

UNIVERSITÉ DE YAOUNDÉ I

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CENTRE DE RECHERCHE ET DE  
FORMATION DOCTORALE EN SCIENCES  
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UNITE DE RECHERCHE ET DE  
FORMATION DOCTORALE EN SCIENCES  
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FACULTE DES SCIENCES DE L'EDUCATION

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DEPARTEMENT DE CURRICULA ET  
EVALUATION

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MANAGEMENT DE L'EDUCATION



THE UNIVERSITY OF YAOUNDE I

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POSTGRADUATE SCHOOL FOR SOCIAL  
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DOCTORAL UNIT OF RESEARCH AND  
TRAINING IN SCIENCE OF EDUCATION  
AND EDUCATIONAL ENGINEERING

\*\*\*\*\*

FACULTY OF EDUCATION

\*\*\*\*\*

DEPARTMENT OF CURRICULA AND  
EVALUATION

\*\*\*\*\*

MANAGEMENT OF EDUCATION

**PEDAGOGIC SUPERVISION OF SECONDARY SCHOOL TEACHERS AND ITS IMPACT ON  
TEACHER'S EFFECTIVENESS IN SOME SECONDARY SCHOOLS IN YAOUNDE VI  
MUNICIPALITY**

*Thesis written in the fulfilment of the requirements for the award of Degree of  
Master in Management of Education*

**Speciality:** School life Inspection

**By**

**GALABE FANICIA NYALUM NKEMBANG**

**Matricule:** 20V3414

*Bachelor degree in History of International Relations*

**Under the scientific supervision of:**

**NDI JULIUS NSAMI, PhD**

*Associate Professor*

University of Yaounde I

**September 2022**



**CERTIFICATION**

WE Hereby certify that GALABE FANICIA NYALUM NKEMBANG in the Faculty of Education (educational management), university of Yaounde I, has been corrected in accordance with the comments of the jury, to our satisfaction. We therefore recommend that the dissertation be bound and copies be deposited in the department.

**SIGNATATURE**

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Presient of the jury

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Exerminer

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Supervisor

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Head of department

Date \_\_\_\_\_ 2022

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## **DEDICATION**

I dedicate this work to my late father Prince GALABE FIDELIS SAMGWA.

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## ABSTRACT

Pedagogic supervision plays a significant role in education system by ensuring that instructional procedures, curriculum contents and teaching methods and activities are strictly followed by teachers in schools setting. It is in this light that the study investigated the influence of pedagogic supervision on teachers' effectiveness in secondary schools of Yaounde 6. The study adopted a quantitative research design, especially descriptive and regression. A sample size of 159 persons was obtained from five secondary schools in Yaounde 6 with the use of stratified random sampling technique. The instruments for data collection were self-administered questionnaire consisted of five sections: Section A collects information on the sociodemographic characteristics of the respondents; Section B, the leadership style used by the supervisor; Section C, the supervisory techniques and activities; Section D, the perceived support of supervisor and Section E, the effectiveness of teacher. Simple linear regression analysis was used to test the hypotheses at 0.05 level of significance using SPSS statistical package, version 20. Based on the analyses, the following findings were made: leadership style used by the supervisor, supervisory techniques and activities and perceived support of the supervisors significantly influence teachers' effectiveness in secondary schools in Yaounde 6. The study therefore concluded that instructional supervision is a vital aspect of school administration and thus recommended that the schools administrators and supervisors from secondary schools should regularly conduct supervision in schools to ensure maximum growth of teachers in doing their job and the state government should always make provisions of suggested instructional materials by institutional supervisors to teachers to aid classroom instruction.

**Key-words:** pedagogic supervision, teacher's effectiveness, secondary school, Yaounde 6

## RESUME

La supervision pédagogique joue un rôle important dans le système éducatif en assurant que les démarches d'enseignement, les contenus du curriculum, et les activités et méthodes d'enseignants soient strictement suivis par les enseignants dans le milieu scolaire. C'est en lien avec cela que cette étude a examiné l'influence de la supervision pédagogique sur l'efficacité des enseignants du secondaire de Yaoundé 6. L'étude a adopté une méthode quantitative de recherche, précisément description et régressionnelle. Un échantillon de 159 personnes a été obtenu de cinq établissements secondaires de Yaoundé 6 utilisant la technique d'échantillonnage aléatoire stratifié. Les instruments de collecte de données sont un questionnaire auto-administré constitué de cinq sections : Section A collecte les informations sur les caractéristiques sociodémographiques des participants ; Section B, le style de leadership utilisé par le superviseur ; Section C, les techniques et activités de supervision ; Section D, le soutien perçu des superviseurs et Section E, l'efficacité de l'enseignant. L'analyse de régression linéaire simple a été utilisée pour tester les hypothèses au niveau de signification de 0,05 utilisant le logiciel statistique SPSS, version 20. Basés sur les analyses, les résultats suivants ont été obtenus : le style de leadership utilisé par le superviseur, Les techniques et activités de supervision et le soutien perçu des superviseurs influencent significativement l'efficacité des enseignants dans les établissements du secondaire de Yaoundé 6. Ainsi, l'étude a conclu que la supervision pédagogique est un aspect vital de l'administration scolaire et ainsi recommandé que les administrateurs scolaires et les superviseurs des établissements du secondaire doivent régulièrement faire la supervision dans les écoles afin d'assurer le développement maximal des enseignants dans leur travail et le gouvernement doit toujours fournir des matériels d'enseignement recommandés par les superviseurs des enseignants afin d'aider l'enseignement.

**Mots-clés :** supervision pédagogique, efficacité de l'enseignant, école secondaire, Yaoundé 6

## CHAPTER ONE: INTRODUCTION

### 1.1. Historical background

#### 1.1.1. Global perspective of historical development of education supervision

Supervision has gone through many metamorphoses and changes have occurred in the field that its practices are affected by political, social, religious, and industrial forces exist at different periods (Oliva, 2001). According to Oliva (2001), the major worldwide periods of supervision are discussed in the following table. It starts from traditional perspective to moderne perspective.

**Table 1: Development of supervision through different periods (Oliva, 2001)**

Period	Type of supervision	Purpose	Person responsible
1620-1810	Inspection	Monitoring rules looking for deficiencies	Parents, clergy/selectmen, citizens committees
1850-1910	Inspection, instructional improvement	Monitoring rules, helping teachers improve	Superintendents, principals
1910-1930	Scientific, bureaucratic	Improving instruction and efficiency	Supervising principals, general and central office supervisors“ superintendent
1930-1950	Human relations, democratic	Improving instruction	Principals, central office supervisors
1950-1975	Bureaucratic, scientific, clinical, human relations, human resources, democratic	Improving instruction	Principals, central office supervisors, school-based supervisors
1975-1985	Scientific, clinical, human relations, human resources, collaborative/collegial	Improving instruction, increasing teacher	Principals, central office supervisors, school-based

		satisfaction, expanding students'' understanding of classroom events	supervisors, peer/coach mentor
1985- Present	Scientific, clinical, human resources, collaborative/collegial/mentor	Improving instruction, increasing teacher satisfaction, creating learning communities, expanding students'' classroom events	School-based supervisors, peer/coach/mentor, principals, central office supervisors

### 1.1.2. Bref history of pedagogic supervision in Cameroon

From the origin, educational supervision in Cameroon was introduced by the Germans British and the French aimed at developing economic and administration of the country. With the independence, Cameroon joined UNESCO in order to develop its educational system (Pierrine, Fadimatou, Nafissatou, Fanny, Raïssa, Siona, Placide & Françoise, 2016).

According to Pierrine et al. (2016), during 1960s, the problem of educational inspection and supervision paid attention from the international education conference.

In 1960, the 51st recommendation concerning the organization of special teaching for people with intellectual disabilities evokes that the importance of control should be given to specialized inspectors or counselors or to personnel of ordinary inspection.

In 1961, the 52nd recommendation concerning the organization of primary school to unique teacher and envisaged the way to break the isolation of this teacher, highlights the particular role of educational inspectors and counselors. The same year, the 53rd recommendation, taking back the theme on kindergarden education, recall the importance of educational and health inspection to all school institutions of this type of teaching.

In 1962, the 54th recommendation, addressing new domain, of educational planning, insisted again on the role of school inspection to all levels and stipulates that notions concerning

educational planning should be introduced in the studies required to school inspectors and administrators.

In 1965, the 58th recommendation concerning adults literacy and education, evokes the inspection of adults class.

In 1966, the 60th recommendation about the organization of educational research, indicates that it will be suitable that teaching staff and as well as administrative and education have occasion to receive theoretical and practical training that should make them able to try, in their respective circumscription and under their responsibility, a limited educational experiment.

In 1968, the international conference joined UNESCO on the theme of educational planning has evidenced an neglected aspect of planification to know that this planification must make a great place to innovations in the structure of content and method. But it did not give attention to the function of inspection.

In the meeting of september 1973, had been discussed the training and role of educational administrators and inspectors in developing countries.

## **1.2. Contextual background**

Education is the key to national development of any country and in every educational system, the teachers constitute a very vital component. Despite the remarkable advancement in technology in all areas of teaching and learning process through the production of institutional materials, the teacher is still an indispensably significant factor for motivating and imparting knowledge to the learners at each level of education. The extent to which teachers achieve this important role of imparting knowledge is contingent on their effective job performance.

Management and administration in education at all levels require supervision or close monitoring of all educational personnel, activities and facilities to ensure the attainment of set educational goals (Nwankwoala, 2020). Secondary school education is very important in Cameroon and every youth has a right of this education. It is the education receive after primary and before tertiary education. It is a bridge between basic education and higher education. According to the Strategic Paper of Education and Training Sector (2013-2020), the broad goals of secondary school education should be to prepare the individual for higher education in major domains for the development of economy.

In order to achieve the stated goal of secondary school education in Cameroon, there is a need to provide educational facilities in order to improve teaching and learning activities. One

of the objectives of the national strategic paper is to improve the quality of learning in secondary education. In order to achieve this objective, there is a need for good teachers. Therefore, qualified and experiences must be recruited to all secondary schools so as to make teaching and learning activities more effective. In order to bring out the best in secondary school teachers and improve also students performance, they must be adequately supervised at regular interval so that this will help the teachers a lot in developing the required teaching competencies and leading them to be more serious in school setting and in front of students. There is need for thorough supervision of teachers in secondary schools in Cameroon so that they can perform their responsibilities and be more productives.

Supervision aimed at the achievement of instructional objectives. It involves the working co-operation between the teachers and the supervisors for improving instructional strategies. Segun (2004) posits that the significance attached to school supervision in modern educational demands a lot of attention, because many people are currently more conscious than in the past about the essence of education. Therefore, schools principals and headmasters have the authority and responsibility to control the education system and provide professional guidance to school personnel as to improve the conditions which affect the learning and growth of students and teachers (Nwankwoala, 2020). In order to do so, the school head needs to provide constructive instructional supervision so that continuous and productive feedback is constantly communicated to teachers to improve upon their professional capabilities (Kwapong & Mensah, 2018). Supervision should be designed to improve and enhance teachers' capacities, upgrade their knowledge and skills, give them support in their work, improve their perception of students learning. Improvement of quality of education focuses quite often on supervision practices with particular issues like curriculum renewal, textbooks improvement, better teaching methods, effective teacher education and provision of material facilities in the schools (Panigrah, 2013).

Consequently, due high cost of education, stakeholders are becoming increasingly interested in the quality of school system. In order to do so, they monitor the teachers and their wards activities critically to ensure that adequate teaching and learning activities take place. Thus Parents Teachers Association monitors the activities within the school and constitutes part of the team involved directly in instructional supervision. In the process of teaching and learning, some variables sometimes interfere with the plans and patterns of operation within schools that can be harmful to the attainment of set educational goals. Such variables include: teacher's personality, his attitude to work, motivation, discipline, student's background and environment

which will have either positive or negative influence on school system and education at large (Oye, 2009).

The negative attitude of teachers towards supervision is as a result of the way supervision is carried out by the person in charge of supervision who are not professionally trained as a supervisor but found their ways into supervisory positions through promotions or other means. They are seen themselves as boss and un touchables. There are few qualified supervisors in our secondary schools and as a result, these supervisory activities are not properly carried out in the secondary school system and this does allow cordial relationship to exist between the supervisors and the teachers. In the absence of quality supervision, there are negative outcomes such as poor quality of teaching and learning indicating an effectiveness of the school system (Mwambo, 2020), poor teacher job motivation. The consequence of this ineffectiveness are various and can include wastage of resources, stagnation, high school dropouts (Mwambo, 2020). Poor quality of teaching and learning results of poor students outcomes in secondary school education. In academic year 2019-2020, out of 1 517 729 secondary school students registered in schools in all Cameroon, 167 199 of them repeated (Ministry of Secondary Education (MINSEC), 2020). Results from final exams indicated also poor performance among secondary school students. The results of Bilingual BEPC showed for 2020 showed that out of 3049 students, only 2535 of them passed and the results of Ordinary BEPC showed also that out of 206 377 students, only 126 524 of them passed the exam (MINSEC, 2020).

The results of GCE Advanced Level General of 2020 showed that out of 48 751 students, only 33 978 of them passed the exam. The results of GCE Ordinary Level General also indicated that out of 74 957 students, only 48 026 of them passed the exam (MINSEC, 2020). According to the statistics gathered from GCE board, out of 98 015 sat, 66 846 passed recording a percentage rate of 74.24%, as compared to 62.27 recorded in 2018 (Austin, 2019). In 2017, out of 33 037 sat for the exams, 11 670 passed giving a percentage of 35.52% and this was drastically dropped compared to 2016. Those different performances of secondary school students are one of the various indicators of teachers performance. Achiri-Taboh & Lando (2017) indicated that in the last three decades, the performance of students in the English language at General Certificate of Education (GCE) examination have been on a steady decline. The quality of teaching offered is also an indicator of teacher performance. And when the quality of teaching is wasting, it means that student would not acquire the relevant skills and knowledge which will enhance their educational mobility, as it could lead to failing and repetition and even dropouts and it means also that teachers are paid for the job they do not



effectively do (Nji, 2021). For the educational system to achieve its objectives for secondary education, providing quality education is relevant and supervision is considered at the heart of such a system (Mwambo, 2020) and the mean to renew teachers performance and competences. In the last decade, educational research efforts concerning effective schools have focused on identifying the characteristics and factors of an effective school and establishing specific criteria for measuring effectiveness (Mwambo, 2020).

### **1.2.1. Statement of the problem**

The issue of job performance among teachers of secondary schools has been a great concern to all in the educational environment. Effectiveness of teaching has a lot of determinants. The level of effectiveness and values attained by teachers are however difficult to measure, but could in one way be assume from the outcome of teaching and students performance. What teachers can give out to students depend on what they have. Trained teachers are expected to apply sound pedagogical practices whenever and wherever they work. However, many teachers working in public secondary schools in Cameroon appear to be applying ineffective pedagogically practices that are reportedly already hurting the learning processes of many students in the country. Cameroon secondary school system suffers from an acute shortage of teachers in both numbers and quality (Titanji & Yuoh, 2011). This indicates that Cameroonian teachers lack performance in order to help students in their learning. As a result, there is heavy dependence on unqualified individuals and many of the teachers possess subject-matter knowledge, but lack knowledge of the foundations of education as well as pedagogic content knowledge (Titanji & Yuoh, 2011). This reality reinforces the importance of instructional supervision. If there is heavy dependence on unqualified teachers (Republic of Cameroon 2005), it becomes logical not only to have structures aimed at strengthening teacher quality but to ensure that they are indeed performing at expected or superior levels (Titanji & Yuoh, 2011).

### **1.2.2. Aim and objectives of the study**

#### **1.2.2.1. Aim of the study**

This research aims to examine the extent to which pedagogic supervision influences the performance of secondary school teachers in Yaoundé 6.

### **1.2.2.2. Specific research objectives**

From the general purpose of this study, many specific research objectives come out in order to guide our research.

1. To determine the extent to which leadership style used by the supervisors influences the effectiveness of secondary school teachers in Yaoundé 6.
2. To determine the extent to which supervisory techniques and activities influence the effectiveness of secondary school teachers in Yaoundé 6.
3. To determine the extent to which perceived support of supervisors and teachers influence the effectiveness of secondary school teachers in Yaoundé 6.

### **1.2.3. Research questions**

#### **1.2.3.1. General research question**

To what extent does pedagogic supervision influence the effectiveness of secondary school teachers in Yaoundé 6?

#### **1.2.3.2. Specific research questions**

- To what extent does leadership style used by the supervisors influence the effectiveness of secondary school teachers in Yaoundé 6?
- To what extent do supervisor techniques and activities influence the effectiveness of secondary school teachers in Yaoundé 6?
- To what extent do perceived support of supervisors and teachers influence the effectiveness of secondary school teachers in Yaoundé 6?

### **1.2.4. Research hypotheses**

#### **1.2.4.1. General research hypothesis**

Pedagogic supervision influence significantly the effectiveness of secondary school teachers in Yaoundé 6.

#### **1.2.4.2. Specific research hypotheses**

- Leadership style used by the supervisors influences significantly the effectiveness of secondary school teachers in Yaoundé 6.
- Supervisor techniques and activities influence significantly the effectiveness of secondary school teachers in Yaoundé 6.
- Perceived support of supervisors influence significantly the effectiveness of secondary school teachers in Yaoundé 6.

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

This research work might be of great benefit to the teachers specially the monitoring unit of the Ministry of Secondary Education. This study will provide the Ministry of Secondary Education and the delegation with further and useful basic orientation to the monitoring of teachers in secondary schools.

This research work will help schools to provide information on supervision and possibly develop their interest in finding ways of improving their instructional strategies.

It could also help the Ministry of Secondary Education to define or redefine clearly the functions of school inspectors and supervisors. It is equally hopeful that this work might be of immense help to both trained and untrained supervisors in secondary schools to redefine their role and priorities.

This research work will also expose teachers to various leadership style, supervisory techniques and activities used by supervisors and know the reasons why supervision is being done.

Lastly, it can also help to fill the gap diagnosed in the literature in Cameroon on pedagogic supervision and teacher job performance.

### **1.2.6. Delimitation of the study**

#### **1.2.6.1. Thematic delimitation**

This research work is limited to pedagogic supervision and its effect on the effectiveness of teachers in secondary schools.

#### **1.2.6.2. Geographical delimitation**

This study is carried out in Yaounde, the political town of Cameroon. Yaounde is composed by seven (7) Municipalities and this work is limited to Yaounde 6 municipality.

### **1.3. Conceptual background**

**Supervision:** Accord to A Goufan (2013), it is to control and revise a work that has been done without getting into details.

**Supervisor:** This is the person who desires to help or guide others to do something correctly.

**Teacher:** This is someone who causes learning to take place and impart knowledge, skills, attitudes and values to a learner or group of learners.

**Pedagogic supervision:** it is a set of critical operations by which a manager aims to improve the quality of the professional act of for which he is responsible so as to ensure the greatest

possible consistency between official and evidence-based practices (A Goufan, 2013:2). According to Tesfaw and Hofman (2014), instructional supervision is the supervision carried out by the head teacher, subject heads, and other assigned supervisors in a school with the aim of providing guidance and support to teachers.

**Performance:** This is the ability of doing something either very well or otherwise. According to Natsir, Tangkeallo & Tangdialla (2020), teacher performance is the level of success of a teacher in carrying out educational tasks in accordance with responsibilities based on established work standards.

**Leadership style:** According to Adeyemi (2006), leadership style is seen as a process through which the leader influences others in the process of attaining the group goal.

#### **1.4. Organisation of the study**

This study consists of five chapters. Chapter one contains the background, statement of the research problem, aim of the study, research questions, research objectives, research hypotheses, delimitation of the study, definition of concepts, theoretical framework. Chapter two presents a review of related literature on leadership style, pedagogic supervision, qualities of supervisor, supervisory activities, supervisory techniques, job performance of the teacher and theories. Chapter three looks into the chosen research design and includes a brief explanation of the research theory and methodology of the study including sample size, sampling techniques, research instruments and procedures. Chapter four contains the data analysis and interpretation. Leadership style adopted by supervisors, supervisory techniques and activities and relationship between teachers and supervisors and the corresponding teacher performance are identified and analysed in this chapter. The last chapter, namely Chapter five, presents the findings of the study obtained from both the literature study as well as the empirical study. Conclusions and recommendations based on the findings of the study were made.

## CHAPTER TWO: LITERATURE REVIEW

### 2.1. Conceptual framework

#### 2.1.1. Concept of Supervision

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

Supervision is a process of stimulating growth and means of encouraging teachers to increase in both administrative and academic performance and is a task of improving instruction through regular monitoring and in-service education of teachers (Lucky & Anita, 2019). In other words, it involves providing expert assistance to teachers to be more skillful and competent in their area of specialization and in their teaching practices (Lucky & Anita, 2019). On this note, principals are to supervise, guide and direct the instructional activities of teachers in line with the professional conduct.

Supervision to Bar (1993) involves providing expert assistance to teachers to help them acquire more skills and competencies for effective teaching. According to Abiodun (2013), supervision is the process of bringing about improvement in instruction by working with people who work with pupils. Still on supervision, he continued “the process of supervision is to facilitate learning of pupils”. Adequate supervision is concerned with making adequate provision for all of the conditions which are essential to effective learning through effective teaching. According to him, the chief function of supervision is to improve the learning situation of children, that supervision is a service of activity that exists only to help teachers to do better job. Supervision is directly and primarily concerned with studying and improving the conditions which surround the learning and growth of students and teachers. Good supervision releases energies of people in creative ways to solve individual and common problems.

