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**PRINCIPALS SUPERVISION SKILLS AND ITS EFFECTS ON TEACHERS'
EFFECTIVENESS IN SELECTED SECONDARY SCHOOLS IN YAOUNDE I
SUB-DIVISION**

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of a Master's Degree in Education*

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DEDICATION

*To my parents ZOFOA John KOCHO and YEH
Catherine NYAIKONG, of blessed memory*

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LIST OF ABBREVIATIONS, SIGNS AND SYMBOLS

- PCF:** Principal's Coaching Functions
- PCVF:** Principals Classroom Visit Functions
- PPTAF:** Principal's Provision of Teaching Aids Function
- PCnF:** Principal's Communication Function
- PAF:** Principals Appraisal Function
- VIF:** Variance Inflation Factor
- MINESEC:** Ministry of Secondary Education
- OFSTED:**
- MINEDUC:** Ministry of National Education

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ABSTRACT

The purpose of this study is to examine the supervisory skills of school principals and their effects on the effectiveness of teachers in public secondary schools in Yaounde I Sub-Division. It starts from the observation that some teachers are more effective at school than others. Questioning some teachers on the question of their effectiveness, some linked the effectiveness of teachers to the style of school management, while others linked it to the dedication of teachers in the work. Thus, this study wanted to identify the effects of the supervision of the director on the effectiveness of the teacher. The postulate that guided this study stated that "The supervisory skills of the principal have an effect on the effectiveness of the teacher". Using a questionnaire, a survey was conducted among some teachers in some public secondary schools in Yaounde I Sub-Division. Analysis of data collected in the field reveals that the supervisory skills of the principal have an effect on the effectiveness of the teacher. This made it possible to make some suggestions that can contribute to improving the effectiveness of teachers in the near future.

Keywords: Skills - Principals supervision - Teachers effectiveness

RESUME

Le but de cette étude est d'examiner les compétences de supervision des directeurs d'école et leurs effets sur l'efficacité des enseignants des établissements d'enseignements secondaires publics dans l'Arrondissement de Yaoundé I. Elle part du constat selon lequel certains enseignants sont très efficaces à l'école que d'autres. Interrogeant ainsi certains enseignants sur la question de leur efficacité, certains lient l'efficacité des enseignants au style de direction de l'école, alors que d'autres la lient au dévouement des enseignants dans le travail. Ainsi, cette étude a voulu relever les effets de la supervision du directeur sur l'efficacité de l'enseignant. Le postulat qui a guidé cette étude stipulait que « les compétences de supervision du directeur ont un effet sur l'efficacité de l'enseignant ». A l'aide d'un questionnaire, une enquête a été menée auprès de quelques enseignants dans certains établissements d'enseignement secondaire publics de l'Arrondissement de Yaoundé I. L'analyse des données collectées sur le terrain révèle que les compétences de supervision du directeur ont un effet sur l'efficacité de l'enseignant. Ce qui a permis de faire quelques suggestions pouvant contribuer à l'amélioration l'efficacité des enseignants dans un futur proche.

Mots clés : Compétences - Supervision des directeurs - Efficacité des enseignants

GENERAL INTRODUCTION

0. 1. Background of the Study

A simple way of appreciating education is that it is a tool or a necessary weapon for every human being to acquire for the purpose of navigating this complex world without which the individual may get lost in it or live in darkness without being blind (Aguba, 2009) Education is one of the biggest instruments for academic progress, social mobilization, political survival and effective national development of any country and constitutes the single largest enterprise in the country like Cameroon. In Cameroon, secondary education is the education children receive after primary education and before the tertiary stage within mostly the age range of 12 to 18 years and even more. The broad goals are to prepare the individual for useful living within the society and higher education under the context of the 5-2 system of education. To be able to effectively provide education, there is need to ensure that the educational system is reliable. Reliability in terms of educational system can only be enhanced through supervision (Peretomode, 2004).

According to Nwankwo (1984) as cited by Peretomode (2004) supervision can be divided into two categories. These are; instructional and personnel supervision. Instructional supervision has been defined as a set of activities which are carried out with the purpose of making the teaching and learning purpose better for the learner. Personnel supervision on the other hand deals with the set of activities which are carried out by the supervisor with the basic aim of sensitizing, mobilizing and motivating staff in the school towards performing their duties optimally in terms of the achievement of the stated aims and objectives of the educational system. Instructional supervision is that phase of school administration which focuses primarily upon the achievement of the appropriate expectations of educational system, (Eye, Netzer and Krey, 19710).

Aderounmu and Ehiamentalor (1985) and Wiles (1975) respectively, cited in Peretomode (2004:192) sees it as those activities which are designed to improve instruction at all levels of the school enterprise and as behaviour officially designed by the organization that directly affects teacher behaviour in such a way to facilitate pupil learning and achieve the goals of the organization. Instructional supervision is basically concerned with supporting and assisting teachers to improve instructions through changing their behaviour. The instructional supervisor does much than inspect. Instructional supervision is a service activity that exists to help teachers do their job better. An instructional supervisor may not be an official sent from the Ministry or Board of Education. Hoy and Forsyth (1986:3) and Ukeje (1992) respectively,

according to Akinwumiju and Agabi (2008:69) sees instructional supervision as a collaborative effort involving a set of activities designed to improve the teaching and learning process. The purpose of supervision is not to find fault or to punish, but rather to work cooperatively with the teacher. Supervision as the element of the administrative process is concerned with efforts to guide the day to-day activities of the work group by stimulating, directing and coordinating the workers and their efforts, cultivating good working personal relationships so that they all work towards a more efficient achievement of the task goal.

The concept of supervision can be traced back to the origin of public education, a period when young states used it to establish a common culture and language (De Grauwe, 2007). During this time, supervision gradually emerged as a practice that is distinct in connection with professional, cultural, academic and institutional dynamics which have for a long time generated the schooling agenda. Much of school supervision history describes as a series of unrelated and disjointed events (Glanz, 1994). The concept of supervision was originally introduced in order to improve the teaching and learning situation through professional growth and development of the teachers and educators (Glanz, 1994). However, some authors believed that the history of supervision as a formal activity exercised by educational administrators within a system of schools did not begin until the formation of the common school in the late 1830s. During the first half of the nineteenth century, population growth in the major cities of the United States necessitated the formation of city school systems. While superintendents initially inspected schools to see that teachers were following the prescribed curriculum and that students were able to recite their lessons, the multiplication of schools soon made this an impossible task for superintendents and the job was delegated to the school principal. In the early decades of the twentieth century, the movement toward scientific management in both industrial and public administration had an influence on schools. At much the same time, child-centered and experience-based curriculum theories of European educators such as Friedrich Froebel, Johann Pestalozzi, and Johann Herbart, as well as the prominent American philosopher John Dewey, were also affecting the schools. Thus, school supervisors often found themselves caught between the demand to evaluate teachers scientifically and the simultaneous need to transform teaching from a mechanistic repetition of teaching protocols to a diverse repertory of instructional responses to students' natural curiosity and diverse levels of readiness. This tension between supervision as a uniform, scientific approach to teaching and supervision as a flexible, dialogic process between teacher and supervisor involving the shared professional discretion of both was to continue throughout the century.

In the second half of the century the field of supervision became closely identified with various forms of clinical supervision. Initially developed by Harvard professors Morris Cogan and Robert Anderson and their graduate students, many of whom subsequently became professors of supervision in other universities, clinical supervision blended elements of "objective" and "scientific" classroom observation with aspects of collegial coaching, rational planning, and a flexible, inquiry-based concern with student learning. In 1969 Robert Gold hammer proposed the following five-stage process in clinical supervision:

(1) a pre-observation conference between supervisor and teacher concerning elements of the lesson to be observed;

(2) classroom observation

(3) a supervisor's analysis of notes from the observation, and planning for the post observation conference

(4) a post-observation conference between supervisor and teacher and

(5) a supervisor's analysis of the post-observation conference. For many practitioners, these stages were reduced to three: the pre-observation conference, the observation, and the post-observation conference. Cogan insisted on a collegial relationship focused on the teacher's interest in improving student learning, and on a nonjudgmental observation and inquiry process.

This study is based on the realities of the developing country (Cameroon) and the secondary education in the center region. It depicts the present day realities where in the policies wish for a convenient, qualitative and inclusive education for the citizens yet the realities at the implementing ground are probably not adapted to enable learners acquire the required knowledge. Secondary education in Cameroon is the mid-level of education that features between the primary and higher institution. The secondary education respects the dual historical origin of education in Cameroon.

In Cameroon, the majority of school principals are appointed due to political affiliation, however, some basic considerations are made such as longevity in service, discipline and recommendations from your superior. The principals have the role to manage the institution in all its realities in line with the dictate of the states. Apart from their office duties, they also play

the supervisory role in school, coordinating all activities and taking final decisions. They sometime delegate their close collaborators like vice principals to handle some responsibilities. However, it seems principals sometimes get too busy to perform their supervisory duties as most teachers never get supervised in secondary schools.

This work consists of five chapters. Chapters one was made up of the background to the study the problem of the study, objectives, research questions, hypothesis the purpose of the study, scope of the study and its significance. Chapter two deals with definition of concepts, principals of pedagogy, reasons for school inspection, activities of inspection, inspection, procedures, factors militant against school inspections, the concept of teaching, the concept of effectiveness secondary school, the Organigram of the secondary school. The review of related literature, on principals-supervision skills-and teacher's effectiveness, the theoretical framework and the conclusion. Chapter three consists of procedures and methods used in carrying out the study and it explains the technique used for presentation and analysis of data. It discusses the following: research design, area of the study, population of the study, sample size and sampling techniques, choice of method and instrument use for date collection, validation of the instrument, and pilot, method for analyzing data and variables of the study. Chapter four deals exclusively with presentation and analysis of the data collected by means of the questionnaire, interview and observation guide. Finally, chapter five presents the discussion of findings which was done under the pre-established four hypotheses, the literature review, theories, and results gotten from the questionnaire, interview and observation guide. We also have summary of the findings, conclusion, recommendations, limitations and finally suggestions. We are going to do an analysis of principal's supervision skills as an indicator for teacher's effectiveness in G.S.S Mbalgong, G.S.S Mbankomo, and G.S.S. Mbigela.

0. 2. Statement of the Problem

Principal's supervision skills are central to the successful implementation of any educational system. The place of supervision in the teaching and learning process cannot be over emphasized, principals for instance, ought to track school processes, talk to staff, students and others in the schools, inspect teachers and programs etc. where such tasks are inadequately done, a smooth teaching and learning process is hampered. Secondary school principals are expected to investigate, judge, innovate and check if all is in order according to prescription but is not the case as one will notice that most often, pedagogic inspectors of secondary schools only go to schools to gather statistics on enrolment and evaluate facilities. Cameroons'

educational system, more particularly at the level of secondary education suffers from an acute shortage of teachers in both number and quality. However, observation has shown that there is heavy dependence on unqualified individuals.

Many of the teachers possess subject matter knowledge but lack knowledge of the foundation of education as well as pedagogic content knowledge. This reality reinforces the importance of instructional supervision. If there is heavy dependence on unqualified teachers (Republic of Cameroon 2005), it become logical not only to have structures aimed at strengthening teachers quality but to ensure that they are indeed performing at expected or superior levels (being effective both qualitatively and quantitatively). These structures are usually in different levels which include macro (national level), mezzo (regional delegations) and micro (institutions, schools). At the micro level being the operational level, actors (administration) lack basic skills to carry on internal supervision especially secondary schools because supervision involves testing, evaluating, criticizing and assessing to know how far the objectives of the school have been achieved. Ineffective nature of principal supervision skills in some Government schools in Yaounde I, deprived teachers from in-service development opportunities, especially within the context where in many teachers have not received any professional training prior to assuming teaching responsibilities (MINEDUC 1995). This implies that principals of these schools do not fully carry out supervision activities on teachers like planning, monitoring, coaching, counseling, auditing, evaluating, communicating, and feedback treatment on teachers to ensure their effectiveness.

Principals concentrate more on administrative rather than pedagogic tasks which has less or nothing to do with the description of their posts. This may be also as a result of lapses which give the impression that principals are probably not skilled, trained or were not amongst the best teachers before their appointments as principals. More to that, the appointment of some secondary school principals has become a political tool for political office holders. With this therefore, it is obvious that when principals are not carefully selected and trained, facilities or tools not provided, supervision procedures and various types of inspection not employed; educational goals especially teachers effectiveness which is our area of concerned is hardly achieved.

Also, principals complain of excessive workload of which many of these tasks are not link to supervision. Some complain of many teachers under their control at a time making supervision ineffectiveness. These situations seems to have led to poor outputs or hurts

teachers, students and schools as formal organizations and subsequently affect the outcome of students in and out of the school milieu as compared to public schools. The ineffective nature of principals supervision skills and the non-respect of norms and standards put in place by the ministry of secondary education in some of these lay private secondary schools has brought about wide spread indiscipline in schools, the use of outdated policies and syllabuses by some teachers and poor teaching methods has resulted to poor results when compared to that of some government schools, low integration of graduates in the society and widespread unemployment of students coming from these schools upon graduation. It also makes education stakeholders to be unsatisfied with the poor performance of students in private enterprises and socio cultural integration of learners in the society in which they belong.

The above situation should not be allowed to continue, hence the problem of this study put in question form is «what are the principals supervision skills/ activities for the achievement of teachers effectiveness in some Government Secondary Schools in Yaounde I.

0. 3. Research Questions

0. 3. 1. General Research Question

To what extent do a principal's supervision skills influences teachers' effectiveness in some Government secondary schools in Yaounde I Sub-Division?

0. 3. 2. Specific Research Questions

The study will have the following specific questions:

1. What is the impact of the coaching function of principals on teachers' effectiveness?
2. What is the impact of the appraisal functions of principals on teachers' effectiveness?
3. What is the impact of principals' provision of teaching aids functions on teachers' effectiveness?
4. What is the impact of classroom visitation functions of principals on teachers' effectiveness?

5. What is the impact of the principal's communication functions on teachers' effectiveness?

0. 4. Formulation of Hypothesis

In the case of this work we have two types of hypotheses which are the alternative hypothesis (H_a) and the null hypothesis (H_o). The alternative hypothesis is the hypothesis that the research intends to verify while the null hypothesis is the hypothesis that the researcher intends to establish after carrying out an investigation. Two of them are complimentary. From the objectives elaborated above, the following hypotheses were stated.

H_{a1} : there is a statistical significant relationship between principals coaching and teacher's effectiveness at $p=.0.5$

H_{o2} : there is no statistical significant relationship between principals coaching and teacher's effectiveness at $p=.0.5$

H_{a3} : there is a statistical significant relationship between principal's provision of teaching aids and teacher's effectiveness at $p=.0.5$

H_{o4} : there is no statistical significant relationship between principal's provision of teaching aids and teacher's effectiveness at $p=.0.5$

H_{a5} : there is a significant relationship between principal's appraisal and teacher's effectiveness at $p=.0.5$

H_{o6} : there is no significant relationship between principal's appraisal and teacher's effectiveness at $p=.0.5$

0. 5. Research Objectives

0. 5. 1. General Research Objective

The general objective of this study is to determine the impact of principal's supervision skills on teacher's effectiveness in some Government secondary schools in Yaounde I Sub-Division.

0. 5. 2. Specific Research Objectives

The study has the following specific objectives:

- To assess the impact of the coaching functions of principals on teacher's effectiveness.
- To study the link between the appraisal functions of principals on teacher's effectiveness.
- To investigate the link between the provision of teaching aids functions of principals on teacher's effectiveness
- To examine the link between the classroom's visitation functions of principals on teacher's effectiveness
- To identify the link between the communication functions of the principal on teacher's effectiveness.

0. 6. Significance of the Study

The study will be significant to the secondary school's head teachers and staff. It identifies the challenges encountered by the head teachers in their enforcement of instructional supervision and provides appropriate recommendations of how the challenges could be overcome for improved performance.

Moreover, from this research, school principals will understand their roles and apply it uniformly in the different schools. Thus, reprimanding the usual skirmishes between principals and their subordinates and staff.

This study may reveal to the government, policy makers, officials of the ministry of secondary education (MINESEC), school, parents, and international bodies the exact state of

principal's supervision skills in some Government schools in Yaounde I. This may therefore encourage them to improve upon school monitoring.

The information that would be generated from the study may be significant to international bodies that support education in the country. This may help them to be aware of the proper state of affairs of education and determine whether their funds are properly used and if there is need for more. The research findings may provide useful information to policy makers to have consistent and coherent training policy for secondary school inspectors and make clear criteria for the recruitment of Inspectors. This may be made possible through the inclusion of inspectorial courses in the Higher Teachers Training Colleges that train teachers from where the pool of principals is drawn and also through regular workshops and seminars for the principals.

Furthermore, the findings of this study would be significant to parents since it would improve upon the principal's supervision skills and teacher effectiveness. This is because teacher effectiveness can go a long way in creating an enabling atmosphere for parents who will be able to know the state of performance of their children's school and be able to determine the choice of school for their children.

The study will be significant to other researchers who are interested in carrying out studies in related areas. It would provide literature for scholars who are interested in general knowledge about the instructional supervision practices in public day secondary schools in Cameroon. To the researchers, the study would provide a benchmark for literature to conduct other studies that would be suggested for further research.

0. 7. Scope of the Study

This study is delimited to some Government secondary schools in Yaounde I. The content scope is focused on principal's supervision skills as an indicator for teacher's effectiveness in some Government secondary schools in Yaounde I. There are many principals supervision skills put in place to enhance teachers effectiveness. But we have decided to concentrate on five which are: coaching, counseling, directing, classroom visits and communication in three (3) schools in Yaounde I. These schools aim at qualitatively educating young Cameroonians and preparing them for the job market so we are going to look at the effect of principal's supervision skills in these schools.

0. 8. Operational Definition of Key concepts

Supervision: Supervision is a process of facilitating the professional growth of a teacher, primarily by giving the teacher feedback about classroom interactions and helping the teacher make use of the feedback in order to make teaching more effective. Furthermore, it is broadly the professional guidance and support provided by the educational managers, who are expected to offer the teacher assistance that will enhance and improve teacher motivation and classroom instructions.

