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The Impact of Pedagogic Supervision on Teachers' Professional Quality in Some English Nursery Schools in Yaounde I

A dissertation submitted and defended on the 12th July 2024 in fulfilment of the requirements for the award of a master's degree in Educational Management.

Specialty: ***Administration and School Life Inspection***

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Declaration

I, Julia Mnkong Kebong with Matricule number 20V3103 in the Faculty of Education, University of Yaounde 1, with the registration Number 20V3743, hereby declare that this piece of work entitled “The Impact of Pedagogic Supervision on Teachers’ Professional Quality in Some English Nursery Schools in Yaounde I”, under the supervision of Pr. Maureen Ebanga Tanyi is my personal work and all used materials have been acknowledged by means of quotations and references.

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Certification

This is to certify that Julia Mnkong Kebong, registration number 20V3103, a student in the Department of Curriculum and Evaluation,in the field of Management of Education in the Faculty of Education at the University of Yaounde 1, has satisfactorily completed the requirements for the Master Degree in Management of Education (MED). This work entitled "The Impact of Pedagogic Supervision on Teachers' Professional Quality **in Some English Nursery Schools in Yaounde I**", under the guidance and supervision of Pr. Maureen Ebanga Tanyi, was carried out in accordance with the norms and standards of this Department. This work embodied in the research original, and has not been submitted in part or full for any other Degree of this institution, or another University.

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To the Mnkong’s family.

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List of Abbreviations

AC	Abstract Conceptualization.
AE	Active Experience.
ANOVA	The Analysis of Variance (Formula).
APA	American Psychological Association.
CBA	Competence Base Approach.
CE	Concrete Experience.
EBLS	Experience Base Learning Systems.
HA:	Alternative Hypothesis
HO:	Null Hypothesis.
IDRA	Instructional Development Research Association.
MINEDUB	Ministry of Basic Education.
OR	Reflective Observation.
SA	Strongly Agree.
SCT	Self-Categorization Theory.
SD	Strongly Disagree.
SIT	Social Identity Theory.
SPSS	Statistical Package for Social Sciences.
UNESCO	United Nations Educational Scientific and Cultural Organization.

Abstract

This study titled “The Impact of Pedagogic Supervision on teachers' professional quality in Some English Nursery Schools in Yaounde I” was to examine how pedagogic supervision affects Teachers' professional Quality in English nursery schools in Yaoundé 1 of the Mfoundi Division of the Central Region of Cameroon. This study was prompted by an empirical discovery which shows that, the government of Cameroon has been trying relentlessly to improve her educational system. Despite these efforts, some teachers who are curriculum implementers failed to adhere to the standards specified by the government. This is due to laxity in the classrooms where teachers spend most of their time manipulating their phones, winding time, coming late to school, and absenteeism. It is because of inadequate monitoring, mentoring, screening and accountability of supervisors. The research problem which is Teachers’ Professional Quality was brought forth to show the gap that exist between what is expected of pedagogic supervision and what is obtained from the field. The objective of this work was to examine how pedagogic supervision affects teacher quality in some English Nursery Schools of Yaoundé 1 in the Mfoundi Division of the Central Region of Cameroon. The study was based on, Social Learning Theory, System theory and Experiential Learning Theory were used. A mix survey design in which schools and teachers were randomly selected was used, a questionnaire was also used as an instrument of data collection with a sample size of 80 teachers and 14 English Nursery schools in Yaoundé 1, using simple random sampling technique. Pre-test was used to for the reliability of instruments the following results were obtained: RH1 was statistically confirmed at $r = 0.104$, $P=0.000 \leq 0.05$ indicating that monitoring affects teacher quality. RH2 was statistically confirmed at $r = 0.084$, $P = 0.000 \leq 0.05$ indicating that clinical supervision of teachers affects teacher quality.RH3 was statistically confirmed at $r = 0.086$, $P = 0.000 \leq 0.05$ showing a positive influence of mentoring supervision of teachers which affects teacher quality. RH4 was statistically confirmed at $r = 0.231$, $P = 0.000 \leq 0.05$ signifying that accountability of supervisors affects teacher quality. From these results, we concluded that pedagogic supervision affects teacher quality in Yaoundé 1. In line with this, some suggestions and recommendations were made to educational authorities like the Ministry of Basic Education, school authorities and future researchers. We recommended that the Minister of Basic Education should send more supervisors to the field to ensure effective supervision. Also, more seminars and workshops should be organized for supervisors and teachers.