From the above definitions, it can be deduced that the main central focus of supervision is to improve classroom management strategies, adhering to curriculum content, shaping the direction and utilization of instructional activities and discipline for effective control measures and it is considered as an action for service rendering, focusing on how to create good human relationship that much reflects on abilities, patterns of interest, emotional make-up and background preparation as well as setting realistic goals for themselves (Lucky & Anita, 2019).

In the context of education, supervision can be referred to the roles played by an education leader in being responsible and making sure that teachers do good and effective work. Educational supervision can be seen as the process or the act of seeing that policies, programs, principles and methods designed or established for achieving the objectives of education are well and successfully implemented or carried out. This process involves using expert knowledge, experience and approach to oversee, evaluate and cooperatively improve the conditions and methods of doing things related to the teaching-learning problems in schools.

## **2.1.2. General aims and principles of pedagogic supervision**

### **2.1.2.1. General aims of pedagogic supervision**

The main goal of pedagogic supervision is quality control and is to help the new teachers, experienced and unexperienced teachers to understand the purposes, responsibilities and relationships of their positions and the directions of their efforts.

A Goufan (2013:7) highlighted some general objectives and principles of pedagogic supervision. According to him, the main goal of pedagogic supervision is the educational success of students and in order to attain this goal, there are some principal objectives to achieve:

- Support teachers in realizing their teaching tasks;
- Control the level of the implementation of curricula;
- Allow trust relationship between supervisor and supervisee;
- Create a proper climate to pedagogic animation;
- Exploit results of pedagogic animation;
- Diagnose the needs of training and teachers' development;
- Develop social organization among teachers;
- Allow self realization in each teacher.

Supervision also helps teachers to identify their needs, problems in order to make the work easier and also helps improve their teaching functions.

Supervision aims to promote growth, interaction, fault-free problem solving and commitment to build capacity and skills in teachers (Lucky & Anita, 2019). However, the purpose of supervision is formative as it concerns with on-going developmental and differentiated approaches that enable teachers to learn from analyzing and illustrating classroom and teaching practices (Lucky & Anita, 2019). In line with the necessity of supervision, Sergiovanni and Starratt (2002) suggested that most teachers can be competent and clever

enough to come up with the right teaching performance when there are proper mentoring processes.

As cited in Zepeda (2003), the intents of supervision is to promote face-to-face interaction, building of relationship between the teacher and supervisor, promotion of capacity building of individuals which are fundamental for the coordination and planning of the school goals and objectives. For Teseme (2014) it leads to the improvement of students' learning through improvement in instructional practice, promotion of changes that results in a better developmental life-styles for teachers and students in the learning environment. It, thus, becomes a strategy which helps to implement and improve teaching and learning process for the advantages of the teachers and students (Lucky & Anita, 2019).

To this end, Ezeocha (1990) stated that the supervisory role in the school covers a wide range of activities. Some of these activities are: developing instructional units, organizing for instruction for planning classroom activities, schedules for various classes, maintaining personal records of staff, providing materials and arranging for in service education of teachers.

#### **2.1.2.2. General principal of pedagogic supervision**

In order to be effective and efficient, according A Goufan (2013:7), pedagogic supervision should be based on some general principles:

- Quality and objectivity: pedagogic supervision ensures quality of teaching and looks critically at teaching activities.
- Universality: pedagogic supervision adopts an approach, strategies and standard tools and universally recognized.
- Action: it carries concret actions such as planning, realization, evaluation, avoidance of supplementary services.
- Communication: it favours a flexible, direct, rigorous and authentic mode of communication between supervisor and supervisee.
- Professionalism: the process of supervision is based on professional relationship of trust, conviviality, credibility and respect of roles of each person.

Ogunsaju (1983) gave some reasons why pedagogic supervision is important in school setting:

- To know the performance of the teachers recruited to teach in the school system;
- To determine whether a teacher should be transferred, promoted, retained or dismissed;
- To improve the competences of teachers;
- To discover special abilities or qualities possessed by teachers in the schools;

- To provide a guide for staff development;
- To know the effectiveness of classroom management by teachers;
- To know the direction of school;
- To assess the ‘tone’ of the school and identify some of its most urgent needs.

### **2.1.3. Skills and attributes of an educational supervisor**

According to Barkman (2015), supervisors are instructional leader who exhibit exceptional interpersonal skills and professionalism. Ogunsaju (1983) sees a supervisor as one formally designated to the organization to interact with teachers in order to improve the quality of learning by students. He is an instructional leader who possesses skills and has as his ultimate goal to ensure that teachers are performing duties and teaching activities in the way they are supposed to do and for which they are scheduled.

Oshungboye (2001) identified some qualities of a good instructional supervisor. He said: a good instructional supervisor must be strong-willed, consistent and fair in his dealings with other people. He must be cooperative and view his job as a team-type service. He must be true to his own ideals but at the same time be flexible, needs loyal and respectful of the beliefs and dignity of those around him. He must assist teachers to evolve various approaches and techniques like individualized instruction, grouping, testing and evaluation. He must be sincere, firm, approachable and ready to help people solve their problems. He must be versed in the principles and practices of current educational trends and innovations and interpret these to teachers. He must be open in his decision-making and respect people’s opinion on matters affecting the school system. He must assist in the organization and proper administration of co-curricular activities for students. He must help to clarify educational objectives and goals and enlighten teachers on their implications. He must maintain, around himself, a relaxing atmosphere that will encourage, stimulate and inspire people around him to work harmoniously to achieve the organizational goal. And lastly that he must be large-hearted and be prepared for oppositions without malice.

A study conducted by Wanzare (2013) indicated some major desired skills and attributes of an instructional supervisor. He indicated: a supervisor should have the ability to lead by example. He must be with high integrity and have knowledge about delegation and about public relations. He should possess good supervisory skills and competence in teaching subjects. Among the major skills required of instructional supervisors include the following (Chell, 1995 ; Kitavi & Van der Westhuizen, 1997 ; Stronge, 1998 ; Wiles & Bondi, 2004) : interpersonal skills, which include those of communication, motivation, decision making, problem solving,



and conflict management ; technical skills, which include ways to approach goal setting, assessment, planning, instructional observation, and research and evaluation ; information skills ; human relations skills, the ability to work with and through others in a morally elevating way; (e) administrative skills (influencing, recording) ; skills for managing change ; self-awareness skills and conceptual skills, the ability to see the big picture to imagine, to speculate, and to envisage change.

In conclusion, Abioye & Sheyin (2000) opined that a good instructional supervisor must be physically fit, disciplined/self-controlled, be a motivator, be an effective leader, intelligent, has good character/temperament and lastly has dignity and authority to be able to perform his work effectively.

#### **2.1.4. Approaches to pedagogic supervision**

##### **2.1.4.1. Traditional approach to pedagogic supervision**

The traditional supervisory approaches relied on the early approaches to management. It was believed that if management could properly plan, organize and control jobs and organization, then productivity would increase. This early approach emphasized the technical aspect of the job at the expense of the job's personal aspects.

The aims of supervision were inspection and visitation to find reasons for closing, opening or retaining a school. It was teacher-focused and implementation of the policies, syllabus and plans irrespective of the local conditions or factors operating in the area. Pedagogic supervision was random and haphazard; they were visiting the school only when there was a report or petition against the school. Supervision was usually done by one person who supervised the compound, tested the teachers and students, went through all school records and audited the school account. The supervisor endeavoured to make his presence and power felt through threats of discipline, expulsion or closure of school, to strike fear or impose his authority on all school members. Its result was usually in adverse criticism written in secret report compiled and submitted to the ministry of education for action months or years after supervision. There was no follow-up visit after supervision.

##### **2.1.4.2. Modern approaches to supervision**

Inherent in modern democratic approach is a new philosophy that the teacher has the power and authority to exercise self-direction through participation in the determination of goals and in the formulation of methods and procedures for the improvement of instruction

(Ajayi, 1995). This eliminates the feeling that the supervisor is a superior being while the supervisee (teacher) suffers inferiority complex.

To Udoh, Akpa and Gaug (1997) modern trends in supervision are towards democratic principles where the supervisor is considered as a friend, a helper, ready to assist and support through professional advice and discretion. Under this approach, the needs of teachers are properly diagnosed with a view to knowing how best to assist them. The teaching-learning process is thereafter criticized in a constructive manner and suggestions are made accordingly. This modern approach appears rational and has the potential for functionality, especially, because it does not neglect the individuality, the group and the dynamics of the system. It also appears to be creative to all intents and purpose, since primary emphasis is placed on the growth and professional improvement of the teacher.

The aim of modern supervision is to study, analyze and discover ways and means of helping the school to carry out the teaching-learning process effectively and efficiently. Its focus is on the general organization of the school curriculum, methods of teaching students and staff welfare, use of resources and interpersonal relationship. In this circumstance, policies are examined, programmes are planned with the teachers and students to find out how they can be better implemented or modified to suit the individual or local conditions of the school. The supervisor's authority is derived from his expert advice and encouragement as ability to show understanding consideration and cooperation, for positive change

In modern supervisory approach, supervision is done by a team of experts in different subjects and aspects of the school system including accounts, health, and work schedule. The result of the supervision exercise is discussed with the school members for suggestions, corrections, and ideas. The final report is always copied to the school with further guideline for necessary corrections. There is usually a follow-up visit to check to what extent the agreed upon recommendations are being implemented and what new problems may arise there from.

### **2.1.5. Challenges and problems of school based supervision**

The study of Fitzgibbons (2005), aimed at identifying the challenges standing in the face of the developing the educational supervisors' professional efficiencies in a combined (mainstreamed) educational environment. The study sample of the study consisted of the educational supervisors in Glamourgon District. The study results indicated that one of the obstacles in the way of developing the supervisor' efficiencies was the lack for training programs that may cause them acquire efficiency in the use of technological aids. In the light

of these results, the researcher suggested holding courses that may develop the supervisor's efficiencies in this area.

Idrees, (2002) conducted a study aimed at evaluating the directional practices in the Governorate of Irbid (Jordan), and identifying the difficulties facing the educational supervision process. The study sample comprised the supervisors of the education office, the teachers and principals of the core schools. To achieve the objectives of the study, the researcher constructed two questionnaires. First one consisted of (36) items directed to the teachers and principals about the supervisory practices carried out by the supervisors. The second consisted of (36) items directed to the supervisors and in-charge personnel of the supervision, to identify the technical and managerial difficulties that hinder the supervisory work. The study made several findings such as: there is a shortcoming of the supervisors in their field performance, and in ignoring many of their supervisory practices; many of them do not possess sufficient supervisory efficiencies; the field visits of the supervisors are scarce; and that there are no statistically significant differences attributed to the gender variable for the principals and teachers in evaluating the supervisory practices.

The study of Masa'adeh (2001) aimed at revealing the obstacles of educational supervision as viewed by the supervisors of the directorates of education in the northern governorate. It further aimed at identifying the effect of each of the gender, experience, academic degree and the interaction among them on the obstacles of educational supervision faced by the supervisors. The researcher employed the qualitative, analytic method, and the study sample consisted of (155) male and female supervisors. He employed a 63-item questionnaire distributed over the following domains: planning, method, education, professional growth, evaluation, educational management, classroom management, relationships with the colleagues and the local community. The results showed that the degree of educational supervision obstacles, as seen by the supervisors, was high; and that there were no statistically significant differences in the feeling degree of the supervisor of the obstacles that may be ascribed to the gender, academic degree, years of experience and the interaction among them.

Another study conducted by Badah, Al-Awawdeh, Akroush & Al Shobaki (2013) aimed at identifying the difficulties facing by the educational supervision process in the school. The researchers employed quantitative method and the study sample size consisted of (143) male and female principals in the Governorate of Jarash Directorate of Education. They employed a 41 items questionnaire that were distributed over three difficulty domains: administrative, technical and financial. The results reveal a medium degree of difficulty facing the educational

supervision processes. Financial difficulties domain ranked first with a high degree, technical difficulties came in second with a medium degree, and finally administrative difficulties domain came in last with a medium degree.

Another qualitative study conducted by U-Sayee & Adomako (2021) involving 30 participants indicated that supervision was impeded by lack of resources for teaching and learning, limited teaching staff, inexperienced teachers and improper attitude by teachers and students. A mixed method study by Tesema (2014) indicated that teachers lack awareness and orientation on the activities and significance of school-based supervision, ineffectiveness of the practices of supervisory options matching with the individual teacher's developmental level, and inability of supervisors to apply the necessary procedures for classroom observation properly. And on the other hand, among the factors influencing the school-based supervision, lack of relevant training programs for supervisors, scarcity of experienced supervisors in school-based supervision activities, lack of supervision manuals in the schools and shortage of allocated budget for supervisory activities.

Another problem fighting against effective educational supervision in schools is lack of motivation of the teachers and supervisory staff. It has been observed that poor or lack of motivation has been responsible for the skeletal or poor supervisory services available in schools. Also, poor leadership style, resistance to change and innovation combined with the supervisee's negative attitude towards supervision constitute serious problems and constraints to supervision of instruction in schools. The problem of communication has featured prominently. As supervisors find it difficult to even relay any information to the supervisees by way of workshop, seminars, bulletins.

Ndaita (2015) conducted a study on constraints faced by principals' in their instructional quality assurance role among the public schools in Kenya. In execution of their roles of effective application of their pedagogical skills the study identified that principals faced pedagogical related challenges as quality assurance officers. These challenges ranged from inadequate teaching and learning resources, lack of co-operation and negligence by teachers and students. Heavy workload was also identified as a key challenge and teachers' resistance in preparing schemes of work and lesson plans. This hindered the principals' efforts in ensuring quality of instructional process of the students. This study supports a number of challenges encountered by principals in their respective places of work. However, the areas of study differ and the concerns could be different based on the locality.

A study carried out in Zimbabwe by Mapolisa, Tshabalala & Khosa (2014), aimed at finding out the challenges the heads of schools face in the management of school finance in

Nkayi District. The target population included all of the district's 30 secondary schools. The technique of random sampling was used to develop a sample of 10 schools from which 40 respondents were selected purposefully. The study adopted a descriptive survey design to use an interview guide and a questionnaire as data collection tools. The study found that most heads lacked the accounting literacy needed to manage school finances effectively, and that there was little or no supervision of financial management issues from the Department of Finance of the Ministry of Primary and Secondary Education.

### **2.1.6. Organization of pedagogic supervision system in Cameroon secondary education**

As an entity, the central level is the guarantor of quality pedagogy and the teaching/learning process in the whole country. That is, conceiving innovations in the area of: pedagogic approaches, evaluation methods, teaching methods, pedagogic supervision and inspection, consideration of scientific research results from universities and other research centres, request for studies on issues related to pedagogy, test evaluation, andragogy, and adaptation to technological and scientific developments. Implementation of innovations and teacher-supervision principles and modalities are the same in all regions (A Goufan, 2013).

#### **Inspectorate-general of services**

According to Article 5 of the organizational chart of the Ministry of Secondary Education decree N°2005/139 of 25/04/2005: Under the authority of an inspector general of services, the inspectorate-general of services shall be responsible for:

- ‘‘The evaluation of the performances of services as per the goals set, in conjunction with the Secretary-general;
- The internal control and evaluation of the functioning of the services of the Ministry;
- Informing the Minister and the Secretary of State on the quality of the functioning and the output services;
- The evaluation of the application of organizational techniques and methods as well as the simplification of administrative work, in conjunction with the competent services of the Administrative reforms;
- The implementation of the strategy to fight against corruption within the Ministry, in conjunction with the Anti-corruption unit of the Ministry.’’

Besides the Inspector-general, it comprises three (3) inspectors of Services.

### **Inspectorate general of education**

According to the same chart in Article 7: Under the authority of an inspector general, the inspectorate-general of education shall be responsible for:

- ‘Outlining research programmes ;
- The coordination, supervision and follow-up of activities assigned to Inspectorates of Pedagogy;
- The follow-up of the activities of structures in charge of examinations;
- The control and evaluation of Cameroon’s system of education;
- The constant adaptation of pedagogy to the progress of science;
- The application of Government policy on the textbook and other instructional material;
- Relations in research and training programmes; and
- Designing in-service training programmes and the distance training of teachers.’

It shall comprise: a teachers’ resource unit; inspectorates of pedagogy and a control brigade for private secondary educational establishments.

### **Central administration**

The central administration comprises: The Secretariat general; the Departement of General Secondary Education; the Departement of Technical and Teacher Education; the Departement of Examinations and Certification; the Department of Human Resources; the Department of Financial and Material Resources and the Division of Projects, Cooperation, Educational Planning and Counselling.

All those different Departments should be responsible for : the administration and control ; the carrying out of studies and formulation of the shortage of personnel, in conjunction with the Inspectorate-General of Education ; the follow-up of the records of teachers of schools under its authority, in conjunction with the Department of Human Resources ; the study of the lack of teachers, in conjunction of Inspectorate General of Education and the Department of Human Resources and the follow-up of the private schools.

### **Deconcentrated services**

The deconcentrated services comprise two services: Provincial delegations for secondary education and divisional delegations for secondary education.

Under the authority of a Provincial Delegate, the provincial delegation for secondary education should be responsible for:

- ‘Coordinating and supervising pedagogic activities;

- The application of teaching programmes and methods outlined by the Ministry;
- The follow-up, programming and organization of the in-service training of staff under its authority, in conjunction with the Department of human resources;
- Preparing posting and transfer decisions for the staff in its area of competence, as well as their evaluation;
- Issuing first-cycle secondary education certificates;
- Appointing moderators for examination under its authority;
- Compiling the lists of markers of examinations under its authority;
- Appointing Heads of Departments in schools;
- Sensitizing all partners on the importance of the education family.’’

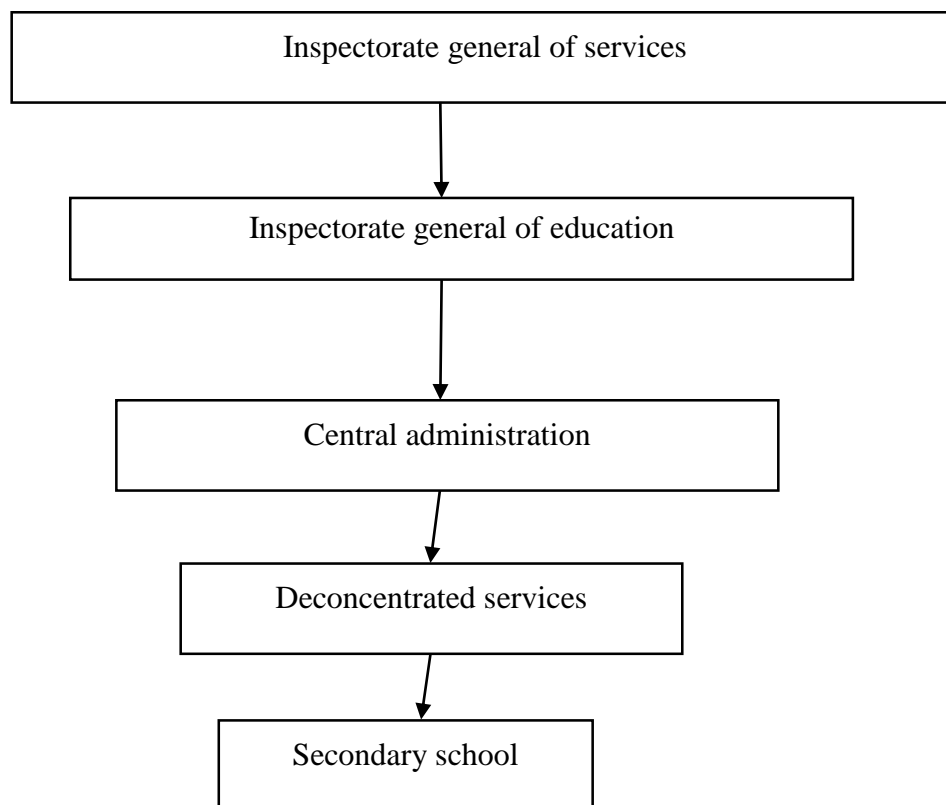
Under the authority of Divisional Delegate, the division delegation for secondary education should be responsible for:

- ‘‘The follow-up of the application of teaching programmes and methods designed by the Ministry;
- The stimulation of actions likely to ensure the steeping and development of education in its milieu;
- The follow-up of actions for the maintenance and up-keep of public school buildings and equipment;
- The centralization of training needs;
- The preparation of futher training programmes for the personnel;
- The pedagogic, administrative and financial management of general, technical and teacher education personnel of ots area of competence;
- The material organization of examinations at Divisional level.’’

### **Secondary educational establishments**

It comprises general and technical secondary educational establishments. Those two broad categories offer learning to young cameroonian people. At this level, School Heads ensure the cohesion of the educational system and unity of pedagogic action in all classes and provide assistance to classroom teachers who have difficulties in the dispatch of their daily work (Mwambo, 2020). The role of the head teacher is in most cases restricted to the task performed within the teaching-learning environment particularly at the classroom level and he/she may be engaged in specific administrative responsibilities which are usually delegated by the head-teacher and performed within certain ethical considerations (Mwambo, 2020).

According to A Goufan (2013), school heads ensure educational management and they organize and coordinate pedagogical cells, councils, collective and model lessons. They organize pedagogical supervision of their colleagues, assessment of teachers teaching (A Goufan, 2013). The above explanation has been illustrated on a hierarchy as seen on Figure 1 below:



**Figure 1: Hierarchy of supervisory levels in the Ministry of Secondary Education (Source: Composed by Researcher 2022)**

### **2.1.7. Techniques and activities of pedagogic supervision**

#### **2.1.7.1. Techniques of pedagogic supervision**

There are several instructional supervisory techniques. Iloh, Nwaham, Igbinedion and Ogor (2016) listed the variety of supervision techniques to include: classroom visitation/ observation, inter/intra school, team teaching practices, workshops, demonstration, clinical supervision and micro-teaching among others. This is also in line with Ani (2007) who outlined supervision techniques as follow: classroom visitation, micro-teaching, research-approach, workshop, demonstration technique and tape recording. In addition to these, study conducted by Wiyono & Sucipto (n.d) grouped supervision into two groups namely group techniques and individual techniques and pointed out that teacher meetings, teaching demonstrations, workshops, training, upgrading, and discussion are considered as group training techniques.