Effectiveness: According to Hornby (2000) effectiveness is the ability or capability of the individual to produce desirable results. The business dictionary defines effectiveness as the degree to which objective are achieve and the extent to which targeted problems are solved. Effectiveness is determined without reference to costs, it means «doing the right thing». The measurement of effectiveness is done by the extent to which targets are being met, and detecting the factors that hinder or facilitate their realization.

Principal: A high school leader entrusted with the responsibility of heading the School with the intention of achieving the goals and objectives set.

Secondary Schools: Secondary schools in Kenya start right after primary education.

Supervisory role: deals with monitoring teachers in relation to instructional related duties such as classroom visitation to observe on teacher lessons delivery, provision of teaching and learning resources, checking of teachers' professional records like lesson plans, working schemes records of work, preparation of lesson notes and providing assistance and support to teachers to do their work effectively.

**CHAPTER I:
REVIEW OF RELATED LITTERATURE**

This chapter reviews the works and opinions expressed by some authors and researchers as they relate to this study. Literature related to this study was reviewed under the following subheadings; conceptual Framework, Theoretical Framework, empirical studies and summary of literature reviewed.

1. 1. Literature related

1. 1. 1. Educational supervision

According to Sullivan and Glanz (2013), in the early 18th century, educational supervision was regarded as a process in which supervisors visited schools to collect information of the teaching practice in schools. Their method of supervision focused on a rigorous control and surveillance of school facilities and also inspected the classrooms looking for mistakes. During the second half of the 19th century, a more organized educational system referred to as clinical supervision emerged. Clinical supervision was introduced as a possible solution to these traditional approaches to supervision. Clinical supervision had the purpose of improving learning and teaching.

To Teklemarian (2009), clinical supervision involves all the activities that are carried out to help the teachers improve and maintain their classroom teaching effectively. Clinical supervision involves the both the principal and teachers since it aims at solving problems that affect the teaching and learning process. Clinical supervision model consists of five stages, which includes pre-observation conference, observation, analysis and strategy, feedback and post-observation strategy.

Dhinat (2015) stated that the supervisor or the principal obtain information regarding the teachers' objectives, instructional procedures and criteria of evaluation conference. Through observation the principal views the lesson as planned during the pre-observation conference. After the head of school observes the lesson, he/she develops a strategy for helping the teacher. The head of school provides feedback and a basis for the improvement of future

teaching. During the post conference analysis the principal assesses the conference in reference to his/her schools own intention, supervisory criteria and the value of the conference to the teacher. The supervisor's duty is to assist the teachers choose objectives to be upgraded and matter involved during teaching to be rational and comprehend well his or her training.

The clinical supervision approach promotes team work among the teaching staff and the supervisor since they are all committed to achieve a common goal which is to enhance the skills of teaching. This is mainly done through a reflective process using objective information from classroom observation and taking as a starting the supervised teacher's own concerns and expectations. In clinical supervision according to Waite (2015), the teacher is viewed as a professional who is always seeking greater expertise focusing more on strengths and needs. Clinical supervision does not lay emphasis in collecting information about the quality of performance to stay in a basic phase of rewards or punishment as is the case with regular supervision.

The main purpose of clinical supervision is to attain consistent teachers with relevant techniques which form a basis for decision making and good performance during teaching practice. In clinical supervision the principal encourage the supervised to identify their areas of weakness and to creatively think of effective ways to transform the weaknesses into strengths. The principal as a supervisor has a major role to play for successful management of their schools. However, to ensure effective learning of their institutions, the principals need to have some qualities to handle well his/her responsibility in teacher supervision. These include; conceptual, technical and human skills.

1. 1. 2. Conceptual skills

According to Lunenberg (2010) involve the ability to acquire, analyze and interpret information in a logical manner. Through ideas that form an organization and its vision for the future, supervisors with conceptual skills are good at thinking, expressing these ideas in verbal

or written form and understanding the principles underlying the effectiveness of their organization (Werang, 2014). Supervisors should enhance their supervisory effectiveness by acquiring newer and emerging concepts and techniques in supervision. A supervisor must be able to understand the internal as well as the external environments they operate in. They also need to understand the effects of changes that may affect the teaching and learning process in their schools in one or more of these environments.

A study carried out by Tampan (2016) sought to find out supervisory skills of school administrators from the diocese of Butuan, Mindanao in the Philippines. The results showed that supervisory skills played an important role in creating atmosphere in the school system stimulating to the growth of more admirable qualities among the personnel and teaching staff. A principal has a role to stimulate and inspire the teachers to do creative work and to encourage them to grow professionally.

❖ **Human relation skills**

This refers to the ability of the supervisor to understand teachers and to interact freely with them. In the school setting, supervision by principals will not succeed if he/she has poor human relations. A good supervisor should be approachable, good listener, very patient and should also be a good leader. Studies have shown that people's productivity is higher in a situation where workers are given recognition. A study to examine the problems of linking interpersonal skills with supervisors' practices in general secondary schools of South West Showa zone in Oromia Ethiopia was conducted by Guta (2014). The supervisory skills were used in the school depending on the experience, interest and commitment of teachers about teaching process to improve instruction. The major problems identified by Guta (2014) were lack of experience, higher workload and skill gap of supervisors. For effective supervision of teachers, the principals should be in a position to relate well with their teaching staff and find ways of motivating them in their achievements as concerns the teaching and learning exercises.

❖ **The technical skills**

This consists of understanding and being able to perform effectively the specific process, practices, or techniques required of specific jobs in an organization. Principals need such skills to perform their supervisory role effectively. They need to have educational skills such as required by legislation governing the qualification of teachers. Kimaiga (2012) did an investigation on the effectiveness of head teachers' supervisory skills in primary schools in Kasarani, Nairobi – Kenya. The study found out that many head teachers employ autocratic leadership styles. The study revealed that seminars and workshops attended by head teachers to improve their supervisory skills never changed them. The study reported that school heads who are involved in their private businesses never carry out supervision in their schools. The principals ought to employ leadership styles that allow teachers to share their opinions and feelings concerning the academic affairs in the school in order to achieve effectiveness in supervision. A supervisor who has a positive attitude towards work and the teaching staff helps the teachers to feel satisfied with and interested in their work.

1. 1. 3. Concepts of Teaching

Teaching is the act of guiding learners to unfold their potentials. Several definitions have been put forth the concept of teachings based; on the adverse perspectives from which it is viewed. Le François (1998) looking at teaching as the process defines it as the process of imparting knowledge, skills attitudes and values” (Tambo, 2003). From this definition we can see that teaching can occur in many ways: telling, persuading discussing, showing, demonstrating, guiding, directing etc. Teaching generally involves the use of two kinds of skills. One deals with the process of teaching in the classroom: lesson planning, classroom management, evaluating students, selecting subject matter using specific methods etc. The other, deals with personal social competences to work successfully with students, school authorities and other teachers and parents. The teaching process involves 3 main stages which

are: pre-teaching stage, teaching stage and post teaching stage. Other definition specifies what teaching consists of (normative definition). Here, we can define teaching as «the interaction between the teacher, learner and subject matter».

Others specify on the outcome or results of teaching e.g. «a system of actions interred to induce learning (Smith; 1960 in Tambo; 2009) “by teaching I mean an activity on the part of one person intended to facilitate learning on the part of another” (Gage, 1978 in Tambo 2003 PII) A teacher who is also known as a school teacher or in some context an educator is a person who helps students to acquire knowledge, competence or virtue. Informally, the role of a teacher may be taken on by anyone like in a case when a colleague is showing another colleague how to perform a specific task. An effective teacher which is our focus should have the following qualities and characteristics

- Communicating lesson objectives
- Presentation of material in a systematic way
- Avoiding vagueness
- Variability of media
- Punctual and regular
- Enthusiasm
- High performance orientation
- Task orientation (teacher)
- Student initiated behaviour
- Checking for understanding
- Providing for practice
- Providing for feedback

➤ Transfer of learning

➤ Using a variety of instructional material (teaching /learning aids) and above all praise in some Government Secondary schools in Yaounde I bearing in mind that they depend heavily on untrained teachers; for teachers to be effective all round, there must also be effective supervision skills of principals.

Teaching is a set of events outside the learners which are designed to support internal process of learning. Teaching (instruction) is outside the learner, learning is internal to learners. You cannot motivate others if you are not self-motivated. Motives are not seen, but only behavior is seen, learning is internal, performance is external. Generally, the role of the teacher can be categorized into traditional role (teacher centered) and modern role facilitator (student centered). There has been a change from the traditional role to modern role the present context. The learning increase when the teacher builds on the previous experience of the student. Teaching according to Oriati (2006), is the programmed development of the child in the classroom setting by someone who has undergone the prerequisite training and is ascribed with the full responsibility of managing the classroom in such a way as to enhance the learning process.

Sequeira (2012) observed teaching as asset of events, outside the learners which are designed to support internal process of learning. Teaching is outside the learners. Learning is about a change, the change brought about by developing a new skill. Teaching is the different methods and the systemic means of presenting subject matter and learning experiences. According to Sequeira (2012) it is an accepted fact that teachers are usually not born but made. Caupin (2006) States that competency can be viewed in terms of "ability" "aptitude", capability, competence, effectiveness knowledge and skills etc. as earlier cited above good teachers nature their knowledge and skills through constant and deliberate efforts. One of the pre-requisite to be a good teacher is to understand the teaching learning process in more depth.

This facilitates better appreciation of the teaching profession as well as the process of imparting knowledge.

1. 1. 4. Concepts of Effectiveness

According to Hornby (2000) effectiveness is the ability or capability of the individual to produce desirable results. The business dictionary defines effectiveness as the degree to which objective are achieve and the extent to which targeted problems are solved. Effectiveness is determined without reference to costs, it means «doing the right thing». The measurement of effectiveness is done by the extent to which targets are being met, and detecting the factors that hinder or facilitate their realization. It also involves establishing cause effect relationships about the extent to which a particular policy (or a set of policies) produces the desired outcome. Daniel Bouchamma and Giguere (April 2019) Echoes (Legendre, 2005) look at effectiveness as the skills or ability to act effectively in a job or situation to exercise responsibility.

Effectiveness in teaching can be defined as the ability to produce gains or student achievement scores, taking account of baseline measure of students' prior attainment and other characteristics of students; the teacher effect is identified in relation to students' progress measured by teacher's attainment. Effective teaching can also include teachers behavior (warmth, civility, clarity), teachers knowledge (of subject matter of students), teachers beliefs, and so on. In this light, effective teaching is defined as the ability to improve or student's achievement as show by research. To improve performance in schools effectiveness relative to the standards in inspection framework, schools are expected to increase the effectiveness of their school and teaching conditions. Most inspection frameworks identify effective practices on the school level; some inspection frameworks also identify effective practices on the instructional level but aggregate these to evaluate the school level and conditions related to school organizations and management including educational leadership, a productive climate and culture and achievement-oriented school policy.

These conditions are expected to contribute to and facilitate effective teaching and instruction and as a results lead to higher student achievement. Teaching / instruction conditions include environments and to boast learning (Sheerness 2009). The Dutch inspectorate of education for example includes Indicators stating that «The didactical and pedagogical behavior of teachers meets the basic requirements». OFSTED evaluated indicators concerning «the quality of teaching and the quality of teaching and learning». The indicators in the inspection rubrics are often less detailed when describing teaching practices; professional competences of teachers and subject-specific quality of instruction are generally not part of inspection indicators, although the latter is the focus of a great deal of inspection efforts in the form of what is referred to as subject inspections. Defining teacher's effectiveness is important for two main reasons. First, what is measured is a reflection of what is valued, and as a corollary, what is measured is valued.

According to Richard Elmore, to improve student learning, you do not change the structure. You change the instructional practices of teachers. The schools that seem to do best are those that have a clear idea of what kind of instructional practice they wish to produce, and then design a structure to go with it. It is not rocket science. The better the teacher, the better the student learns. A teachers effectiveness is being assessed on the teachers mastery of the subject, mode of representation, ability of the teacher to stimulate and retain learners interest, class participation, use of teaching aids (where applicable) etc.

School effectiveness in a general sense refers to the performance of the organizational unit called "school". The performance of the school can be expressed as the output of the school, which in turn is measured in terms of the average achievement of the pupils at the end of a period of formal schooling. The question of the teacher effectiveness is interesting because it is well known that teachers differ in performance. An effective school is roughly the same as "good school". On the basis of this notion, a more precise definition of school effectiveness

has been developed in empirical research studies. Different nuances are provided by the different perspective of the various disciplines. Different standoff additional effectiveness research has concentrated on different types of variables to answer this question. Economists have concentrated on resource inputs, such as pre-student expenditure instructional psychologist has investigated classroom management, such as time on task and variables associated with instructional strategies. General education, expert s and educational sociologist have looked at aspects of school organization, such as leadership style. The literary meaning of effectiveness is goal attainment and it is seen as a formal "empty" concept that is indiscriminate with respect to the kinds of measures of school performance that are chosen.

Conclusively, effectiveness can be described as the extent to which the desired level of output is achieved. Cheng (199 3) has offered a further elaboration of the definitions of effectiveness, incorporating the dimension of short-term output versus long-term outcomes. In his term technical effectiveness he referred «school outputs limited to those in school or just after schooling (e.g. Learning behavior, skills obtained attitude change etc.) Whereas social effectiveness are associated with effects on the society level. Or the life-long effects on individuals (e.g. social mobility, earning.

The five points definition of teacher effectiveness consist of the following:

- Effective teachers have high expectations for all students and help students learn, as measured by valor-added or other test-based growth measures, or by cute recue measures.
- Effective teachers contribute to positive academic, attitudinal and social outcomes for students such as regular attendance, online promotion to the next grade, or-time graduator, self- efficacy, and cooperative behaviour.

- Effective teachers use diverse resources to plan and deliver engaging learning opportunities, monitor student progress formatively, adapt instruction and evaluate learning using multiple sources of evidence.
- Effective teachers contribute to the development of classrooms and schools that value diversity and civic-mindedness.
- Effective teachers, administrators, parents, and education professionals to ensure student success, particularly the success of students with special needs and those at high risk for failure (Goo et al, 2008 p.8)

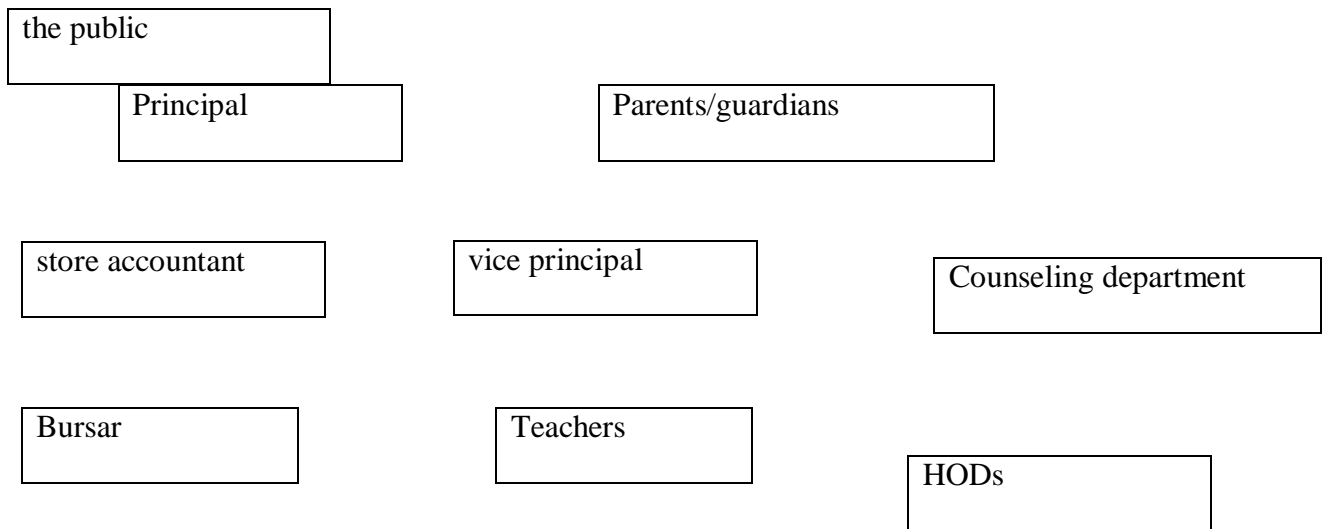
1. 1. 5. Secondary School

According to Hornby (2000) a secondary school is a school for young people between the ages of 11 and 16 or 18. Achankeng (2014) defines a secondary school as a school whereby pupils are admitted after learning primary school and after obtaining the government common entrance examinations and a first school learning certificate. It is made up of seven years. At the end of the 5th year, students obtained the ordinary level certificate. The last two years are referred to as high school. At the end of the high school; students obtained the advanced level certificate. A high school is part of a secondary school but in Cameroon. It is habitual to talk of a secondary school for a school which ends at the ordinary levels and high school for one which offers the complete secondary education program of 7 years or one which simply has lower and upper sixth classes. Secondary education in Cameroon functions under the ministry of secondary education. The school is headed by the principal who is appointed by the ministry of secondary education. He/she is the head of the establishment secondary education can be bilingual, French or English. Is assisted by vice in the French or English establishment the principal is assisted by the vice principals. The vice principal replaces the principal in his absence.

Formal education in Cameroon used to operate under the ministry of national education until the presidential decree n° 2004/320 of 8th December 2004 which separated the ministry into Basic Education, secondary, technical, and higher education. This was followed by decree n° 2005/139 of 25th /04/2005, organizing the ministry of secondary education. This research falls in the domain of secondary education in Cameroon. Secondary education in Cameroon sub-system, the English sub-system runs from one to five where students write the ordinary level. When there is lower sixth and upper sixth, it becomes a high school where students write the advanced level. For the French Sub-system we write the B.E.P.C after four years, then the probatoire after two years and the baccalaureate after one year. Secondary education in Cameroon organized in accordance with educational policy as stipulated by the orientation law number 98/004 of 14th /04/1998 which lays down guidelines for education in Cameroon. The general secondary education provides general education in major discipline. The comprehensive schools provide both general, technical education and vocational education in the same campus.

