distributed. Classroom observation is not regular on inspection. We sometimes do and sometimes we do not do it because of no time. We make only one or two hours in the schools. How can that be possible sometimes we do to train teachers only?

Staff development program, we do not have any standard. As for me, I have never done it. We have never been trained in our functions as pedagogic Animators; we just do our best.

We encounter many challenges. Some head teachers do not cooperate with us, some are always absent, some do write lesson note. All these make the work difficult.

As far as making report is concerned, we do not write report. The only report is the Beginning and the End of Year report and we mentioned our activities within the year without any specification.

## **SUMMARY**

This study was conducted to find out the effective pedagogic supervision strategies and quality Education in Public Primary Schools in Nwa subdivision, Donga Mantung North West Region-Cameroon in order to achieve this objective, five specific objectives were emitted or raised which were in line with these objectives, five research questions were enacted or formulated. The total population of the study were 76 Head teachers, 180 teachers, 2PAs, 5 DPAs, 1 inspector who had something to say about pedagogic supervision in Nwa subdivision. This researcher used structured questionnaire, Interviewed Guide, Focus Group Discussion as instrument for data collection. Descriptive design was adopted for this study. A total of 22 Head teachers, 50 teachers, IPA, 2 DPAs were finally used for the study. The data collected were presented in tables and analyzed using Bar chart and Histograms.

## **DISCUSSION ON THE RESEARCH FINDINGS**

In this research out of the 50 teachers used, 30 were male and 20 were female. Male were in majority with 60% of them. 22 head teachers who answered the questionnaire, 14 were male and 8 others were female. The male again dominated giving 63.64%. The lone PA was a male

and the two DPAs were one male, and one female. This agrees with the Davidson et al (2006) findings that both sexes are involved in teaching /learning process in UK schools. Of the age range selected, most teachers fall within the 41-50 years range giving 28 teachers making 56%. The head teachers fall within 41-50 years range giving a percentage of 81.81% main while the lone P.A and 2DPAs were all of this age range (41-50 years). This shows the subdivision is made up of a very active set of people who can sustain teaching learning process.

Those of the work experiences, most teachers have taught at least from 11 years and above even though majority fall between 5-10 years giving 40%, while head teachers had 5-10 years giving 36.36% and the lone PA and 2DPA had as working experience which was from 5-10 years.

Situation of the schools here is talking about whether Urban, Semi-Urban and Rural Area. Most teachers teach in the rural area giving 64% and most head teachers also operate in the rural setting which stands at 54.54%. As for the lone PA and DPAs, they are in Semi-Urban and Urban areas respectively.

As far as educational background is concerned, most teachers have CAPIEMP and GCE A/L which is 56% (majority have from GCE AIL upward with about 66 %). The head teachers had educational background from GCE AIL upward with a score of 72% and above. The lone DPA was CAPIEMP and GCE A/L holder while the DPAs. One had GCE AIL and the other one had a master degree. According Becker J (2006) this is a group that can be more performing and giving better results.

With work experience on current post, most teachers had 1-5 years giving 68%, the head teachers had also 1-5 years' work experience on current post to range from 5-10 years. This shows they mastered their environment and not novice.

### **Summary of discussion on research questions**

Research question one sought to investigate what impact regular school visit have to improve quality education in public primary schools in Nwa?

The research established the fact that schools are always visited and pedagogic supervision visit is not window dressing but a well-accepted programme. Pedagogic supervision only lacks the purpose for which it was instituted. This may be due to ignorance or it is lack of



interest. Pedagogic supervision which is supposed to be three times in a year is done only once reasons why the impact may not be worthwhile.

The three stages being diagnostic, evaluative and improvement is not practiced or has never been done reasons why the impact it ought to bring to ameliorate teaching/learning process is not there and so schools could suffer or experience what they are going through. The school visit is regular but lack the essential which are the 3 times yearly visit. To this regard the PA and DPAs raised some challenges that will make these three times visit impossible due to lack of means of transportation, vastness of the subdivision, bad road, over work load as many of them assist in writing report and giving necessary assistant in office. These all compound the programme and it is not possible to do three times visit to schools.