Classroom visitation, self-assessment, classroom observation, and individual conference are considered as individual training techniques. If it is viewed from the implementation, it can be classified into two groups, namely direct techniques and indirect techniques. Workshop, classroom visitation, teacher meetings are the examples of direct supervision techniques. Supervision bulletin is considered as indirect training techniques.

Classroom visitation or observation is a supervisory technique in which the principals visit the classroom and observe teachers in the teaching process taking account of their mastery of the subject matter, application of teaching strategies and aids, classroom management and organization among others (Chidi & Victor, 2017). Similar to this, Iloh et al. (2016) pointed out that classroom observation involves practicality in real classroom situation, whereby the supervisee, presents what he or she had prepared for his or her lesson, utilizing various teaching methodologies, instructional materials, interacting with the learners, jotting salient points on the instructional board, assessing the students using both formative and summative evaluations, coordinating class activities, while the supervisor (principal) inspects, observes and evaluates what and how the instructor has performed. Classroom observation is not only an avenue for fault-finding in the classroom teaching process before the students but a platform for principals to involve teachers in the process of improving upon their teaching practices (Chidi & Victor, 2017). After the classroom observation, the objective of the visitation could not be said to have been achieved unless, heads provide professional guidance and assistance to help teachers improve on their instructional practices and this is because the essence of supervision is not to witch-hunt teachers but to provide professional help for them to improve their teaching roles. After that, the deficiency of teachers observed during instructional supervision could be handled using workshop supervisory technique (Chidi & Victor, 2017). The main objective of the principals' visitation is the improvement of the teaching-learning process as well as enhancing the capacity development of the teachers (Lucky & Anita, 2019).

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

education industry to teachers in order to ensure teaching-learning improvement (Chidi & Victor, 2017). During workshops, ideas are exchange, analyses of new ideas are achieved, evaluations of concepts and suggestions are made, conclusion are drawn and decision taken (Ani, 2007).

Demonstration involves teaching and learning activities presented for the purpose of illustrations, descriptions, narrations, suggestions, drawing of comparisons, to concretize teaching and learning contents and reflects on procedures or strategies to accelerate the level of instructional processes (Lucky & Anita, 2019). Principals' demonstration technique involves teaching and learning activities in which principal who is skilled and experienced illustrate educational materials, procedures or strategies in order to improve instruction (Eze, 2006). During demonstration, principals clearly explain the subject matter using good examples (Chidi & Victor, 2017). Ani (2007) pointed out that demonstration technique of supervision gives teachers the opportunity of asking probing questions that can lead to discovering new methods and ideas. However, Eze (2006) pointed out that principal as supervisor has little or no time practicing teaching demonstration and supervisory services for instructional improvement.

Teacher visitation: it involves one teacher visiting and observing another teacher in action in another classe within the same school (inter-class visitation) or in another school (inter-school visitation. This is particularly helpful if the inexperienced teacher watches experienced teacher in action, thus helping him to learn how to organize and manage students in classroom and to plan effectively and in the effective utilization of resources. This technique gives opportunities to various categories of teachers to visit others in another school environment (Peretomode, 2021).

Micro-teaching: this is very necessary for teaching both pre-service and in-service teachers. It is a teaching situation which is scaled down in terms of time, class size, and teaching complexity to allow the teacher focus on selected teaching strategy. It is designated to develop new skills and refine old ones. Depending on the availability of facilities, the lesson may be or not video recorded. After the lesson, the teacher together with the supervisor will view the replay of the lesson, evaluate the person and discuss aspects of the lesson. The supervisor suggests ways by which the lesson could be improved (Nwankwoala, 2020).

### **2.1.8. Supervisor/Principal leadership style**

According to Adeyemi (2010), a leadership style is the ability of a leader to get tasks done with the assistance and cooperation of people in a school system. According to Daft & Noe (2001), the leadership style adopted by a supervisor or principal has an effect on teachers as well as students.

The three basic leadership styles generally known will be introduced first, followed by an exposition of the path-goal leadership styles which were not extensively discussed thus far.

#### **2.1.8.1. Autocratic or authoritative leadership style**

If a leader exercises an autocratic or authoritative leadership style, he/she shows consistent behavioural patterns involving acting alone and making unilateral decisions by showing consistent behavioural patterns (Atsebeha, 2016). In this type of leadership, employees have no voice and apply only what has been decided. An autocratic leader is a leader who tries to exert powerful authority using reward and coercion to influence his/her followers, paying his/her attention on the product instead of making human needs the centre of attention (Bogler, 2001). For him/her, the end product is the priority. Employees, who are not motivated, have no feeling of belonging and they demonstrate no interest in their work (De Cremer, 2006). In terms of this type of leadership style, all decision-making processes are leader-centred, since leaders do not allow any suggestions or initiatives from other people precisely from subordinates and this type leadership style is successful in providing strong motivation for the leader ((Atsebeha, 2016). This type of style also permits the leader to make decisions quickly as the leader makes decisions for the entire staff and keeps each decision confidential until he/she needs to share the decision (De Cremer, 2006).

Autocratic leadership often leads to high levels of absenteeism and low employee turnover and could remain effective for some routine and unskilled jobs (Igunnu, 2020). Charismatic leaders inspire lots of enthusiasm in their employees and are very energetic in driving others forward and they tend to believe more in themselves, than in their employees, hence, creating a risk that a project, or even the entire organization, might collapse if the leader leaves (Igunnu, 2020).

Some of the advantages of an autocratic leadership style are that activities are usually performed quickly and less time is spent on discussion; stress is reduced due to increased control and there can be a more productive group, while the leader is watching (De Cremer,

2006). In the eyes of autocratic leader, success is directly connected to the presence of the leader and such, charismatic leadership carries great responsibility, and needs long-term commitment from the leader (Igunnu, 2020). However, the disadvantage of an autocratic leadership style is that group members do not get a say in decisions and due to this, they cannot develop their skills and knowledge, they might dislike being ordered around, and they become dependent upon their leader (De Cremer, 2006). Based on the disadvantages of this leadership style which consider teachers or employees as executors and not co-decision maker, another leadership style comes up.

### **2.1.8.2. Democratic or participative leadership style**

A democratic leadership style is a style that can motivate “humanness,” “teamwork” and “participation” of workers (Peteman, 2000). Democratic or participative leadership is used by leaders to involve employees in the managerial task giving guidance and support (Atsebeha, 2016; Igunnu, 2020). It is also one of the most convenient styles that allow employees to present their ideas or opinions freely in the organisation for which they are working (Peteman, 2000). According to Goleman (2007), democratic leadership, which entails a participative leadership style, guides employees to participate in their groups and to make decisions. Thus, this allows group members to feel engaged in the organisational processes and enables them to feel more motivated and creative (Atsebeha, 2016).

The advantages of a democratic leadership style are that every group member gets a say, and there is a transfer of power from the leader to subordinates, which can allow group members to develop their new knowledge and skills (Kane & Patapan, 2010) and to be more creative and productive in their job tasks and be responsible. The democratic or participative leadership style enables leaders to create a suitable working environment and facilitate a free flow and sharing of ideas in the organisation (Atsebeha, 2016). So, leader and employee become co-worker, co-operator, co-decision maker, co-organizer. Moreover, the participative leadership style is the best way to have better decision-making and a more effective operation as a result of creative thinking processes of consultation and feedback (Peteman, 2000). This can reduce rates of employee turnover, while the disadvantages of this leadership style are that a great deal of time is spent on discussions and no major decisions are made by the leader alone (Atsebeha, 2016). Furthermore, every decision can entail such a slow process that it can lead to opportunities being missed or risks being avoided too late (Peteman, 2000). And the employee will not consider the decision made by the leader as very important and useful for their task.

### 2.1.8.3. Laissez-faire or permissive leadership style

“Laissez-faire” means “leave it be” in French (Igunnu, 2020). A *laissez-faire* style is adopted when the leader hands over his/her control responsibility to workers and is considered as a resource person with passive participation and gives complete freedom to followers to make decisions regarding any issue in the organisation and to solve any problems they encounter on their own with very little guidance from their leader (Atsebeha, 2016). So that workers do what they want to do without a clear orientation. However, working on different activities and making various decisions on different issues or topics alone without a leader, leads to low productivity and low job satisfaction (Kocker, 2009). *Laissez-faire* leadership could be effective if the leader monitors what is being achieved and communicates this back to the team regularly and it is also most effective when individual employees are very experienced and skilled self-starters. However, this type of leadership could also occur when managers do not apply sufficient control (Igunnu, 2020).

Researchers have found that children under delegated leadership, also known as *laissez-faire* leadership, are less productive than those under autocratic or democratic leadership (Atsebeha, 2016). This means that *laissez-faire* leadership is less productive and have negative impact on individuals. This type of leader trusts his/her employees totally and does not focus on the management needs of his/her subordinates (Atsebeha, 2016). Consequently, complete delegation creates performance problems since the leader does not follow up on subordinates when they are working (Nsubuga, 2008).

Furthermore, no direction and guide are offered to employees where there is *laissez-faire* leadership in the organisation and decision-making processes are left to the subordinates (Atsebeha, 2016). This type of leadership can be successful where members of a group are highly trained in their own areas of proficiency (Nsubuga, 2008).

Advantages of the *laissez-faire* leadership style are that it leaves the group members free to make their own decisions and perform their activities in the way they like without the direction of the leader (Atsebeha, 2016), without being too embarrassed with the presence of the leader and without being pressured by the leader. In addition, this leadership style provides group members with an opportunity to be effective if they work jointly in terms of the ownership and accountability it bestows on members, while the disadvantages of a *laissez-faire* style are that this leadership style could leave group members doing the wrong thing without realising it and there is less personal growth (Kocker, 2009).

A study conducted by Igunnu (2020) involving 239 administrative heads showed that *laissez-faire* leadership style has a significantly prediction on job performance among administrative heads. Leaders who play careless attitude to their subordinate tend not to perform effectively with their job. Another study conducted by Anders, Ståle, Torbjørn and Merethe (2007) involving 2,273 Norwegian employees showed that *laissez-faire* leadership was positively correlated with role conflict, role ambiguity, and conflicts with coworkers and is destructive leadership behavior and can leads to the lowest productivity among group members.

### **2.1.9. Concept of teacher performance**

Teacher performance is the level of success of the teacher in completing the work and is not only indicated by the work but also assessed from the behavior in the work (Natsir et al., 2020), starting from the learning planning preparation process, the process of activities in the classroom, and the process of evaluating student learning outcomes and evaluation of learning tools used (Stronge, 2011). Teacher performance varies and depends on the characteristics of each individual (Bahri, 2015). Performance is the level of completion of tasks in carrying out work (Natsir et al., 2020). Therefore, the teacher's performance reflects how well someone is carrying out the demands of a job (Anwar, Azis & Ruma, 2019).

According to Campbell (2013) performance does not have to be directly observable actions of an individual. It can consist of mental productions such as answers or decisions. However, performance needs to be under the individual's control regardless of whether the performance of interest is mental or behavioral. He proposed an eight model of performance based on factor analytic research that attempt to capture dimensions of job performance. They are :

- Task specific behaviours which include those behaviours that an individual undertakes as part of a job.
- Non-task behaviours are behaviours which an individual is required to undertake which do not pertain only to a particular job.
- Written and oral communication tasks to activities where the incumbent is evaluated, not on the content of a message necessarily but on the adeptness with which they deliver the communication.
- An individual's performance can also be assessed in terms of efforts either day to day, or when there are extraordinary circumstances. This factor reflects the degree to which people commit themselves to job task.

- The performance domain might also include an aspect of personal discipline. Individuals would be expected to be in good standing with law.
- In jobs where people work closely or are highly independent, performance may include acting as a good role model, coaching, giving advice or helping maintain group goals.
- Many jobs also have a supervisory or leadership component like teaching.
- Managerial and administrative performance entails those aspects of a job which serves the group or organization but do not involve direct supervision.

#### **2.1.9.1. Determinants of job performance**

Campbell (2013) also indicated that individual differences are a function of three main determinants, which are:

- Declarative knowledge is the knowledge about facts and things. It represents the knowledge of a given task's requirements.
- Procedural knowledge and skill is knowing how to do it e.g. cognitive skill, perceptual skill, interpersonal skill...
- Motivation is a combined effect from three choice behaviours such as choice to expand effort, choice of level of effort to expand and choice to persist in the expenditure of that level of effort.

#### **2.1.9.2. Teacher performance standards**

Performance indicators are the formulation of the things to be measured in helping the school conduct an evaluation and are unlimited and in the process of evaluating teacher performance, the assessment is carried out at the level of teacher performance standards (Natsir et al., 2020). Stronge (2011) explains that teacher performance standards are obligations or main tasks that must be done by the teacher. There are six performance standards that apply to each teacher, namely:

##### **Understanding Material**

Concerning teacher competency standards, Natsir et al. (2020) indicated that teachers must master the material, structure, concepts and scientific mindsets that support the subjects taught. In addition, they are also required to master the standards of competency and basic competencies of subjects that are taught and able to develop learning materials that are taught creatively.

**Skills in Making Learning Implementation Plans**

Bahri (2015) specified that the teacher must understand various learning theories and the principles of learning that are educational related to the subjects being taught. In addition, they must also understand the principles of curriculum development, be able to determine learning objectives, choose learning materials, organize learning materials correctly according to the chosen approach, and develop assessment indicators and instruments so that they can determine the appropriate learning experience for students to achieve defined learning goals (Natsir et al., 2020).

**Skills in Implementing a Learning Implementation Plan**

The teacher must be able to carry out educational learning both in the classroom, laboratory, and in the field by paying attention to the required safety standards (Natsir et al., 2020). They should also be able to design a lesson plan and implement it.

**Ability to Evaluate the Entire Learning Tool to Measure Student Development**

The teacher has the task of collecting, analyzing and using all relevant data to measure students' academic development and must also be able to provide feedback regularly to students. In addition, he must also be able to evaluate the content of the study guide and the delivery method used so that the evaluation process can be carried out thoroughly (Natsir et al., 2020).

**Learning Environment**

The teacher has a responsibility in providing a safe, positive, focused and student-oriented learning environment. In order for him to be able to realize these learning conditions, he must show an honest, assertive, and humane attitude, and behave in a manner that reflects noble deeds and morality (Natsir et al., 2020).

**Professionalism as a teacher**

As a professional teacher, teachers must reflect on their own performance continuously and utilize the results of reflection in order to increase professionalism and utilize information and communication technology in communicating for self-development (Natsir et al., 2020).



## **2.2. Empirical framework**

### **2.2.1. Pedagogic supervision and the performance of teachers**

Ngole & Mkulu (2021) conducted a study aiming at examining the role of heads of schools' supervision in improving quality of teaching and learning in public secondary schools in Ilemela District, Tanzania. Their study was guided by three specific objectives which are to examine strategies used by head of schools in improving quality of teaching and learning, the challenges facing school heads in improving quality of teaching and learning, and possible initiatives used in addressing the challenges hindering effective school heads supervision that aim to improve the quality of teaching and learning in Ilemela District. They employed a mixed approach under convergent parallel research design. The study used a population of 86 comprising of 1 DEO, 4 WEO, 4 Head of Schools, 30 Teachers, and 47 Students. They found out that heads of schools are key instructional supervisors in schools. Furthermore, effective supervision was found to be the key factor for the academic performance in schools. They recommended that heads of schools should be setting time for instructional supervision in schools because it is one of the roles that influence students' academic achievement positively and the Ministry of Education should reinforce supervision-based training through seminars, workshops, and refresher courses countrywide for secondary school heads of schools and second masters/mistresses.

Another study conducted by Geraldine (n.d) aiming at investigating the influence of principals' instructional supervision on teacher's performance and motivation in secondary schools in Awka Education Zone. Her study was carried out in Awka Education Zone of Anambra State and involved 320 respondents (20 principals and 300 teachers). Findings of the study showed that there is a significant influence of adequate and regular supervision on teachers' motivation and job performance in secondary schools in Awka Education zone. Findings also revealed that there is no significant difference between the mean ratings of principals and teachers on the influence of supervision on teachers' job performance and motivation. Thus the researcher recommended that the State Government should regularly organize inservice training for stakeholders in education to improve and train them on the need for ensuring timely and consistent instructional supervision in secondary schools. The study conducted by Hoojqan, Gharamani & Safari (2015) involving 160 teachers (80 female teachers and 80 male teachers) from 16 schools showed that educational supervision is effective on improving the performance of guidance school teachers in Marand in the fields of improving

teaching methods, the degree of participation in the in-service courses, strengthening human relations, reforming and strengthening the evaluation methods and encouraging the use of teaching aids.

Hoque, Bt Kenayathulla, Subramaniam & Islam (2020) conducted also a study aiming at determining the relationships between supervision and teachers' performance and attitude in secondary schools in Kuala Lumpur, Malaysia. Their study entailed respondents from various schools in one of the districts in Kuala Lumpur which comprises 200 teachers and 50 supervisors. The current status of supervisory practices, teachers' attitude toward supervision, and teachers' performance after supervision is found at moderate level in secondary schools in Malaysia. As a whole, supervisory practices are not correlated with teachers' performance and attitude. But worthy to mention, directive supervision is positively and significantly related to teachers' performance and attitude.

A review study conducted by Hakim, Sowiyah, Fitriyanti & Perdana (2020) aiming at examining and analyzing the impact of academic supervision on improving teacher performance showed that most of the role of academic supervision are very influential in improving teacher performance even though there are still obstacles such as not yet participatory planning and implementation of academic supervision. They indicated that effective academic supervision requires the principal's willingness to plan, implement and evaluate participatory supervision.

Also, Malunda, Onen, Musaazi & Oonyu (2016) carried out a research aiming at looking at the effect of instructional supervision by school authorities on the pedagogical practices of teachers in public secondary schools in Uganda. Their study respondents included 934 teachers randomly selected from 95 public secondary schools, 76 head teachers, and two officials from the Directorate of Education Standards of the Ministry of Education and Sports. The findings of their study revealed that both classroom observation (odd ratio=4.1;  $p=0.000<0.05$ ) and portfolio supervision (odd ratio=2.3;  $p=0.000<0.05$ ) have statistically significant effect on the pedagogical practices of teachers in public secondary schools in Uganda. Furthermore, their study established that school authorities were inadequately carrying out instructional supervision, thereby leaving teachers to employ ineffective pedagogical practices. The study concluded that teachers' pedagogical practices are dependent on the manner in which they are supervised, other factor notwithstanding. Therefore, in order to improve the pedagogical practices of teachers, school inspection should be increased and regular in-service training needs to be provided to head teachers as well as subject heads on how to conduct classroom observations and portfolio supervision in schools.

### 2.2.2. Supervisor behavior and the performance of teachers

Supervision behaviour ranges from extremely autocratic, with all decision made at the top to the extremely democratic with decision made by employees or subordinates at the lowest level (Weerasuriya & Nishanthi, 2014). Such behaviors of supervisors can have a significant influence on employees' morale and their work behavior and affecting employees' psychological well-being (Zikanga, Anumaka, Tamale & Mugizi, 2021). Supervisors can be a key influence on what employee's experience at work and their work outcomes including performance (Gilbreath & Karimi, 2012). Scholars (e.g. Aryan & Singh, 2015; Asmus, Karl, Mohnen & Reinhar, 2015; Atambo, Kabare, Munene & Nyamwamu, 2012; Bradler, Dury, Neckermannz & Non, 2016; Ibok & Umana, 2013; Teo & Low, 2016) have carried out studies on supervision behavior and employee performance. Aryan & Singh (2015) examined the impact of the supervisor's behavior of recognition on employee's performance using employees of public and private sector banks in Punjab and Haryana in India. Their findings indicated that the supervisor's behavior of recognition had a positive significant influence on performance of the employees.

In their study, Asmus et al. (2015) examined the influence of the supervisor supervision behavior of goal-setting on employee performance in an industrial production process using staff of a training factory for energy productivity in Munich, Germany. The findings revealed that the supervisor's behavior of goal setting improved workers' performance in industrial workplaces. In their study, Atambo et al. (2012) examined the relationship between the supervision behavior of employee recognition and performance with medical services staff drawn from Kenyatta National Hospital as units of analysis. The results revealed that the supervision behavior of recognizing the employee's accomplishments translated into improved performance both at the individual and organizational levels. Further, Bradler et al. (2016) investigated the causal effect of the supervision behavior of employee recognition on employee performance. Their findings indicated that recognition increased subsequent performance substantially, particularly when provided to the best performers.

Using employees of a micro-finance bank in Nigeria, Ibok and Umana (2013) examined the effect of supervisory behavior namely supervisor contingent, supervisor upward influencing behavior, achievement oriented behavior and supervisor arbitrary and punitive behavior sales force performance of the sales force. The findings indicated that all the supervisory behaviors had a statistically positive and significant relationship with performance of the sales force. In their study, Teo and Low (2016) sought to find out whether goal setting had an impact on

employee effectiveness and ultimately improving organization effectiveness with employees of a business company on as units of analysis in a high-tech company in Singapore. The results showed that supervisors' goal setting behavior had a positive impact on employee effectiveness. Precisely, the literature above showed that scholars had expended significant effort to investigate the relationship between supervision behavior and employee performance. These findings were consistent with the Y theory which suggests that employees who exhibit interest in work should be treated well to further enhance their performance. However, except for the study by Ibok and Umana (2013), all the other studies obliquely implied supervision behaviors in concepts such as recognition (Aryan & Singh, 2015; Atambo et al., 2012; Bradler et al. (2016) and goal-setting (Asmus et al., 2015; Teo & Low, 2016). This study further examined the relationship between supervisors' behaviors and job performance of teachers, considering supervision behaviors on the conception of Mathieu et al. (2016) as referring to person-oriented and task-oriented behaviors.