Keywords: *Pedagogic supervision, Teacher professional quality, Nursery school*

Résumé

Cette étude intitulée « L'impact de la supervision pédagogique sur la qualité professionnelle des enseignants dans certaines écoles maternelles anglophones de Yaoundé I » visait à examiner comment la supervision pédagogique affecte la qualité professionnelle des enseignants dans les écoles maternelles anglophones de Yaoundé 1 de la Division du Mfoundi de la Région Centre de Cameroun. Cette étude a été motivée par une découverte empirique qui montre que le gouvernement du Cameroun tente sans relâche d'améliorer son système éducatif. Malgré ces efforts, certains enseignants chargés de la mise en œuvre des programmes n'ont pas respecté les normes spécifiées par le gouvernement. Cela est dû au laxisme dans les salles de classe où les enseignants passent la plupart de leur temps à manipuler leur téléphone, à la lenteur, aux retards à l'école et à l'absentéisme. Cela est dû à un suivi, un mentorat, une sélection et une responsabilisation inadéquats des superviseurs. La problématique de recherche qu'est la Qualité Professionnelle des Enseignants a été posée pour montrer l'écart qui existe entre ce que l'on attend de l'encadrement pédagogique et ce que l'on obtient sur le terrain. L'objectif de ce travail était d'examiner comment la supervision pédagogique affecte la qualité des enseignants dans certaines écoles maternelles anglaises de Yaoundé 1 dans la division du Mfoundi de la région centrale du Cameroun. L'étude était basée sur la théorie de l'apprentissage social, la théorie des systèmes et la théorie de l'apprentissage expérientiel. Un plan d'enquête mixte dans lequel les écoles et les enseignants ont été sélectionnés au hasard a été utilisé, un questionnaire a également été utilisé comme instrument de collecte de données avec un échantillon de 80 enseignants et 14 écoles maternelles anglaises à Yaoundé 1, en utilisant une technique d'échantillonnage aléatoire simple. Un pré-test a été utilisé pour vérifier la fiabilité des instruments, les résultats suivants ont été obtenus : RH1 a été statistiquement confirmé à $r = 0,104$, $P=0,000 \leq 0,05$, indiquant que le suivi affecte la qualité des enseignants. RH2 a été statistiquement confirmé à $r = 0,084$, $P = 0,000 \leq 0,05$, indiquant que la supervision clinique des enseignants affecte la qualité des enseignants. RH3 a été statistiquement confirmé à $r = 0,086$, $P = 0,000 \leq 0,05$, montrant une influence positive de la supervision par mentorat des enseignants qui affecte les enseignants. Qualité. RH4 a été statistiquement confirmé à $r = 0,231$, $P = 0,000 \leq 0,05$, ce qui signifie que la responsabilité des superviseurs affecte la qualité des enseignants. De ces résultats, nous avons conclu que l'encadrement pédagogique affecte la qualité des enseignants à Yaoundé 1. Dans cette optique, quelques suggestions et recommandations ont été faites aux autorités éducatives comme le ministère de l'Éducation de base, aux autorités scolaires et aux futurs chercheurs. Nous avons recommandé que le ministre de l'Éducation de base envoie davantage de superviseurs sur le terrain pour assurer une supervision efficace. En outre, davantage de séminaires et d'ateliers devraient être organisés pour les superviseurs et les enseignants.

Mots clés : *Encadrement pédagogique, Qualité professionnelle des enseignants, École maternelle*

Chapter One:
Introduction

Pedagogic supervision plays a crucial role in formal education, particularly in nursery and primary schools, as it aims to enhance the teaching and learning processes. Without proper supervision, teachers may be susceptible to distractions, as highlighted by Tanyi (2016), quoting Lin Xie. Empirical evidence, such as the study conducted by Mulkeen et al. (2007), has demonstrated that teacher supervision is an effective means to improve both teaching and learning outcomes.

One of the primary objectives of pedagogic supervision is to ensure that teachers fulfill their assigned duties, including assisting learners in overcoming learning difficulties. Tanyi (2016) asserts that through a deep understanding of human nature, people believe that man-made difficulties can be overcome, and institutions can be transformed with sufficient knowledge. Furthermore, pedagogic supervision enhances teachers' effectiveness and enables them to contribute their utmost to achieve the goals set by the school. Effective and efficient supervision of teachers' work is crucial for enhancing the performance of our educational system.

To bolster the educational system in Cameroon, it is imperative to regularly monitor, mentor, clinically supervise, and reframe the teaching and learning processes. In Chapter One of this study, we delve into the background, which encompasses contextual, conceptual, and theoretical foundations, including the experiential learning theory proposed by David Kolb (1984), the social learning theory by Bandura (1997) and the scientific Management theory by F.W Taylor (1856-1912). Additionally, we justify the study and present the problem statement. The chapter also outlines the study's objectives, comprising a general objective and specific objectives. The preliminary points covered in Chapter One include research questions, consisting of a general research question and four specific research questions. The chapter concludes with research hypotheses, the scope of the study, the significance of the research, and a comprehensive definition of terms.

Background of the Study

This will consider the historical, contextual, conceptual and theoretical backgrounds.

Historical background of the study

Pedagogic supervision is a critical component of the educational system, playing a vital role in ensuring quality teaching and learning processes. Many scholars agree that effective pedagogic

supervision is fundamental for maintaining high standards in education. In many developed countries, such as the United Kingdom and the United States, there is a strong emphasis on inspection as a means of supervision (Lee et al., 2008). The concept of the Inspectorate of Education originated in France under Napoleon's regime in the late 18th century and spread to other European countries in the 19th century (Grauwe, 2007). For example, the UK appointed its first school inspectors in 1883 (Shaw et al., 2003), and the Netherlands established its inspectorate in 1801 (Dutch Education Inspectorate, 2008).