This research focus on some Government secondary schools in Yaounde I which offers, general education. The educational family comprise of a number of shareholders who in one way or the other influence the functioning of the school. MINEDUC, 1995/96 (as cited by Fonkeng and Tamajong, 2009) pointed out that each secondary school has a central school administration which consist of the following; the principal/head, the vice principals, one or several chiefs of work, one bursar. In addition to the above, there are services attached to the central schools administration namely; the store accountant's office, school, sports medical services, extracurricular activities, an inner (college) council disciplinary council, teaching council, class council guidance and counseling services, drivers, watchmen cleaners, and social workers.

Figure 1: The Organization of Secondary School Family- Organizational Chart



Secondary education is crucial in both personal and national development. Secondary school level is the bridge between the primary and tertiary levels. Secondary education is the education children receive after primary education and before the tertiary stage within the range of 12 to 18 years (FRN, 2004). The broad goal of secondary education is to prepare the individual for useful living in the society and for higher education (FRN, 2004). Specially, the secondary school system is geared towards catering for the differences in talents, opportunities and future roles, to provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development (FRN, 2004). Secondary school should be able to provide quality teaching and learning.

The importance of secondary education cannot be over emphasized since it has both consumer and producer status. This is because it consumes the product of primary schools and produce candidates for tertiary education in the nation. The aim of the present study is to examine and identified principal’s supervision skills for the achievement of teacher’s effectiveness in some government secondary schools in Yaounde I.

1. 2. Theoretical Frameworks

A theory according to Kimbrough and Nunnery (1983: 245) is «a set of relevant, internally consistent postulates about a particular observable phenomenon along with definitions to enable the user to move from the abstract to the real in order to describe, explain, predict and/or advance knowledge». Theories provide administrators the basis for understanding behaviors and events through a systematic view of phenomenon. Inspection is a programmer which needs to be effective, and effectiveness in inspection are concepts which can be linked to all fields of human endeavors that prevent studies to be based on mere judgment derived from experience, guess work or conjecture but on chosen line of action will be guided by experience derived from scientific research. The consequences of such an action will then fall in line with the intended direction as much as possible. This section is concerned with conceptualizing the theoretical context in which the investigation is rooted. The Human Relation Theory is therefore considered most relevant to this study. In addition to Human Relation Theory, two other theories related to the present study were also reviewed. They are the X and Y theories and the Leader –Member Theory. Throwing light on these theories will help us understand how school inspection would positively influence teaching and learning.

1. 2. 1. The Human Relation Theory

The theory of Human Relation emerged in the 1930s by Elton Mayo, who argues that meeting the social needs of the employees will increase their productivity (Sergiovanni & Starratt, 2007). Thus employees should be active members in decision making formula (Sergiovanni & Starratt, 2007). Human Relation Theory, depicts that individuals will be self-directed and more committed to work, if their social needs are met. Furthermore, they can be creative when they are motivated (Druker 1991). Hence workers needs for recognition are more important in determining their productivity (Druker, 1991, Sergiovann & Starratt 2007. Druker

(1991) assumes that leaders can improve on employee's productivity and quality by considering the employees knowledge and experience of the work as the starting point.

In education, teachers are the best placed to know their strengths and weaknesses. Thus, they should be treated as humans rather than as packages of energy. Therefore, school inspectors are expected to support teachers as facilitators and improve their job satisfaction. (Sergiovanni & Starratt, 2007). Sergiovanni & Starratt (2007) illustrate that school inspection policy-making for better education quality needs to involve teachers in the evaluation process and create a feeling that teachers are significant and useful in improving schools.

The effective inspector should arm himself with the theory and practice of human relation, maintaining a low profile in respect of his status and authority. He must realize that his relationships with the schools are essentially human relationships with individuals not with inanimate buildings and materials. His success, therefore, depends as much on his ability to develop good relationships with educational forces in his area as it does on his professional knowledge and experience.

1. 2. 2. Limitations of human relations theory

In viewing human factors as the single most important organizational variable, it committed the mistakes of earlier theories, searching for one best way of managing. The scientific management method had tried to search for one best way of designed jobs, while the administrative theory had searched for the one best way to arrange organizational activities. The human relations theorist also viewed workers as social beings motivated by social rewards, but this was also too simplistic a view of human beings who are complex and motivated by a variety of factors. The also assumed that satisfied workers would be productive and this made firms introduce fringe benefits e.g. Vacations, but this was not always true. Benefits, does not always result in increased productivity. This movement however paved the way the development of behavioral science of the 1960 s and 1970 s.

1. 2. 3. The X and Y theories

Mc Gregor deriving inspiration from Abraham Maslow motivation theory on the hierarchy of needs came up with two theories: the X and Y theory. The two theories proposed by Mc Gregor describe contrasting models of workforce motivation applied by managers in human resource management, organizational behavior, organizational communication and organizational development.

Theory X explains the important of heightened supervision, external rewards, and penalties, while Theory Y highlights the motivating role of job satisfaction and encourages workers to approach tasks without direct supervision. Theory X is based on assumption regarding the typical worker, it assumes that the typical worker has little ambition, avoids responsibility, and is individual-goal oriented. Theory X style managers believe their employees are less intelligent, lazier, and work solely for sustainable income. Managers who believe employees operate in this manner are more likely to use rewards or punishment as motivation. Due to this assumption, Theory X concludes the typical workforce operates more efficiently under a hands-on approach to management. This managerial style is more effective when used in work force that is not essentially motivated to perform.

Theory Y managers assume employees are internally motivated, enjoy job, and work to better themselves without a direct reward in return. These managers view their employees as one of the most valuable assets to the company, driving the internal workings of corporation. Employees additionally tend to take additionally full responsibility for their work and do not need close supervision to create a quality product. It is important to note, however, that before an employee carries out their task, they must first obtain the manager's approval. This ensures work stays efficient, productive, and in-line with company standards. Theory Y managers gravitate towards relating to the worker on a more personal level, as opposed to more conductive and teaching based relationship. As a result, Theory Y followers may have a better

relationship with their boss creating a healthier atmosphere in the workplace. Although Theory Y encompasses creativity and discussion, it does have limitation. While there is a more personal and individualistic feel, this leaves room for error in terms of consistency and uniformity. The workplace lacks unvarying rules and practices, which could potentially be detrimental to the quality standards of the product and strict guidelines of given company.

In comparison to Theory X; Theory incorporates a pseudo-democratic environment to the workforce. This allows the employee to design, construct, and publish their work in a timely manner. In coordination to their workload and projects management use of X and Y theories can affect employee motivation and productively in different ways and managers may choose to implement strategies from both theories into their practices Style – "authoritarian" here the assumption underpinning process and purpose is that schools and teachers will, if not policed, do poor job. The assumption is that the inspection process is a mechanism for ensuring that schools and teachers do not have the opportunity to provide a poor education and that many if not inspected, will do so. The role of inspection is seen to be almost punitive, judgments are made using "standard frameworks" and the outcome is graded rather than a sound qualitative judgment and suggested strategies for improvement.

Y Style –"participative". Here the assumption is that schools and teachers do wish to do a good job are engaged in seeking to become better and are internally motivated. Here the role of inspection is to support the school and the teachers with the role of inspection and the inspector as an expert evaluator able, through dialogue with the teachers and school, to help make improvement. This is a partnership" in a common purpose and requires a far more experienced and high-quality inspection team with adequate resources to support as well as inspect.

1. 2. 4. Limitations of the X and Y theory

External control and threat of punishment are not the only means of bringing out efforts towards organizational goals. Commitment to objective is a function of the rewards with their achievement. The average human being under proper conditions, not only to accept but to seek responsibility. The capacity to exercise a relatively high degree of imagination, ingenuity and creativity in solution of organizational problems is widely and not narrowly distributed. Under the conditions of modern industrial life, the intellectual potentialities of average human being are only partially utilized or under-utilized.

1. 2. 5. Leader – Member Exchange Theory (LMX)

The leader-member exchange theory (LMX) states that leaders develop relationship with each of their subordinates through various work-related exchanges. The nature of the relationship ranges from low LMX relationship, which are exchanges that are directly specified by the employment contract, and high LMX relationships, which extend beyond what is required for employment (Liden & Maslyn, 1998). The LMX theory of leadership, or the leader-Member Exchange theory, involves a leader stepping down their mantle of leadership to assume the day-to-day roles that their direct reports complete every day. In some ways, leaders do this every day.

Northouse (2013) remarked that many theorists have argued that LMX should be treated as a multinational construct, which would provide a more complete description of the relationships. An issue regarding the LMX theory is how it should be measured. Typically, LMX has been measured from the subordinate's perspective (Santrock, 2000). Initially, measurement scale for the LMX theory mirrored each other (e.g., whether or not the supervisor recognizes the subordinate's potential).

However, the mirroring approach fails to capture the exchanges that are intended by the LMX theory (Liden & Maslyn, 1998). The LMX theory has been explored in the relationship of supervisors and subordinates; its relationship to job satisfaction has also been studied. LMX implies that the higher the quality of the relationship of supervisors and subordinates, the more they share in mutual trust, respect, and obligation (Northouse, 2013). When the leadership member Exchange is functioning smoothly in a leadership making style, all parties involved enjoy what they are doing and are motivated to work (Liden & Maslyn, 1998). Leaders that form relationship with their subordinates know what their strengths and weaknesses are. The leader also can then help these individuals to overcome their weaknesses. Keeping all group members informed and treated as equals in reciprocal influences and able to negotiate their role helps to build trust between the leaders and group (Santrock, 2008); it also greatly increases moral, even in some of the worst conditions imaginable. Subordinates feel a sense of loyalty to the leaders and do not mind going above and beyond their job description. It is an enjoyable productive experience, which makes all group members from the leader to the most junior group member stronger as everyone pushes themselves and each other to be better.

Several researches have linked high LMX to higher organizational support and higher performance (Liden & Maslyn, 1998). According to Northouse (2013), pedagogic inspectors have a significant influence in shaping the roles of Teachers. If the inspectors have a good mastery of teaching and if he supports the Teachers in performing their roles, the Teachers will be very efficient and effective. Researchers have used the LMX theory to observe inspectors teachers relationships in the aspects of roles definition, job satisfaction, and turnover rate. The LMX theory deals with the belief that there are differences in the qualities of relationships between leaders and the individuals whom they oversee (Santrock, 2000). Even though

pedagogic inspectors have influence on shaping the roles of teachers, teachers can also influence these roles (Liden & Maslyn,1998).

The LMX theory provides a foundation for the hypothesis that regardless of what an inspector conceptualizes for the practitioner's role, the quality of the relationship is associated with how the practitioner's role is negotiated within a school (Northouse, 2013) inspectors who share decision making with teachers are considered to have a higher quality relationship. Teachers then will be more likely to advocate for themselves (Leden & Maslyn, 1998).

1. 2. 6. Limitations of this theory

- LMX has been measured from the subordinate's perspective: assessing LMX from only one perspective may provide inaccurate depiction of the LMX relationship. Several researchers have argued that the LMX should be measured from both the subordinate and supervisor.
- Leaders like the feeling of not being controlled: leadership is a grind and it is a very lonely experience at the best of times. By rolling up their sleeves to work with their team may present itself. With no true leaders, the personality traits and skills that their team members already have unveil. It essentially creates a leadership vacuum.
- A lack of overall direction may be present: in the first days of a leader practicing this theory of leadership, team members will often become inspired. When this theory is practice for prolonged period of time, however, a lack of overall direction for that team may present itself. With no true leader at the helm, choice becomes based on popularity or democratic principles instead.
- It may negatively impact a leader's social network: this is a reference to the popularity of leader's face book page. Leaders need to network with other business leaders within their industry in order to have influence and expertise. When they are not in a leadership role on a consistent basis, they will lose this needed social network on leader's career.

So to sum up, supervision "can" improve teaching if carried out in a particular way but can have very negative influences if carried out in a punitive and negative way. There is significant body of evidence regarding the impact (both positive and often negative) of the process of inspection which is carried out according to a given framework. Sadly the political situation has led to constant changes in the way inspection are carried out and the particular focus of inspection. A number of commentators have suggested that inspection process has acted to "force" teachers to teach in a particular way although the evidence presented for this rather weak but it is an issue in some schools especially in some secondary schools particularly in Mefou Akon division Yaounde which is our area of focus. As each school is 'graded' by inspectors and these grades decide the fate of a school and its staff, there is a highly pressured environment where innovation is shuffled and some have even described the inspection process as "a reign of terror". Certainly, the issue of "when OFSTED comes" is central to the mindset of teachers and school leaders on a daily basis. This rather negative approach has been made worse by the introduction of "short notice" inspections where inspectors can turn up in schools almost without warning. Quite naturally this kind of approach to inspection can tend to have a negative impact on morale, willingness to innovate, classroom practice and the way schools are run. So in response we might say that inspection can be positive or negative depending on the underpinning philosophy and aims of the inspection system and the beliefs of those who manage and carry out inspections.

1. 3. Empirical Review

The empirical literature review of this works shall be developed under the main variables of the study. Taking the independent variable which is principal's supervision skills, further operationalized to have principals coaching, principal's appraisal, and principal's provision of teaching aids, principal's classroom visits and principal's communication as its main indicators. And as far as the dependent variable being teacher's effectiveness is

concerned, it can be measured from the perspective of Teachers assiduity regularity, Teaching approach, Evaluation approach, students performances, Assignments etc. The views of other authors to support our findings on the ground which shall subsequently be generalized to the population of our study.

1. 3. 1. The Principal as an Instructional Supervisor

The role of the principal as an instructional supervisor has now more than ever before become very crucial on the issue of instructional improvement towards effective learning in secondary schools. The National Policy on Education (2004) in Nigeria recognizes the need to ensure quality control through regular inspection and continuous supervision of instruction and other services if the laudable national educational objectives are to be meaningfully achieved. Odiba (1995) opined that the title of principal is an appropriate designation for the chief executive of a single school. This however, does not mean that his responsibility is limited to a particular building but rather to an organizational segment for a program, a level of instruction, or a group of grades housed in one building complex or two or more buildings substantially distant from each other.

The modern approach to supervision has given the principal a greater responsibility which imposes upon him the duties of planning, organizing, coordinating, supervising, directing and controlling the quality of the various activities necessary to accomplish the goals of the school. According to Dull (2003), the modern concept of instructional supervision therefore, expects the principal to play the following roles: Visit classroom regularly to observe teachers, Organize conference with teachers collectively and individually to discuss ways of improving instruction for effective learning, teach demonstration lessons, Organize induction courses for newly posted and recruited teachers, ensure that instructional goals are achieved, ensure that instructional materials are available, Help teachers with classroom management,

evaluate teachers' effort in relation to the schools pre-determined objectives, and Motivate and lead teacher into professional maturity.

1. 3. 2. Supervision of Instruction

The supervisor ensures that the teacher teaches in such a way that the child understands so that he acquires the abilities, the skills, and attitudes stated in the objectives of instruction. Beach and Reinhartz (2000), defined supervision of instruction as "a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within schools and that promotes the career long development of teachers". According to Oliva and Pawlas (1999), "supervision of instruction is a means of offering to teachers specialized help in improving instruction" It is clear that these definitions revolve around helping teachers, facilitating and improving instructions. This obviously indicates that there are two interacting aspects of the instructional supervisory process: the supervisor and the teacher.

1. 3. 3. Purpose of Supervision

The goal of supervision is that of quality control. That in a school, every teacher uses his optimal capability to achieve the expected level of performance. Supervision helps the new teacher to understand the purposes, responsibilities and relationships of his position and the directions of his efforts. Supervision also gives guidance to members of the school system, so that they can be self-directing and thus function effectively with minimum supervision. From the above points, it is basic that the purpose of having supervisors in our schools is to control the quality of education received by our children. It lays emphasis on the classroom performance of teachers, especially on the duties assigned to them. With the huge amount spent on education yearly by the government, the parents would like to have a feedback to the success or failure of the system where they have huge investment. In

the school system, the supervisors are representing the interest of the government and from them the government has adequate feedback.

In the school system, the supervisors are quality controllers. In the school, the role of supervisors is that of monitoring officers of the school program. (Olowoye & Alani, (2000), Ogunsaju (1983) gave the following reasons for supervising schools. The reasons are:

- i. To know the performance of the teachers recruited to teach in the school system.
- ii. To determine whether a teacher should be transferred, promoted, retained, or dismissed.
- iii. To improve the incompetent teachers.
- iv. To discover special abilities or qualities possessed by teachers in the schools.
- v. To provide a guide for staff development.
- vi. To know the effectiveness of classroom management by the teachers.
- vii. To know the direction of the school (whether science or art oriented).
- viii. To assess the “tone” of the school and identify some of its most urgent needs.

School supervision is aimed at assisting teachers to teach the learners under their care in the most effective way. The purpose of supervision can be classified into: Teacher Improvement Purposes and Non-Teacher Purposes. Teacher-Improvement Purposes, ensuring that teachers do their assigned work effectively, Ensuring that teachers are capable of carrying out their teaching responsibilities, ensuring that new teachers receive training to enable them function effectively on the job. Ensuring that teachers are given assistance when they need it, Provide professional information to teachers who need it, Guiding teachers to the sources of instructional materials, Providing technical assistance to teachers when required such as in the preparation and use of teaching aids, Ensuring that discipline is maintained in the classroom, Maintaining high morale among the teachers.