Another study conducted by Gülbahar (2020) aiming at testing the theoretical framework within the structural equation model that if the perceived supervisor support affects the perception of school effectiveness, engagement to work, job satisfaction, and organizational cynical attitude. The sub-purpose of the study is to examine the relationship between teachers' perceptions of these variables. The study involved a sample of 438 teachers. The established structural equation model results revealed that perceived supervisor support significantly predicted school effectiveness perception, work engagement, job satisfaction and organizational cynical attitude. In addition, another study conducted by Uzun & Özdem (2017), involving 206 teachers, revealed that there is a positive linear relationship between supervisor support, job performance and job satisfaction and job satisfaction has a full mediating role between supervisor support and job performance.

### **2.2.3. Leadership style and the performance of teachers**

Godwin & Kabeta (2019) conducted a study aimed at discussing the effect of the Headteachers' leadership styles on Teacher performance in selected Mission and Public Secondary schools in Muchinga Province of Zambia. The applied a mixed method approach involving a sample of 207 persons using questionnaire and in-depth interviews and focus group discussions. The results of their study revealed that there is a relationship between head teachers' leadership style and teachers' performance in a given institution. Their result further revealed that, headteachers in the selected public secondary schools were found to be using two

leadership styles mainly to manage their schools and those two leadership styles are democratic and autocratic. On the other hand, their findings revealed that mission secondary schools use a wide range of leadership styles among them, democratic, transformational, and of course autocratic in certain instances. They further revealed that performance of both teachers and learners was very good in mission schools as compared to that in selected public secondary schools. They recommended that headteachers' leadership styles needed to be improved upon through capacity buildings. They also recommended that, for any headteacher to be appointed to the position head teacher, one needed to have undergone training in Education leadership and Management.

Saleem, Aslam, Yin & Rao (2020) carried out a study aimed at investigating the effects of private secondary school principals' leadership styles on teachers' job performance. They involved in their study a total of 253 middle management personnel. Their findings from the structural equation modeling revealed that the directive leadership style had a significant effect on teacher job performance in the studied schools, followed by the supportive and achievement-oriented leadership styles. Conversely, although participative leadership was identified as a significant predictor, it was not considered a promising predictor of teacher job performance. A study conducted by Yasmin, Imram & Sultana (2019), involving 300 participants from 33 different schools revealed that principals' transactional management and transformational guidance decrease teachers job performance. They indicated that outcomes might be undesirable because of some other influences that were not sheltered in their research like legislative policies, the individual's behavior of the Leaders, legislative organization, teachers relations, etc. Another study conducted by Nasra (2019) aimed at developing a model in which leadership styles (transformational or transactional leadership) directly and indirectly affect teacher performance. He carried out the study and tested his hypotheses on 630 Arab Israeli teachers. The results of his study revealed that the performance of teachers increases as they perceived their principals' leadership as more transformational and less transactional. In addition, his results indicated that the effect of transformational principal's leadership style on organizational citizenship behavior is expressed only in indirect effect, through occupational perception.

Hiranah, Fitria & Wahidy (2021) conducted a study aimed at defining and explaining the impact on teacher performance of leadership style of the head of the Madrasah and job motivation simultaneously. They used mixed method research and involved 49 respondents. The results of their study showed that principal's leadership style has a positive and important effect on the performance of teachers and motivation for work has a positive and meaningful

influence on the success of teachers. Their findings indicated also the interaction between principal's leadership style and motivation for work have a profound influence on teacher performance.

Another study conducted by Imhangbe, Okecha & Obozuma (2019) aiming at investigating the relationship between principals' leadership styles and secondary school teachers' job performance in Edo Central Senatorial District, Nigeria. They involved in their study 397 senior secondary school teachers and 69 principals. Results of their study showed that democratic, autocratic and laissez-faire leadership styles jointly contributed about 68.3% variations in the job performance of teachers, while democratic and laissez-faire leadership styles had the most prominent positive influence on teachers' job performance in the area of study. They recommended that the use of a democratic leadership style should be encouraged among the principals of senior secondary schools in the district.

Haruni & Mafwimbo (2014) investigated the influence of leadership styles on teachers' job satisfaction in Songea and Morogoro Districts, Tanzania. The study employed a cross-sectional research design, with samples of 200 teachers from 20 selected primary schools in Songea and Morogoro Districts. Interviews, documentary analysis and questionnaires were used to collect the data. The data were analyzed both qualitatively and quantitatively using tables, frequencies and percentages. It was found that the democratic leadership style was the most dominant in the bestperforming primary schools. It is, therefore, suggested that there is much to be learnt from the democratic leadership style as a copying strategy in low performing primary schools.

Kozaala (2012) investigated the leadership styles and job performance of teachers in 15 secondary schools in Kamuli District. The study was cross-sectional in design and collected data from a total of 50 respondents, including 15 head teachers, 30 members of the Board of Governors and five officials from the Ministry of Education and Sport at Kamuli District. Data were collected via a self-administered questionnaire, and an interview schedule with teachers was analyzed using the Pearson correlation coefficient. Results showed that head teachers and principals in secondary schools in the Kamuli District used the autocratic leadership style while administering their schools; they use directive language when talking to teachers, they make personal decisions without consulting teachers and regards democratic leadership style, they do not delegate work or responsibility to teachers. Teachers felt left out of most pertinent issues pertaining to their schools; they were demotivated and felt rejected, thus having a negative impact on the job performance of the junior teachers.

The influence of principals' leadership styles on the job performance of teachers has been reported in recent studies. Mehrab, Homayun & Sardar (2014) investigated the relationship between principals' leadership styles and the performance of physical education teachers in secondary schools in western provinces of Iran. Results showed that the correlation coefficient between the leadership style of principals and the performance of teachers was equivalent to .16. Furthermore, 26% ( $r^2 = 26\%$ ) of the teachers' job performance, as shown by the efficiency variance, was explained by leadership style dimensions. Hence, the multiple regressions showed that the dimensions of leadership styles (partnership and consultative styles) together could not express a significant influence on teachers' performance.

Okoji (2016) conducted a study titled "Relationship between secondary school principals' leadership style and teachers' job performance in selected rural communities of Ondo State, Nigeria". The results showed that there was a significant relationship between autocratic leadership style and teachers' job performance ( $r = -0.314$ ,  $n = 300$ ,  $p < .01$ ). A significant relationship also existed between democratic leadership style and teachers' job performance ( $r = 0.118$ ,  $n = 300$ ,  $p < .05$ ). Considering the findings of this study, a mixture of autocratic and democratic leadership styles by principals would promote better job performance among teachers.

Aunga & Masare (2017) conducted a study focusing on the effect of leadership styles on teachers' performance in primary schools in Arusha District. Their research was quantitative in nature and the descriptive survey design was employed. They used a questionnaire to collect data involving 140 respondents. The study concluded that teachers' performance is good in the primary schools in Arusha district. There is a significant relationship between transformational leadership style and teachers' performance. They recommended that head teachers should use democratic and transformational leadership styles due to the fact that democratic and transformational leadership styles increases teachers' performance.

#### **2.2.4. Supervisor support and the performance of teachers**

Supervisor support is the employees' views concerning the degree to which their supervisors value their contributions and care about their well-being (Mohamed & Ali, 2016). Frear, Donsbach, Theilgard & Shanock (2018) indicate that based on the norm of reciprocity, enhanced supervisor support makes employees feel obligated to care about the organization's welfare and helps the organisation reach its objectives. Different scholars (e.g. Azman, Sieng, Ajis, Dollah & Boerhannoeddin, 2009; Miao & Kim, 2010; Pousa & Mathieu, 2014; Saleem &

Amin, 2013; Utrilla, Grande & Lorenzo, 2015) have related supervisor support and employee performance. Azman et al. (2009) measured the effect of the supervisor's role in training programs on job performance using staff of a state library in Sarawak, Malaysia. Using regression, the study established existence of a positive significant relationship between supervisor support and job performance. On their part, Miao & Kim (2010) investigated the correlation between perceived organizational support and employee job performance using employees of state-owned enterprises in China. Their findings indicated a positive correlation between perceived organizational support and employee job performance. In relation to the above, Mohamed & Ali (2015a) analysed the relationship between perceived organizational support and employee performance. Accordingly, this was because employees having good perceptions about their employers and viewing their employers as being generally caring about their well-being influence their job performance in a positive way.

A study done by Okia, Naluwemba & Kasule (2021) in the Eastern Uganda sub region of Teso examined the status of support supervision and performance of primary school teachers. The findings revealed that support supervision offered by head teachers did not significantly enhance performance of teachers. Further Pousa & Mathieu (2014) investigated the influence of supervisor support in terms of employee coaching on employee performance using business-to-business salespersons working in Latin America and frontline employees from a service organization in Canada. Their regression findings showed that coaching had a positive and significant influence on performance of employees. Similarly, Saleem & Amin (2013) investigated the impact of supervisory support on employee performance using faculty members of the Universities of Faisalabad in Pakistani as units of analysis. Their results revealed a strong positive and significant relationship between supervisory support and employee performance. Consistent with the above, Utrilla et al. (2015) analysed the effect of the supervisory role of coaching in both employees' development and organizational performance using human resource managers of Spanish firms. Structural modelling results indicated that coaching had an influence on both individual performance and organizational performance. Overall, the literature above concurs with the assumptions of the Y theory which indicates that performance of employees is enhanced if management organizes or supports employees that have positive attitudes to meet the objectives of the organization. However, in the studies above, an empirical gap emerged. This is because while all the other studies indicated existence of a positive significant relationship between supervision support and job performance of teachers, the only study done in Uganda specifically in the Eastern region of



the country reported to the contrary. This study was carried out in Western Uganda to establish whether the situation in Uganda was the same or varied in the different regions of Uganda.

Zikanga et al. (2021) conducted also a study aiming at investigating the relationship between head teachers' supervision practices and job performance of teachers in government aided secondary schools in Western Uganda. Head teacher's supervision practices were studied in terms of supervision behavior, support and communication. Job performance of teachers was considered in terms of classroom teaching, management of students, discipline as well as regularity and interpersonal relations. They adopted a cross-sectional research design using the quantitative approach on a sample of 333 teachers. The results of the inferential analysis showed that while supervision behaviors and support had a positive and significant influence on job performance of teachers, supervision communication did not. They concluded that supervision behaviors and support are important for the job performance of teachers. Therefore, they recommended that head teachers should provide effective supervision to teachers because such a practice has a significant positive influence on teachers' job performance.

### **2.2.5. Techniques and activities of supervision and the performance of teachers**

Different scholars (e.g. Chidi & Victor, 2017; Ekpoh & Eze, 2015; Kwapong & Mensah, 2018; Lucky & Anita, 2019; Mette, Range, Anderson, Hvidston & Nieuwenhuizen, 2015) have related supervisor support and employee performance. Ekpoh & Eze (2015) carried out a study focusing on the investigation of the relationship between principals' supervisory techniques and teachers' job performance in Ikom Education Zone of Cross River State, Nigeria. Ex-post facto research design was adopted in their study involving a sample of 86 principals, 344 teachers and 1,376 students. Results obtained in their study revealed that a significant relationship exist between principals' supervisory techniques in terms of classroom visitation, workshop techniques and teachers' job performance. Based on the findings, they concluded that job performances of teachers would be enhanced when they are properly supervised by principals using the various supervisory techniques.

Kwapong & Mensah (2018) conducted study aiming at measuring head teachers' instructional supervisory practices on teacher performance in public basic schools in the Effutu Municipality. They involved 195 teachers and 23 head teachers. The results of their study revealed that teacher performance was related to supervisory roles of the head teachers and the tools used for supervisory activities. Based on their results, they recommended that in order to improve teacher job performance in the classroom, head teachers should concentrate on the

knowledge of supervisory roles and the tools used for the supervision. Further more, Chidi & Victor (2017) conducted a study to investigate the relationship between principal's supervisory techniques and teachers job performance in secondary schools in Ebonyi State. They involved in their study a sample of 1005 respondents. They revealed in their findings that there is a high positive correlation between classroom observation techniques and teachers' job performance in secondary schools in Ebonyi State. They also revealed that there was a significant relationship between principals' demonstration techniques and teachers' job performance in secondary schools in Ebonyi State. Based on their findings, they concluded and recommended that government should provide opportunity for principals to attend conferences, workshops, seminars and colloquiums on supervisory techniques at least once a year both nationally and internationally for more acquisition of skills and knowledge for effective instructional supervision in order to keep them at par with their foreign counterparts. In addition, Wiyono & Sucipto (n.d) indicated in their study that supervision techniques such as classroom action research, classroom visitation, teaching demonstration, in on in activities, meeting of teacher work group, training, seminar, and clinical supervision have significantly influence teacher performance.

The study conducted by Lucky & Anita (2019) examined the influence of school supervision strategies on teachers' job performance in Senior Secondary Schools in Rivers State. The involved a sample of 569 respondents selected using Taro Yemen. Their findings indicated both teachers and principals perceived that classroom visitation and demonstration as supervision strategies contributes to a very high extent to teachers' job performance. The study also found that there was no significant difference in the mean responses of teachers and principals on the extent by which classroom visitation and demonstration as supervision strategies that influence teachers' job performance in the study area. Based on the results, they recommended that post primary school management board should always sensitize supervisors on certain criteria of carrying out supervision for the realization of the basic objectives as well as assisting teachers to improve their teaching skills.

Another study conducted by Mette et al. (2015) aiming at examining how principals in eight high-functioning elementary schools provide teacher supervision and evaluation to promote high levels of student achievement. Perceptions of teachers were measured to provide an understanding of which specific principal behaviors translated into better instructional practices within the selected schools. The study involved 74 teachers using an online survey tool to assess perceptions about principals' supervision within pre-observation and post-observation conferences. The findings revealed that 64% of the variability in principals' pre-

conference supervisory effectiveness was accounted for by discussing how students will be engaged in their learning during instruction; 65% of the variability in principals' post-conference supervisory effectiveness was accounted for by building teachers' capacity to self-reflect about teaching. Overall, their study pointed toward the importance of teachers and principals working together to provide engaging instruction to drive increased student achievement while implementing school reform and improvement efforts.

## **2.3. Theoretical framework**

### **2.3.1. Theory X and Y**

Created and developed by Douglas McGregor in the 1960s, these theories describe two contrasting models of workforce motivation applied by managers in human resource management, organizational behaviour, organizational communication and organizational development and according to this model, the two opposing sets of general assumptions of how workers are motivated form the basis for two different managerial styles (Aithal & Kumar, 2016).

The X and Y Theories propounded by Douglas McGregor in 1957 (Lawter, Kopelman & Prottas, 2015) guided this study. In the 1950s when he was writing the 'conventional conception of management's task in harnessing human energy to organizational requirements' or what he described as Theory X, was that it was the duty of management to organise, direct, control, and modify the behaviour of employees as otherwise they might become passive or even resistant to work (Gannon & Boguszak, 2013). The X Theory postulates that people are averse to working, lack ambition and a desire for responsibility, are selfish, resistant to change, and gullible (Aithal & Kumar, 2016; Gannon & Boguszak, 2013). Hence, the average employee is more efficient under strict supervision (Aithal & Kumar, 2016). Therefore, the supervision style required for X employees should be the hard approach of the supervisor being coercive, requiring close supervision practices and tight control (Gannon & Boguszak, 2013). Therefore, there is need for the supervisory behavior that is strict. Theory X managers assume that workers are lazy, will avoid responsibility, and prefer to just get by (Arslan & Staub, 2013). The assumptions of this theory believe that workers must be controlled and threatened with punishment (Allio, 2009).

A Theory X management style requires close, firm supervision with clearly specified tasks and the threat of punishment or the promise of greater pay as motivating factors (Charter Management Institute, 2015). A manager working under these assumptions will employ

autocratic controls which can lead to mistrust and resentment from managees. McGregor acknowledges that the 'carrot and stick' approach can have a place, but will not work when the needs of people are predominantly social and egoistic. Ultimately, the assumption that a manager's objective is to persuade people to be docile, to do what they are told in exchange for reward or escape from punishment, is presented as flawed and in need of re-evaluation (Charter Management Institute, 2015).

On the other hand, the Y Theory postulates that work is as natural as play or rest, and people enjoy working. Therefore, people will exercise self-direction and self-control in the service of the objectives to which they are committed (Aithal & Kumar, 2016). Theory Y proposes that the role of management is not simply providing direction but also to organize the employees such that they meet the objectives of the organization (Gannon & Boguszak, 2013). This theory suggests that supervisors have to employ supervision approaches that are supportive and communicative. Therefore, basing on X theory, the study examined head teachers supervision practices that are supervision behavior, support and communication in relation to job performance of teachers.

### **2.3.2. Systems theory**

The popular version of Open Systems Theory is attributed to Ludwig von Bertalanffy (1968) who used the term General Systems Theory (GST) to describe the main ideas. This theory has had a significant effect on management science and understanding organizations (Mwambo, 2020). A system is considered as a collection of parts unified to accomplish an overall goal (Mwambo, 2020). If one part of the system is removed, the nature of the system is changed as well and it can be also looked at as having inputs (like resources such as raw materials, money, technologies, and people), processes (like planning, organizing, motivating, and controlling), outputs (products or services) and outcomes (enhanced quality of life or productivity for customers/clients, productivity) (Mwambo, 2020). Systems share feedback among each of these four aspects of the system. Systems theory places emphasis on the interdependence and interrelatedness of all the units within an organization.

A system composes of thinking in terms of the whole problem, task, operation or group and its interacting sub-parts, as well as analyzing, selecting, implementing and checking the alternative optimum, sequence, functions or component part with a goal of achieving a desired outcome (Mburu, 2017). Schools are social systems in which two or more persons cohesively work in a coordinated manner to attain common goals. This definition is useful as used by

Mburu (2017), for it specifies several important features of schools which consist of people, they are goal-directed in nature, they attain their goals through some form of coordinated effort, and they interact with their external environment. Social systems theory generally deals with open systems because it is almost impossible to envisage a social system, such as a school, that is not interactive with its environment. They hold the view that an education institution is an open system that receives resources (inputs) from the environment and transforms (process) them into products (outputs).

According to Nduku (2016), the system theory, views the entire educational organization as a group of parts that are highly inter-related and inter-dependent. According to this theory education has various players including principal, teachers and students and parents. The supervisor and the supervisee are highly inter-related and inter-dependent. In an organization, the group consists of persons who must work in harmony and each person must know what others are doing. Every part works to contribute to the whole and if one fails to do his/her role the system fails.

The principal takes the role of both administrator and supervisor. He does administrative work when planning school work, assigning duties to teachers, formulating rules and regulations for the school. When the principal oversees the teachers' work, checks work records and visits to the classroom, he/she does supervisory work. The principal should cohesively work with the teachers in instructional supervision so as to improve quality of education and achieve individual, school and national stated goals and the set objectives of education. The principals therefore can be regarded as agents the required instructional supervision at the school level. As the quality assurance agents, they need to play their supervisory roles effectively to ensure quality in education, which is depicted by good teacher job performance and improved students' academic achievement in national exams. The theory is applicable the study because a school is an organization with the principals' role being pivotal in improving the school classroom instruction and the institutional growth. The theory is used as a platform appraising the principal against the stated premises.

### **Summary of literature review**

The literature reviewed the concept of supervision of instruction as a process or activity by which an individual or a group of individuals by means of advising and stimulating interest in teachers and students help to improve teaching and learning situations in educational institutions. It is also the process of assisting the teacher to improve himself and his instructional abilities so as to enhance effective teaching and learning process. From these definitions, it is

clear that pedagogic supervision is a source of assistance to teachers for their improvement. This now necessitated this study to check how teachers perceive its influence on their classroom effectiveness.

The review also presented the purpose of pedagogic supervision. It is basic that the purpose of having supervisors in schools is to control the quality of education and teaching and learning delivered to students. It laid emphasis on the classroom effectiveness of the teachers, especially on the duties assigned to them.

Furthermore, the techniques of supervision of instruction were also reviewed which include classroom visitation, teacher visitation, workshop, micro-teaching and counseling techniques among others. Also qualities of a good instructional supervisor, problems and ways to solve instructional supervision problems, concept of job performance, leadership style, models of instructional supervision, principles of supervision, traditional and modern approaches to supervision. And lastly, previous studies related to this study were also reviewed.

Despite so many researches have been carried out in looking at the relationship between supervision of instruction and teachers' job performance. It is observed by the researcher that it seems attention was not given to how teachers perceive the influence of instructional supervision on their classroom performance in Cameroon context.

## CHAPTER THREE: METHODOLOGY OF STUDY

This chapter presents a detailed description of research design and the methodology used. This includes a description of the main research design, the target population, sample size and the sampling techniques used as well as a description of instruments, which were used for data collection. The section will explain the data collection procedures, methods used to analyze the data and ethical issues considered in the field during the research.