The terms "inspector" and "inspection" are widely used in various countries, including the UK, the US, and several African countries like Lesotho, Senegal, Tanzania, and Nigeria (Grauwe, 2007). Cameroon also adopts these terms in its educational supervision framework. Traditionally, inspection and supervision were tools for ensuring efficiency and accountability in education. While inspection is a top-down approach focused on evaluating school performance against set standards, supervision provides guidance, support, and continuous assessment for teachers' professional development (Tyagi, 2010). In response to teachers' increasing demand for guidance, many countries now prefer the term "supervisor" over "inspector." For instance, Malawi uses "education methods advisor," and Uganda uses "teacher development advisor" (Grauwe, 2007).

In Cameroon, subject-area pedagogic supervision is practiced in schools to ensure the quality of teaching and learning activities. This supervision involves examining and reporting on educational programs, developing alternative instructional methods, guiding and monitoring teachers, and organizing professional training sessions such as workshops and seminars (Alemayehu, 2008). Despite these efforts, the quality of teaching in some English nursery schools in Yaoundé remains an area of concern. The statistical yearbook of 2021-2022 highlights that out of 1,709 students in class one, 470 repeated in public primary schools in Yaoundé, indicating persistent challenges in pedagogic supervision.

Given these challenges, it is essential to investigate the impact of pedagogic supervision on teacher quality in English nursery schools in Yaoundé I. This study aims to contextualize the background of pedagogic supervision and explore its various aspects to better understand its influence on educational outcomes

Contextual Background to the study

Pedagogic supervision has evolved significantly, shifting from a focus on teacher attitudes, competence, and education levels to a more comprehensive approach involving monitoring,

mentoring, clinical supervision, and accountability. These elements collectively aim to enhance teacher quality. Due to the complexity of pedagogic supervision and inadequate monitoring, this study focuses on contemporary practices in pedagogic supervision and their impact on teacher quality in schools.

Monitoring involves the regular collection and analysis of data on various aspects of educational activities. It includes reviewing reports, providing feedback, and conducting supervision to ensure that teachers implement lessons effectively and adhere to lesson plans. Effective monitoring has been shown to improve teaching quality by providing supervisors with insights into teachers' performance and areas needing improvement (William, 2023). However, in Yaoundé I, the expected positive outcomes are not fully realized, suggesting possible gaps in monitoring practices.

Clinical supervision originated from the medical profession and involves experienced teachers coaching less experienced ones to enhance their classroom teaching skills. This method, developed in the 1960s at Harvard, allows for pre-observation meetings where teachers discuss lesson plans and teaching strategies, fostering a reflective practice that improves instructional quality.

Mentoring is another critical aspect of pedagogic supervision, involving experienced educators guiding less experienced ones. Mentoring is grounded in theoretical frameworks such as social constructivism and developmental theory, emphasizing collaborative learning, interpersonal relations, and academic success. Effective mentoring programs are structured to provide clear expectations and roles, supporting teachers in developing pedagogical skills and confidence.

Accountability in pedagogic supervision focuses on ensuring that teachers meet educational standards and improve their professional practice. Originating in the United States, accountability measures in education involve various controls and evaluations to ensure that teachers deliver quality education. Effective accountability mechanisms require addressing the root causes of issues in teacher quality, emphasizing organizational and occupational design to better support teachers.

Internationally, organizations like UNESCO and UNICEF advocate for quality education through effective supervision. They stress the importance of adapting supervision to different contextual situations rather than relying on existing models (Waite et al., 2002). For instance, Uganda's policy of free education and the role of school leaders in professional development

illustrate the need for a balanced approach between administrative duties and educational obligations (Mulkeen et al., 2007).

In Cameroon, significant attention has been given to pedagogic supervision since the mid-1990s, with efforts to improve teacher quality as part of broader educational reforms (Fonkeng, 2010). The Ministry of Basic Education emphasizes the importance of pedagogic supervision at all levels, from nursery to primary education, to enhance teacher performance and educational outcomes. International treaties and national policies highlight the need for effective supervision to achieve quality education, as recognized by UNESCO and the World Bank (UNESCO, 1994; World Bank, 2010).

Despite these efforts, challenges persist in some English nursery schools in Yaoundé I. Factors such as infrequent supervision visits, lack of knowledgeable supervisors, and inadequate monitoring contribute to poor teaching quality. This study aims to investigate these issues and provide insights into the impact of pedagogic supervision on teacher quality in this context.

Conceptual Background

Pedagogic supervision is a globally recognized concept aimed at improving the teaching and learning process. It encompasses enhancing teachers' knowledge, teaching skills, and professional abilities. While the approach to pedagogic supervision varies across different countries and regions, its core objective remains consistent: to elevate the quality of education by supporting and developing teachers. Mohanty et al. (2008) highlight that some regions still adhere to traditional views of supervision, whereas others have adopted more contemporary interpretations. Thakral's studies underscore the importance of value-driven leadership in educational institutions, advocating for passionate and committed leaders.