The second research question sought to determine to what degree effective follow-up affects quality education in public primary schools in Nwa. The issue of follow-up is completely absent in our pedagogic supervision exercise. It is clear, where there is just one visit for pedagogic supervision; the possibility of follow-up is completely rolled out. Follow-up is supposed to be regular and obligatory yearly for it to have a regular effect but as it selected only for some schools it becomes obsolete. This researcher has realized that follow-up per the ministerial document on supervision (MINEDUB 2012), it supposed to come up as the fourth visit. This will make it to have meaning and achieve its *raison d'être*.

Though the PA and DPAs said they do carry out follow-up only on schools having problems and schools with too poor results. This they also said sometimes notice problem or things that are abnormal, yet they cannot act because of no means of movement and accessibility in some of the schools.

Another area of researching was to investigate to what extent effective staff professional development during pedagogic Supervision influences quality education in public schools in Nwa. This was another area where inspectors mystify things. Staff professional development is skill acquiring, correction juxtaposition, clarification and place of career growth by the visiting inspector. This always takes place after a well-organized pedagogic supervision exercise. We saw that staff professional development is not meant to grow teachers and improve teaching/learning process but to blame and shout at teachers. We discovered it is only organized for organizing seek and the problem teachers face are not addressed during this time.

Many teachers and head teachers' complaint that when the inspectors come, what they plan to resolve in the staff professional development is not reflected in the seminar and capacity building seminars organized at the Divisional and sub divisional and zonal meetings or seminar. They praised that if that is usually the case, this staff development programme witnessed big boom. The PA & DPAs also confessed that seminars which are always organized are handed to them from above so they do little or no modification to it. The National Inspectors and Regional Pedagogic inspectors believed that they know what the schools need and that is why they do whatever they do.

The fourth was to explore how Effective Communication influences quality education in public primary schools in Nwa. Communication plays a very primordial role especially as it concerns creating relationship and motivation to Head teachers and teachers during school visit. Communication here we are talking about reporting your visit, informing the schools and using our languages to motivate the people. Many others have proposed that the school is what it is through the communication mode. Great leaders influence their followers through languages (communication).

Many teachers and head teachers believe that inspectors come to find faults and create unconducive atmosphere for them reasons why during school visit some people take excuses and stay at home or boycott the exercise. Talking on the issue of report writing, it was realized that inspectors do not write report of school visit. Many believe that the purpose of report writing is to better manage irregularities and promote competitiveness among schools. The reason many advanced was because it is first of all expensive, time consuming and never taken into consideration by the hierarchies. If this mentality could change, we could begin to do well.

### **Recommendation**

#### **1) To the government.**

##### **i) Solving the problems of teachers' shortage in schools.**

Quality education cannot be achieved effectively and implemented in our schools when teachers are not there. We can hardly be talking about it when in a school there are just 2 or 3 trained teachers that needs at least 6 teachers. Quality education cannot be spoken when the quality of the teachers is doubtful. Quality teaching and learning is possible when quality teachers are in the schools. This can be achieved through volunteering and recruitments.

Volunteering here means that teachers could be recruited through volunteering immediately they graduate from school. The recruitment could be done at the sub divisional level and put at the disposal of the Division and paid by the council. The volunteering teacher could be kept on a stable salary of about 40,000 frs-50,000frs/ per month through the budget of the council. Each subdivision recruits a particular number of teachers according to their needs and budget made available (this could be achieved progressively). This gradually could handle the shortage of teachers in the country and ameliorate the condition of teachers and quality of education in our schools and promote effective pedagogic supervision in schools.

The solution to shortage of teachers solves multiple problems like the problem of bilingualism, unemployment, the fight against HIV/AIDS and poverty and ameliorating the condition of the economy of the country. The difficulty of handling bilingualism is as a result of the absence of teachers in the field. If all teachers are trained and allowed to teach, the situation will be different and the issue of multiculturalism could become easy to handle.