### 3.1. Research design

« A research design is a plan or strategy that is drawn up for organizing the research and making it practicable, so that research questions can be answered based on evidence and warrants » (Cohen, Manion & Morrison, 2018). In other words, it is to decide whether the research will be quantitative, qualitative or mixed method. The planning of research depends on the kind of questions to be asked or under investigation; the purposes of the research study and the research principles informing how one is working and the philosophies, ontologies and epistemologies which underpin them (Cohen et al. 2018). In other to answer our research questions, our study is based on a quantitative research design, precisely, a descriptive and regressional research. The descriptive and regressional survey design in this study enables the researcher to comprehensively record, describe, analyse and test the relationship between our various variables: pedagogic supervision, leadership style, supervisory techniques and activities and support of supervisor and the job performance of teachers. Since the study involves human subjects and the information needed can be manipulated, the researcher collected information on the state of affairs in the schools, with manipulating variables making the design appropriate for the study.

### 3.2. Sources of data

In order to strengthen the findings of the research the relevant data for the study were generated from both primary and secondary sources. These are described below.

#### **Secondary source of Data**

The secondary sources of data were studies documented the pedagogic supervision, leadership of supervisors, supervisors behaviours, support of supervisors and teachers job performance. These files that observed to strengthen the data obtained through questionnaires.

### **Primary Source of Data**

In this study, primary data sources were employed to obtain reliable information about the supervisory practice. The major sources of primary data were teachers of government secondary schools of Yaounde 6.

### **3.3. Area of the study**

This study was carried out in Yaounde. Yaounde is the capitale of Cameroon and the chief of the regional centre. It is situated to 200 km from Atlantic Coast, between 4° of North latitude and 11°35 of longitude East. Geographical, Yaounde town is delimited in the North-West by the Department of Lekie; South-West by the Department of Mefou-and-Akono; South, th Mefou-Akono Department ; North, division of Okola and Nord-East and South-East by the Department of Mefou-Afamba. It is composed by seven (7) division ranged from division one to seven. Because of the larger number of secondary schools in Yaounde and the larger areas of Yaounde and the time and resources that it can take, this study is concentrated in Yaounde 6 geographical area).

### **3.4.Study population**

According to Fonkeng, Bonda & Chaffi (2012, p.23), the population is ‘‘the collection of individuals or set of elementaries units on which the study is carried. Thoses units shares common characteristics. ‘‘ The research study targets the population of secondary school teachers of Yaounde town, in the central region of Cameroon. In the academic year of 2019-2020, the regional centre account for a total of 18 121 teachers where 11 968 among them were general secondary school teachers and the remains were teachnical and vocational training teachers (MINSEC, 2020).

#### **3.4.1. Sample and sampling techniques**

In order to answer to research questions, it is necessary to choose a sample (Tahersdoost, 2016). Sampling is a complex task or exercice and depends on the kind of study (Wilson, 2014). According to Savoie-Zajc (2007), sampling constitutes a set of decisions underlying the choice of sample. It is done to produce accurate results without necessarily collecting data from each member of population (Denscombe, 2010). Generally, there are two sampling methods that can be applied depend on the kind of study: probability sampling and non-probability sampling (Denscombe, 2010; Wilson, 2014; Taherdoost, 2016; Etikan & Bala, 2017). Depend on the type of our study, probability sampling is best suited. It allows a random selection (Denscombe,



2010; Wilson, 2014; Taherdoost, 2016; Etikan & Bala, 2017). It is a sample procedure which gives option of probability that elements of the univers has a chance to be included in the sample of study (Etikan & Bala, 2017). In Probality sampling method, there are various types of sampling techniques: systematic sampling, stratified random sampling, cluster sampling (Wilson, 2014), multi-stage sampling, area sampling (Etikan & Bala, 2017) and random sampling (Denscombe, 2010). In order to select our sample, we use stratified sampling technique.

#### **3.4.1.1. Stratified sampling technique**

It is a sampling technique where a research faces to several homogenous groups called stratum. It is applied when population from which sample to be drawn from the group does not have homogeneous group and in general, it is used to obtain a representative of a good sample. And also stratified sampling divide the universe into several sub group of population that are individually more homogeneous than the total population and select items will be selected from each stratum to generate a sample in this case each of the stratum will be more homogeneous with the population (Etikan & Bala, 2017, p.2). The reason for introducing stratification into the selection process is to ensure that crucial parts of the population are appropriately represented in the overall sample and it allows also the researcher to select a sample which he/she knows will include, for instance, equal number of men and women, or perhaps an appropriate balance of different age groups within the sample (Denscombe, 2010, p.30) and gives more reliable and detailed information about the sample (Etikan & Bala, 2017).

#### **3.4.1.2. Sample of the study**

A total of 200 samples was constituted. A total of 159 samples (80 female teachers and 79 male teachers from 5 secondary schools in the zone) were used for the study. The rsearcher adopted stratified random sampling technique to select sample from five stata of the population. This justification for this sample size was for the researcher to be able to get a more reliable and accurate data.

### **3.5. Variables, indicators and modalities**

#### **3.5.1. Variables of research**

Generally, in research there are two most known variables: the independent variable which is the cause and it is the variable that explain a presumed phenomenon and dependent variable which is the effect or consequence. In our present study, there are two variables which

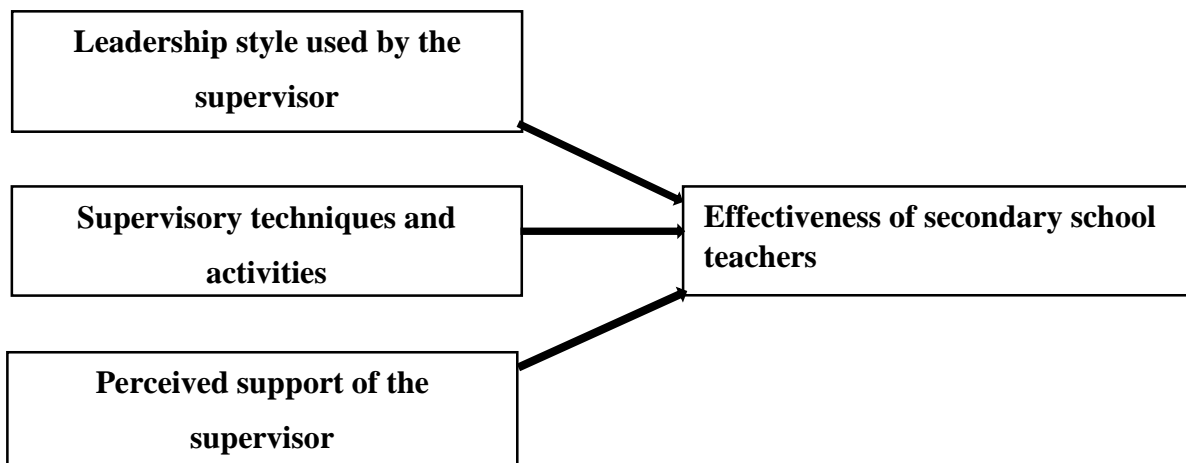
are pedagogic supervision (independent variable) and performance of secondary school teachers (dependent variable).



**Figure 2: Relationship between the independent and dependent variable**

Our independent variable is subdivided into three (3) indicators and those indicators constitute our sub-independent variables and form our specific hypotheses. We are examining whether those three (3) sub-independent variables can explain or have an impact on our dependent variable.

- Leadership style used by the supervisors
- Supervisory techniques and activities
- Perceived support of supervisors



**Figure 3: Relation between the sub-independent and the dependent variable**

**Table 2: Synoptic table of variables, indicators and modalities**

General Hypothesis	Specific Hypotheses	Independent variables	Indicators	Modalities	Dependent variable	Indicateurs	Modalités
HG : Pedagogic supervision influence significantly the performance of secondary school teachers in Yaoundé 6.	HS1 : Leadership style used by the supervisors influences significantly the performance of secondary school teachers in Yaoundé 6.	Leadership style used by the supervisors	<p>1.The supervisor do not consider teachers decision making for training criteria in school.</p> <p>2.My principal always decide what is best for us teachers and the school.</p> <p>3.My principal allow me to demonstrate high degree of innovativeness, initiative and creativity in decision making process of the school.</p> <p>4.My supervisor encourages co-operation among the teaching staff during</p>	<p>1 – Strongly Disagree</p> <p>2 – Disagree</p> <p>3 – Neutral</p> <p>4 – Agree</p> <p>5 – Strongly Agree</p>	The performance of secondary school teachers in Yaounde 6	<p>1.I have a great deal of interest in the subject I am teaching.</p> <p>2.I encourage students to be punctual in their assignments.</p> <p>3.I organize the subject matter I teach to be in agreement with the courses' objectives.</p> <p>4.In the end I am in the habit of</p>	<p>1 – Strongly Disagree</p> <p>2 – Disagree</p> <p>3 – Neutral</p> <p>4 – Agree</p> <p>5 – Strongly Agree</p>

		<p>the decision-making process of the school.</p> <p>5. My principal is uncomfortable with the suggestion I make for promotion in staff meeting.</p> <p>6. My principal pass rules and make decisions concerning me without my consent.</p> <p>7. My principal makes phone calls and writes a note in the staff notice board when he/she wants to talk to us teachers.</p> <p>8. I am directed by the school leaders on how to perform the delegated duties.</p> <p>9. My principal delegates me duties that I am skilled,</p>			<p>summarizing the lessons I teach.</p> <p>5. I do discuss with students their performances in tests.</p> <p>6. I am concerned with the maintenance of discipline in the classroom within the framework of democratic atmosphere.</p> <p>7. I plan my lessons based on the techniques tested and</p>	
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			talented, experienced and knowledgeable about.  10.I am supervised by the school principal on duties delegated to me.			found suitable.  8.While teaching, I ask more thought provoking questions than fact finding questions.  9.The test I intend administering to my students will be reviewed and improved upon by me.  10.I discuss the content of the subject matter with
	HS2 : Supervisory techniques and activities influence significantly the performance of secondary school teachers in Yaoundé 6.	Supervisory techniques and activities	1.Teacher Working Group meeting. 2.Seminar. 3.Teaching demonstration. 4.Teacher orientation. 5.Checking teachers' schemes of work. 6.Checks teacher's record of work. 7.Protects instructions time by observation of punctuality. 8.Observes teaching and learning process.	1 – Never 2 – Rarely 3 – Sometimes 4 – Often 5 – Always		

			9.Provides feedback after lesson observation.  10.Supervision bulletin.			ease and confidence.	
	HS3 : Perceived support of supervisor influence significantly the performance of secondary school teachers in Yaoundé 6.	Perceived support of supervisor	1.My supervisor fosters genuine and trusting relationships on the team.  2.My supervisor supports my professional growth and development.  3.My supervisor helps me learn from my mistakes and turns them into productive development opportunities.  4.My supervisor routinely communicates with me so that I am able to	1 – Strongly Disagree  2 – Disagree  3 – Neutral  4 – Agree  5 – Strongly Agree			

			<p>perform and develop in my position.</p> <p>5. My principal helps me to get the resources that I need to do my job.</p> <p>6. My supervisor models the institution core values.</p> <p>7. My supervisor gather my input when making decisions that affect me.</p> <p>8. My supervisors recognizes me when I perform well.</p> <p>9. My supervisor gives me the right amount of autonomy to do my work successfully.</p> <p>10. My supervisor selects competent people for our team.</p>				
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### 3.6. Data collection

The researcher used questionnaire as a tool for data collection. Questionnaires offer considerable advantage in administration, presents an even stimulus potentiality to large numbers of people simultaneously and provides the investigator with an easy accumulation of data. They give respondents freedom to express their views or opinion.

**Instrumentation:** The researcher used four surveys scales to collect data for the study. To measure our dependent variable which is teacher's effectiveness, we used *Teacher Effectiveness Scale (TES)* developed by Prakash, Chandra & Chandrashekar (2020) consisted of 25 items. For the purpose of this study, we reduced the items into 10 items by choosing among those 25 initially items (see Appendix).

To measure supervisory techniques and activities, the researcher used the questionnaire developed by Kwapong & Mensah (2018) in their study consisted of 8 items measuring head teachers' instructional supervisory activities. For the purpose of this study, we chose 5 items among the items from the original questionnaire and added 5 items measuring supervisory techniques (see Appendix).

To measure supervision leadership, the researcher used the questionnaire used by Jay (2014) in his study consisting of 20 items measuring different dimensions of principal's leadership style. For the purpose of this study, selected 10 items among the 20 from the original questionnaire.

To measure perceived support of supervisor, the researcher constructed a questionnaire of 10 items based on literature (see Appendix).

**Procedure :** The researcher carried out data collection in three phases namely : pre-field logistics phase, fieldwork logistics phase and post-field logistics phase (Orodho, 2009). In the first phase, The Faculty of Education of the University of Yaounde I issue a research authorization to the researcher. This authorization gave the researcher the authority to seek for a research permit form the school District. The researcher took 15 days (13th to 27th May, 2022) to administer and collect data.

In the second phase, the researcher visited the selected schools and built rapport with the principals and the teachers. The principals were issued with copies of document permitting the researcher to conduct research in public secondary schools in Yaounde 6. Principals of different schools under study gave a written note allowing the researcher to contact teachers without opposition. The research instruments were administered to 200 teachers in secondary schools in Yaounde 6 Municipality.



In the third phase, the researcher visited the schools and collected the instruments. 159 out of 200 questionnaires were collected making a total of 41 questionnaires not returned. The filled instruments were then sorted out in preparation for data entry and analysis.

- In GBHS Mendong, the researcher administered 35 and collected 27.
- In GBHS Etoug-Ebe, she administered 38 and collected 30.
- In Quality International School Bieyem-Assi, 28 were administered and 19 collected.
- In Mervick Comprehensive College, 48 were administered and 40 collected.
- Out of 45 questionnaires administered in Franky College 37 were collected.

***Ethical considerations:*** The care and precaution to privacy was observed to protect the participants from exposure. The researcher requested participants to provide their voluntary consent by ticking a checkbox once they understood the scope of the study highlighted in the introduction to the survey. Identified information such as the participants' name or phone number was not made. The instruments collected were not made available to anyone and stored securely. These measures ensured adherence to data protection legality.

### **3.7. Data analysis**

The researcher used the 20th version of SPSS to conduct simple linear regression  $R$  analysis to determine the influence of the variables: leadership style used by the supervisor, supervisory techniques and activities and perceived support of supervisor on the effectiveness of teacher in secondary schools.

Casson & Farmer (2014) identified the following assumptions in doing linear regression analysis: continuous predictor variables and the outcome are linearly related; the outcome variable is continuous; there is no random component to  $x$ , including no measurement error; assumption of zero mean error; homoscedasticity; uncorrelated errors; normal distribution of data. These assumptions must be met to calculate a simple linear regression. The researcher chose the linear regression  $R$  because the research questions consisted of two variables that were measure on an interval scale and the population was normally distributed among secondary schools teachers.

The model of simple linear regression is defined by Kowal (2016) as follows:

$$y = \alpha + \beta x + \varepsilon$$

where:

$y$  – dependent variable,

$x$  – independent variable,

$\alpha$  and  $\beta$  – structural parameters,

$\varepsilon$  – random component.

Descriptive statistics such as Frequency (f), Percentage (%) and Mean were used to summarize and describe the distribution of our data.

## **CHAPTER FOUR: DATA PRESENTATION AND INTERPRETATION**

This chapter presents the results of field data that were collected through a questionnaire which developed for this study. The questionnaire was constructed based on the selected variables. The data was collected from some secondary schools in Yaounde VI; Government Bilingual High School Etoug-Ebe (GBHSE), Government Bilingual High School Mendong (GBSHM), Mevick Comprehensive College (MCC), Quality International School (QISB) and Franky Comprehensive Higher School (FCSE), Obili Yaoundé, with the sample of 159 respondents. The technique used in presenting the data is one in which data is organized, presented and analysis are made to show the impact on the whole study. It uses tables and charts for descriptive representation of results. Thus, the first part will present the demographic information, the second part will present analyses of the questionnaire items and the third part will verify the hypotheses that were stated in the beginning of the study

### **4.1. Descriptive statistics**

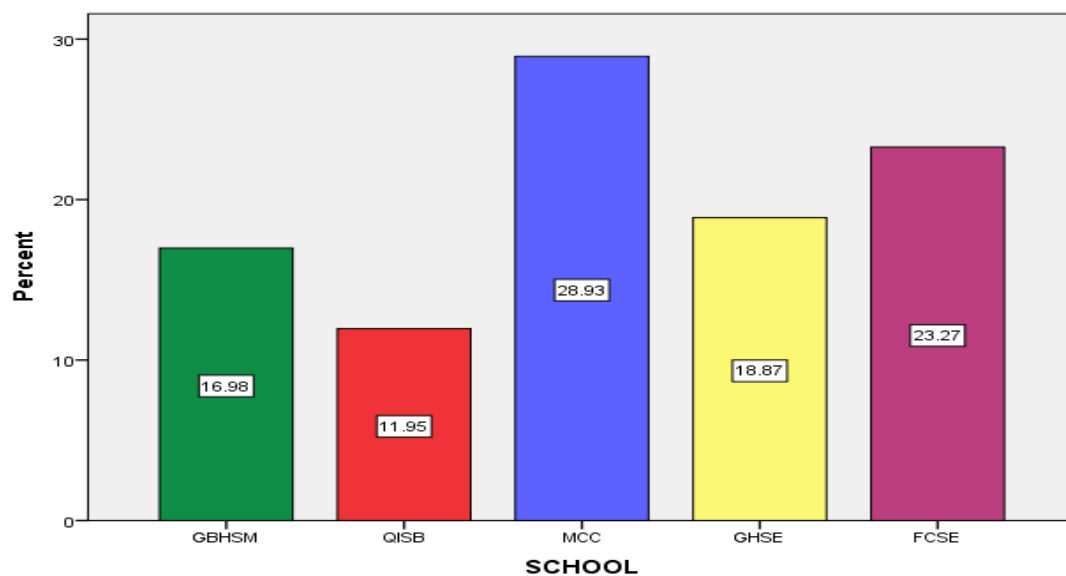
This section deals with the descriptive statistics on demographic information on the respondents and individual items on the selected variables of the study. This information involves, number of schools, gender, subjects, marital status, arrange of the respondents and years of experience. For the variables they are grouped in 10 items each according to scale measuring the different items. These data permit us to have the statistical details of the various respondents and how the information contribute to the overall responses in the course of the data analysis.

#### **4.1.1. Descriptive statistics on demographic information**

This statistical table presents the percentages and frequencies for school, discipline, years, sex and age of the respondents. These frequencies and the percentages show the variations in the different demographic information for the better understanding of the demographic structure of respondents and evolution of teacher population within public and private secondary school in Yaounde VI.

**Table 3: The sample distribution according to schools (Field data)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
	GBHSM	27	15.3	17.0
	QISB	19	10.8	28.9
	MCC	46	26.1	57.9
	GHSE	30	17.0	76.7
	FCSE	37	21.0	100.0
	Total	159	90.3	100.0

**Figure 4: Distribution according to schools**

This table represents the statistics sample distribution of the various schools selected for the study. The table equally show the percentages and frequencies of the school selected. GBHSM 27 of the respondents with the percentage of 17.0%, QISB 19 with a percentage of 11.9%, MCC46 respondent gives percentage of 28.9%, GBHSE represent 30 of the respondents with the percentage 18.9%, and FCSE represent 37 of the respondents with the

percentage score of 23.3%. Based on these statistical distribution MCC is the most represented of the all the respondents. The second is FCSE, third GBHSE, fourth GBHSM and fifth QISB.

**Table 4: The sample distribution according to gender (Field data)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	79	44.9	49.7	49.7
	FEMALE	80	45.5	50.3	100.0
	Total	159	90.3	100.0	

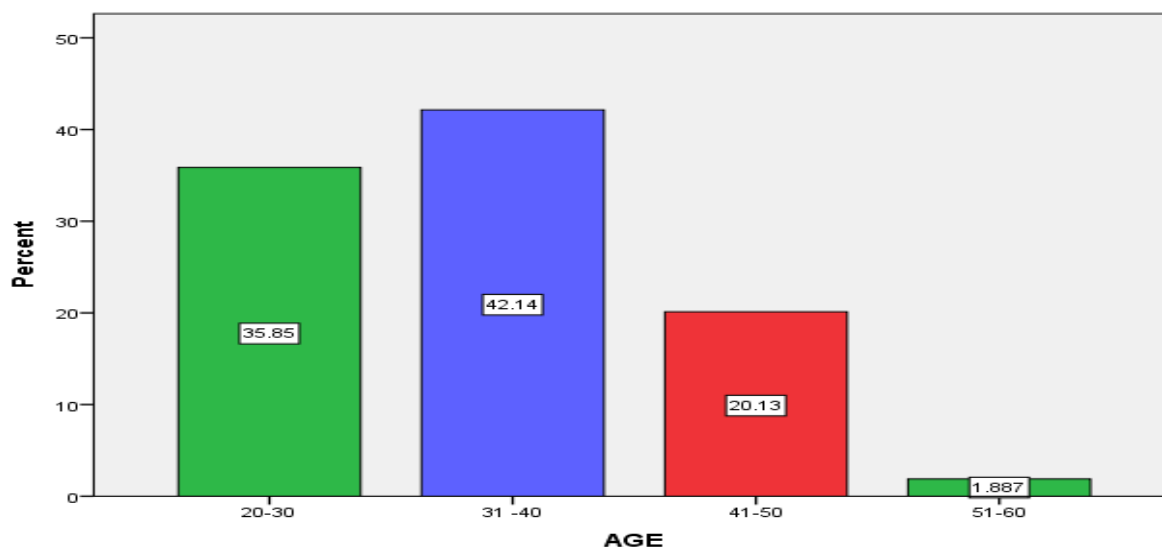


**Figure 5: Distribution according to Gender**

This table presents statistical sample distribution according to gender. 79 of the respondents are males give a percentage of 69.7% of the respondents selected for the study and 80 of the respondents are females giving a percentage of 50.3%. From the statistical sample distribution, female is the more representative of the sample population of the study.