Supervisors, who can be internal (head teachers and class teachers) or external (inspectors from the inspectorate), play a crucial role in pedagogic supervision. Internal supervisors focus on lesson plan preparation, lesson implementation, classroom management, and learner evaluation, while external supervisors conduct termly evaluations of both head teachers and classroom teachers. The key components of pedagogic supervision include:

- ✓ Inspection: Conducted annually by inspectors during the first term, inspectors assess school conditions, teacher performance, learners outcomes, and available resources. This process involves observations, educational tests, conferences, and checklists to identify problems and devise solutions. Research and incorporation of remedial measures by external supervisors are crucial to addressing identified weaknesses.

- ✓ Training: Training can take various forms, including demonstration teaching, workshops, seminars, classroom observations, and professional development sessions. These activities aim to equip teachers with the necessary skills and knowledge to improve their teaching practices.
- ✓ Guidance: Supervisors provide personal assistance to teachers, stimulating and directing them to apply effective instructional methods and principles. This guidance includes monitoring, clinical supervision, mentoring, and ensuring accountability.
- ✓ Evaluation: Supervision also involves evaluating teachers' performance to enhance teaching quality. This evaluation helps identify strengths and areas for improvement, ensuring that teaching standards are maintained and accountability is upheld.

The effectiveness of pedagogic supervision is often hindered by various factors:

- ✓ Government: Issues such as poor remuneration, insufficient staffing, lack of resources, inadequate evaluation systems, and frequent changes in educational policies contribute to the challenges in supervision (Ekundayo et al., 2013).
- ✓ Teachers: Some teachers exhibit unprofessional attitudes, lack interest in their work, possess insufficient training, or have low qualifications, all of which impede effective supervision.
- ✓ Community and Society: Negative perceptions of teaching as a profession, low status attributed to teachers, and a lack of community interest in education also contribute to the challenges of supervision.

Despite these challenges, effective pedagogic supervision is essential for the educational process, involving learners, teachers, and the school environment. It prioritizes the learners' needs and enhances teachers' abilities to deliver quality education. The main functions of supervision include:

- ✓ Administration: Providing information about policies and procedures, and facilitating communication between staff and administration.
- ✓ Education: Engaging teachers in examining their practice, knowledge, skills, and attitudes to improve their effectiveness.
- ✓ Evaluation: Establishing performance standards, providing direction, and supporting ongoing development and learning.

For supervision to be effective, several principles must be adhered to (Onasanya, 2008):

- ✓ Healthy Atmosphere: Creating a stress-free and supportive environment that incentivizes outstanding work.
- ✓ Staff Orientation: Clearly defining job expectations and providing necessary information and materials.
- ✓ Guidance and Staff Training: Offering guidance and training to ensure staff understand and meet performance standards.
- ✓ Immediate Recognition of Good Work: Publicly acknowledging good work to motivate others.
- ✓ Constructive Criticism: Offering unbiased, private, and constructive feedback to improve substandard work.
- ✓ Opportunity for Improvement: Allowing staff to demonstrate their skills and involve them in decision-making processes.
- ✓ Motivation and Encouragement: Encouraging staff to increase productivity and achieve organizational goals.

These principles guide the theoretical framework of this research, aiming to understand and enhance the impact of pedagogic supervision on teacher quality in English nursery schools in Yaoundé I

Theoretical Background to the Study

According to Tanyi (2016), a theory emerges from extensive years of study and research conducted by scholars. It comprises a set of assumptions that generate numerous hypotheses for testing a body of knowledge. The following theories are pertinent to this study: The Social Learning Theory by A. Bandura (1977), the Experiential Learning Theory by David Kolb (1984), and the Role Theory by Katz and Kaha (1978).

The Social Cognitive Leaning Theory by A. Bandura (1977)

This theory posits that knowledge acquisition is directly related to observing others within the context of social interactions, experiences, and media influences. Observation helps individuals perform behaviors, and the consequences of these behaviors guide future actions. Bandura emphasizes that children learn within a social context by imitating the behaviors of others. He developed this theory with a holistic view of cognition, integrating social awareness and influence. The theory is grounded in psychology and acknowledges the impact of both internal and external factors on learning.

Relevance to Pedagogic Supervision and Teachers' Quality in Yaoundé I

The Social Cognitive Learning Theory serves as a framework for understanding how supervisory practices influence teaching quality. By observing how supervisors conduct their duties and provide feedback, teachers can emulate effective teaching behaviors and strategies. In the context of Yaoundé I, this theory underscores the importance of frequent and impactful supervision in shaping teachers' professional development.

Teachers, being central to the teaching-learning process, benefit from observing and implementing the behaviors modeled by their supervisors. This observational learning process is crucial for improving teaching practices and, consequently, student outcomes. The theory highlights the significance of social and imitative learning, which, according to Tanyi (2016), accounts for a substantial portion of how children learn behaviors. By applying this theory, the research aims to explore the extent to which supervisory practices in Yaoundé I enhance teachers' quality through observational learning.

Experiential Learning Theory by David Kolb (1984):

David Kolb's Experiential Learning Theory (1984) posits that learning is most effective through direct experience. Inspired by theorists such as John Dewey, Kurt Lewin, and Jean Piaget, Kolb emphasizes that engaging in experiences helps individuals retain and recall information more effectively. According to this theory, teachers should create environments that provide opportunities for experiential learning, thereby enhancing their teaching effectiveness. Understanding and applying different learning theories, such as Kolb's, enables teachers to optimize their classrooms for better student outcomes.