These teachers when recruited become employed. This is reducing the rate of unemployment and ameliorating living condition in the country and increasing our economy as many people could be useful to the nation and our local government. The children who are well educated are also well informed and therefore the rate of disease control becomes easy.

Recruitments of teachers cannot be over emphasized. Whether direct or indirect recruitment plays an important role in ameliorating teaching/learning process.

Just like someone commended, we cannot talk about quality education without talking about the quality of the structures in the schools. In this I can suggest that some schools could be close down to give room for maximum infrastructural development. This must be handle first if we desire quality education(Merging of schools that are too close to each other say -10 km)

## **ii) -Solving the problem of infrastructure**

Cameroon schools have problems of infrastructural development. Many schools created have barely one or two classrooms constructed and a few benches made available by the states (TISDA-CAMEROON 2011; CAMEROON 2012). This situation is alarming in the rural areas where the greater parts of the population are found or live and carry out Agriculture. The urban areas are not so. In some rural areas the schools operate under trees or market sheds and children use anthills as seats and their lapses writing instrument. The poor infrastructural

development has contributed to poor quality of education in the rural areas and some semi-urban areas.

1) Infrastructural Development: To achieve infrastructural development there is need for the government to embark on building, construction of schools especially those in the rural area. To achieve and build many schools:

(i) Some could be closed down. It is realized that during hot political contest some schools where just opened to attract votes. Some of those schools are too close to main schools without building and chikiren. If those schools can be closed down, they could give room for more schools to be constructed.

The distribution of books: The government should continue with the distribution of books especially in rural areas. This will raise the spirit of reading and make children to like schooling/book.

3) Increase wages: There is great need for the government to increase wages of teachers through the application and putting into use the teachers' status. More so, primary school teachers should be given a lot of consideration as they are the moulders of the society. This will encourage them.

4) Valorizing teachers: There is need for teachers to be given the opportunity to be re-educated. It is not good that teachers teach for long without going back for refresher courses. Refresher courses will make them more competent than ever before. This is another way of improving teachers' conditions. Opening of educational faculties in our state universities.

5) -School self-evaluation should be encouraged and put in place including capacity building for school leaders and teachers; learning from other countries that have regularly engaged in internal monitoring and developing tools where appropriate.

6) The role of school inspectorates should be to facilitate improvement through follow-up with schools in identified needs and through disseminating good practices.

7) If we must uphold external supervision, then it is good to appoint Pedagogic Animators and Divisional Pedagogic Advisers according to the size of the Sub Division and Divisions. Big subdivisions like Nwa should have 4 Pedagogic Animators and could have 2 as desired.

### **To the inspectors:**

Inspectors need to study hard and be up to date.

It is easy to day to study and advance in education it is good that their Job prescription march their education. There is need to go to school and get informed about supervision. This is very necessary.

- There is need for inspectors to learn how to cooperate with teachers. Supervision should not be taken as a moment of revenge.

- The attitude they portray will either make or make the teachers and the others. Inspectors are called up on to collaborate with the Head teachers.

Head teachers must be considered as

part of the team of inspectors. Inspectors must work hand in glove with the head teachers. This will help their work of supervision.

To head teachers:

-- Supervision is successful when head teachers collaborate/Cooperate with the inspectors. We have seen places where head teachers do not cooperate and this has made the work very difficult.

- There is need for head teachers to do their work of supervision. It is when they are active that the task of supervision becomes very easy and rewarding.

To teachers:

- Teachers are key factors in pedagogic supervision. This is true because without teachers there will be no pedagogic supervision. They are the core and central pivot. So then teachers need to do the following:

(j) Take their work serious and ensure that they facilitate the task and by accomplishing their task and doing what is right to promote quality. There is no quality without the quality of the teachers and also ensure to teach with well prepared lessons.

(ii) Teachers need to cooperate with the inspectors during pedagogic supervision. They need to be opened to correction and criticism during pedagogic supervision. This will help them to grow.