In the school system according to Ukeje (1992), instructional supervision relates to guiding and coordinating the work of teachers and all connected with school work in such a way that students' learning is facilitated. From the above definition, one can see that there is need for principal instructional supervision in schools for the improvement of instruction. Principals assume that teachers have resources which are untapped and it is the function of the supervisor to help discover these for the ultimate benefit of the students when this is done. Nwokafor (1987) sees the main task of the supervisor as that of creating conducive atmosphere for the teachers to be able to achieve desired changes in the learners in consonance with the peculiar needs of the environment. Supervision also helps to discover and upgrade areas of weakness of the teachers through organized seminars and workshops as forms of in-service education within the country or in other countries in which such problems have been experienced and solutions found to them. Supervision also helps teachers to identify their problems, thereby, making work easier. This is because a problem well defined is a problem half solved. Solutions to these problems can be achieved through discussions and interactions. Supervision also helps improve their teaching functions.

Ekundayo et al (2013) also noted that Planning for better Instructional planning is considered to be the first step in improving classroom instruction. It is therefore recommended that supervisors help teachers to develop and improve their skills in instructional design and to use models of Instruction to guide this instructional planning. Instructional planning includes lesson plans, unit plans and year plans.

Use of modern methods of teaching: Methods of teaching are an important part of effective instruction in the classroom. The supervisor should thus help teachers to learn/know about modern methods of teaching and to apply these in the classroom. It Helps teachers to work together: In order to accomplish school goals and objectives, teachers must learn to work

together. One of the aims of instructional supervision is thus the enhancement of cooperation among teachers.

Planning and implementing: All developmental and planning activities need guidance and direction at every stage. The right type of supervision is thus concerned with helping teachers in planning, in the selection of strategies and resources, and in monitoring and evaluating those strategies.

In the educational setting, the principals of secondary schools are the chief administrators of these schools. The principals are responsible for implementing the educational policy of the country in secondary school and usually report to the delegate for secondary education in their area (Blackman & Fenwick, 2000).

The functions of the principals among others include scheduling, budgeting, instructional supervision, maintenance of physical plants and custodial services to students and staff as well as playing the role of a liaison officer between the school, and the ministry and community (Educational Research Service, 2000). According to Bhella (1982) the responsibilities of the principals are too bulky for them, thus the position of the vice principal to whom other functions are also delegated. This view is supported by Educational Research Service (2000,) who opined that the principal is often aided in his responsibilities by vice principal(s) and other administrative staff, with most of the functions centered around planning, supervising instructions, attendance and discipline, time tabling, record keeping, co-curricular activities, staff and students' affairs. This is in line with Fullan, (2007) he states in his research that there is no effectiveness in principal instructional supervision in class because principals and vice principals spend most of their time in their offices managing facilities, monitoring students' indiscipline, purchase of office material thereby devoting less importance of instructional supervision of schools.

Chukwu, (2012) in his study is of the view that achieving the purposes of educational supervision and the achievement of the goals of education is much easier. This becomes more imperative due to increased cry globally about immorality and corruption in the education sector. The educational supervision is utmost importance in the following area which plays a very important role in the improvement of teachers' performance

Proper guidance from experts: The purpose of supervision is to provide academic guidance by an experienced teacher or expert/specialist in different school subjects so that newer or junior teachers are able to develop their skills and capacity so as to perform better in their assigned jobs in schools.

Classroom management: Both teachers and school management agree that discipline is among the most serious problems in schools today. Supervision can help teachers to acquire better classroom management skills. Among its other aims, supervision should seek to enable teachers to develop preventive and corrective measures of discipline in the classroom (Ekundayo et al., 2013).

1. 3. 4. Planning for better instruction

Instructional planning is considered to be the first step in improving classroom instruction. It is therefore recommended that supervisors help teachers to develop and improve their skills in instructional design and to use models of instruction to guide this instructional planning. Instructional planning includes lesson plans, unit plans and year plans.

Use of modern methods of teaching: Methods of teaching are an important part of effective instruction in the classroom. The supervisor should thus help teachers to learn/know about modern methods of teaching and to apply these in the classroom. **Helps teachers to work together:** In order to accomplish school goals and objectives, teachers must learn to work together. One of the aims of supervision is thus the enhancement of cooperation among teachers.

Planning and implementing: All developmental and planning activities need guidance and direction at every stage. The right type of supervision is thus concerned with helping teachers in planning, in the selection of strategies and resources, and in monitoring and evaluating those strategies time or no time to instructional matters.

1. 3. 5. Principals' coaching function and teachers' effectiveness

The principal is saddle with responsibilities which are very important in the realization of the set goals of education and also maintain standard. The principals' supervisory roles for teachers' performance according to Shaibou (2016) in his study is of the opinion that the principals' supervisory role in terms of teachers' utilization of relevant instructional material is very important. Teaching and learning would be more effective when teachers are provided with relevant instructional material. This material refers to those items which the teacher uses in class to help him deliver his lesson successfully. These materials include textbook, charts, globe, audio visual material chalk board.

Gerlack et al. (1980) is of the view that instructional material are categorize in to six. They include Still pictures- this are photographs or prints sketches, cartoon, charts, graphs and maps which are used by the teacher to improve his performance in his job.

Audio Materials- these are photographs, records and audio tapes which are mostly used for the visually empire students in class which helps in their learning.

Motion pictures- this are films which consist of a series of still pictures taken in rapid succession. This firms are projected through the use of a projector machine which help to give illustration of motion which also enhance teaching and learning, and as well improve teacher performance.

Programmed and a computer assisted programmed instruction- in programmed instruction information is presented, usually in small steps and the presentation is controlled in

computer assisted instruction, the computer presents nearly all the instruction and it records the students' response.

Real things stimulation and modern include people, actual object or events, models, cut, way, and specimen. Simulation is a simplified, operational model of a real life situation that provides students with various participation in a variety of roles and events

Television is an electronic system of transmitting still and moving images with accompanying sound through space

Principal's role of staff development for improving teachers' effectiveness.

Secondary school system comprises of all the academic and non-academic staff within the system. It is the primary responsibility of the principal to establish a process that will ensure that every academic and non-academic staff contributes meaningfully to the development and success of the school. Adesina (1980) is also of the opinion that personnel management in the school system includes recruitment selection, induction, security, compensation, motivation, and the general satisfaction, of all employees, in the school. Teachers who are the academic staff are most important in the academic school system that the principal relates too frequently apart from this, quality of teaching staff determines to an extent the success of instructional activities.

Adelabu (1989) is also of the view that among other responsibilities of the principal is that the principal interest is in the employment of strong faculty members who shows evidence of a willingness to strive for improvement, that the role of the principal is to give more attention to the proper orientation of his new staff members to improve teacher performance. The principal should also intensify and make constant effort to stimulate in-service growth.

Principals' provision of teaching aids function and teachers' effectiveness

The role of the principal as an instructional supervisor has now more than ever before become very crucial on the issue of instructional improvement towards effective learning in

secondary schools. The National Policy on Education (2004) in Nigeria recognizes the need to ensure quality control through regular inspection and continuous supervision of instruction and other services if the laudable national educational objectives are to be meaningfully achieved. Odiba (1995) opined that the title of principal is an appropriate designation for the chief executive of a single school. This however, does not mean that his responsibility is limited to a particular building but rather to an organizational segment for a program, a level of instruction, or a group of grades housed in one building complex or two or more buildings substantially distant from each other.

The modern approach to supervision has given the principal a greater responsibility which imposes upon him the duties of planning, organizing, coordinating, supervising, directing and controlling the quality of the various activities necessary to accomplish the goals of the school.

According to Dull (2003), the modern concept of instructional supervision therefore, expects the principal to play the following roles: Visit classroom regularly to observe teachers, Organize conference with teachers collectively and individually to discuss ways of improving instruction for effective learning, teach demonstration lessons, Organize induction courses for newly posted and recruited teachers, ensure that instructional goals are achieved, ensure that instructional materials are available, Help teachers with classroom management, evaluate teachers' effort in relation to the schools pre-determined objectives, and Motivate and lead teacher into professional maturity.

In the school system according to Ukeje (1992), instructional supervision relates to guiding and coordinating the work of teachers and all connected with school work in such a way that students' learning is facilitated. From the above definition, one can see that there is need for principal instructional supervision in schools for the improvement of instruction. Principals assume that teachers have resources which are untapped and it is the function of the

supervisor to help discover these for the ultimate benefit of the students when this is done. Nwokafor (1987) sees the main task of the supervisor as that of creating conducive atmosphere for the teachers to be able to achieve desired changes in the learners in consonance with the peculiar needs of the environment. Supervision also helps to discover and upgrade areas of weakness of the teachers through organized seminars and workshops as forms of in-service education within the country or in other countries in which such problems have being experienced and solutions found to them. Supervision also helps teachers to identify their problems, thereby, making work easier. This is because a problem well defined is a problem half solved. Solutions to these problems can be achieved through discussions and interactions. Supervision also helps improve their teaching functions.

Ekundayo et al., (2013) also noted that Planning for better Instructional planning is considered to be the first step in improving classroom instruction. It is therefore recommended that supervisors help teachers to develop and improve their skills in instructional design and to use models of Instruction to guide this instructional planning. Instructional planning includes lesson plans, unit plans and year plans.

Use of modern methods of teaching: Methods of teaching are an important part of effective instruction in the classroom. The supervisor should thus help teachers to learn/know about modern methods of teaching and to apply these in the classroom. It Helps teachers to work together: In order to accomplish school goals and objectives, teachers must learn to work together. One of the aims of instructional supervision is thus the enhancement of cooperation among teachers.

Planning and implementing: All developmental and planning activities need guidance and direction at every stage. The right type of supervision is thus concerned with helping teachers in planning, in the selection of strategies and resources, and in monitoring and evaluating those strategies.

In the educational setting, the principals of secondary schools are the chief administrators of these schools. The principals are responsible for implementing the educational policy of the country in secondary school and usually report to the delegate for secondary education in their area (Blackman and Fenwick, 2000). The functions of the principals among others include scheduling, budgeting, instructional supervision, maintenance of physical plants and custodial services to students and staff as well as playing the role of a liaison officer between the school, and the ministry and community (Educational Research Service, 2000).

According to Bhella (1982) the responsibilities of the principals are too bulky for them, thus the position of the vice principal to who other functions are also delegated. This view is supported by Educational Research Service (2000,) who opined that the principal is often aided in his responsibilities by vice principal(s) and other administrative staff, with most of the functions centered around planning, supervising instructions, attendance and discipline, time tabling, record keeping, co-curricular activities, staff and students' affairs. This is in line with Fullan, (2007) he state in his research that there is no effectiveness in principal instructional supervision in class because principal and vice principals spend most of their time in their offices managing facilities, monitoring students' indiscipline, purchase of office material thereby devoting less Importance of instructional supervision of schools.

Chukwu, (2012) in his study is of the view that achieving the purposes of educational supervision and the achievement of the goals of education is much easier. This becomes more imperative due to increased cry globally about immorality and corruption in the education sector. The educational supervision is utmost importance in the following area which plays a very important role in the improvement of teachers' effectiveness.

Proper guidance from experts: The purpose of supervision is to provide academic guidance by an experienced teacher or expert/specialist in different school subjects so that newer or

junior teachers are able to develop their skills and capacity so as to perform better in their assigned jobs in schools.

Classroom management: Both teachers and school management agree that discipline is among the most serious problems in schools today. Supervision can help teachers to acquire better classroom management skills. Among its other aims, supervision should seek to enable teachers to develop preventive and corrective measures of discipline in the classroom (Ekundayo et al., 2013)

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Principals' supervisory role on teachers' performance

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teachers' performance according to Shuaibu (2016) in his study is of the opinion that the principals' supervisory role in terms of teachers' utilization of relevant instructional material is very important. Teaching and learning would be more effective when teachers are provided with relevant instructional material. This material refers to those items which the teacher uses in class to help him deliver his lesson successfully. These materials include textbooks, charts, globe, audio visual material, chalkboard.

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They include:

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- **Programmed and a computer assisted programmed instruction**- in programmed instruction information is presented, usually in small steps and the presentation is controlled in computer assisted instruction, the computer presents nearly all the instruction and it records the student's response.
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Principal's role of staff development for improving teachers' performance

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Principals Communication and Teacher's Effectiveness

Communication is the lay to effective's coordination. The greater the uncertainty of the tasks to be coordinated, the greater the need for information. Communication is intended for conveying information, instruction, advice, feeling, opinions, and facts correctly and accurately from one person to another, or group of people above, description of communication explains precisely what an inspectors does to the teachers and therefore justifies the need for good communication an inspector. Good communication helps to stimulate enthusiasms and raise

the interest and motivation of those to whom they are directed to such as staff, students, parents, and friends.

Communication is not an inborn thing and every inspector has to learn how to communicate. These methods include clear speaking and writing. This is so because it offers an additional concept for examining the school as an organization particularly the teachers. Thus, establishing communication is the first task of the inspector. Similarly, authority like communication involves two people, a sender and a receiver. An inspector communicates not with himself alone, but with the entire staff. Most communication is face-to face and by telephone rather than written means E-mail has added another dimension to the inspector's communication patterns. Oral communication is fast and action oriented, and written communication is slow and time consuming.

In addition, principals depend heavily on gossip and rumors because of its timelessness, which travels quickly through oral communication tends to be more personal and satisfies people's needs for social interaction.

According to MISAAZ, (1982) in his research revealed that the basic requirement for good communications are as follow:

- Have something to say; for example, as a principal, you might wish to interpret school policies and instruction,
- initiate new programs,
- knowing exactly what to say is important in communication.

Clarify all your ideas on the subject before seeking to communicate purpose of communication, the audience, the scope of the subject, where, when and how best to present, cultivate a natural style of delivering your communication, use simple, straight forward language, where never possible, seek to be understood all the time and also to understand.

Communication is a two way process. It is necessary to be a good listener too. Thus communication is purposive. Its primary administrative functions are informing, instructing or directing someone, evaluating someone or something and influencing another thought or behavior.

Peter Drucker (as cited in Munvi 2005) explained that the most important thing in communication is to hear what is being said? Communication and pre-inspection visits are important aspects of the school (inspection that can contribute to the usefulness and visits of the process (ie the time of school inspection and the key indicators and criteria of school inspectors). But it is important for school to be informed just three days prior to the inspector visit and not more so that this will show the reality of school performance because the majority of teachers perceived the inspections as opportunities to show how capable they are also, weak and poor school and teachers would use this time for preparation and making up their evidence so that the school can be evaluated in a positive way principals communication style with teachers should be friendly and the use of friendly language with teachers is very important.

Principals should not feel they are experts in their various discipline and that teachers should only listen to them. Some inspectors have superiority complex, and furthermore; they do not come as friends; but instead they gossip about the teachers by name. Generally speaking, principals should communicate with teachers as friends and facilitators. In cases where communication is not flowing well between a principal and a teacher, it may be due to individual weaknesses they may have communication style between principals and teachers should be healthy and friendly being able to communicate is vital to being an effective educator.

Communication not only conveys information, but it encourages effort, modifies, and stimulates thinking. Without it, stereotypes develop messages become distorted, of understanding and sharing information where listening plays an important role. Effective

communication underpins the knotted, skills and dispositions inspectors require to have a direct and indirect influence on teacher's effectiveness as identified in the best evidence synthesis on leadership. Inspectors should take time to review their communication strategy and ideas. Many problems in an out of school, can be directly traced to the effectiveness of the inspectors communication or not, what was communicated, how it was communicated and what to say, will also ensure and maintain a principals integrity and professionalism, that of the school and teachers and of the wider educational community. In the management held of inspection, the degree of expertise in an inspector's manipulative proficiency of language can enable him influence teachers learners and other of using language to create desirable new realities or the type of environment that can enhance and promote teaching learning friendly behaviors in teachers and learners for the attainment of predetermined objectives.

The findings of Frowe (2001) reveals that language and effective communication in the management functions of inspectors are necessary foundations for "bringing about something which previously did not exist. Frowe (2001: 91) highlights the relationship between language communication and practice in social practice which education is one when he writes that: "only users can create practice because all practices require sophisticated forms of communication and secondly, language is necessary for the formulation, articulation and transmission of the principles rules and standards which form the practice. It is true that there are many ways in which inspectors can get the best out of teachers, learners and other stockholders in education though their methods of communication and abilities to manipulate language. Principals and stockholders in education can be sensitized to draw up inspirations from the position of the holy Bible on polite uses of languages and communication in human relations, interaction and institutional harmony and remain conscious of the implications of impolite use of language and communication.

Principals in education can be guided to live by Bible principles especially those that recognize that “pleasant sayings are honey-comb, sweet to the soul and healing to the bones” (Proverbs 16:24) in addition to recognized that “a soft answer tumeth away wrath, but grievous words stir up anger” (proverbs 15:1). Generally, in the management functions of inspection in education, the position of the holy Bible as recorded in Ephesians 4:29 should be highly applied and respected namely that “let not a rotten saying not proceed out of your mouth, but whatever saying good for building up as the need may be that it may impact what is language and communication by inspectors promises to reposition and sensitize stakeholders in the education industry to work towards the actualization of the core values upon which the education industry was established.

Directly or indirectly, supervision in education is a complex art that among other things incorporate feedbacks through effective communication, for supervision to be meaningful; the findings of principals have to be communicated to the appropriate bodies for necessary action. One of the effective methods usually employed as part of post-supervision activities is the writing of report. Feedbacks are key features in education general and inspection in particular where the wishers aspiration and expectation of a state for its people and those of a people from their state are transmitted or exchanged. However, the government does not on its own directly undertake this responsibility but through its personnel or representatives (principals) who meet teachers with the message of the government and one hand and return the teachers own the government on the other hand. In the education industry, this responsibility is usually undertaken for the government (minister) by principals to the inspectors and the pedigree in communicating back towards its policies and programs provide government fundamental basis to balance, judge, evaluate and manage the split second and frequently conflicting ideas In all these, what is communicated and the way it is comminuted determine the continually, modification or outright rejection of educational policies and programs.

The extent to which inspectors communicate issues in education from the government to be teachers and vice versa is the pivot upon which success or failure is hinged in the schools. As serious and obvious inspectors are not sufficiently aware of this and neither do education provisions make this a priority to teachers in training who are potential future inspectors and most importantly to improve on their effectiveness. Inspectors should be sufficiently educated on the role of language and communication in the success or failure of their duties, bearing in mind that communication has potentials that when appropriately explored objectives can be the strength or the basis upon which predetermined objectives can be attained and when compromised can be a ladder or step for weakening interest and enthusiasm that can be supportive of attaining predetermined objectives.