Kolb's model comprises four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. The first two stages involve grasping experiences, while the latter two focus on transforming those experiences. Effective learning occurs when learners cycle through these stages, starting at any point. Concrete learning involves acquiring new experiences or reinterpreting past ones. Reflective observation involves personal reflection on these experiences. Abstract conceptualization is the process of forming new ideas or adjusting existing ones. Active experimentation involves applying new ideas to the real world to test their validity.

Relevance to Pedagogic Supervision and Teachers' Quality in Yaoundé I

Kolb's Experiential Learning Theory is highly relevant to the impact of pedagogic supervision on teachers' quality in Yaoundé I. This theory provides a framework for supervisors to create and encourage experiential learning opportunities for teachers, which can significantly enhance

their professional development and teaching quality. By experiencing and reflecting on their teaching practices, teachers can continuously improve and adapt their methods.

In the context of Yaoundé I, supervisors can apply Kolb's theory by facilitating hands-on learning experiences and encouraging reflective practices among teachers. For example, supervisors might observe classrooms and provide constructive feedback, allowing teachers to reflect on their performance and experiment with new teaching strategies. This cyclical process of experience, reflection, conceptualization, and experimentation helps teachers develop more effective teaching practices.

By integrating experiential learning into pedagogic supervision, the quality of teaching in English nursery schools in Yaoundé I can be significantly improved. Teachers become more adept at adapting their instructional methods to meet the needs of their students, leading to better educational outcomes.

Scientific Management theory by Frederick W. Taylor (1856-1912)

Frederick W. Taylor's Scientific Management Theory emphasizes the supervisor's role in enhancing productivity within an organization. Taylor, the pioneer of this theory, outlined four key principles:

- ✓ Develop a scientific approach to management.
- ✓ Managers should take responsibility for selecting, training, and developing employees.
- ✓ Managers should cooperate fully with employees to ensure the effective implementation of scientific management methods.
- ✓ Management should be as involved as possible in the work of their employees.

Kamete (2014) explains that scientific management involves supervising, monitoring, and evaluating employees, improving work methods, and motivating employees through incentive systems. This theory is crucial in school management for improving teacher efficiency. It has led to defining professional characteristics for teachers within the framework of pedagogic supervisors, head teachers, and educational guides. These educational leaders are responsible for ensuring that teachers are familiar with their work, teaching methods, and necessary requirements for achieving better results.

Relevance to Pedagogic Supervision and Teachers' Quality in Yaoundé I

Scientific Management Theory is highly relevant to the impact of pedagogic supervision on teachers' quality in Yaoundé I. Supervisors applying this theory work closely with teachers to

help them discover more effective educational and pedagogical practices. By evaluating teachers' performances and ensuring they meet expected standards, supervisors can enhance teaching quality.

This theory promotes cooperation between supervisors and teachers, leading to improved teaching quality. Scientific selection and training methods contribute to a standardized approach to teaching and learning, benefiting teachers by enhancing their competency and knowledge. However, the theory also has limitations, such as the need for significant capital investment, reduced task motivation due to repetitive work, and potential lack of creativity among employees.

In the context of Yaoundé I, head teachers play a crucial role in controlling and planning teachers' activities. By implementing Taylor's principles, head teachers and supervisors can foster an environment of continuous improvement, thereby enhancing the quality of education. This approach not only supports teachers in their professional development but also ensures that teaching standards are maintained and improved over time.

Statement of the Problem

The government of Cameroon has been making concerted efforts to enhance its educational system. These efforts include improving literacy levels through basic reading and mathematical skills, enhancing teachers' skills and working conditions by recruiting nursery and primary school teachers, and bolstering education monitoring and supervision systems. The government aims to provide better educational services through the recruitment and training of qualified teachers, ensuring they are state-paid across the country. Additionally, there is a strong emphasis on promoting access to education for girls, especially in culturally restrictive areas like northern Cameroon.

Despite these initiatives, the end-of-year results in schools have not been satisfactory. Statistics indicate that out of 1,709 pupils in class one, 470 learners repeated the grade in public primary schools in Yaoundé I Sub-Division from the 2019–2022 statistical yearbook. This trend prompts an investigation into whether similar issues exist in nursery schools, as reflected in the Basic Education School Map of 2019 to 2022.

The persistent failure rates raise the question: Could these be attributed to deficiencies in the supervisory and monitoring system in Cameroon? According to MINEDUB (2019/2020), the Cameroonian educational system continues to face numerous challenges, particularly in pedagogic supervision. Supervisory and monitoring activities appear to be confined primarily

to office settings, focusing on inspecting lesson plans and documents rather than engaging in active, in-field supervision. Consequently, teachers, who are the primary implementers of the curriculum, face difficulties during implementation, often acting autonomously without adequate oversight.