(iii) They need to advance to school. This is possible today through distant learning and lifelong learning. There is need that we have in the primary school teachers who are bachelor and Master's Degree holders and why not Ph.D. This will make our educational system good and achieving the goals and objectives.

### **Recommendation for further reading**

1) This study is based only in Nwa, further studies are suggested in other subdivisions, in Donga Mantung Division or in the North West Region of Cameroon.

2) This study concerns Pedagogic Supervision strategies and quality education; the next could be on pedagogic supervision and pupils' performance in school.

3) Another study could also be on the obstacles to pedagogic supervision as perceived by the stakeholders.

### **GENERAL CONCLUSION**

This study was aimed at investigating the impact of effective pedagogic supervision strategies and quality education in Public Primary schools in Nwa subdivision, Donga Mantung, North West Region-Cameroon. The study operated on five objectives emitted to guide its activities; one, to determine the degree at which regular school visit affects quality education in some selected public primary schools in Nwa subdivision; two, to investigate the extent to which effective follow-up influences quality education; three, to investigate the extent to which staff professional development during Pedagogic Supervision influences quality education; to explore how effective communication during pedagogic supervision affects quality education in public primary schools in Nwa subdivision, and finally to insinuate on how perception of quality by stakeholders could enhance quality education in Nwa subdivision. The study was influenced by the poor performances of the pupils during class and official exams. The underperformance and inability to read has been the driving force behind this research.

The research made use of the descriptive design and a multiple method of collecting data which were questionnaire, interview Guide, Focus Group Discussion. 75 participants took part

in the whole research. This is composed of 50 teachers, 22 Head teachers, One PA and 2DPAs as respondents. The research used Purposive sampling as means of selecting its respondents.

The research findings indicated that pedagogic supervision effectively takes place but the three times prescribe by the ministry is not respected. The three times prescribed could bring great and noticeable improvement in the schools. If this is respected and the purpose of Pedagogic Supervision applied, the quality of education in public schools would be formidable. But this is not the case. The Supervisors move to schools only to fulfil duty and with this idea one wonders aloud whether something good will come out from such adventure. It was also noticed that classroom observation during teaching and learning process was not taken as a priority but sometimes neglected. It was also noticed that follow-up and staff professional development was not taken seriously and sometimes neglected to chance and luck. Sometimes during Staff professional development, it is moment to criticize and blaming galore and the main thing to do is not done but neglected.

We noticed with great dismay the issue of infrastructural development which had a negative effect on supervision. This plays an important role in the quality of education. The number of teachers and classrooms influence pedagogic supervision adversely. From the interview and Focus Group discussion conducted, the absence of infrastructure and shortage of teachers make Pedagogic supervision a big problem. This is so because, in a class 6 school of just 3 teachers, how would one expect things to be effective. And also in a class six school of only 2 or 3 classrooms, how would one expect effective lessons be presented in the classes? This is the problem this subdivision is going through. The schools are so many. Some have a few pupils, like 35, 32, and even 25 pupils; meanwhile, there are schools with 400-500 pupils with just 2 teachers.

From the problems noticed, we presented some recommendations with hope that it could be for all schools in Cameroon. One, the government could actually give priority to construction of classrooms if we intent to consolidate quality education in Cameroon; two, teachers could be recruited through volunteering immediately they leave school to give time for more practices and could then be integrated as time goes on. This will cause the teachers to be occupied and more engaged. This will bring some serenity during recruitment of teachers in to the Public Service.

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# **APPENDICES**

## Appendices 01: Questionnaire

RÉPUBLIQUE DU CAMEROUN  
PAIX-TRAVAIL-PATRIE  
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L'ÉDUCATION  
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DÉPARTEMENT DE CURRICULAR  
ET EVALUATION/ MED  
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REPUBLIC OF CAMEROON  
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THE UNIVERSITY OF YAOUNDE I  
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\*\*\*\*\*  
DEPARTMENT OF CURRICULUM  
AND EVALUATION /MED  
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SPECIALITE: INSPECTION AND SCHOOL LIFE

### Head teachers' & Teachers' questionnaire

Good morning/afternoon,

Dear respondent, I am a Master student in the above-mentioned institution to carry out a research work on the process of Pedagogic Supervision in our schools. The main aim is to assist teachers, head teachers and inspectors to do their job well in this 21st Century. This needs your ultimate participation to see that this dream is realized. You are called upon to answer these questionnaires.