Globally, government should as a matter of urgency consider the training and retraining of inspectors on the importance of language and communication in the discharge of their duties as national priority.

**CHAPTER II:
RESEARCH METHODOLOGY**

This chapter deals with the procedures and methods used in carrying out the study and it explains the technique used for presentation and analysis of data. It describes the procedures and methods along the following lines. Research design, area of study, population of the study, sampling and sampling techniques, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

2. 1. Research Design

According to Kerlinger (2012), a research design is the plan structure and strategy of investigation conceived so as to obtain answers to research questions and to control variance. According to Bryman (2008) the research design provides a framework for the collection and analysis of data, and the choice of a research design indicates the researcher's decisions about the priority given to the various dimensions of the research process.

In choosing a research design, the researcher portrays the importance attached to such dimensions as the connections between variables, the dimensions as the connections between the sample being investigated and, that of the larger group, the understanding and meaning of a particular behavior in the unique social context under study, and the temporal considerations.

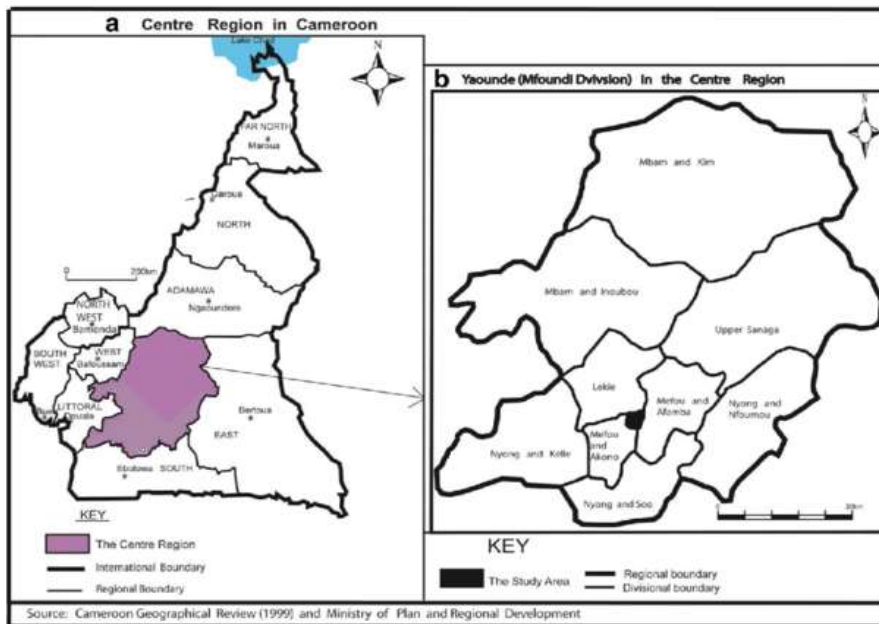
This study, which was on principal's supervision skills as an indicator for teacher's effectiveness in some government secondary schools in Yaounde I Sub Division uses the correlational research and the fundamental research. A correlational research, Amin (2005) defines it as a quantitative method of research in which you have 2 or more quantitative variables from the same group of participants, and you are trying to determine if there is a relationship (or covariation) between the 2 variables on the same group of subject and computing a correction coefficient. Fundamental Researcher; Luma, Ngah, Mbangwana (1999) defines it as a research which consist of solving a specific practical problem. It focuses on structures and processes in order to develop knowledge that is directly useful to practioner's.

2. 2. Area of Study

Geographically, the study was limited only on some selected lay private secondary schools found in Yaounde 1 subdivision. Yaounde 1 is found in Mfoundi division in the center region of Cameroon. The researcher chooses bilingual schools because she wanted to have a clue of the two subsystems of education. Cameroon is a bilingual country where English and

French are both official languages. Therefore, in the city, there is a coexistence of French educational system and English educational system of schools. We also choose private schools because we wanted to know how teachers are functioning in private schools and how the pedagogic inspectors perform their roles. Yaounde, nicknamed "City of Seven Hills" is the political capital of Cameroon. It is situated next to Douala, the second city of the state of Central Africa. It is also the capital of the Central Region and the Mfoundi division. The Centre Region is bordered to North by the Adamaoua Region, to the South by the South Region to the East by the East Region, and to the West by the Littoral and West regions. It is the second largest of Cameroon's regions in land area. Yaounde capital of Cameroon, is at the heart of the center region. Mfoundi covers an area of 297 km². Yaounde lies at the center of the nation at an elevation of about 750 meters (2,500 ft) above sea level. Yaounde is the site of several schools and universities such as, the Protestant University of Central Africa (UCAC), Several of the Nations Professional Schools are also located in Yaounde like the Higher Teacher's Training College, Ecole Militaire Inter Armées du Cameroun as well as various schools for engineers, nurses, diplomats and not forgetting the different state universities.

There are many secondary schools in Yaounde. These schools are of various types. Some offer general education, technical education, commercial education and vocational education. These schools are either owned by the government, individuals or churches. Some are purely Anglo Saxon, some French while others are bilingual. The choice of our area of study (lay private secondary schools) is informed based on our observations on the way inspections are conducted.



2. 3. Population of the study

In research terminology, a population can be defined as a comprehensive group of individuals, institutions, objects and so forth which have a common characteristic that are of interest to the researcher. The accessible population is the portion of the target population where the researcher is carrying out the research. The target population of this study is made up of all the teachers of lay private secondary schools in Yaounde 1 subdivision. The accessible population comprised of 60 teachers of Gopal International College Manguier, 50 teachers of Masters Bilingual College Mballa II – Carrefour Jamot, and 50 teachers of Institute Blaise Pascal Etoudi giving a total of 160 teachers. It is from this number that we drew our sample for this study. The sample population is made up of teachers of some selected lay private secondary schools in Yaounde 1 subdivision.

2. 4. Sample and sampling technique

2. 4. 1. Sample technique

In empirical studies, the procedure of selecting a sample for investigation may be done using probability or non-probability sampling (Bryman 2008). The choice of whether to use probability or non-probability sampling is based on the type of design chosen for the study, which can be quantitative or mixed. This study used a quantitative approach. According to Amin (2005, 237), a sample is a small proposition of population selected for observation and analysis. The sample size was drawn from the accessible population above. According to Mba

(as cited in Nworgu 1991 P.21), a sample size is that portion of the population that is actually studied and the results obtained and are generated to the whole population. A sample size of one hundred and thirty-five (135) teachers selected proportionally from 3 lays private secondary schools in Yaounde 1 subdivision was used.

2. 4. 2. Sampling technique

A sampling technique is a plan through which the elements are drawn from a defined population. In this study, the simple random sampling was used to select the schools. According to Osula (1991) random sampling is the method of drawing a portion of a population so that each member of that population has a greater chance of being chosen and every member has an equal chance. This ensures every member has an equal chance. This ensures fairness and equality in the distribution of the questionnaires.

For the schools, the samples were drawn from lay private secondary schools in Yaounde 1 subdivision. Consequently, the names of all the lay private secondary schools in Yaounde 1 were written in turns on separate pieces of papers which were twisted and put in a carton. After thorough reshuffling, the researcher picked out a piece of paper at a time from the carton and the name of the school was written down. This procedure was carried out until all the three schools were selected. This was done in order to avoid any bias and to ensure that each school had equal chances of being selected.

Table 1: Distribution of sampled population

Sub – Division	Name of School	Number of Teachers	Sample Teachers	for
Yaounde 1	Masters Bilingual College Mballa II – Carrefour / Carrefour Jamot	50	50	
	Institute Blaise Pascal Etoudi	50	50	
	Gopal Bilingual International College Manguier	60	60	
TOTAL		160	160	

2. 5. Instrument for data collection

The instrument used for collecting data was the questionnaire, and observational guide.

2. 5. 1. The questionnaire

A questionnaire according to Creswell (2009) takes a quantitative approach to measuring perceptions and provide data upon which generalizations can be made on the views of given population on a particular phenomenon. The self-administered questionnaire was preferred in this study given that the targeted respondents could read and also express themselves effectively. The researcher used self-administered questionnaires to capture the teachers' view on the effectiveness of teacher's effectiveness in some Government secondary schools in Yaounde I Sub Division. It is a rigorous instrument prepared by the researcher about the research problem under investigation which is to be used to collect information from respondents. It consists of a carefully selected set of questions or statements that requires answers from the respondents.

The collection of the research developed questionnaire titled: Principals supervision skills effectiveness (PIE) has two parts; A and B. part A contain information on personal data of the respondents, while part B contain sixty (60) statements build in six clusters A, B, C, D, E and F. Cluster A of the questionnaire focused on principals coaching function for the achievement of teachers effectiveness in these selected schools. Cluster B of the questionnaire hinged on principals appraisal functions for the achievement of teacher's effectiveness in these schools.

Cluster C of the questionnaire is centered on principal's provision of teaching aids functions for the achievement of teacher's effectiveness in these schools. Cluster D of the questionnaire addressed principal's classrooms visitation functions for the achievement of teacher's effectiveness in these schools. Cluster E of the questionnaire concentrate on principal's communication functions for the achievement of teachers effectiveness in these schools and finally, cluster F was made up of statements related to teachers effectiveness. This enables us to obtain information on the dependent variable which is the actual problem.

Table 2: Variables and statements

Variables	Statements
The Coaching function of principals	1, 2,3,4,5,6,7,8,9,10
Classroom visit function of principals	11,12,13,14,15,16,17,18,19,20
Principals Provision of Teaching Aids	21,22,23,24,25,26,27,28,29,30
The Communication functions of principals	31,32,33,34,35,36,37,38,39,40
The Appraisal functions of principals	41,42,43,44,45,46,47,48,49,50
Teachers effectiveness	51,52,53,54,55,56,57,58,59,60

All the six-clusters had ten statements each, all relating to the research questions that guided the study. The response format for cluster A to B is based on four points scale of strongly agree (SA), Agree (A), Disagree (D) and strongly disagree (SD). In other words, the higher the aggregate scores in the rating scale, the more positive the response of the subjects and the lower the score, respondents indicated their level of agreement by ticking (√) on the rating scale.

2. 5. 2. The Observation Guide

During the period of administration of questionnaire, the researcher observed the following, office space office facilities, classroom setting, information communication tools, toilets facilities, assiduity, and the relationship between teachers and students etc. We observed the teachers and their students in the classroom during teaching, the principals in their offices and some on the field especially during our internship.

This was done in order to maximize the distortion to events under observation. The researcher uses the observational guide because she wanted to collect direct life data on the field.

2. 6. Validation of the Instrument of data Collection

According to Amin ME (2005), Validation refers to the accuracy of the instrument in measuring what the researcher intends to measure validity refers to measurement instrument and the level to which it save the purpose of it design. The validity of the instrument can be

affirmed with the reason that the questions were simple, understandable and easy for the respondents to answer. Face validity was adopted this was done by giving the initial draft of the questions to expert raters and were kindly requested to examine the adequacy of the statement relevance and suitability of language, structuring and sequencing of ideas and appropriateness of the instrument.

The comments and observations of these experts were used for modifications of the instrument. They modified some of the research questions and improved on the clarity of the questionnaire statements and the clarity of the response scale format of strongly Agree (SA), Agree (A), Disagree (D) and strongly Disagree (SD). Their comments were incorporated in the revised version of the questionnaire statements.

Our method of distributing questionnaires to the respondent was face-to-face distribution. We later collected the questionnaires in one week. This was to give room for the respondents to take their time in filling the questionnaires without any inconvenience. Face Validity

The questionnaires were carefully studied by specialists in instrument development and the supervisor in charge of the project for examination and screening in case of any error. Some were adjusted, maintained and others disqualified.

2. 7. Content Validity

The statements on the questionnaires were examined by the supervisor in relation to the objective of our work. After proper examination and acceptance of the statements, the content of the instruments was made valid. It was distributed to Teachers of the selected schools and were collected a week after. During the exercise, the researcher permitted the respondents to pose questions where necessary. At the end, most of the copies were collected and the return rate was recorded.

2. 8. Pilot Study

The researcher then conducted a pilot test in Cambridge International College Emanu which did not constitute part of the sample. We did pilot study because we wanted to develop and test the adequacy of the research instrument. It might also give advance warning about

where the main research project could fail, where research protocols may not be followed, or whether proposed methods or instruments are inappropriate or too complicated.

The teachers responded and the internal consistencies of the clusters were determined using Cronbach alpha which gave us a reliability of .934. The coefficient for the clusters was high enough for the study to realize the instrument because it reveals a complete understanding of the content of the questionnaire. This procedure ensures the content validity of the instrument.

2. 9. Reliability of the Study

The questionnaire was pre-tested with comparable respondents drawn from outside the area of the study. Results of the pre-testing were used in computing relevant reliability. The instruments were trial tested using 10 teachers in a lay private secondary school in Yaounde 1 sub division outside the area of study. The teachers responded and the internal consistency of the six clusters was determine using Cronbach alpha which gave us a reliability of .934.

The coefficient of the clusters was high enough for the study to utilize the instrument. After using the questionnaire for the study, we had a Cronbach alpha of .979 implying the instrument was reliable.

2. 10. Method of Data Collection.

The researcher took an authorization of research from the Dean of the Faculty of of Education from the University of Yaounde I. She first of all went to the Centre Regional Delegation for Secondary Education of Mfoundi Division, where she carried out a documentary research on statistics of teachers in the said area. She went to the schools and obtained permission from the principals. The permission was granted. As far as questionnaires administered were concern, they were distributed to all the teachers of the schools concerned and were collected after with a research confirmation signed by the principals of the respective schools.

During the exercise, the researcher permitted the teachers to ask questions where necessary. At the end, most of the copies were collected. This gave a return rate of 88.75%. Observations were also made by the researcher during her internship at the Regional Delegation of which findings and conclusions where noted that guided the study Reports on returns.

Table 3: Distribution and the return questionnaire.

Sample school return	Number of questionnaire	Number distributed
School A	50	48
School B	50	47
School A C	60	52
Total	160	147

2. 11. Methods of data analysis

This study made use of a method of data analysis by which each hypothesis is taken and material to answer or provide a test is provided. Consequently, the quantitative and qualitative techniques through the use of statistical package for social science (SPSS) were used. Data were presented using tables and descriptive statistics like percentages, frequencies, and means were used. Correlation as well as the statistically more advanced method of multiple regression analyses was used in data analyses.

2. 12. The Extraneous Variable

The extraneous variable is any variable that if not controlled can affect the experimental research outcome or result. In this study, the extraneous variables are the facilities for supervision, the behavior of the principals, and rewards Expected Results. After having tested our variables, we are expecting to see whether principals coaching, appraisal, provision of teaching aids, classrooms visitation and communication influence teacher's effectiveness or not.

**CHAPTER III:
DATA PRESENTATION AND ANALYSIS**

This chapter presents the statistical results of the conducted analysis in the statistical software program IBM SPSS Statistics 24 by illustrating the demographic characteristics of the sample multi collinearity and internal consistency measures, descriptive results of multi-item concepts, correlation as well as the statistically more advanced method of multiple regression analysis.

3. 1. Descriptive results

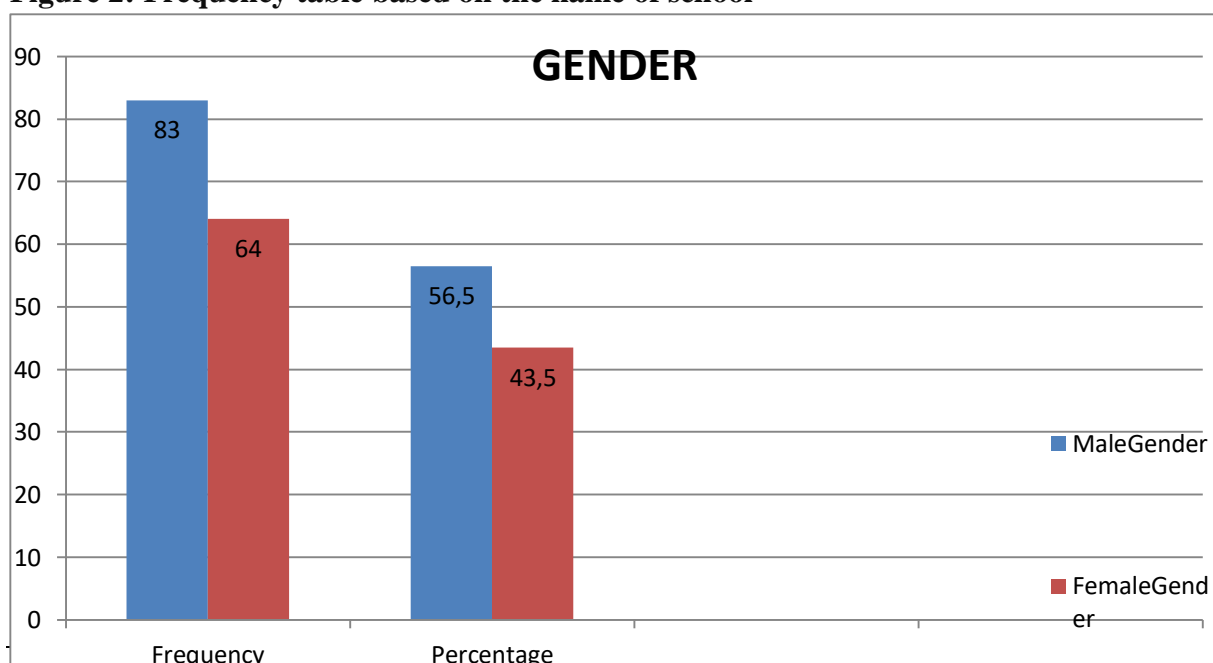
3. 1. 1. Frequency Table based on Gender