These challenges stem from a lack of rigorous follow-up by supervisors, who may be deficient in effectively monitoring, mentoring, and providing accountability on the issues faced by teachers. This situation underscores the urgency of this research on "The Impact of Pedagogic Supervision on Teachers' Quality in English Nursery Schools in Yaoundé I."

This problem statement highlights how inadequate pedagogic supervision can directly affect the quality of teaching and, consequently, teachers' outcomes in Yaoundé I. Despite the government's efforts to improve educational infrastructure and teacher quality, the inefficacy of supervisory practices means that teachers may not receive the necessary guidance and feedback to enhance their instructional methods. This lack of effective supervision leads to suboptimal teaching practices, contributing to high failure and repetition rates among pupils.

By examining the relationship between pedagogic supervision and teacher quality, this research aims to uncover specific weaknesses in the current supervisory framework. It will explore how improving supervision can lead to better teaching practices, thereby enhancing overall educational outcomes. The findings could provide actionable insights for policymakers and educational administrators to refine supervision processes, ensuring that teachers are adequately supported and held accountable, ultimately leading to improved student performance.

Objectives of the Study

This study is guided by the following general and specific objectives:

General Objective:

- ✓ To examine the impact of pedagogic supervision on teachers' quality in selected English Nursery schools in Yaoundé I.

Specific Objectives:

- ✓ To investigate how monitoring affects teachers' quality in selected English Nursery schools in Yaoundé I.
- ✓ To examine the influence of clinical supervision on teachers' quality in selected English Nursery schools in Yaoundé I.

- ✓ To explore the relationship between mentoring and teachers' quality in selected English Nursery schools in Yaoundé I.
- ✓ To assess how accountability influences teachers' quality in selected English Nursery schools in Yaoundé I.

Research Questions

The research questions that guided the study were both general and specific.

General Research Question

The primary research question this study seeks to answer is: How does pedagogic supervision impact teachers' quality in selected English Nursery schools in Yaoundé I?

Specific Research Questions

- ✓ To what extent does monitoring affect teacher quality in some English Nursery schools in Yaoundé 1?
- ✓ How does clinical supervision influences teacher quality in some English Nursery schools in Yaoundé 1?
- ✓ What is the relationship between mentoring and teacher quality in some English Nursery schools in Yaoundé 1?
- ✓ How does accountability affect teacher quality in some English Nursery schools in Yaoundé 1?

Research Hypotheses

The research questions brought about the following hypotheses;

General Research Hypotheses

Ha: There is a relationship between The Impact of Pedagogic Supervision on Teachers' Professional Quality in Some English Nursery Schools in Yaounde I.

Ho: There is no relationship between The Impact of Pedagogic Supervision on Teachers' Professional Quality in Some English Nursery Schools in Yaounde I.

Specific hypotheses

Ha1: Monitoring supervision affects Teachers' Professional Quality in some English Nursery Schools in Yaoundé 1.

Ho1: Monitoring supervision does not affect Teachers' Professional Quality some English Nursery Schools in Yaoundé 1.

Ha2: Clinical supervision influences Teachers' Professional Quality in some English Nursery Schools in Yaoundé 1.

Ho2: Clinical supervision does not influence Teachers' Professional Quality in some English Nursery Schools in Yaoundé 1.

Ha3: Mentoring supervision has a relationship between pedagogic supervision and Teachers' Professional Quality in some English Nursery Schools in Yaoundé 1.

Ho3: Mentoring supervision has no relationship between pedagogic supervision and Teachers' Professional Quality in English Nursery Schools in Yaoundé 1

Ha4: Accountability by supervisor affects Teachers' Professional Quality in some English Nursery Schools in Yaoundé 1.

Ho4: Accountability by supervisors do not affect teachers; quality in some English Nursery Schools in Yaoundé 1

Justification of the Study

According to Nolan and Hoover (2008), pedagogic supervision is a crucial tool for building effective professional development. It is also an organizational function aimed at fostering teacher growth, enhancing teaching performance, and promoting greater learning. This underscores the necessity for continuous improvement in methods and skills crucial for teachers' performance. Pedagogic supervision, as a continuous process and guidance mechanism, involves closely monitoring the educational services provided by school staff, the schools' pedagogic processes, and teachers' performances, all with a focus on professional growth (Bouchamma et al., 2017).

This vital process allows for the collection and analysis of data and documentation, which supports informed decision-making regarding necessary adjustments to actions proposed for implementing effective changes. These changes aim to further the development and attainment of established goals for improving teaching and learning processes in English primary schools in Yaoundé I, and the Cameroonian educational system as a whole.

Pedagogic supervision provides daily support, guidance, and enlightenment for teachers to address teaching-related issues (Sergiovanni et al., 2013). It also offers critical feedback on the work accomplished to meet set goals (Lapointe et al., 2011) within the new competency-based approach for effective teaching and learning processes. This study aims to assess how pedagogic supervision impacts teacher quality in some English primary schools in Yaoundé I. Understanding this relationship will address the issues the researcher identified with pedagogic supervision and teacher quality, justifying the need for this research.