This questionnaire is out to study EFFECTIVE PEDAGOGIC SUPERVISION STRATEGIES AND QUALITY EDUCATION IN some selected PUBLIC PRIMARY SCHOOLS IN NWA SUBDIVISION, DONGA MANTUNG, NORTH WEST REGION - CAMEROON. I want to guarantee you that all the information furnished will be confidential and used only for the purpose of this research. Therefore, you may write your name if you wish. You have to answer the questionnaire so that we could give good proposals or recommendations to our educational stakeholders. You are therefore required to put a cross (X) in the box (es) against the statement that best expresses your opinion or view.

Key: Strongly Agreed (SA), Agreed (A), Uncertain (Un), Disagreed (D), and Strongly Disagreed (SD).

**SECTION A: Informant demographic information(PERSONAL DATA)**

- 1) Your Name (optional).....
- 2) Name of school. (Optional).....
- 3) Gender: i) Male ; ii) Female
- 4) Age Range;(1) 20- 30  31-40  41-50  51+
- 5) What is your position in the school.....?i) Head teacher-  ; ii) classroom teacher -  ; iii) Support Staff(Council and PTA Teachers) -
- 6) Work experience as head/ teacher: I)5-10 yrs.  ii) 11-15 yrs.  (iii) 16-20 yrs.  ; (iv) 21-25 yrs.  ; (v) 26 +
- 7) - Your school is situated in---area i) Urban= ; ii) Semi-urban= ;  
iii) Rural=
- 8) - Educational background and your highest qualification.  
CAPIEMP+ (1) FSLC =  ; (2) CE O/L =  ; (3) CE A/L =   
(4) HND =  ; or Diploma =  (5) B.Ed  (6) M.
- 9) Work experience on current post or present school.  
1 -5 yrs.; 6- 10 y  ; 11-15  16yrs +

**A) Regularity of school visit significantly influences quality education in public primary school in Nwa**

N°	ITEMS	SA	A	N	D	SD
10	Pedagogic Supervision takes place in our schools thrice yearly.					
11	Pedagogic Supervision is supportive and serve to implement changes in schools					
12	Pedagogic Supervision is avenue for Inspectors and teachers to learn and improve on each other.					

**B) Effective follow-up of post-inspection resolution significantly influences quality education in publics primary schools in Nwa**

C)

N°	ITEMS	SA	A	N	D	SD
13	During follow-up of post-inspection resolution inspectors do carry out objective school evaluation to ameliorate the situation in schools					
14	During follow-up inspectors ensure that recommendations made are put into practice.					
15	During follow-up inspectors ensures that concept are mastered and teachers are improved upon					

**D) Staff- professional Development strategies pedagogies Supervision Significantly affects that quality of education in public primary school in Nwa.**

N°	ITEMS	SA	A	N	D	SD

16	During pedagogic supervision, school supervision hold pre-and post-observation meeting with teachers.					
17	In planning for staff professional development meeting, school supervisors work with head teachers to plan the staff professional development meeting					
18	The staff professional development meeting at the end of pedagogic supervision exercise enhance teaching/learning process.					

**E) Effective Communication strategies during/ after pedagogic supervision significantly affects quality education in public primary school in Nwa**

N°	ITEMS	SA	A	N	D	SD
19	Pedagogic Supervision information is communicated via circulars telephone calls, sms etc...					
20	Inspectors send back report for school supervision to help us improve					
21	During pedagogic supervision inspectors encourage and motivate teachers.					

**F) The perception of school stake holders on quality education significantly influences quality education in public primary schools in Nwa**

N°	ITEMS	YES	NO
22	Teachers do teach with lessons effectively prepared.		