Table 4: Frequency based on Gender

Sex	Frequency	Percent
Male	83	53.5
Female	64	43.5
Total	147	100

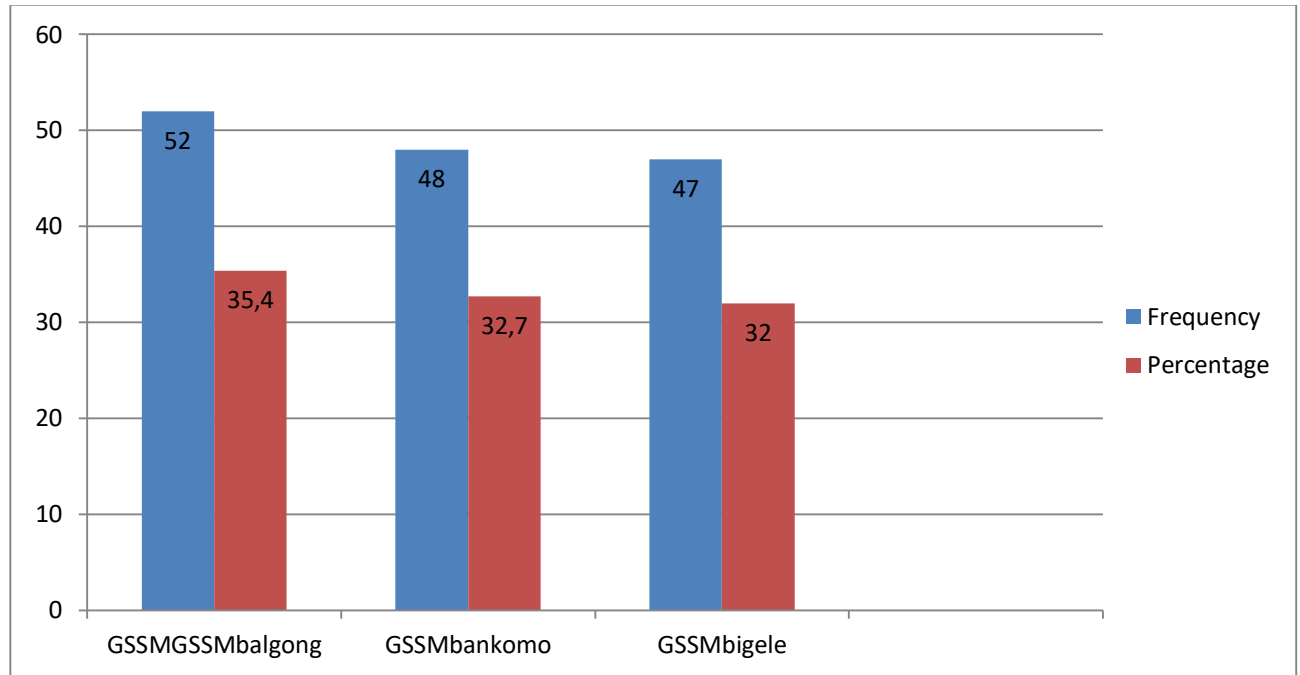
The table represents the sex distribution of respondents. On the context of this study, we use a population of 160 respondents. According to the table, 83 of the respondents are male while 64 of the respondents are female making a percentage of 56.5 and 43.5 respectively. This variation is due to the fact that there are more males than females in the sample schools. This indicates that most of the teachers in Government Secondary Schools in Yaounde I Sub Division. All respondent were teachers in active services in selected Government Secondary Schools in Yaounde I.

Figure 2: Frequency table based on the name of school



According to table 5, questionnaire were distributed in 3 Government Secondary Schools in. These schools were School A with a frequency of 52 giving a percentage of 35.4, School B with a frequency of 48 giving a percentage of 32.7 and School C with a frequency of 47 giving a percentage of 32.0. These gave a total of 147 respondents making a percentage of 100.0.

Figure 3: correlation is significant at the 0.01



3. 1. 3. Frequency distribution based on Qualification

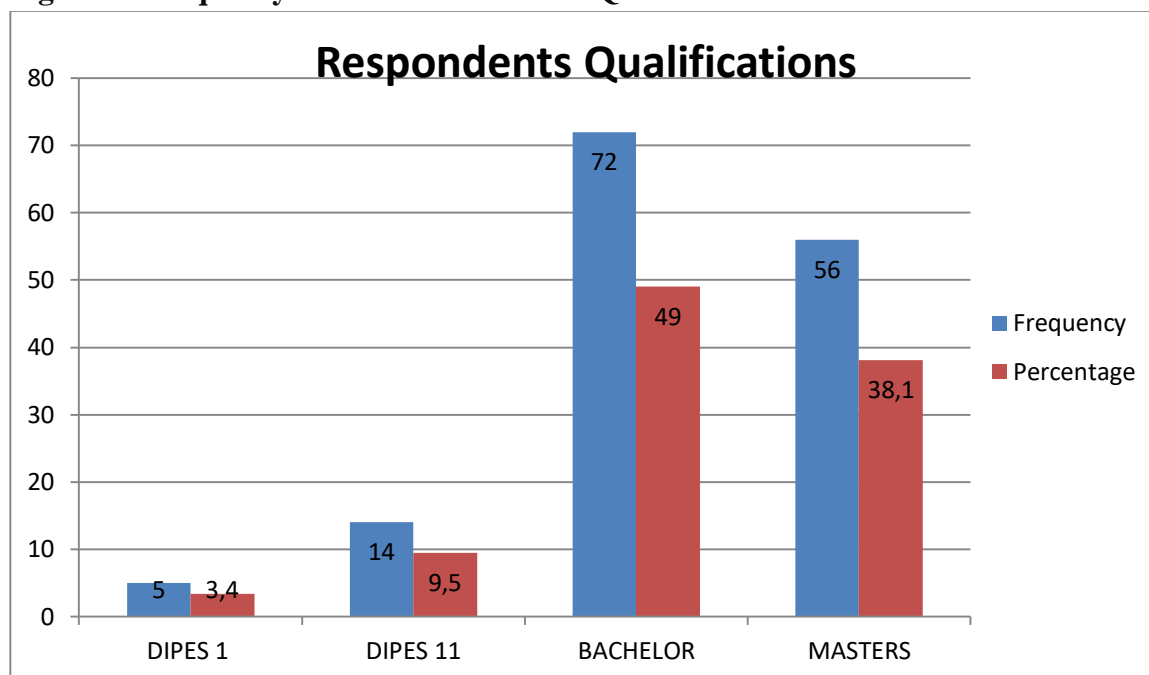
Table 5: Frequency based on qualification

	Frequency	Percent
DIPES I	15	3.4
DIPES II	14	9.5
BACHELOR	72	49.0
MASTER	56	38.1
Total	147	100.0

According to table 6, 3.4% (5) of the respondents have DIPES 1 as qualification while 9.5% (14) of the respondents have DIPES 11, 49.0% (72) respondents have BACHELOR Degree as qualification and 38.1% (56) of the respondents have MASTERS Degree as qualification. From the table, it shows that 87.1% (128) teachers are untrained and having just Bachelors and Master's Degree while only 12.9% (19) are trained. The difference in their

qualifications does not make any differences in the skills acquired but depends on pedagogy and in service training.

Figure 4: Frequency distribution based on Qualification



3. 1. 4. Frequency distribution based on Qualification

Table 6: Frequency distribution based on qualification

Distribution of teachers based on Age	Frequency	Percent
21-30years	45	30.6
31-40years	92	62.6
41-50years	10	6.8
Total	147	100.0

According to table 7, 30.6% (45) of the teachers in these schools are between the age of 21-30years, 62.6% (92) of the teachers are between the age of 31-40years and 6.8% (10) of the teachers are between the age of 41-50years. It means majority of the teacher are between the age of 31-40years while only a few (6.8%) of the teachers are between the age of 41-50 years.

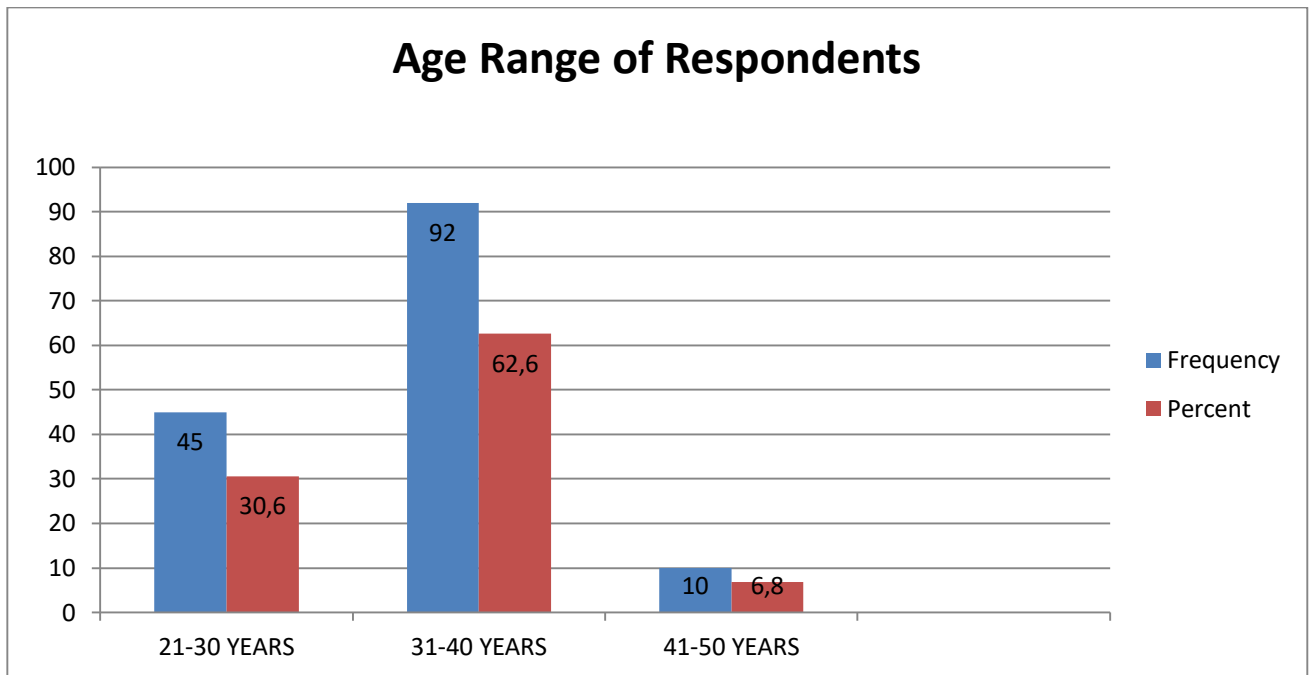


Figure 5: Distribution of teachers based on Age

3. 2. Data analysis

3. 2. 1. Correlation Analysis

To test the previously established hypotheses with the help of a simple linear regression analyses, Saunders et al. (2016) state that the collected data has to meet the precondition that is concerned with the linearity of relationship between the separate IVs and the DV. Therefore, in first instance the researchers have produced scatterplots of the relationships between the different IVs, namely Principal's Supervision, Principal's Coaching Functions, Principal's Appraisal Function, Principal's Communication Function, and Principal's Classroom Visitation Function towards Teachers effectiveness as DV. Looking at the scatterplots, it can be detected that the relationship between the different IVs and the DV in all cases is linear.

Table 7: Correlations Among Variables

Principal's Coaching Function	Principal's Classroom Visit	Principal's Provision of Teaching Aids-Function	Principal's Communication Function-ness	Principal's Appraisal Function	Teacher's Effectiveness
Principal's Coaching Function					
Principal's Classroom Visit		.841**			
Principal's Provision of Teaching Aids Function		.784**	.859**		
Principal's Communication Function		.873**	.942**	.873**	
Principal's Appraisal Function		.738**	.809**	.792**	.832**
Teacher's Effectiveness		.649**	.764**	.687**	.731**
Mean	2.685	2.642	2.573	2.552	2.537
Standard Deviation	3.187	.6484	.6610	.4889	.5731
		.5090			.5698
N	147	147	147	147	147

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

To be more precise and fully test the assumption of the linearity and strengths of relationships between the separate IVs and the DV, the researchers have conducted a correlation analysis whose main results are displayed in Table 8. Outcomes show that Principals Coaching Functions, Principal's Classroom Visit Functions, Principal's Provision of Teaching Aids Function, Principal's Communication Function, and Principals Appraisal Function are significantly correlated with Teacher's effectiveness.

Concerning the strength of relationship, the IVs of Principal's Coaching Functions and Principal's Classroom Visit Functions (Pearson's $r(147) = .841, p < .01$), Principals Coaching Functions, and Principal's Provision of Teaching Aids Function (Pearson's $r(147) = .784, p < .01$), Principal's Coaching Functions and Principal's Communication Function (Pearson's $r(147) = .873, p < .01$), Principal's Coaching Functions and Principal's Appraisal Function (Pearson's $r(147) = .738, p < .01$),

Principal's Classroom Visit Functions and Principal's Provision of Teaching Aids Function (Pearson's $r(147) = .859, p < .01$), Principals Classroom Visit Functions and Principal's Communication Function (Pearson's $r(147) = .942, p < .01$), Principal's Classroom

Visit Functions and Principal's Appraisal Function (Pearson's $r(147) = .809, p < .01$), Principals Provision of Teaching Aids Function, and Principal's Communication Function (Pearson's $r(147) = .873, p < .01$), Principals Provision of Teaching Aids Function, and Principal's Appraisal Function (Pearson's $r(147) = .792, p < .01$), Principal's Communication Function and Principal's Appraisal Function (Pearson's $r(147) = .832, p < .01$) show all a statistically significant and positive correlation. Hence, from the correlation analysis, it can be concluded that all five measured IVs are significantly correlated. Moreover, due to the confirmed linearity of relationships between the separate IVs and the DV the precondition to run regression analyses to actually test the previously developed hypotheses of H1-H3 is met (Saunders et al., 2016).

3. 2. 2. Regression Analysis

Since Principal's Supervision Skill is the intersection of the contributing constructs, in order to identify which independent variable was the largest predictor of teachers' effectiveness, when all the other variables have been taken into account, a standard simple regression was performed. Teachers' effectiveness was the dependent variable and Principal's Coaching Functions (PCF), Principals Classroom Visit Functions (PCVF), Principal's Provision of Teaching Aids Function (PPTAF), Principal's Communication Function (PCnF), and Principals Appraisal Function (PAF) were the independent variables.

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

The Mahalanobis distance was used to check for outliers. Mahalanobis distance "is the distance of a case from the centroid of the remaining cases where the centroid is the point created at the intersection of the means of all the variables" (Tabachnick & Fidell, 2007, p. 74). It reveals cases that lie at a distance from the other cases and such cases are considered outliers. Mahalanobis distance is evaluated using chi square distribution. "Mahalanobis distance is

distributed as a chi-square (X^2) variable, with degrees of freedom equal to the number of independent variables” (Tabachnick & Fidell, 2007, p. 166). In order to detect which cases are multivariate outliers, the critical X^2 value of the number of degrees of freedom of the independent variables are compared with the Mahalanobis distance of the cases (Tabachnick & Fidell, 2007). Any case whose Mahalanobis distance value is greater than the critical X^2 is considered an outlier. Tabachnick and Fidell (2007) have produced a table of critical X^2 values which researchers can compare their Mahalanobis distance values with. The data cases of the study were compared with this critical X^2 value. No case with critical values higher than what was prescribed by Tabachnick and Fidell (2007) were detected.

Normality of the data set was checked with the Normal Probability Plot and the Scatterplot of the Standardized Residuals. The Normality Probability Plot produced a fairly straight diagonal plot which indicated that the points did not deviate from normality. Again, the scatterplot produced a rectangular shaped distribution of the residuals with most points concentrated around the zero (0).

This indicated that the data was fairly normally distributed. SPSS produces unusual cases in a table called Case wise Diagnostics for standard multiple regressions. Pallant (2005) alerted that the Case wise Diagnostics table has information on cases that have values above 3.0 or below -3.0 as their standardized residuals and that in a normally distributed data, such cases should not be more than 1% of the total cases. In order to check if such cases are having effect on the results, one should have a look at the Cook’s distance value.

If the Cook’s distance is more than 1, then there is cause for concern (Field, 2009; Pallant, 2005; Tabachnick & Fidell, 2007). Though the Casewise Diagnostics produced a case with standardized residual above 3 (in this case it was 6.576), the Cook’s distance produced a maximum value of 0.49. Thus, though the standardized residual is above 3, the maximum Cook’s distance value was less than 1 and therefore this case can be included in the regression.

The standard regression with each of the five independent predictors (PCF, PCVF, PPTAF, PCnF, and PAF) to predict teachers effectiveness were used to verify each of the research hypotheses. The adjusted R^2 was reported because Tabachnick and Fidell (2007) recommended that the R^2 tends to overestimate its true value in the population when sample size is small and that the adjusted R^2 corrects the value of R^2 and thus produces a better predictor of the true population value.

H₀₁: There is no statistically significant effect of Coaching on teacher’s effectiveness.

Regression was carried out to ascertain the extent to which Principal’s Coaching Function scores predict Teacher’s effectiveness scores. The scatterplot showed that there was a strong positive linear relationship between Principal’s Coaching Function and Teacher’s effectiveness scores, which was confirmed with a Pearson’s correlation coefficient of $r = .649$. The regression model predicted 42.1% of the variance. The model was a good fit for the data ($F(1, 145) = 15.920, p < .000$).

Table 8: Model Summary of Principals Coaching Function as a predictor of teacher’s effectiveness.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.649a	.421	.417	.38868

a. Predictors: (Constant), Principal’s Coaching Function)

The next table is the F test. The linear regression F test has the null hypothesis that there is no statistically significant effect of Principal’s Coaching on teacher’s effectiveness, in other words $R^2 = 0$, with $F(1, 145) = 105.381, p = .000$, the test is highly significant, thus we can assume that there is a statistically significant effect of Principal’s Coaching on teacher’s effectiveness in our model.