Significance of the Study

The research on pedagogic supervision and teacher quality in some English nursery schools in Yaoundé I holds great significance for the researcher, aiming to examine how pedagogic supervision impacts teacher quality in these schools. This study is particularly important because providing quality education is a national priority, and teachers are considered pivotal to achieving this goal in the Republic of Cameroon. By offering insights that could enhance supervisory practices, this study has the potential to contribute significantly to the field of education, especially within the Cameroonian context.

T**o the government**

Overall, this study will significantly assist policymakers in identifying regulations to address ineffective pedagogic supervision, thereby enhancing the effectiveness of teaching and learning processes within Cameroon's educational system. Additionally, the study will help community members recognize the importance of pedagogic supervision as a vital tool for improving the teaching and learning processes. It will also advocate for allowing teachers to incorporate social media into classroom activities, acknowledging the importance of adapting to the digital age.

To the school administrators:

Also, having teachers appraise supervisory practices, and other components of their work. It is less practiced in Cameroon. As such, the study seeks to create awareness of the need for regular monitoring of the work of education personnel in general and pedagogic supervisors in particular due to poor management in educational system.

To teachers and learners,

The primary goal of pedagogic supervision is to instigate best practice in the teaching and learning processes in order to increase the learning awareness through educational systems of achievements and high success rates.

Scope of the Study

The scope of the study was identified to be time, content or thematic wise and theoretical.

Time Scope

This work was carried out for a period of six months between the months of March and July 2022. The period was deemed necessary for the topic of the study 'the impact of pedagogic supervision on teacher's professional quality in some English Nursery schools in Yaounde I

Sub-Division''. This was because the period was the period when Nursery schools were still going.

Content scope

This study was focused on "The Impact of Pedagogic Supervision on Teachers' Professional Quality in Some English Nursery Schools in Yaounde I". The study was delimited to:

Independent variable (IV): Pedagogic Supervision

Latent constructs of the IV: Monitoring, clinical supervision, mentoring and accountability

Dependent Variable (DV): Teachers' Professional Quality

Operationalized variables of the DV: initial training, teaching experience and personal charisma.

Theoretical scope

The study was also based on some theories like: The theory of social cognitive learning by Bandura (1960), experiential theory by David Kolb (1984) and Role theory by Katz & Kahn (1978) and Scientific Management theory by Federick W. Taylor(1854-1912).

Definitions of key terms

Pedagogy

According to Arends (2001) pedagogy is the study of the art and science of teaching. Teachers as artists need to be innovative, flexible and imaginative so that he/she is not locked into any single teaching style. Pedagogy is offered from time to time. A common example is the science of teaching.

Loughram (2008p.1180) defines pedagogy as knowledge of teaching about teaching and knowledge of learning and how the two influence one another in the pedagogic episodes that teacher educators, create to offer of teaching experiences that might inform their developing views of practice. To Theresa A. Redmond (2016.p:22) pedagogy is the instructive methodologies of teaching that encompass knowledge of the content and effective strategies for learning and assessment. Knowles (2005) sees pedagogy as the arts or science of teaching children based on the Greek origin of the word.

The definition of pedagogic according to Arends, Loughrsm, Theresa and Knowles shall be adopted interchangeably in this research work.

Supervision

According to Al –Saud (2007**),** supervision is defined as a term which provides equal importance to teachers by having constant interaction between the supervisor and the teacher to improve teaching and learning Process.

According to Mohanty et al(2008) supervision in education still carries the same old meaning and general concept as in Douglass and Bent's (1953) definition which means to oversee, to superintend or to guide and to stimulate the activities of others, with a view of their improvement.

In the same line, according to **M. S. Vitoles, supervision** refers to the direct, immediate guidance and control of subordinates in the performance of their jobs. Thus, the activity of supervision is concerned with the direction, guidance, control and superintendence of the subordinates. These definitions of supervision suit the content of the study and shall be adopted and applied as such.

Pedagogic supervision

Pedagogic supervision to Glickman (1990) is a dynamic process in education aiming at improving the quality of teaching and learning process. To Nolan and Hoover (2008), pedagogic supervision is a crucial tool used in building effective teacher professional development.

According to Tesfaw and Hofman (2012), pedagogic supervision is an organisational, function that seeks the growth of teachers and improvement in teaching performance and greater learning. We shall consider pedagogic supervision in this work to be that dynamic process, a crucial tool and organizational function that brings about quality in the teaching learning domain.

Teacher quality

Berliner (2005) describes teacher quality as a teacher who shows evidence of certain qualities of teaching in the lives of learners' life.

According to Intercultural Development Research Association (IDRA), teaching quality refers not only to the teachers' credentials, but also to the perspective teachers bring into the classroom, the instructional strategies that they use, and the surrounding organization of the school and community. Perez (2013) defines teacher quality as the characteristics that teachers possess. Not just limited to characteristics that teachers possess, Teachers' Professional Quality

in this work shall also be directed to the quantity results from learners as a consequence of their interaction with qualified teacher.