**Table 5: The sample distribution according to age (Field data)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
20-30	57	32.4	35.8	35.8
31 -40	67	38.1	42.1	78.0
41-50	32	18.2	20.1	98.1
51-60	3	1.7	1.9	100.0
Total	159	90.3	100.0	

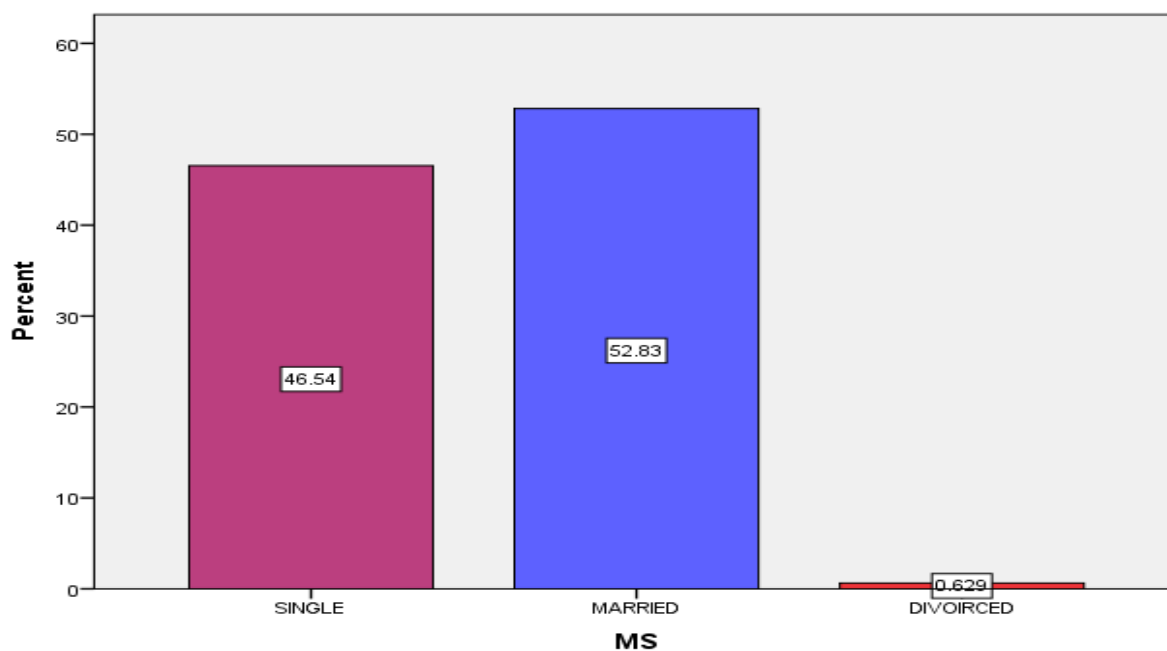
**Figure 6: Distribution according to age**

This table shows the statistical sample distribution of the respondents according to age. There 57 respondents within the range 20-30 year giving a percentage of 35.8%. 67 of the respondents are within the age range of 31-40 years with the percentage of 42.1%. 32 are within the range of 41-50years scoring a percentage of 20.1% and 3 of the respondent fall within the range of 51-60years scoring a percentage of 1.9 %. Of all the age ranges 31-40 years are the most represented of the respondents, closely followed by 20-30 years. This indicate that the teacher population in these schools are of the average age groups and they are very activities. This equally signifies that teachers are can be active in their professional activities. It is a good population of an education system which want to thrive.

**Table 6: The sample distribution according marital status (Field data)**

	Frequency	Percent	Valid Percent	Cumulative Percent
SINGLE	74	42.0	46.5	46.5
MARRIED	84	47.7	52.8	99.4
DIVORCED	1	.6	.6	100.0
Total	159	90.3	100.0	

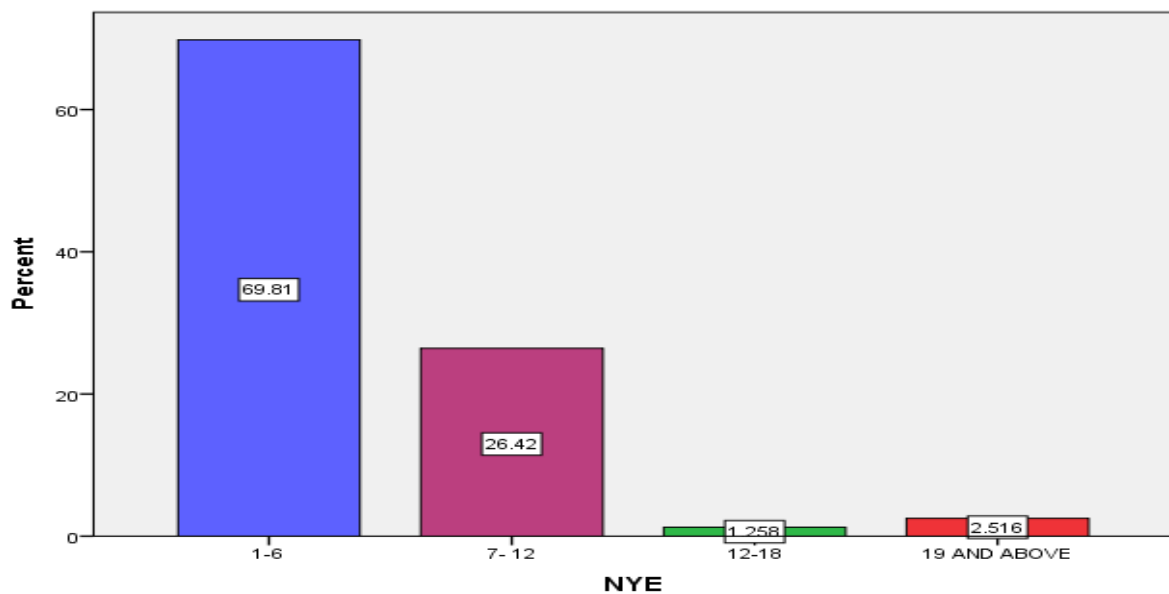
(Source : Field data)

**Figure 7: Distribution according to marital status**

This table presents the sample distribution according to the marital status of the respondents. 74 respondents are single with a percentage of 46.5%, 84 of the respondents are married giving a percentage of 52.8. And 1 divorced scoring a percentage of 0.6%. Based on percentages, most of the respondents are married. This also indicates that most of the teachers are highly stable. Therefore, this stability can have a positive impact on teaching and learning processes.

**Table 7: The sample distribution according to year of experience (Field data)**

	Frequency	Percent	Valid Percent	Cumulative Percent
1-6	111	63.1	69.8	69.8
7- 12	42	23.9	26.4	96.2
Valid 13-18	2	1.1	1.3	97.5
19 and above	4	2.3	2.5	100.0
Total	159	90.3	100.0	

**Figure 8: Distribution according to year of experience**

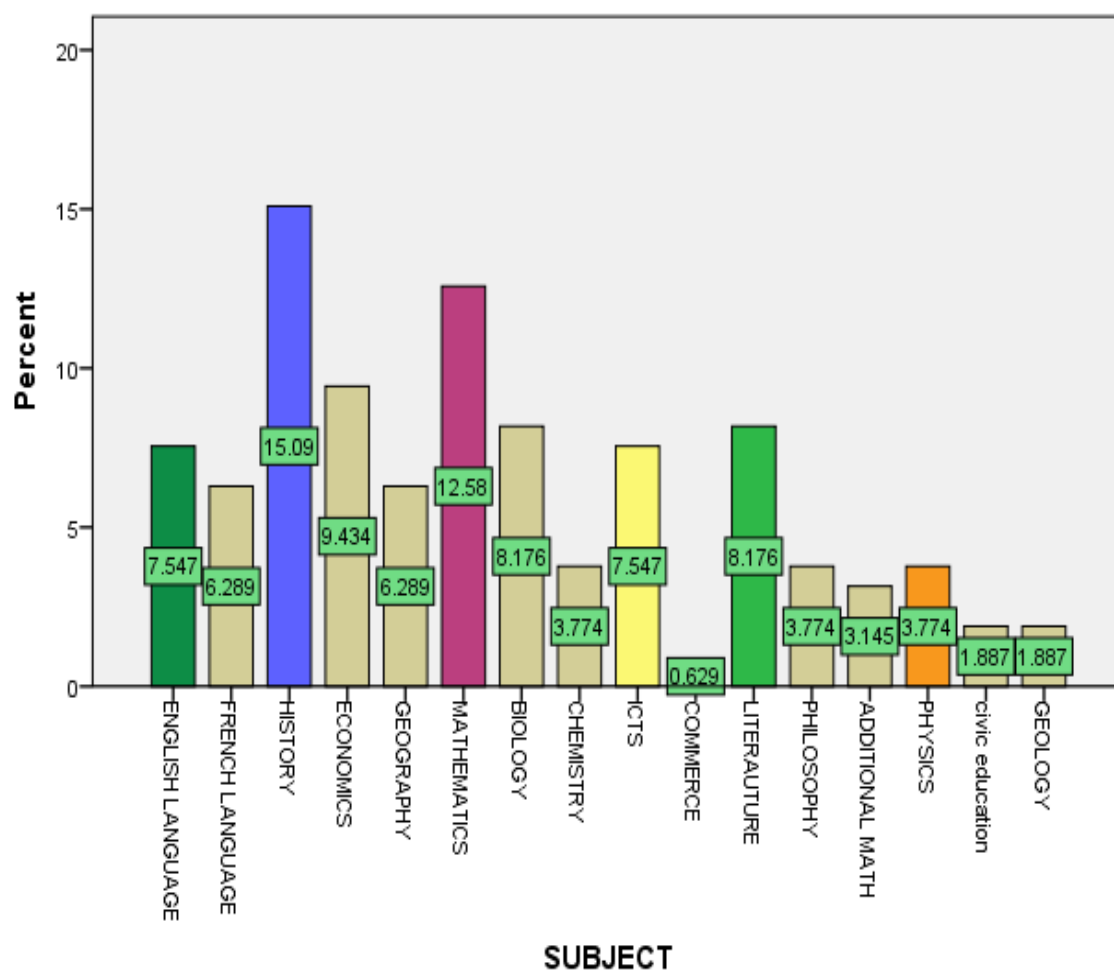
This table present the distribution of the respondent years of work experience according to duration. 111 of respondents have a work experience of 1-6 years with the percentage of 69.9%. 42 of the respondents has the work experience of 7-12 years scoring a percentage of 26.4%, 2 of the respondents have the work experience of 13- 18 with the percentage score of 1.3% and 4 of the respondents have a work experience of 19 and above with the percentage of 2.5%. The respondents with most work experience range between 1-6 years with percentage 49.9%. with number of young teacher is greater of continuous need of internal professional



development and pedagogic supervision from school administrators to give the best of skills and competences in knowledge construction.

**Table 8: The sample distribution according to subjects (Field data)**

	Frequency	Percent	Valida Percent	Cumulative Percent
ENGLISH	12	6.8	7.5	7.5
FRENCH	10	5.7	6.3	13.8
HISTORY	24	13.6	15.1	28.9
ECONOMICS	15	8.5	9.4	38.4
GEOGRAPHY	10	5.7	6.3	44.7
MATHEMATICS	20	11.4	12.6	57.2
BIOLOGY	13	7.4	8.2	65.4
CHEMISTRY	6	3.4	3.8	69.2
ICTS	12	6.8	7.5	76.7
Valid COMMERCE	1	.6	.6	77.4
LITERAUTURE	13	7.4	8.2	85.5
PHILOSOPHY	6	3.4	3.8	89.3
ADDITIONAL MATH	5	2.8	3.1	92.5
PHYSICS	6	3.4	3.8	96.2
CIVIC EDUCATION	3	1.7	1.9	98.1
GEOLOGY	3	1.7	1.9	100.0
Total	159	90.3	100.0	



**Figure 9: Distribution according to subjects**

This table presents the statistical sample distribution according to 16 disciplines that constituted the study. English 12 (7.5%), French 10 (6.3%), history 24 (15.1%), Economics 15 (9.4%), Geography 10 (6.3%), mathematics 20 (12.6%), biology 13(8.2%), chemistry 6(3.8), ICTs 12(7.5%), commerce 1(0.6%), literature 13 (8.2), philosophy 6 (3.8%), additional math 5 (3.1%), physics 6 (3.8), civic education 3 (1.9%) and geology 3 (1.9%). The statistical descriptions show a fair distribution among the various disciplines. Based on this history is the most representative of all the subjects. In terms of subject representation almost all the subject in the secondary school sub sector of education are presented. this signifies that the results obtained in this study gives the general overview of all the teachings in the selected in relation to pedagogic supervision and the effectiveness of teachers in the implementation of school activities and programmes.

**Table 9: The sample distribution according to supervisors' leadership style (Source: Field data)**

Items	Statements		SA	A	N	DA	SDA	Mean
1	the supervisor does consider teachers decision-making for training criteria in school	<i>f</i>	18	8	22	87	24	2.42
		%	11.3	5.0	13.8	54.7	15.1	
2	my principal always decide what is best for us teachers and the school	<i>f</i>	13	80	49	13	4	3.53
		%	8.2	5.3	30.8	8.2	2.5	
3	my principal allows me to demonstrate high degree of innovative initiative and creativity in decision-making process of school	<i>f</i>	26	43	35	49	6	3.21
		%	16.4	27.0	22.0	30.8	3.8	
4	my supervisor encourages cooperation among the teaching staff during decision-making process of school knowledgeable about	<i>f</i>	62	74	12	5	6	4.13
		%	39.0	46.5	7.5	3.1	3.8	
5	my principal is uncomfortable with the suggestion in make for the promotion in the staff meeting	<i>f</i>	5	13	73	58	10	2.65
		%	3.1	8.2	45.9	36.5	6.3	
6	my principal pass rules and make decision concerning me without my consent	<i>f</i>	17	24	18	83	17	2.62
		%	10.7	15.1	11.3	52.2	10.7	
7	my principal make phone calls and writes a note in the staff notice board when he/she wants to talks to us teachers	<i>f</i>	88	48	3	12	8	4.22
		%	55.1	30.4	1.9	7.6	5.1	
8	I am directed by the school leaders on how to perform the delegation of duties	<i>f</i>	15	52	29	53	10	3.05
		%	9.4	32.7	18.2	33.3	6.3	
9	my principal delegates me duties that I am skilled, talented, experienced and	<i>f</i>	11	41	43	46	18	2.88
		%	6.9	25.8	27.0	28.9	11.3	
10	I am supervised by the school principal of the duties delegated to me	<i>f</i>	19	46	27	30	37	2.87
		%	11.9	28.9	17.0	18.9	23.3	

(Source : Field data)

This table presents statistical sample distributions of respondents views on the various 10 items of supervisors' techniques and activities as an indicator of pedagogic supervision. The statistics results the frequencies, percentages and the means. This is on the scale of strongly disagree, disagree, neutral agree and strongly agree. The different means indicate the averages for each items in the Likert scale. The cumulative mean of the 10 items is 3.23. This means that the perception strongly agrees, agree, undecided, strongly disagree and disagree on the supervisors' leadership styles have significant impact on effectiveness of teachers. Therefore, school administrators have to work and improve the supervisor leadership styles as a means of enhance sustainable teacher effectiveness in secondary schools in Yaounde 6. This will equally improve on quality knowledge and skills construction in the teaching–learning processes. The involvement of teacher in decision-making and delegation of responsibility is an effective supervisor leadership styles that influence teacher effectiveness.

**Table 10: The sample distribution according to supervisor's techniques and activities**

Items	Statements		SA	A	N	DA	SDA	Mean
1	teachers working in group meeting	<i>f</i>	19	48	51	30	12	3.18
		%	11.3	30.1	32.1	18.9	7.5	
2	Seminar		5	42	70	40	2	3.05
		%	3.1	26.4	44.0	25.2	1.3	
3	teaching demonstration	<i>f</i>	5	22	35	77	20	2.46
		%	3.1	13.8	22.0	48.4	12.6	
4	teaching orientation	<i>f</i>	7	27	34	61	30	2.49
		%	4.4	17.0	21.4	38.4	18.9	
5	check teachers' schemes of work	<i>f</i>	69	51	19	14	6	4.02
		%	43.4	32.1	11.9	8.8	3.8	
6	check teachers record works	<i>f</i>	58	53	27	18	2	4.25
		%	36.5	33.3	17.0	11.3	1.3	
7	protects instruction time by observation of punctuality	<i>f</i>	47	59	24	18	10	3.72
		%	29.7	37.3	15.2	11.4	6.3	
8	Observes teaching and learning process	<i>f</i>	29	52	25	35	18	3.24
		%	18.2	32.7	15.7	22.0	11.4	
9	provides feedback after lesson observation	<i>f</i>	31	36	29	38	25	3.06
		%	19.5	22.6	18.2	23.9	15.7	
10	supervision bulletin	<i>f</i>	26	35	25	26	47	2.79
		%	16.4	22.0	15.7	16.4	29.6	

This table presents statistical sample distributions of respondents views on the various 10 items of supervisors' leadership styles an indicator of pedagogic supervision. The statistics results the frequencies, percentages and the means. This is on the scale of strongly disagree, disagree, neutral agree and strongly agree. The different means indicate the averages for each items in the Likert scale. The cumulative mean of the 10 items is 2.63. This signifies the respondents view widely spread strongly agree and agree represent about the response meaning that major is undecided, strongly disagree and disagree on the supervisors' techniques and activities. In this way, school management need to improve on the various supervisor techniques and activities for there to be full teacher effectiveness in secondary schools in Yaounde 6. The adoption of better supervisors' techniques will ameliorate quality knowledge and competence development in the teaching –learning processes. The integration of different pedagogic methods and approaches into the supervisors' techniques and activities can influence positively teacher effectiveness in secondary education.

**Table 11: The sample distribution according to perceived support from the supervisors**  
(Source: Field data)

Items	Statements		SA	A	N	DA	SDA	Mean
1	my supervisor fosters genuine and trusting relationship on team	<i>f</i>	28	100	21	5	5	3.88
		%	17.6	62.9	13.2	3.1	3.1	
2	my supervisor supports my professional growth and development		34	68	40	12	5	3.71
		%	21.4	42.8	25.2	7.5	3.1	
3	my supervisor helps me learn from my mistakes and turns them into productive development opportunities	<i>f</i>	39	60	24	29	7	3.59
		%	24.5	37.7	15.1	18.4	4.4	
4	my supervisor routinely communicates with me so that I am able to perform and developing my position	<i>f</i>	57	52	18	23	9	3.78
		%	35.8	32.7	11.3	14.5	5.7	
5	my principal help me to get the resources that i need to do my job	<i>f</i>	33	68	20	20	8	3.61
		%	20.8	42.8	18.9	12.6	5.0	
6	my supervisor models the institutional core values	<i>f</i>	16	51	69	11	12	3.30
		%	10.1	32.1	43.4	6.9	7.5	
7	my supervisor gather my input when making decision that affect me	<i>f</i>	22	56	52	22	7	3.40
		%	13.8	35.2	32.7	13.8	4.4	
8		<i>f</i>	53	55	23	19	7	3.81

	my supervisors recognises me when i perform well	%	33.8	35.0	14.6	12.1	4.5	
9	my supervisor gives me the right amount of autonomy to do my work successfully	<i>f</i>	16	56	46	30	11	3.22
		%	10.1	35.2	28.9	18.9	6.9	
10	my supervisor selects competent people for our team	<i>f</i>	22	52	43	29	13	3.25
		%	13.8	32.7	27.0	18.2	8.2	

This table presents statistical sample distributions of respondents views on the various 10 items of perceived support of the supervisors as an indicator of pedagogic supervision. The statistics results the frequencies, percentages and the means. This is on the scale of strongly disagree, disagree, neutral agree and strongly agree. The different means indicate the averages for each items in the Likert scale. The cumulative mean of the 10 items is 3.56. This signifies the respondents view widely spread on undecided, strongly disagree and disagree, agree strongly agree on an average of 3.66. Perceive support of the supervisors have a significant contribute to teacher effectiveness in secondary schools in Yaounde 6. These are pedagogic supervisions approaches to improve quality teaching-learning processes. The integration of supervisors perceived support can create a great positive influence teacher on effectiveness.

**Table 12: The sample distribution according to effectiveness of teachers (Source: Field data)**

Item s	Statements		SA	A	N	DA	SD A	Mean
1	I have a great deal of interest in the subject I am teaching	<i>f</i>	75	80	20	1	1	4.41
		%	46.8	50.6	50.6	1.3	1.3	
2	I encourage students to be punctual in their assignments		76	80	2	-	-	4.45
		%	47.8	50.3	19	-	-	
3	I organise the subject matter i teach to be in agreement with the courses ' objective in the end	<i>f</i>	66	87	6	-	-	4.37
		%	41.5	54.7	3.8	-	-	
4	I am in the habit of summarising the lesson I teach	<i>f</i>	70	81	8	-	-	4.38
		%	44.1	50.9	5.0	-	-	
5	I do discuss with students on their performance in tests	<i>f</i>	58	85	14	2	-	4.25
		%	36.5	53.5	8.8	1.2	-	

6	I am concerned with the maintenance of discipline, in the classroom with the framework of democratic atmosphere	<i>f</i>	47	81	21	10	-	4.03
		%	29.6	50.9	13.2	6.3	-	
7	I plan my lessons based on the techniques tested and found suitable	<i>f</i>	55	86	15	2	1	4.20
		%	34.6	54.1	9.4	1.3	0.6	
8	while teaching i ask more thought provoking questions than fact finding questions	<i>f</i>	51	81	17	6	3	4.08
		%	32.3	51.3	10.8	3.8	1.9	
9	The test I intend administrating to my student will be reviewed and improved upon by me	<i>f</i>	54	95	10	-	-	4.27
		%	36.0	59.7	6.3	-	-	
10	I discuss the content of the subject matter with ease and confidence	<i>f</i>	59	79	10	-	1	4.34
		%	43.1	50.0	6.3	-	0.6	

This table presents statistical sample distributions of respondents views on the various 10 items of effectiveness of teacher. The statistics results the frequencies, percentages and the means. This is on the scale of strongly disagree, disagree, neutral agree and strongly agree. The different means indicate the averages for each items in the Likert scale. The cumulative mean of the 10 items is 4.28. This signifies the respondents view widely spread on undecided, strongly disagree and disagree, agree strongly agree on an average of 4.28. This mean indicates that the effective integration of the above items can create significant ameliorating change in the teachers' pedagogic activities and mastery of the subject area. The effectiveness teacher depends predominantly on pedagogic supervisions approaches. Different pedagogic approaches to teaching effectiveness will go a long way to improve on quality school management and enhance learners' performance and productivity.