23	Head teachers and teachers regularly carry out evaluation to measure temperature of effectiveness in teaching learning process		
24	Head teachers do regular inspection of teachers in their classes during lessons.		



## Appendice 02: Focused Group Discussion (FGD) Guide

**RÉPUBLIQUE DU CAMEROUN**  
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**DÉPARTEMENT DE MANAGEMENT  
DE L'ÉDUCATION**  
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**REPUBLIC OF CAMEROON**  
*PEACE-WORK-FATHERLAND*  
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**THE UNIVERSITY OF YAOUNDE I**  
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**FACULTY OF EDUCATION**  
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**DEPARTMENT OF EDUCATIONAL  
MANAGEMENT**  
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Focused Group Discussion with DPA at the DDBE

(Jood moming/afiemoon,

Sirs/Madams, our discussion will focus on **EFFECTIVE PEDAGOGIC SUPERVISION STRATEGIES AND QUALITY EDUCATION IN PUBLIC PRIMARY SCHOOLS**: the case of Nwa, North West -Cameroon. We have less than an honm for this discussion session. It's my wish that you concentrate and give in your best for the progress of this research work. It is worthy of note that this project and especially the recommendations that would be made can be read by those who may have to influence education in one way or the other and change your working conditions. Let us talk orderly so we can benefit from your rich experiences. Your responses will be captured with tape recorder and you pople should be rest assured that there is no risk of privacy. Confidentiality or conflict of interest relating thereto. Thanks for understanding. Let us start:

- Please, can you say what you are doing?
- In your opinion, what is Pedagogic Supervision?
- What are the purposes of Pedagogic Supervision in our schools?
- Does school or pedagogic supervision fulfil it purposes in schools especially in public schools if compared with private schools?
- Do you hold pre-inspection meeting to orientate your supervisee? If no, why?
- Does School Inspection have any value in facilitating improvements in teaching and learning for teachers and quality of education in public schools?

-How do you carry ont post-inspection staff development programme?

- What should be done so that School Supervision (Pedagogic Supervision) can have greater impact on the improvement of quality education in public schools?

Thank you for your collaboration.

### Appendices03: Interview guide I

RÉPUBLIQUE DU CAMEROUN  
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DE L'ÉDUCATION  
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MANAGEMENT  
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Interview guide for hie IBE

Good moming/afternoon, Sir.

This interview will focus on EFFECTIVE PEDAGOGICAL SUPERVISION STRATEGIES AND QUALITY EDUCATION IN PUBLIC PRIMARY SCHOOLS: the case of Nwa, North West Region-Cameroon. We have less than an hour for this interview. It's my wish that we concentrate for the progress of this research work. It is worthy to note that those who may have to influence education in one way or the other and change your working conditions can read this project and especially the recommendations that would be made. Let us talk orderly so we can benefit from your rich experiences. Your responses will be captured with tape recorded and you should be rest assured that there is no risk of privacy, confidentiality or conflict of interest relating thereto. Thanks for understanding Sir. Let us start:

Section A: Informant's demographic information

- 1)-Sex: .....
- 2)-Educational level: .....
- 3)-Age: .....
- 4)- Work experience:.....

Section B: Questions on Pedagogic supervision and the improvement of quality in education

- How long have you been here as IBE?
- How many staff do you have? Male Female Total
- Who comes out Pedagogic Supervision in the schools?
- .How many of them are there?
- How many schools do you have?