Table 9: ANOVA of Principal’s Coaching Function as a predictor of teacher’s effectiveness.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.920	1	15.920	105.381	.000 ^b
	Residual	21.905	145	151		
	Total	37.825	146			

a. Dependent Variable: Teacher’s effectiveness

b. Predictors: (Constant), Principal’s Coaching Function

The regression results showed a significant relationship between Principal's Coaching Function and Teacher's effectiveness scores ($t = 10.266, p < 0.000$). The slope coefficient for Principals Coaching Function was 0.649 so teachers' effectiveness increases by a factor of 0.649 for each supervision.

Table 10: Coefficients of Principal's Coaching Function as a predictor of teacher's effectiveness

	Unstandardized	Standardized		Sig.
		Coefficients	Coefficients	
Model		Std. Error	Beta	
1 (Constant)		1.820	.137	13.282 .000
Principals Coaching Function		.509.050	.649	10.266 .000

a. Dependent Variable: Teachers effectiveness

Ho₂: There is no statistically significant effect of Classroom Visitation on teacher's effectiveness.

A simple linear regression was carried out to ascertain the extent to which Principal's Classroom Visit Function scores can predict Teacher's effectiveness scores. A strong positive correlation was found between Principal's Classroom Visit Function and Teacher's effectiveness scores. ($r = .764$) and the regression model predicted 58.4.1% of the variance. The model was a good fit for the data ($F(1, 145) = 203.519, p < .000$).

Table 11: Model Summary of Principal's Classroom Visit Function as a predictor of teacher's effectiveness.

Model R	R Square	Adjusted R Square	Std. Error of the Estimate
1.764 ^a	.584	.581	.32944

a. Predictors: (Constant), Principal's Classroom Visit Function

The linear regression F test has the null hypothesis that there is no statistically significant effect of Classroom Visit on teacher's effectiveness., in other words $R^2 = 0$, with $F(1, 145) = 203.519$, $p = .000$, the test is highly significant, thus we can assume that there is a statistically significant effect of Classroom Visit on teacher's effectiveness.

Table 12: ANOVA of Principal's Classroom Visit Function as a predictor of teacher effectiveness.

		Sum of				
Model		Squares	df	Mean Square	F	Sig.
1	Regression	22.088	1	22.088	203.519	.000 ^b
	Residual	15.737	145	.109		
	Total	37.825	146			

a. Dependent Variable: Teachers effectiveness

b. Predictors: (Constant), Principals Classroom Visit Function

The regression results showed a significant relationship between Principal's Classroom Visit Function and Teacher's effectiveness scores ($t = 14.266$, $p < 0.000$). The slope coefficient for Principal's Classroom Visit Function was 0.764 so teacher's effective increases by a factor of 0.764 for each inspection.

Table 13: Coefficients of Principals Classroom Visit Function as a predictor of teacher effectiveness.

Unstandardized	Standardized	Coefficients	
Model	BStd. Error	Betat	Sig.
(Constant)	1.633	.112	14.541.000
Principal's Classroom Visit Function	.588.041	.764	14.266 .000

a. Dependent Variable: Teacher's effectiveness.

H03: There is no statistically significant effect of Teaching Aids on teacher’s effectiveness.

A simple linear regression was carried out to ascertain the extent to which Principal’s Provision of Teaching Aids scores can predict Teachers effectiveness scores. A strong positive correlation was found between Principal’s Provision of Teaching Aids Function and Teachers effectiveness scores. ($r = .687$ and the regression model predicted 47.2% of the variance. The model was a good fit for the data ($F(1, 145) = 129.812, p < .000$).

Table 14: Model Summary of Principal’s Provision of Teaching Aids Function as a predictor of teacher effectiveness.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.687a	.472	.469	.37100

a. Predictors: (Constant), Principal’s Provision of Teaching Aids Function.

The linear regression F test has the null hypothesis that there is no statistically significant effect of Teaching Aids on teacher’s effectiveness, in other words $R^2 = 0$, with $F(1, 145) = 129.812, p = .000$, the test is highly significant, thus we can assume that there is a statistically significant effect of Teaching Aids on teacher’s effectiveness.

Table 15: ANOVA of Principal’s Provision of Teaching Aids Function as a predictor of teacher effectiveness.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.867	1	17.867	129.812	.000 ^b
	Residual	19.958	145	.138		
	Total	37.825	146			

a. Dependent Variable: Teacher’s effectiveness

b. Predictors: (Constant), Principal’s Provision of Teaching Aids Function

The regression results showed a significant relationship between Principal’s Provision of Teaching Aids Function and Teacher’s effectiveness scores ($t = 11.393, p < 0.000$). The slope coefficient for Principal’s Provision of Teaching Aids Function was 0.687 so teachers’ effective increases by a factor of 0.687 for each supervision.

Table 16: Coefficients of Principal’s Provision of Teaching Aids Function as a predictor of teacher’s effectiveness.

Model	Unstandardized		Standardized	
	B	Std. Error	Betat	Sig.
(Constant)		1.346	.164	8.184
Principals Provision of Teaching Aids Function		.716	.063687	11.393 .000

a. Dependent Variable: Teacher’s effectiveness

H04: There is no statistically significant effect of Principals Communication on teacher’s effectiveness.

A simple linear regression was carried out to ascertain the extent to which Principal’s Communication Functions scores can predict Teacher’s effectiveness scores. A strong positive correlation was found between Principal’s Communication Functions and Teachers effectiveness scores. ($r = .725$ and the regression model predicted 52.6 % of the variance. The model was a good fit for the data ($F(1, 145) = 160.900, p < .000$).

Table 17: Model Summary of Principal’s Communication Functions as a predictor of teacher’s effectiveness.

Model R	R Square	Adjusted R Square	Std. Error of the Estimate
1 .725a	.526	.523	.35164

a. Predictors: (Constant), Principals Communication Functions.

The linear regression F test has the null hypothesis that there is no statistically significant effect of pedagogic evaluation on teacher’s effectiveness. In other words, $R^2 = 0$, with $F(1, 145) = 160.900, p = .000$, the test is highly significant, thus we can assume that there is a statistically significant effect of pedagogic evaluation on teacher’s effectiveness.

Table 18: ANOVA a of Principal’s Communication Functions as a predictor of teacher’s effectiveness.

		Sum of				
Model		Squares	df	Mean Square	F	Sig.
1	Regression	19.896	1	19.896	160.900	.000b
	Residual	17.930	145	.124		
	Total	37.825	146			

a. Dependent Variable: Teacher’s effectiveness.

b. Predictors: (Constant), Principal’s Communication Functions.

The regression results showed a significant relationship between Principal’s Communication and Teacher’s effectiveness scores ($t = 12.685$, $p < 0.000$). The slope coefficient for Principals Communication Functions was 0.725 so teachers’ effective increases by a factor of 0.725 for each Supervision.

Table 19: Coefficients^a of Principal’s Communication Functions as a predictor of teacher’s effectiveness.

		Unstandardized		Standardized	
		Coefficients		Coefficients	
Model	B	Std. Error	Beta	t	Sig.
1	(Constant)	1.544	.133	11.626	.000
	Principals				
	Communication	.648.051	.725	12.685	.000
	Functions				

a. Dependent Variable: Teachers effectiveness.

H₀₅: There is no statistically significant effect of Principal’s Appraisal on teacher’s effectiveness.

A simple linear regression was carried out to ascertain the extent to which Principals’ Appraisal Functions scores can predict Teacher’s effectiveness scores. A strong positive correlation was found between Principal’s Appraisal Functions and Teachers effectiveness

scores. ($r = .731$ and the regression model predicted 53.4 % of the variance. The model was a good fit for the data ($F(1, 145) = 166.196, p < .000$).

Table 20: Model Summary of Principals Appraisal Functions as a predictor of teacher's effectiveness.

Model R	R Square	Adjusted R Square	Std. Error of the Estimate
.731a	.534	.531	.34869

a. Predictors: (Constant), of Principal's Appraisal Functions

The F test has the null hypothesis that there is no statistically significant effect of Principal's Appraisal on teacher's effectiveness. In other words, $R^2 = 0$, with $F(1, 145) = 166.112, p = .000$, the test is highly significant, thus we can assume that there is a statistically significant effect of Principal's Appraisal on teacher's effectiveness.

Table 21: ANOVAa of Principals Appraisal Functions as a predictor of teacher effectiveness.

		Sum of				
Model		Squares	df	Mean Square	F	Sig.
1	Regression	20.196	1	20.196	166.112	.000 ^b
	Residual	17.629	145	.122		
Total		37.825	146			

a. Dependent Variable: Teacher's effectiveness

b. Predictors: (Constant), Principal's Appraisal Functions

The regression results showed a significant relationship between Principal's Appraisal Functions and Teacher's effectiveness scores ($t = 12.888, p < 0.000$). The slope coefficient for Principal's Appraisal Functions was .731 so teachers' effective increases by a factor of .731 for each Supervision.

Table 22: Coefficients^a of Principal's Appraisal Functions as a predictor of teacher's effectiveness.

Model	Unstandardized		Standardized		Sig.
	B	Std. Error	Beta	t	

1	(Constant)	1.531	.132		11.627	.000
	Principals					
	Appraisal	.649	.050	.731	12.888	.000
	Functions					

a. Dependent Variable: Teachers effectiveness

3. 3. Summary of findings

The analysis of the collected data revealed that all the five hypotheses used in this study are statistically significant, hence;

✓ there is a statistically significant effect of principal's coaching on teacher's effectiveness

✓ there is a statistically significant effect of principal's classroom visitation on teacher's effectiveness.

✓ there is a statistically significant effect of principal's provision of teaching aids on teacher's effectiveness.

✓ there is a statistically significant effect of principal's communication on teacher's effectiveness.

✓ there is a statistically significant effect of principal's appraisal on teacher's effectiveness.

CHAPTER IV:
DISCUSSION, RECOMMENDATIONS AND LIMITATIONS

The main objective of this study is to investigate the extent to which principal's supervision influences teachers' effectiveness. This chapter presents the discussion of findings which was done under the pre-established five hypotheses. The discussion will also be related to the literature review, theories and results got from the questionnaire and observation. All these were in an attempt to see what common grounds exist between them. Summary of the findings, conclusion, recommendations, limitations and finally suggestions for further research were also done.

4. 1. Discussions of Findings

The discussion will logically follow the sequence of the research hypothesis and will be based on the relevant research data as presented in chapter four as well as the views of some authors and theories.

4. 1. 1. The coaching functions of the principal influences teachers' effectiveness.

The first specific hypothesis in this study states that the coaching functions of the principal influences teachers' effectiveness. We used the correlation coefficient as a statistical tool to test this hypothesis. The level of significance is $P < .000$ thus is less than 0.05 which is the alpha and the standard error margin. The correlation coefficient of .649 indicates that the link is positive and moderate. Since the probability value is < 0.05 , we concluded that the coaching functions of the principal influences teachers effectiveness in a significant manner.

Hence, we reject the null or statistical hypothesis and retain the alternative hypothesis which states that the coaching functions of principal's influences teacher's effectiveness in a significant manner. This means that the more principal's improve on their planning functions, the more teachers will be effective. This is in line with the views of Mittenhal (2002) which remarked that coaching is important because it provides staff with a sense of purpose.

In the theory of Human Relation by Elton Mayo, he noted that employees should be active members in decision making formula. So that they can be self-directed and more committed to work and also, Sergio Vanni & Starratt (2007) illustrates that school supervision policy – making for better education quality needs to involve teacher's in the planning and evaluation process and create a feeling that teachers are significant and useful in improving schools.

Henry Fayol in his theory remarked that every organization needs a good plan of action and a leader (coach) to lead. A plan of action helps the management remains ready for upcoming challenges as well. Coaching should remain linked to all the layers in the organization. All the layers should participate in planning and implementation. Coaching is usually regarded as a search for the best method of achieving the goals of an institution. In effect coaching ensures the proper utilization of the available resources and the ability to understand how these should be used in order to achieve the goal.

In the theory of motivation of work of Herzberg, he noted that for an organization to function properly, it has to have organization policies, rules and practices. In addition to the general laws, policies governing a school, the principal's are supposed to have a good mastery of the curriculum method teaching in schools. This will help them to inspect the teacher's properly. Also, Herzberg in his theory noted that working conditions, working environment, equipment and work management are very important for an organization to succeed. If the teacher's have good classrooms and good didactic materials, it will motivate them to work hence they will be effective.

More so, Chang (2008, p. 55) stressed that "the success of education is hinged on proper planning, efficient administration (coaching) and adequate planning (Nunvi (2005, p. 35) emphasized that full communication to all concerned in operating the plans, at any level is essential to all concerned in operating the plans, at any level is essential consultation will then during the formulation of the plans should also take place. Involvement by all concerned is an important factor in successful coaching.

In the same light, Fonkeng (2007) remarked that what obtains in Cameroon today is what is called participatory planning. This involves a decentralization of planning. The involvement of all people who will be affected by the planning decision is important such as teachers, parents and students for example, in the decision making process. Hence for the pedagogic inspectors to succeed in their planning functions, they have to involve the teachers by taking into consideration the opinions of the teachers. Equally, Fonkeng and Tamajong (2009) remarked that effective planning makes judgment on finances, teacher supply with various qualifications, curriculum planning timetable aids, health and hygiene, pastoral care and teaching.

Furthermore, the principal is expected to have a good mastery of the roles of teacher's in a school. In a formal structure, rules and regulations, course of study, position guides and policies may be developed but they become significant only when people make use of them (Mutie and Ndambuki, 1999). Hence the teachers' curriculum will become significant if the principals have them read them and put into practice what they have learn then they coach teachers to do same.

4. 1. 2. The classroom visitation functions of principal's and teacher's effectiveness.

The second specific hypothesis in this study states that there is a relationship between classroom visitation functions of principal's and teacher's effectiveness. We used the correlation coefficient as a statistical tool to test this hypothesis. The level of significance is .000 thus is less than 0.05, which is the alpha and standard error margin. The correlation coefficient of .764 indicates that the link is positive and moderate. Since the probability value <0.05, we conclude that there is a significant relationship between the classroom visitation of principals and teachers effectiveness.

Hence we reject the null or statistical hypothesis and retain the alternative hypothesis which states that there is a significant relationship between the classroom visitation functions of principals and teachers' effectiveness. This means that the more principals improve on the classroom visitation functions, the more teachers will be effective. This is related to MC Gregor in his theory who remarked or believed employees are less intelligent, lazier and work solely for sustainable income. Here, the assumption underpinning process and purpose is that schools and teachers will, if not policed, do poor job.

The assumption is that the supervision process is a mechanism for ensuring that schools and teachers do not have the opportunity to provide a poor education and that many if not supervised, will do so. The role of classroom visits is seen to be almost punitive.

Ukeje (2003) explain that quality assurance in a school setting is made possible through proper planning by the management which involves all staff in the functions of planning execution monitory and evaluation using set standards and objectives. Classroom visits information can fill some of the gaps between working and specific knowledge. Classroom visits can contribute to the working knowledge of both the principals and the teachers.

Classroom visits Improves schooling and reduce inequities. The information from Classroom visits can be used to identify problem areas in a school system and the teacher's so that corrective actions can be taken. It can assist principals in determining the best allocation of resources, it is used to diagnose strengths and weaknesses in students' mastery of curricular objectives and therefore guide curriculum and instruction. It can be used to assess the effects of interventions implemented at the state, inspectoral or school level. It can stimulate discussion about the goals of schooling and give rise to new ideas that can affect policy and practice. Monitoring data can also motivate principals and teachers to improve performance and reduce inequities as earlier said.

In addition, Ballard et al (2010) highlighted that monitoring is a process that helps program implementers make informed decisions regarding program operations, services delivery and program effectiveness, using objective evidence. It is a process in that it involves on-going and routine collection of information to assess if the program has made efficient use of resources and is on track, and to assess to what extent the program has reached its objectives in terms of outputs (program activities) outcomes and impact (whether the expected benefits to the target population were reached). Classroom visits is often required by sponsors and other stakeholders in order to provide evidence that the investments into the project were worthwhile or that alternative approaches should be considered to improve effectiveness.

4. 1. 3. The Provision of teaching aids functions of principals and teacher's effectiveness.

The third specific hypothesis in this study states that the Provision of teaching aids functions of the principal influences teachers' effectiveness. We used the correlation coefficient as a statistical tool to test this hypothesis. The level of significance is .000 thus is less than 0.05, which is the alpha and the standard error margin. The correlation coefficient of .687 indicates that the link is positive and moderate. Since the probability value <0.05 , we conclude that the Provision of teaching aids functions of the principal significantly affects teachers effectiveness. Hence, we reject the null or statistical hypothesis and retain the alternative hypothesis, which states that the Provision of teaching aids functions of the principal significantly affect teachers' effectiveness. This means that the more principals improve on their Provision of teaching aids functions, the more teachers will be effective. Teaching aids are being given out in schools to ensure the correct implementation of curriculum and ensures that teachers are following the school curriculum effectively.

According to the theory of motivation of work of Herzberg, style of supervision and management control is very important. An internal audit is a check that is conducted at specific times whereas internal control is responsible for checks that are on-going to make sure operational efficiency and effectiveness are achieved through the control of risks. If the inspector is autocratic, authoritative, it will discourage the teachers at work. According to Nunvi, (2005, P.104) “control is the process through which managers assured that actual activities confirm to planned activities.” In the questionnaire, most teacher’s disagree and strongly disagree that the inspectors audit how teachers teach and follow up students, write and present lessons and use teaching aids in classrooms. When teachers are not audited or control, they will not be effective. It is the role of the pedagogic inspector to ensure that teachers are teaching in conformity with their objectives.

The success of a school thus hinges on effective control. Auditing checks mistakes and tells us how new challenges can be met or faced. The auditing process is implemented to take care of plans. With the aid of auditing, deviations are immediately detected and corrective actions taken. Therefore, the difference between the expected results and the actual result is reduced to the minimum. In this way, auditing is helpful in achieving the goals of the organization.

The implementation of auditing makes all teachers to work with complete dedication because they know that their performance will be evaluated, and if the progress report is satisfactory, they will have their identity established in the organization. Audit requires you to examine the objectives in a measurable manner. You essentially need to set standards, which guarantee exactly what you want to achieve and what counts us success or failure. Also, audit is a function that due to the set of standard will ensure you to have the ability to correct behaviours when deviated from the standard.