#### **4.2. Inferential statistics (Hypotheses testing)**

This section presents inferential statistics of the sample population of the study. This constitutes of a model summary, ANOVA table, coefficient table and scatter plot. All these tables present the predictability potential of each independent variable on the dependent variable in a simple linear regression.

**Hypothesis 1 H<sub>0</sub>: Leadership style used by supervisors has no significantly influence on teacher effectiveness in secondary schools in Yaoundé 6.**

**Hypothesis 1 H<sub>A</sub>: Leadership style used by supervisors has significantly influence on teacher effectiveness in secondary schools in Yaoundé 6.**

**Table 13 : Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.351 <sup>a</sup>	.123	.117	3.77049

a. Predictors: (Constant), LSS

This table presents the model summary of the simple linear regressions of the independent variable, supervisors' leadership styles (LSS) with the coefficient of the multiple determination of R square change of 12.3% variation from the dependent variable- teacher effectiveness (TE) with STD Error of the estimate (3.77047).

**Table 14 : ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	305.147	1	305.147	21.464	.000 <sup>b</sup>
1	Residual	2175.137	153	14.217		
	Total	2480.284	154			

a. Dependent Variable: ET

b. Predictors: (Constant), LSS

From the table overall model is significantly useful in explaining the influence of F (21.464) at degree of freedom (df) =1,153,  $p < 0.005$  at the significant level of 0.000.

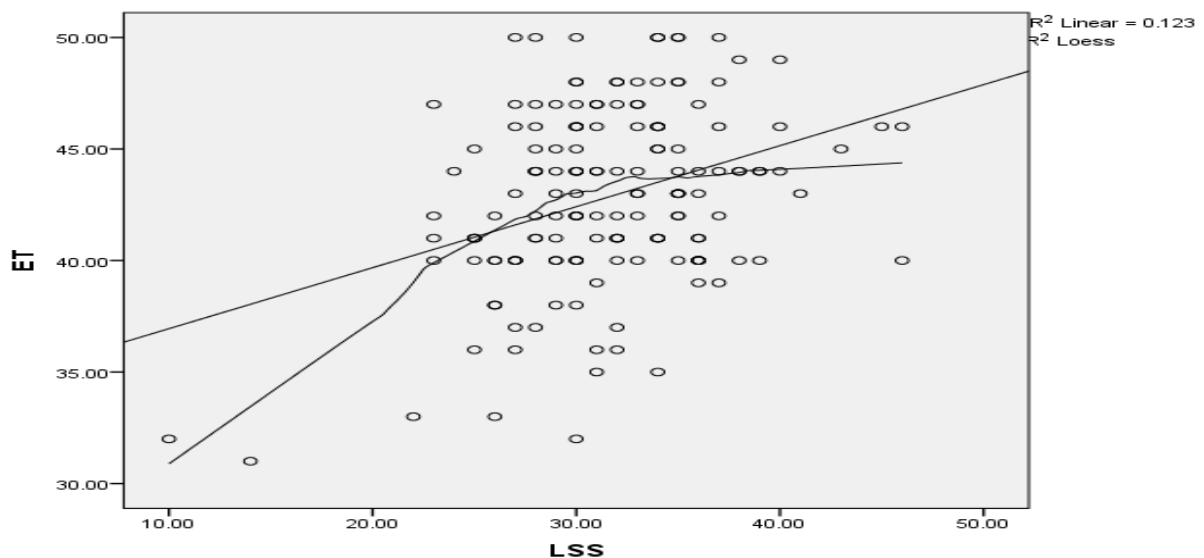


**Table 15: Coefficients**

Model	Unstandardised Coefficients			T	Sig.
	B	Std. Error	Beta		
1	(Constant)	34.210	1.888	18.117	.000
	LSS	.273	.059	.351	.000

a. Dependent Variable: ET

A standard simple linear regression was conducted to examine the impact of supervisors' leader styles on teacher effectiveness, the results help in the prediction and categorisation of the variable. This table presents the standardised and unstandardised coefficient which involves the STD error and the beta, it gives the significance level indicating the predictability of the variable. The calculated value (CV) =  $0.000 < PV = 0.001$ . This rejects the null Hypothesis that supervisors' Leadership styles has no significantly influence on teacher effectiveness in secondary schools in Yaoundé 6 and the alternative Hypothesis that supervisors' Leadership styles has no significantly influence on teacher effectiveness in secondary schools in Yaoundé 6 is retained.

**Figure 10: Scatterplot of simple linear regression**

This figure presents the regression predicted value scatterplot of the simple linear regression of the independent and dependent variables. From the table, most of score clustered the centre in the linear direction to the left of the table at 0.123. This confirm the hypothesis

that there exist significant statistical contribution of the independent variable supervisor's leadership styles on the dependent variable teacher effectiveness. Therefore, supervisor's leadership styles should an important pedagogic supervision indicator in teacher effectiveness and better effective planning, professional development, and overall human resource management in the school environment.

**Hypothesis 2 H<sub>0</sub>: Supervisory techniques and activities have no significant influence on teacher effectiveness in secondary school in Yaoundé 6.**

**Hypothesis 2H<sub>A</sub> Hypothesis 2 H<sub>0</sub>: Supervisory techniques and activities have significant influence on teacher effectiveness in secondary school in Yaoundé 6.**

**Table 16 : Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.233 <sup>a</sup>	.054	.048	3.90908

a. Predictors: (Constant), STA

This table presents the model summary of the simple linear regressions of the independent variable, supervisors' techniques and activities (STA) with the coefficient of the multiple determination of R square 5.4% variation from the dependent variable- teacher effectiveness (TE) with STD Error of the estimate (3.90908).

**Table 17 : ANOVA**

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	133.655	1	133.655	8.746	.004 <sup>b</sup>
1	Residual	2337.984	153	15.281		
	Total	2471.639	154			

a. Dependent Variable: ET

b. Predictors: (Constant), STA

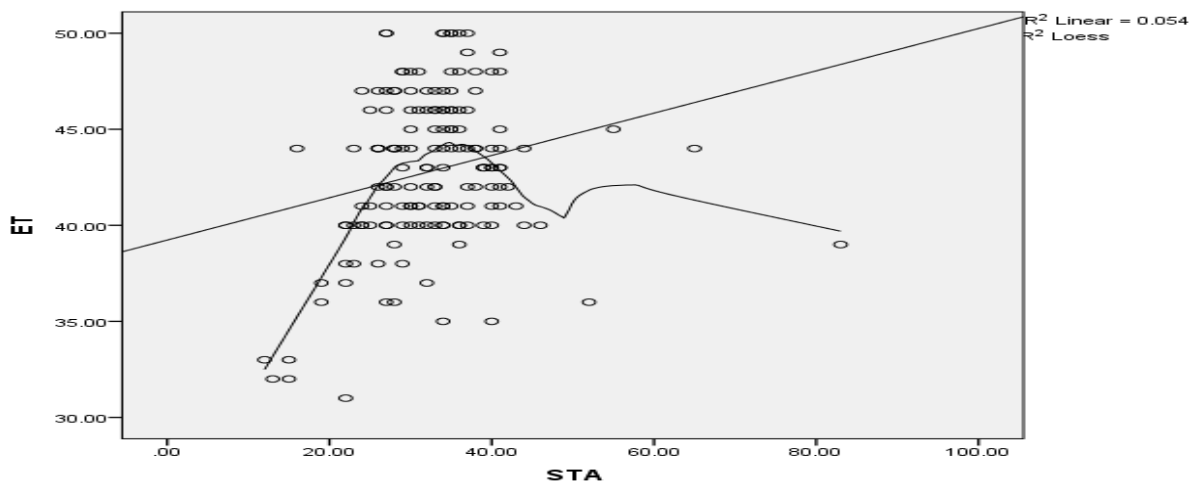
From the table overall model is significantly useful in explaining the influence of F (8.746) at degree of freedom (df) = 1,153,  $p < 0.05$  at the significant level of 0.004

**Table 18 : Coefficients**

Model		Unstandardised Coefficients		Standardised	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	39.234	1.257		31.219	.000
	STA	.110	.037	.233	2.957	.004

a. Dependent Variable: ET

A standard simple linear regression was conducted to examine the impact of supervisors' Techniques and activities on teacher effectiveness, the results help in the prediction and categorisation of the variable. This table presents the standardised and unstandardised coefficient which involves the STD error and the beta, it gives the significance level indicating the predictability of the variable. The calculated value (CV) =  $0.004 < PV = 0.05$ . This rejects the null Hypothesis that Supervisory techniques and activities have no significant influence on teacher effectiveness in secondary school in Yaoundé 6. And the alternative Hypothesis that Supervisory techniques and activities have significant influence on teacher effectiveness in secondary school in Yaoundé 6 is retained.

**Figure 11: Scatterplot of the simple linear regression**

This figure presents the regression predicted value scatterplot of the simple linear regression of the independent and dependent variables. From the table, most of score clustered the upper left in the linear direction to the left of the table at 0.054. This confirms the hypothesis that there exist significant statistical contribution of the independent variable supervisory

techniques and activities on the dependent variable teacher effectiveness. Therefore, supervisory techniques and activities play an important role and pedagogic supervision indicator for teacher effectiveness and a holistic improvement of school management.

**Hypothesis 3 H<sub>0</sub>: Perceived support of supervisors have no significant influence on teacher effectiveness in secondary schools in Yaoundé 6.**

**Hypothesis 3 H<sub>A</sub>: Perceived support of supervisors have significant influence on teacher effectiveness in secondary schools in Yaoundé 6.**

**Table 19 : Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.426 <sup>a</sup>	.181	.176	3.65480

a. Predictors: (Constant), PSS

This table presents the model summary of the simple linear regressions of the independent variable, supervisors' techniques and activities (STA) with the coefficient of the multiple determination of R square 18.1% variation from the dependent variable- teacher effectiveness (TE) with STD Error of the estimate (3.65480).

**Table 20 : ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	449.913	1	449.913	33.682	.000 <sup>b</sup>
1	Residual	2030.347	152	13.358		
	Total	2480.260	153			

a. Dependent Variable: ET

b. Predictors: (Constant), PSS

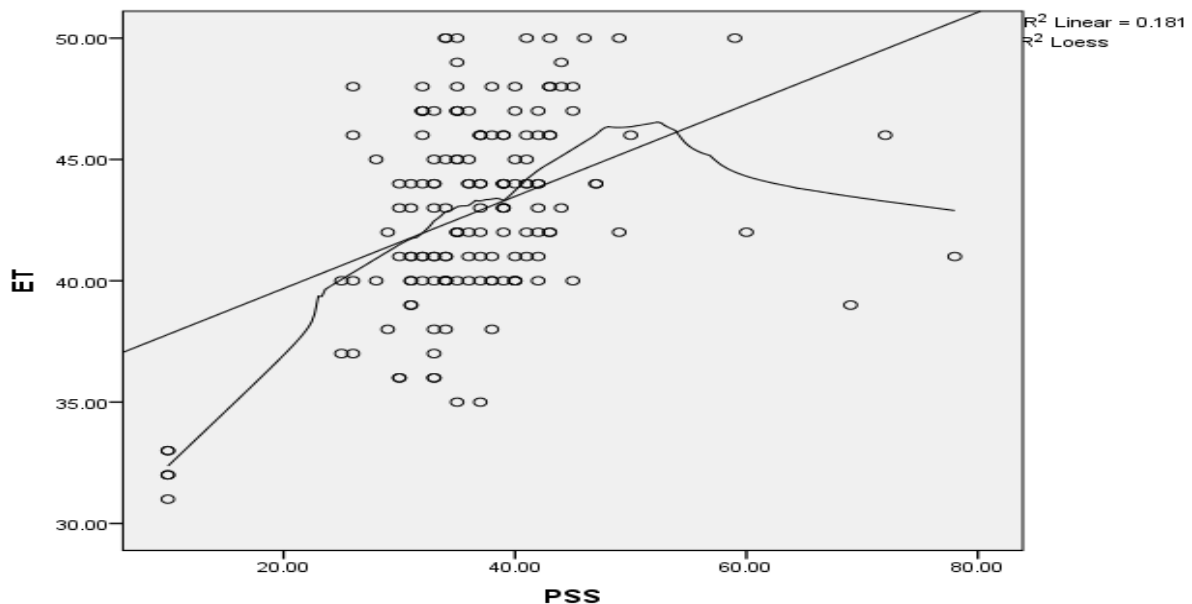
From the table overall model is significantly useful in explaining the influence of F (33.682) at degree of freedom (df) =1,152,  $p < 0.001$  at the significant level of 0.000.

**Table 21: Coefficients**

Model	Unstandardised Coefficients		Standardised	t	Sig.
	B	Std. Error	Coefficients Beta		
1	(Constant)	35.891	1.234	29.090	.000
	PSS	.190	.033	.426	.000

a. Dependent Variable : ET

A standard simple linear regression was conducted to examine the impact of supervisors' Techniques and activities on teacher effectiveness, the results help in the prediction and categorisation of the variable. This table presents the standardised and unstandardised coefficient which involves the STD error and the beta, it gives the significance level indicating the predictability of the variable. The calculated value (CV) = 0.000 < PV = 0.05. This rejects the null Hypothesis that Perceived support of supervisors have no significant influence on teacher effectiveness in secondary schools in Yaoundé 6 and the alternative Hypothesis that Perceived support of supervisors have significant influence on teacher effectiveness in secondary schools in Yaoundé 6 is retained.

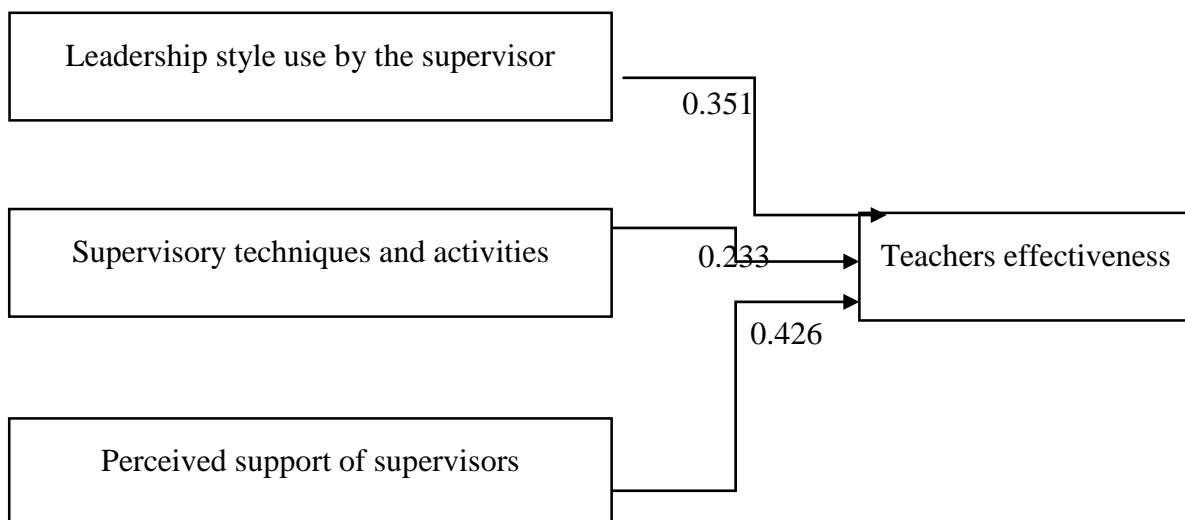
**Figure 12: Scatterplot of simple linear regression**

This figure presents the regression predicted value scatterplot of the simple linear regression of the independent and dependent variables. From the table, most of score clustered the upper left in the linear direction to the left of the table at .181. This confirms the hypothesis that there exist significant statistical contribution of the independent variable perceived support

of supervisors on the dependent variable teacher effectiveness. In effect, supervisor's perceived support of supervisors is key predictive pedagogic supervision indicator for teacher effectiveness and quality education in secondary school.

## Conclusion

On the whole, this chapter discussed descriptive statistics which frequencies and percentages were interpreted this involve demographic information on sex, age, subject, years of experience, marital status and school, the items three independent variable were also interpreted according to five level scales of strongly disagree, disagree, neutral agree and strongly agree. This was immediately followed by the inferential statistics in in which the model summary, ANOVA table, coefficient table and scatterplot. The simple linear regression used to test the hypotheses in terms of their predictability (impacts on the dependent variable). From the coefficient table the variables were classified or categorized according to their degree of predictability. All the alternative hypotheses were confirmed why rejecting the null hypotheses. First and third hypotheses are the more predictive than the second hypothesis. The Therefore, it can be concluded that pedagogic supervision has high statistical significant effectiveness of teachers in secondary school in Yaounde 6. The following chapter will handle the discussion of findings.



**Figure 13: Summary of the hypotheses tested**

## **CHAPTER FIVE: SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

This chapter presents a summary of the study, discussion, makes conclusions and gives recommendations for future improvement towards the pedagogic supervision and the teachers' work performance.

### **5.1. Summary of the study**

The study explored on pedagogic supervision and its impact on teachers' job performance in secondary schools in Yaounde 6 Municipality, Yaounde city. The study was guided by the following research questions: To what extent does leadership style used by the supervisors influence the performance of secondary school teachers in Yaoundé 6? To what extent do supervisor techniques and activities influence the performance of secondary school teachers in Yaoundé 6? To what extent do perceived support of supervisors and teachers influence the performance of secondary school teachers in Yaoundé 6?

The study was grounded on Theory X and Y and Systems theory. A literature review was carried out from a variety of sources including journal articles, theses and dissertations among many others from international to local levels. From the reviewed literature, it emerged that there were literature gaps that needed to be filled by the current study. The study adopted a quantitative research design specifically the descriptive and regression method. The study enlisted 159 respondents drawn from secondary schools within Yaounde 6, Yaounde city, Cameroon. The researcher used stratified sampling technique to get the participants. The data were collected using questionnaires as research instruments. The data findings were analyzed through SPSS software version 20. The main findings were as follows :

- Most of the participants reported that their supervisors did not consider teacher-decision making.
- Most of the teachers reported that supervisory techniques and activities such as: teachers working in group meeting, seminar, teaching demonstrations, teaching orientation, checking schemes of works and records, protects intrusion time, observation, supervision bulletin, feedback were carried out in their school.
- Most of the teachers agreed that their supervisors support them by establishing a genuine and trusting relationship, supporting their professional development, helping them learning from their mistakes and get the resources they need for the job, gathering their input, recognizing their performance and selecting competent people for their team.

- Based on testing of our hypotheses, the finding indicated that supervision leadership significantly influenced teacher's effectiveness in secondary schools in Yaounde 6 by explaining 12.3% variation from teacher effectiveness ( $R^2 = 0.123$ ,  $F(1,153) = 21.464$ ,  $\beta = 0.351$ ,  $p < 0.05$ ); supervisory techniques and activities significantly influenced teacher's effectiveness in secondary schools in Yaounde 6 by explaining 5.4% variation from teacher effectiveness ( $R^2 = 0.054$ ,  $F(1,153) = 8.746$ ,  $\beta = 0.233$ ,  $p < 0.05$ ) and supervisor support influenced teacher's effectiveness in secondary schools in Yaounde 6 by explaining 18,1% variation from teacher effectiveness ( $R^2 = 0.181$ ,  $F(1,153) = 33.682$ ,  $\beta = 0.426$ ,  $p < 0.05$ ).

## 5.2. Discussion

### 5.2.1. Relationship between supervision leadership and teacher's effectiveness

The first finding of this study was that supervision leadership has significant influence on teacher's effectiveness in secondary schools in Yaounde 6. This finding is in line with that of Masrur (2020) who found that supervisory leadership has an influence on teacher's teaching competence. This indicates that principals play a significant role in increasing teacher performance or competence and leadership is an important factor in the enhancement of teacher's competence, effectiveness, job performance and also in supporting the achievement of school goals.

Our result is also in agreement with the result of the study conducted by Ghavifekr & Ibrahim (2014) among 100 private secondary school teachers in Kuala Lumpur showing that the role of instructional leadership of the Head of Departments help teachers in enhancing their professional competencies and motivation and to improve their teaching practices such as developing and selecting instructional material for their teaching practices. Another study conducted by Olawale (2018) found similar result indicating that leadership style used by the supervisors affect teachers in performing their duties. Kovačević & Hallinger (2019) collaborate our result by pointing out that principal leadership plays an important role in developing schools, especially to lead the collective learning process in schools through collaborative and informed reflection activities that are relevant to the needs of the school.