- Are the number of Inspectors sufficient?
  - Do they make report?
  - j) - If yes, what is your opinion on the school supervision Report? ii) - if no, why?
  - Do you think school inspection report can make you effective and efficient in your work performance?
  - j) - If yes, can you please give some reasons?
  - ii)-If no why?
  - What kind of support do you provide to Inspectors?
  - Do they carry out effective follow-up on recommendations made? If no, why?
  - Are schools evaluated and monitored? j)- How are they monitored?
  - ii)-What do your inspectors used to monitor?
  - What are the general results of these Pedagogic Supervisions?
  - What are the major areas inspections focuses on?
  - Of these areas is anything done to ameliorate the demands of the inspection?
  - i)- If yes how? ii)- If no why?.
  - Do the pedagogic supervision recommendations influenced academic performances in the schools?
  - j)- If yes, how?
  - ii)- If no, can you please give some reasons?
  - What are some difficulties they face and how do you handie them?
  - Do you also carry out supervisions? j)- If yes, how many times in a year?
  - ii)- If no, why?
  - Do they carry out follow-up on recommendations made?
  - What do you think could be done to make Pedagogic Supervision more credible? Thank you very much for responding to these questions. Good day, sir.
- Thank you for your collaboration.

## Appendices 04: Interview guide II

RÉPUBLIQUE DU CAMEROUN  
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REPUBLIC OF CAMEROON  
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DEPARTMENT OF EDUCATIONAL  
MANAGEMENT  
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### Interview Guide for Pat SDIBE

Sir/Madam, this interview will focus on EFFECTIVE PEDAGOGIC SUPERVISION STRATEGIES AND QUALITY EDUCATION IN PUBLIC PRIMARY SCHOOLS: The case of Nwa, North West Region-Cameroon. We have less than an hour for this interview. It's my wish that we concentrate for the progress of this research work. It is worthy to note that this project and especially the recommendations that would be made can be read by those who may have to influence education in one way or the other and change your working conditions. Let us talk orderly so we can benefit from your rich experiences. Your responses will be captured with tape recorded and you should be rest assured that there is no risk of privacy, confidentiality or conflict of interest relating thereto. Thanks for understanding. Let us start:

#### Section A: Informant's demographic information (Personal Data)

- 1) What is your name?
- 2) Gender: Male/Female
- 3) Your Educational level
- 4) Your age ranges.
- 5) Work experience.

#### Section B: Questions on Pedagogic supervision and the improvement of quality in education

- How long have you been serving as P.A?
- How many of you carry out supervision?

- How many schools do you visit in one year?
- How is supervision done?
- Do you make report to your hierarchies? If No how do you communicate your findings after inspecting a school?
- In your words what is Pedagogic Supervision?
- How often do you carry out Pedagogic Supervision in schools?
- What are the recommended times to carry out school supervision?
- Do you inform schools on the exercise of Pedagogic Supervision?
- I) - If yes, how long do you communicate the schools before you visit them?
- ii) - is the spacing enough?
- iii) - Do you sometimes plan to get teachers who are not prepared?
- Are teachers comfortable when they hear of school inspections? If no, why?
- Some teachers say inspectors often come only to find-faults, shout and accuse teachers. What do you say on this?
- Do you monitor and evaluate progress made by each school after pedagogic supervision?
- What do you use to monitor and evaluate schools?
- Do school authorities master what you intend doing?
- Do you hold pre-supervision meetings to keep them inform or abreast? If yes, how long before the exercise?
- Do you have grading parameters or Rating Scale for the schools?
- Do you carry out classroom observation during pedagogic supervision? If NO, why?
- Do you often agree with teachers on how the classroom observation will take place?
- Do you work with the head teachers?
- After the classroom observation do you plan for staff development program with the teachers?
- How do you carry out your staff development programme?
- What are some difficulties you encounter in this domain?
- Do teachers complain on your communication style, whether harsh or good?
- How do you give recommendations to the schools?
- Do they understand and follow your recommendations during /after supervision?
- Do you write Report on your activities and recommendations to schools? If yes, do you send them to schools? If no, why?

- Do you often go for follow-up in schools? If no, why?
- Do your hierarchies respect your Report and act on your recommendations? If no, Why?
- From your view of things, can pedagogic supervision help to improve the quality of education in Public schools? If No, why?

If Yes:

j)- How can this be possible?

ii)- How should school supervision processes be improved upon? iii)- How do you think pedagogic supervision should be managed?

What could be done to make pedagogic supervision credible?

Do you have something you think you forgot to say before we round up?

Thank you for your collaboration.