4. 1. 4. The Communication functions of Principals and Teachers Effectiveness.

The fourth hypothesis in this study states that the communication functions of the principal influence teachers’ effectiveness. We use the correlation coefficient as a statistical tool to test this hypothesis. The level of significance is .000 thus, is less than 0.05, which is the alpha and the standard error margin. The correlation coefficient of .731 indicates that the link is positive and moderate. Since the probability value <0.05 , we conclude that the communication functions of the principal significantly affects teachers effectiveness.

Hence, we reject the null or statistical hypothesis and retain the alternative hypothesis, which states that the communication functions of the principal's significantly affect teachers' effectiveness. This means that the more principals improve on their communication functions, the more the teachers will be effective. The findings of Frawe (2001) reveals that language and effective communication in the management functions of inspectors are necessary foundations for "bringing about something which previously did not exist." Establishing communication is the first task of the principal. Similarly, communication involves two people, a sender and a receiver. A principal cannot communicate with himself alone, but with the entire staff. The leader-member exchange theory (LMX) highlighted that leaders develop relationship with each of their subordinates through various work related exchanges.

This theory involves a leader stepping down their mantle of leadership to assume the day-to-day roles that their direct reports complete every day. According to Northouse (2013), principals have a significant influence in shaping the roles of teachers. If the principal have a good mastery of teaching and if he supports and communicates the teachers in performing the roles, the teachers will be very efficient and effective. Researchers have used LMX theory to observe principals' teacher relationships in the aspects of roles definition, job satisfaction and turnover rate. The LMX theory deals with the belief that there are differences in the qualities of relationships between leaders and the individuals whom they oversee (Santrock 2000). Even though principals have influenced on shaping the role of teachers through effective communication, teachers can also influence their roles (Liden & Maslyn, 1998).

The extent to which principals communicate issues in education from the government to the teachers and vice versa is the pivot upon which success or failure is hinged in the schools. As serious and obvious inspectors are not sufficiently aware of this and neither does education provisions make this a priority to teachers in training who are potential future principals and most importantly to improve on their effectiveness. Principals should be sufficiently educated on the role of language and communication in the success or failure of their duties, bearing in mind that communication has potentials that when appropriately explored objectives can be the strength or the basis upon which predetermined objectives can be attained and when compromised can be a ladder or step for weakening interest and enthusiasm that can be supportive of attaining predetermined objectives.

According to MISAAZ (1982) the basic requirements for good communications are that firstly, the principal, you need to first of all have something to say. You might wish to

interpret school policies and instruction, initiate new programs, knowing exactly what to say is important in communication. Secondly, a principal should know how to clarify all his/her ideas on the subject before seeking to communicate the purpose of the communication, the audience, the scope of the subject, where, when and how best to present cultivate a natural style of delivering your communication, use simple straight forward language. Where never possible and seek to be understood all the time and also to understand. Since communication is two way process, it is necessary to be a good listener too.

Thus communication is purposive. Its primary administrative functions are informing, instructing or directing someone, evacuating someone or something and influencing another thought or behaviour. Peter Drucker (as cited in Munvi 2005) explained that the most important thing in communication is also to hear what is being said. Therefore teachers should also be good listeners to principals and vice versa and also put what they hear into practice.

4. 1. 5. The Appraisal functions of principals and teacher's effectiveness.

The fifth specific hypothesis in this study states that the Appraisal functions of the principal's influence teachers' effectiveness. We used the correlation coefficient as a statistical tool to test this hypothesis. The level of significance is .000 thus is less, than 0.05 which is the alpha and the standard error margin. The correlation coefficient of .725 indicates that the link is positive and moderate. Since the probability value <0.05 we conclude that the Appraisal functions of the principal's influence teacher's effectiveness in a significant manner.

Hence, we reject the null or statistical hypothesis and retain the alternative hypothesis, which states that the Appraisal functions of the principal influence teachers' effectiveness in a significant manner. This means that the more principals improve their evaluation functions, the more the teachers will be effective. Appreciation is a very important component of control. Principals should praise teacher's performance regularly to ensure adherence to the curriculum requires the principal to see if there are obstacles to the implementation of the curriculum or if there is a critical deviation from the curriculum.

Appraisal in education could be said to involve the collection of data and the use of such data to assess the effectiveness or quality of a program or performance. According to Gillies (2010) to assess is a term often used in education which relates to judgments about the effectiveness of practice, policy or about professional competence. By this, the propose of

evaluating a program is to determine the extent to which the objectives of the program are being achieved identifying teachers effectiveness and students achievement are the basis of teacher evaluations in schools today. Changes within teacher's evaluations in systems are occurring worldwide as countries compete to have the best educational programs that prepare children for a global economy. Teachers' appreciation can extremely usher student's achievement when used properly. Teacher's perceptions and attitudes used and the methods in which evaluations are carried out. As principals develop, new teachers Appraisal tools should be used.

Researchers agree teacher's Appraisal should incorporate a number of evaluation, methods and technics (Atenolol, Laree, Waters, 2006; clip, 2011; faculty of science of education, 2006; Range, sheers & Halt, 2011). Evaluation systems tend to be more accurate and useful when both subjective evaluations and objective performance data have been collected (Rock off & Sprint (2010). Observations and reviews of teacher institutions, student assessment, data collection, and state standard as should all be included in the evaluation Process. Effective evaluations allows for self-reflection and should use an open line of communication between evaluator and evaluate (Atenolol, Laree & Waters, 2006) Portfolios seem to be the best way to combine multiple evaluation tools, proud accountability and allow for communication portfolio requirements will create consistency for educators and opportunity for constructive feedback with accuracy and firmness. Incorporating a variety of Appraisal tools will result in more effectiveness and ultimately improves student's achievement.

4. 2. Recommendations

The Ministry of Secondary Education (MINESEC) in Cameroon should ensure that supervision is carried out in all Government Secondary Schools. Inspectors should follow up to ensure that principals of Government Secondary Schools supervise their teachers often. Secondary school principals should always be selected not only considering accepted norms such as academic and professional qualification available vacancies but other aspects like the candidates output as a teacher, the track record of the candidate in relation to previous and present performance, evidence of potentials on administrator training courses, and the candidate's knowledge in the subject matter, pedagogy and psychology amongst others should always be considered. All these are necessary considering the delicate job of a principal in the teaching-learning process. Principals' allowances should be very encouraging and sufficient

funds made available. More so, the job of educational principal ought to be lucrative so that it can attract able and experienced principals to vie for it.

The government should provide sufficient funds for the procurement of necessary equipment and stationeries and for the organization of workshops and seminars. It will help the principals grapple with their defined task. For proper supervision services, there is need for government to provide adequate equipment and facilities, which include principals rating sheets, office accommodation and furniture, vehicles at their service, Internet facilities and data processing equipment. These are necessary such that after supervision, the principal can settle down in a comfortable office to develop and make feedback for the teachers and public reports when necessary. There is urgent need to ensure that performance indicators should guide principals, appropriate training throughout a principal's career be introduced, supervision procedures adhered to and supervision reports whether positive or negative made available to the staff, for all these will improve upon supervision services in Government Secondary Schools in Yaounde I.

4. 3. Limitations of the Study

It was time consuming for example during the administration of questionnaire; it was not easy to collect the questionnaires. Some of the respondents were reluctant in providing the needed information as a result of the fact that they were not certain of the use to which their responses were to be put in spite of the researchers explanations of the of the purpose to which their responses were going to be made. This might have resulted to some of the respondents faking their responses.

We had financial difficulties at the level of transportation from one place to the other in the city of Yaounde in search of concrete information. Printing, cyber and phone calls were another heavy cost to bear. However, despite the above limitations, this study was deemed successful because the purpose, for which it is designed, has been achieved.

4. 4. Suggestions for Further Research

- The study should be replicated in other sub divisions in Yaounde using other designs.
- A comparative study of the supervision of lay private secondary schools and government schools in Mfoundi Division.

- For the results of the study to be more generalized, a large sample should be used in replicating the study.
- Similar studies should be replicated between the inspectors of secondary schools and Basic Education.

GENERAL CONCLUSION

The main objective of this study was to assess the extent to which the supervision functions of the principal influences teachers' effectiveness in some Government Secondary Schools in Yaounde I. The correlation as well as the statistically more advanced method of multiple regression analysis was used to analyze data. Data analysis proved that there is a significant relationship existing between the supervision functions of the principal and teachers effectiveness. Principals can be blamed to a certain extent when teachers are not effective. We discovered that principals are not trained in a professional school in their new posts. They are teachers who were appointed as principals and are expected to assume their responsibilities just like that.

In selecting principals, candidates' output as a teacher, the track record of candidates in relation to previous and present performance, the candidates academic qualifications, evidence of potentials on inspector training courses, professional qualification, candidates knowledge in the subject matter, pedagogy and psychology, political learning of the candidate, tribal lineage of the candidates, the selection of candidates is based on need in the area or available vacancies, and that selected candidates must have done a minimum of ten years as a teacher are not often considered. Funds necessary to equipment and provide stationeries seminars, for secondary school principals, office accommodation for principals, vehicles at the service of principals, office furniture, data processing equipment, internet facilities, telephone and fax services, and office files and folders are highly inadequate.

Factors militating against effective supervision in some Government Secondary Schools include lack of appropriate professional skills, inadequate clerical staff, inappropriate selection of secondary school principals, and the lack of vehicles at the service of the principal, insufficient funds at the disposal of the principals. Supervision in Government Secondary Schools can be improved by; making sure performance indicators guide supervisions, introducing training courses for principals in our universities and schools of education, introducing principal's handbooks for schools and principals, respecting supervision reports whether positive or negative should be written, and made available to teachers.

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APPENDICES

A. QUESTIONNAIRE

Dear Teachers: I am a master 2 student of the Department of Curriculum and Evaluation of the faculty of Education, University of Yaounde I. I am conducting research on **"Principals supervision skills and its impact on teacher's effectiveness in some Government Secondary Schools in Yaounde I Sub-Division."** The purpose of the questionnaire is to get information from teachers on the above research topic. In order to carry out this research, your corporation in filling the research questionnaire is needed. You are therefore required to be honest in your response as the research is purely for academic purpose and all information supplied shall be treated confidentially.

SECTION A: Personal Data (Information) Read thoroughly the following statements and indicate the answer that best corresponds to your opinion by ticking in the appropriate column provided or by filing the blanks. Sex: male female

Name of school: _____

Qualification: DIPES I DIPES II BACHELOR MASTERS OTHERS

Age: 21 – 30, 31 – 40, 41 – 50, 51 – 60, 60 and above

SECTION B: Below are some statements designed to get response on principal's supervision skills as an indicator of teacher's effectiveness in some Government secondary schools in Mefou Akono Yaounde subdivision. To what extend do you agree with them as appropriate. Indicate your response to the questions along the following.

Strongly agree (SA)

Agree (A)

Disagree..... (D)

Strongly Disagree (SD)

Tick \checkmark as appropriate.

CLUSTERA: Principals Coaching Function for the achievement of teacher's effectiveness in some Government secondary schools in Mefou Akono subdivision Yaoundé.

To what extend do you agree on the following statements of Principals Coaching Functions on teacher's effectiveness?

SN	Statement	SD	A	D	SD
1	Principals have a copy of the teachers scheme of work				
2	The Principals organizes pre- meeting with the teachers before supervision				
3	Principals play major role in school curriculum implementation through seminars				
4	Principals states clearly the objectives of supervision				
5	Principals states the types of supervision				
6	Principals states the resources required to the school				
7	Principals make the time and program of supervision known to the school				
8	Principals make sure that all the teacher are informed before the actual supervision				
9	Principals consider the school time table in their planning activities				

10	Principals introduce rationale coverage process and procedure to all staff members				
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CLUSTER B: Classroom Visitation functions of Principals for the achievement of teacher's effectiveness in some Government secondary schools in Mefou Akono subdivision Yaoundé.

To what extent do you agree on the following statements on the Classroom Visitation functions of Principals for teacher's effectiveness?

SN	Statement	SA	A	D	SD
1	Principals concentrate on observing lessons, looking at teaching leaning process and sampling students work.				
2	Principals spend enough time in lesson to enable them make valid and reliable judgments on the standards of the learning process.				
3	Principals do identify the strength and weaknesses of the teaching leaning process.				
4	Principal's general conclusion after observation is accompanied with feedbacks and specific examples.				
5	Principals are well structured, clear and they give a convincing account of the findings.				
6	Principals offer opportunity for those attaining the feedback to make comments.				
7	Principals allow opportunities for teachers to understand why judgments have been made.				
8	Principals give clear indications on what needs to be improved.				
9	Principals emphasize what has been done well.				
10	Principals assess each teacher based on the criteria in the protocol for monitoring and coaching				

CLUSTER C: Principals Provision of Teaching Aids for the achievement of teacher's effectiveness in some Government secondary schools in Mefou Akono subdivision Yaoundé.

To what extent do you agree on the following statements of Principals Provision of Teaching Aids for teacher's effectiveness?

SN	Statement	SA	A	D	SD
1	Principals provoke and encourage teachers to be creative when presenting lessons in class.				
2	Principals check the teacher's mastery of the subject matter.				
3	Principals provide basic teaching aids.				
4	Principals appreciate the ability of the teacher to stimulate and retain learner's interest.				
5	Principals encourage the use of teaching aids (where applicable by the teacher).				
6	Principals appreciate the level of class participation.				
7	Principals encourage the implementation of scheme of work by the teachers.				
8	Principals identify weakness and suggest proactive solutions.				
9	Principals accompany teachers during the process of supervision.				
10	Principals check whether previous feedback have been implemented by teachers.				

CLUSTER D: Principals Communication Skills for the achievement of teacher's effectiveness in some Government secondary schools in Mefou Akono subdivision Yaoundé.

To what extent do you agree on the following statements of principals Communication functions on teacher's effectiveness?

SN	Statement	SA	A	D	SD
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1	Principals communicate school policies and instructions well to the teachers.				
2	Principals communicate the time, key indicators and criteria of their supervision.				
3	Principals use friendly language with the teachers.				
4	The teachers only listen to the Principals during communication because they are experts.				
5	Principals have superiority complex and do not come as friends.				
6	Communication style between Principals and teachers are healthy and friendly.				
7	Principals give or communicate feedbacks to teachers to improve their teaching methods.				
8	Principals hold meeting with the teachers to discuss inspection reports.				
9	Feedback reports given by Principals matches with the orientations during pre-inspection visits submitted to the school.				
10	Principals enforce through communication the implementation or encourage the recommendation of actions of reports.				

CLUSTER E: Principals Classroom Visit Function for the achievement of teacher's effectiveness in some Government secondary schools in Mefou Akono subdivision Yaoundé.

To what extend do you agree on the following statements on Principals Classroom Visit Function for the achievement of teacher's effectiveness?

SN	Statement	SA	A	D	SD
1	Principals appreciate every teacher's efforts.				
2	Principals praise the general presentation of lessons in class.				
3	Principals facilitate teacher self-evaluation.				
4	Principals after supervision processes, validates and give additional feedbacks to struggling teachers.				
5	Principals provide the basics for career planning and individual growth and development.				
6	Principals acknowledge teachers with superior performances.				
7	Principals include a review of teacher's instruction, student assessment data collection in the evaluation process.				
8	Principals allow self-reflection and an open line for communication between themselves and the teachers.				
9	Principals use evaluation data to improve the qualities and performance of teachers.				
10	Principals give useful feedback to teachers after each visit.				

CLUSTER F: Teachers effectiveness.

To what extent do you agree on the following statements on teacher's effectiveness?

SN	Statement	SA	A	D	SD
1	I sign in the registers when I report to work and when leaving.				

2	I prepare lessons and schemes of work before teaching.				
3	I state the objectives and student responsibilities at the beginning of the lesson.				
4	I organize and present my lessons well.				
5	I explain the content of my lessons very well.				
6	I encourage students to think independently, critically and/or analytically.				
7	I cover the contents of my course.				
8	I give appropriate and valuable assignments for a better understanding of the subject matter.				
9	I use not too simple nor too complex teaching aids suitable for the lesson and the level.				
10	I accomplish my objectives at the end of the lesson.				

Thanks for your anticipated co-operation.

Yours Sincerely

A. RESEARCH AUTHORIZATION

REPUBLIQUE DU CAMEROUN

Paix – Travail – Patrie

UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES DE
L'EDUCATION

DEPARTEMENT DE CURRICULA
ET EVALUATION

Le Doyen

The Dean

N° 236 /20/UYI/VDSSE



REPUBLIC OF CAMEROON

Peace – Work – Fatherland

UNIVERSITY OF YAOUNDE I

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULA
AND EVALUATION

AUTORISATION DE RECHERCHE

Je soussigné, **Professeur Moïse MOUPOU**, Doyen de la Faculté des Sciences de l'Éducation de l'Université de Yaoundé I, certifie que l'étudiante **MBUATINYUI Eugenia KOCHO**, Matricule 18X3462 est inscrite en Master II à la Faculté des Sciences de l'Éducation, Département des Curricula et évaluation, Filière : *Management de l'Éducation* Option : *Concepteurs et Évaluateurs des Projets Éducatifs*.

L'intéressée doit effectuer des travaux de recherches en vue de la préparation de son diplôme de Master. Elle travaille sous la direction du **Dr Loveline YARO (CC)**, Enseignante Université Buea, Son sujet est intitulé « **Évaluation des projets d'établissements et rendement scolaire : cas des établissements publics de l'arrondissement de Yaoundé 3** ».

Je vous saurais gré de bien vouloir mettre à sa disposition toutes les informations susceptibles de l'aider dans la réalisation de ses travaux de recherche.

En foi de quoi, cette autorisation de recherche lui est délivrée pour servir et valoir ce que de droit /.

Fait à Yaoundé, le 12 6 AOUT 2020

Pour le Doyen et par ordre


Le Doyen
Professeur