The results of the present study agree also with the results of Zikanga et al. (2021) that showed that supervision behavior had a significant positive influence on teachers' job performance. Results from others studies conducted by Hiranah, Fitria & Wahidy (2021) among



49 teachers, by Natsir, Tangkeallo & Tangdialla (2020) in 3 junior high schools and by Wachira, Gitumu & Mbugua (2017) among 22 principals and 262 teachers corroborate with our results indicating principal's leadership had a positive effect on teacher's performance. Natsir et al. (2020) concluded that the higher the quality of leadership of a principal will be followed by an increase in teacher performance.

In the present study, supervisory leadership is considered as one independent variable. Other studies conducted across the literature have looked at each aspect of supervision leadership style. Saleem, Aslam, Yin & Rao (2020) have conducted a study among 253 middle management personnel looking for testing the influence of different dimensions of leadership styles on teacher job performance. Their results showed that directive leadership style, participative leadership style, supportive leadership style and achievement-oriented leadership style have an influence on teacher job performance. Another study conducted by Godwin & Kabeta (2019) among 207 participants including head teachers, teachers, parents, district education standard officers and pupils showed that four types of leadership were used in their schools : democratic, transformational, autocratic and transactional. Their findings revealed also that all 20 heads of department and teachers and teachers who took part in the study agreed in total that the leadership styles of head teachers influenced the performance of teachers which in turn affects the academic performance of the pupils.

Another study conducted by Imhangbe, Okecha & Obozuwa (2019) among 397 senior secondary school teachers and 69 principals demonstrated a relationship between democratic, autocratic and laissez-faire leadership style and teacher's job performance and jointly contributed about 68.3% variations in the job performance of teachers. Likewise, Pardosi & Utari (2022) conducted a study among 281 teachers in Senior High schools in Kalimantan found similar results by showing that effective principal leadership behaviors influence teacher performance in teaching students. Also Maqbool, Ismail, Maqbool & Zubair (2019), found similar results, in their study conducted 67 principals, 335 teachers and 2526 students, showing the relationship between principals' leadership behavior and teachers performance in classroom setting. Researchers, therefore, argued that the higher the quality of the principal's leadership behaviors had become, then increased the quality of the teachers' performance in secondary school (Maqbool et al., 2019; Pardosi & Utari, 2022).

The findings of the present study is not also different from that of Sarwar, Tariq & Young (2022), who found that adequate principal's supervision leadership style influence teachers performance at College level. Emmanouil, Osia & Paraskevi-Ioanna (2014) concluded

that regardless of the leadership model employed by a supervisor, this could be effective if the appropriate procedures were applied. According to Williams (2009), highly effective principals or supervisors ensure that time is available to provide instruction without interruption, that goals are established with appropriate and quick feedback, support and frequent communication is made to and with parents and community stakeholders and they ensure that the learning environment is orderly and that students feel safe coming to school each day and that staff and other stakeholders understand the student as a whole.

### **5.2.2. Relationship between supervisory techniques and activities and teacher's effectiveness**

The results of data analysis of research hypothesis 2 indicated that supervisory techniques and activities carried by supervisors significantly influence teacher effectiveness in secondary schools in Yaoundé 6. This implies that principals' regular observation of teachers' instructional delivery in the classroom in terms of mastery of the subject matter, application of teaching strategies and aids, classroom management and organization, bulletin supervision, checking of teachers' records and schemes of work, seminar and group meeting... have a positive influence on teachers' effectiveness. During seminar or workshop, group of teachers share knowledge and experience under the supervision of principal or supervisor to improve their classroom teaching practices. Aliyu (2022) argued that instructional supervision of teachers plays a significant role in ensuring quality teaching and learning methods and in realizing an effective education system and therefore, a selected technique of instructional supervision by Head of Department in secondary schools is imperative to restore good old days of standard educational achievement and ensure good reputation to teachers. The result of the study confirms the finding of Samoei (2014) and Kwapong & Mensah (2018) who reported that apart from the supervisory role head teachers perform, they also execute the following activities, as checking teachers' schemes of work and record of work, making visits to classroom to observe teachers, providing feedback after lesson observation, protecting instruction time by observation of punctuality, checking students books and teachers' punctuality and observing teaching and learning activities in the classroom.

This finding is in agreement with Chidi & Victor (2017) who reported that a significant relationship exists between supervisory techniques such as demonstration techniques, workshop techniques, classroom observation and teachers' job performance. A study conducted by Lopez (2016) in secondary schools showed that classroom supervision is a tool to improve teacher teaching effectiveness. Also similar result was obtained by Maisyaroh, Wiyono,

Hardika, Valdez, Mangorsi & Canapi (2021) indicating that supervision techniques have an effect on teachers' learning models and materials. Furthermore, findings agreed with the result of Sule, Eyienne & Egbai (2015) that positive relationship existed between instructional supervisory practice of classroom observation and teachers' role effectiveness in public secondary schools. Erdo & David (2019) argued that supervision techniques like demonstration strategy provides teachers, opportunity to learn new teaching techniques, learn classroom management, provides opportunity for effective classroom management and helps them to gain knowledge of how to address individual academic differences, observes and learns how to perform similar activity for the enhancement of effective teaching.

Findings of this study are also in line with the result of Wiyono, Kusmintardjo & Sucipto (2017) study conducted among 65 sample of teachers of elementary and junior high schools showing that teachers followed various supervision techniques and the most techniques followed by those teachers are teacher working group meetings, teacher meetings, peer discussions, training, seminars, teaching demonstrations, class visits... Their results indicated also that those various techniques have a positive influence or impact on teacher work performance. Same result was also obtained in another study conducted by Ekpoh & Eze (2015) among a sample of 86 principals, 344 teachers and 1,376 students drawn from a population of 86 principals, 1829 teachers and 35,359 students in public secondary schools in the study area which revealed that a significant relationship exist between principals' supervisory techniques in terms of classroom visitation, workshop techniques and teachers' job performance in terms of instructional ability, classroom discipline, communication effectiveness, teaching method and use of teaching aids.

Another study conducted by Elujekwute, Shir & Elujekwute (2021) among 292 teachers from fourteen selected secondary schools in Nigeria corroborates our resultat showing that supervisory techniques such as classroom visitation, workshops and demonstration influence teachers job performance. The findings of the present study is not different from that of Iroegbu & Etudor-Eyo (2016), who found in their investigation that adequate instructional supervision techniques positively and significantly influence teachers' effectiveness in secondary schools in Nigeria and from that of Aliyu (2022), who found in his investigation among 10 principals, 306 teachers and 6 Ministry of Education officials that instructional supervision has impact on teachers use of teaching methods in public secondary schools by encouraging the use of modern methods of teaching. The results of the present study contrast with that of Yego, Amimo, & Mendoza-Role (2020), who found in their investigation that instructional supervision has no effect on teachers' lesson preparation, preparation of assessment materials, innovation and

creativity in teaching and performance. The difference in the results may be attributed to the context of the studies.

### **5.2.3. Relationship between perceived support of supervisors and teacher's effectiveness**

The third finding of the present study shows that perceived support of supervisors has an influence on teacher's effectiveness in secondary schools in Yaounde 6. This finding agreed with the findings of previous scholars. For example, Zikanga et al. (2021), from the results of their study conducted among 333 teachers Government Aided Secondary schools in Western Uganda, established a significant influence of supervisor support on the job performance of teachers.

Likewise, Kaiyom, Rahman & Mustaffa (2021), from their study conducted among 274 teachers, reported a significant influence of supervisor support on teacher work engagement. These findings are in line with the study conducted by Contreras, Abid, Govers & Elahi (2020) who stated that supervisor support has a significant relationship with work engagement. This is because the support of a supervisor is able to increase effectiveness, competence and/or job performance of teachers through the existence of a convivial relationship between supervisor and supervisee. In addition, the study conducted by Ahmed, Ahmad & Jaaffar (2017) also supports the findings of this study and stated that the support of supervisors provides positive impact on work engagement. A good relationship between supervisor and supervisee will increase teacher's teaching practices. This implies that supervisor and supervisee must be friends and collaborate together toward the achievement of the goal.

The findings of this study are also in line with Mohamed & Ali (2016) who explained that the support of supervisors has a significant relationship with work engagement. Kaiyom et al. (2021) argued that there are three things a supervisor need to do towards teachers: he needs to be willing and listen about work problems faced by the teacher, help the teacher to solve those problems and be willing to listen to the teacher's personal problems. As a matter of fact, there are studies showing the positive relationship between perceived supervisor support and job performance and job motivation (Park, Kang & Kim, 2018; Paterson, Luthans & Jeung, 2014; Talukder, Vickers & Khan, 2018). A study conducted by Gülbahar (2020) found similar results showing that perceived supervisor support significantly predicted school effectiveness perception, work engagement, job satisfaction and organizational cynical attitude among teachers. He also argued that teachers who feel supervisor support will be able to contribute more to the development of their schools since they will be more committed to their organizations.

Rashid, Subhan & Imram (2022) conducted a study among 300 teachers and found also a similar indicating that supervisor support has an impact on teachers' job performance. Likewise, Omoo & Adam (2022), in their study, reported supervisor support is positively related to job engagement among teachers. Similar results were also obtained in other studies. For example, Uzun & Özdem (2017) conducted a study among 206 teachers working in the public high schools in the Giresun province centre during 2016-2017 academic year found a positive linear relationship between supervisor support and teachers' job performance.

This result supports the research findings of Akbaba & Kipici (2015), which show that the job performances of the teachers who have intimate relations with their supervisor's increase. This is parallel to the research findings of Argon (2014), who has found out that the teacher supported by the school supervisor exhibits a higher performance. In addition, this finding supports the findings of Azman et al. (2009), Bhanthumnavin (2003), Demirhan et al. (2014), Saleem and Amin (2013), Shanock & Eisenberger (2006), and Pazy & Ganzach (2009) revealing that there are positive relationships between supervisor support and employee performance.

Likewise, another study conducted by Lackey (2019) among 96 rural teachers supported our results by showing the relationship between supportive principal behavior and teachers' sense of self-efficacy in student engagement, use of instructional strategies and classroom management. Similarly, the nature of principal interactions with teachers impacted reflection, teacher growth and effective instruction and positive interactions strengthened teacher decision-making and healthy relationships (Calik et al., 2012).

### **5.3. Conclusion**

Today, improvement of students achievement and teachers' success, productivity and effectiveness is considered very crucial for all schools. However, if managers do not pay attention to managerial practices, this may negatively affect job performance. Based on the findings of the study the following conclusion were drawn:

- The results indicated that the independent variables (supervision leadership, supervisory techniques and activities and supervisor support) on dependent variable (teacher effectiveness) of the general secondary schools in Yaounde 6 were found to be significantly positive. These would have significant influence on achievement of educational goals and objectives in general secondary schools. However, decision-

making of principals in general secondary schools were not in right tracks to consider teachers ideas and taught the styles that the educational leadership could actively do.

- Furthermore, the study showed that the better performance in general secondary schools might be well motivated teachers by principals/supervisors. The study concluded that: the way principals/supervisors use a good supervision leadership such as involving teachers in decision-making, delegating duties, deciding what is best for teachers and school, encouraging cooperation among the teaching staff... has a significant effect on teachers effectiveness in general secondary schools of Yaounde 6. This indicates that principals involve teachers in decision-making through staff and departmental meetings and teachers views in meeting are valued and implemented in final decision of the schools. This has greatly enhanced teachers' performance in the Yaounde 6.
- Regarding supervisory techniques and activities, findings revealed that doing regular seminar, checking, observation, workshop, classroom visitation... and using a good technique make teachers effective in their performance because they were informed on what to be done and how to be done. The finding concluded that the way principals/supervisors make use of good technique and activities has a significant effect on teachers' effectiveness in general secondary schools of Yaounde 6.
- On another hand, the researcher concluded that supervisor support towards teachers has a significant effect on their effectiveness in general secondary schools of Yaounde 6. This implies that regular communication with teaching staff, trusting them, giving more resources with good quality...enhanced the effectiveness of teachers. Furthermore, constructive feedback relating to teacher performance should be provided timeously, with the sole aim of helping the teacher perform better on the job.

#### **5.4. Recommendations**

Based on the findings, the followings recommendations are made for the Regional educational office and the principals of teachers. Armed with the knowledge that supervision leadership, supervisory techniques and activities and supervisor support impact positively on the effectiveness of teachers, certain recommendations can be made to assist these principals/supervisors with regard to managing their staff with regard to improve teacher effectiveness.

- School head teachers/supervisors should avoid the use of autocratic style of leadership in the management of schools as it does not allow teachers to give off their best.

- Need for school managers to share their vision with other stakeholders in the school as this improves secondary teachers' job satisfaction. They should be able to communicate the vision to the staff of what their schools should become.
- Adoption of leadership strategies by the schools' heads such as participative style of leadership that creates conducive environment which will help in improving primary school teachers' job satisfaction,
- While one can delegate duties, one cannot delegate responsibilities. One remains accountable. It is therefore recommended that school managers, avoid the laissez-faire leadership style which permits total delegation of responsibility to teachers. The school heads should know that they are accountable for every action and thus the need to monitor school progress and performance.
- A specialized management and leadership training course be designed for those aspiring to become head teachers in secondary schools and also the current serving heads should undergo in-service and refresher courses on the modern rudiments of leadership styles
- Principals should provide the medium of assisting teachers to improve their teaching skills and knowledge through various interactions in the school environment and they should ensure effective supervision of teachers' classroom instruction as this will go a long way to enhance teaching and learning in schools.
- The teachers should be encouraged to be more practical through demonstration method in order to concretize students' independent skills and talents.
- Government should provide opportunity for principals to attend conferences, workshops, seminars and colloquiums on supervisory techniques at least once a year both nationally and internationally for more acquisition of skills and knowledge for effective instructional supervision in order to keep them at par with their foreign counterparts.
- Principals should endeavour to regularly observe teachers classroom instructional delivery and provide professional guidance and assistance to them where necessary.
- A mentoring program is strongly recommended for newly appointed and underperforming head teachers. Such programs may identify mentors from experienced and knowledgeable serving head teachers with a proven track record of success and thus promote and encourage the use of transformation leadership in the school systems.

### **5.5. Strengths and limitations of the study**

**Limitations** : First, the possibility that some respondents might have faked some responses or even been subjective instead of being objective. Second, the reduction or removal of items in the instruments and the use of self-administered questionnaire can also affect data. Third, the use of quantitative research rather than qualitative research can also limit the data by not enabling the researcher to get more reliable qualitative data through observation and interviews. Fourth, the geographical limitation of the area of study can be also one of the limitation of this study.

**Strengths** : In spite of the limitation pointed above, the study has some strengths. The first strength of this study is that it brought some insights in the practice of instructional supervision and how teachers feel themselves effective in their teaching tasks in Cameroon and has been able to point out some areas of instructional supervision needed by teachers and their perceptions about these aspects of instructional supervision. The second is that this study contributed to fill the gap in the scientific literature in Cameroon and to enhance international, in general and sub-saharan scientific literature in particular.

### **5.6. Perspectives for further research**

The study suggests that further studies be carried in the following related areas :

- Comparable studies in other public secondary schools should be carried out in other municipalities of Yaounde and other parts of the county to find out whether the findings can be generalized to the entire county.
- The influence of teachers' job satisfaction on pupils performance in public primary schools.
- The study involved only secondary school teachers, other studies are need to involve school principals, students and parents.
- Studies should also look to investigate the influence of different dimensions of supervision leadership styles on teachers' effectiveness because in the present study supervision leadership is considered as one independant variable.
- Other studies should also look to involve other variables such attitude towards supervision, job satisfaction, job stress and workload as a moderator or mediator variable in the relationship between pedagogic supervision and teachers' effectiveness.



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## APPENDIX

### SURVEY QUESTIONNAIRE

Dear participant,

I am GALABE FANICIA, a Masters' student in Management of Education, of the Faculty of Education in the University of Yaounde. I am carrying out a research on "Pedagogic supervision and its impact on teacher's effectiveness" aiming at examining the influence of pedagogic supervisor on the effectiveness of secondary school teachers in Yaounde. I am asking for your help to fulfil this questionnaire. The participation is voluntary. This questionnaire will be treated in confidentiality and your anonymity is preserved. Please you are required to answer to all the questions and the filling of this questionnaire can take you just 20 minutes.

#### SECTION A : DEMOGRAPHIC INFORMATIONS

School :

.....

Your gender : **1.** Male                      **2.** Female

Your current age : .....

Your marital status : **1.** Single              **2.** Married              **3.** Living with a man/woman              **4.** Divorced

Number of years of experience : .....

Your teaching subject : .....

#### SECTION B : LEADERSHIP STYLE OF THE SUPERVISOR

Read the statements bellow and use a 1 to 5 scale to indicate your level of agreement or disagreement with each statement.

**1=Strongly disagree ; 2=Disagree ; 3=Neutral ; 4=Agree ; 5=Strongly agree**

N°	Items	5	4	3	2	1
1	The supervisor do not consider teachers decision making for training criteria in school .					
2	My principal always decide what is best for us teachers and the school.					
3	My principal allow me to demonstrate high degree of innovativeness, initiative and creativity in decision making process of the school .					
4	My supervisor encourages co-operation among the teaching staff during the decision-making process of the school .					
5	My principal is uncomfortable with the suggestion I make for promotion in staff meeting .					
6	My principal pass rules and make decisions concerning me without my consent.					
7	My principal makes phone calls and writes a note in the staff notice board when he/she wants to talk to us teachers.					
8	I am directed by the school leaders on how to perform the delegated duties.					
9	My principal delegates me duties that I am skilled, talented ,experienced and knowledgeable about.					
10	I am supervised by the school principal on duties delegated to me.					

### Section C : SUPERVISORY TECHNIQUES AND ACTIVITIES

Read the statements bellow and use a 1 to 5 scale to indicate your level of agreement or disagreement with each statement.

1=Never ; 2=Rarely ; 3=Sometimes ; 4=Often ; 5=Always

N°	Items	5	4	3	2	1
1	Teacher Working Group meeting.					
2	Seminar.					
3	Teaching demonstration.					
4	Teacher orientation.					
5	Checking teachers' schemes of work .					
6	Checks teacher's record of work .					
7	Protects instructions time by observation of punctuality .					
8	Observes teaching and learning process.					
9	Provides feedback after lesson observation .					
10	Supervision bulletin.					

### Section D : THE PERCEIVED SUPPORT FROM THE SUPERVISOR

Read the statements bellow and use a 1 to 5 scale to indicate your level of agreement or disagreement with each statement.

1=Strongly disagree ; 2=Disagree ; 3=Neutral ; 4=Agree ; 5=Strongly agree

N°	Items	5	4	3	2	1
1	My supervisor fosters genuine and trusting relationships on the team.					
2	My supervisor supports my professional growth and development .					
3	My supervisor helps me learn from my mistakes and turns them into productive development opportunities.					
4	My supervisor routinely communicates with me so that I am able to perform and develop in my position .					
5	My principal helps me to get the resources that I need to do my job.					
6	My supervisor models the institution core values.					
7	My supervisor gather my input when making decisions that affect me .					
8	My supervisors recognizes me when I perform well.					
9	My supervisor gives me the right amount of autonomy to do my work successfully.					
10	My supervisor selects competent people for our team.					

### Section E : EFFECTIVENESS OF TEACHER

Read the statements bellow and use a 1 to 5 scale to indicate your level of agreement or disagreement with each statement.

1=Strongly disagree ; 2=Disagree ; 3=Neutral ; 4=Agree ; 5=Strongly agree

N°	Items	5	4	3	2	1
1	I have a great deal of interest in the subject I am teaching.					
2	I encourage students to be punctual in their assignments .					
3	I organize the subject matter I teach to be in agreement with the courses' objectives .					
4	In the end I am in the habit of summarizing the lessons I teach .					
5	I do discuss with students their performances in tests					
6	I am concerned with the maintenance of discipline in the classroom within the framework of democratic atmosphere .					
7	I plan my lessons based on the techniques tested and found suitable .					

8	While teaching, I ask more thought provoking questions than fact finding questions .					
9	The test I intend administering to my students will be reviewed and improved upon by me					
10	I discuss the content of the subject matter with ease and confidence .					

**Thanks for your participation**

REPUBLIQUE DU CAMEROUN

*Paix – Travail – Patrie*

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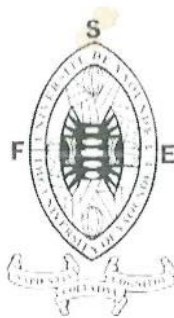
UNIVERSITE DE YAOUNDE I

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FACULTE DES SCIENCES DE  
L'EDUCATION

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DEPARTEMENT DE  
CURRICULA ET EVALUATION



REPUBLIC OF CAMEROON

*Peace – Work – Fatherland*

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THE UNIVERSITY OF YAOUNDE I

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THE FACULTY OF EDUCATION

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DEPARTMENT OF CURRICULUM  
AND EVALUATION

The Dean

N° 013 /22/UYI/FSE/VDSSE

### AUTORISATION FOR RESEARCH

I the undersigned, **Professor BELA Cyrille Bienvenu**, Dean of the Faculty of Education, University of Yaoundé I, hereby certify that **NYALUM NKEMBANG Galabe Fancia**, Matricule **20V3414**, is a student in Masters II in the Faculty of Education, Department: **CURRICULUM AND EVALUATION**, Specialty: **SCHOOL LIFE INSPECTION**.

The concerned is carrying out a research work in view of preparing a Master's Degree, under the supervision of **Pr. NDI Julius NSAMI**. Her work is titled « *Pedagogic supervision of secondary school teachers and its impacts on teachers outcome in some selected schools in Yaounde VI* ».

I would be grateful if you provide her with every information that can be helpful in the realization of his research work.

This Authorization is to serve the concerned for whatever purpose it is intended for.

Done in Yaoundé, le <sup>18</sup> JAN 2022...

For the Dean, by order  
 Etienne  
 Le Vice-Doyen Professeur