Chapter Two

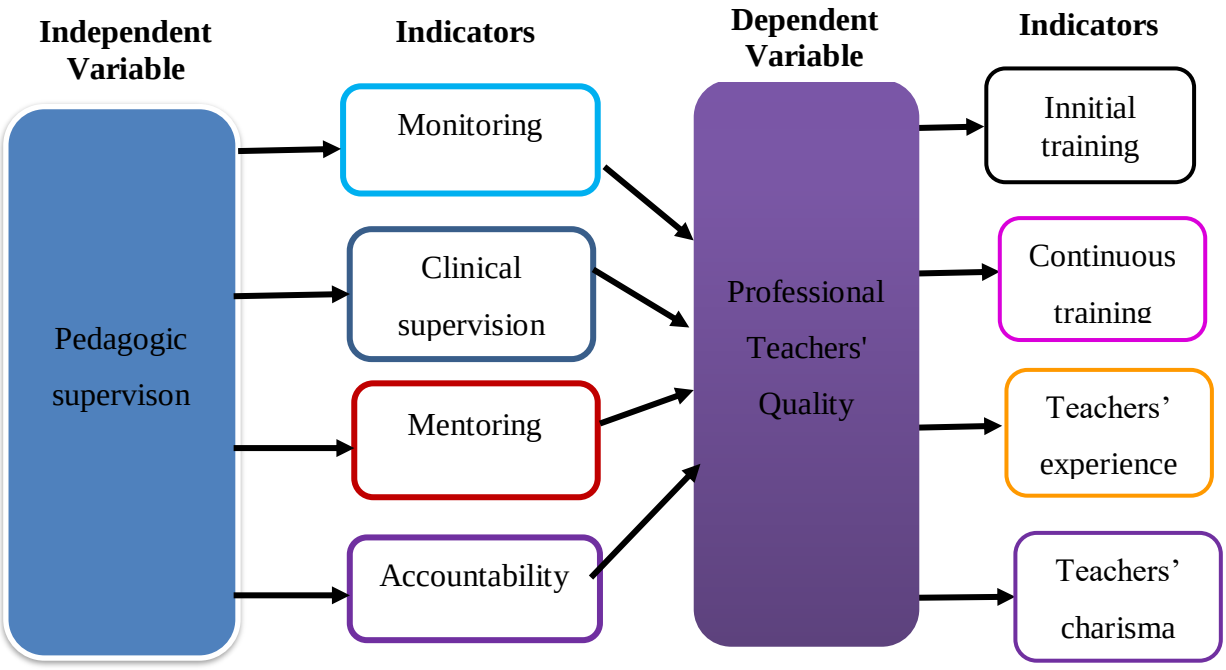
Review of Related Literature

This chapter is focused on literature review, related literature, conceptual framework, indicators, theoretical frameworks, empirical review and chapter summary. Chapter two reviews previous works related to the present study. Part of the data for this work was collected from the libraries. The chapter is built upon conceptual literature review. In this chapter, we shall review some major concepts like pedagogy, pedagogic supervision and teacher quality. We shall also review related theories like social cognitive learning theory by Albert Bandura (1960), Experiential theory by Kold David (1984), scientific management theory and role theory by Katz and Kahn (1978).

Conceptual Framework

Conceptually, the study will involve the following concepts: Pedagogy, supervision, pedagogic supervision, teachers, and teacher quality. According to Miles and Hebeman (1994), conceptual framework is a written product that explains, either graphically or normatively the main things under the study e.g. key factors, concepts or variables, presumed having relationship amongst them as shown by figure 1 below.

Figure 1: Conceptual framework of the impact of pedagogic supervision on Teachers' Professional Quality in Yaounde I.



Source: Fieldwork (2022)

The Concept of Pedagogy

According to Arends (2001) as already seen previously, "Pedagogy is the study of the art and science of teaching. Arends' work is related to the researchers work because he discussed pedagogy as an arts or as a social science. When there is pedagogic super vision, it enhances teacher quality. Teachers as artists need to be innovative, flexible and imaginative so that he/she is not locked into any single teaching style". For the arts and science of teacher to research work is out to see how pedagogic supervision enhances teacher quality. Teachers want to know what kind of children are likely to study, what type subject and pass well in them or the type of courses to take and educations to pursue (Tanyi, 2016). This work is out to examine how pedagogic supervision enhances teacher quality in Yaoundé I.

Furthermore, according to Arends (2001), Pedagogy is offered from time to time. A common example is the science of teaching. However, the brevity of this phrase may create its own difficulty, since such a definition depends on the readers' assumption about science and their conceptions of teaching. Pedagogy was originally a term for a slave who was responsible for the care of children in the household. Later, the meaning of the word expanded to mean educator and teacher. A pedagogic theory deals with the nature and structure of educational action, teaching and upbringing. Pedagogic theory deals with brief and value systems, concepts of man and society and philosophies of knowledge and political interests. Thus, it's rather difficult to define a pedagogic theory exactly. In general, the concept of pedagogy refers to a systematic view of organizing education. It discusses the issues of how to educate and what it means to be educated. In this sense, a pedagogic theory is a theory of educational action, or a systematic view and reflection of pedagogic practice.

Pedagogic theory is a systematic conceptualization of the process of education and conditions of human development in both the individual sources and the societal life sphere. It deals with processes of upbringing, teaching, learning, social and cultural development. Aims and means; values and norms; objectives and methods of education are systematically reflected therein. Pedagogic theory building starts with two fundamental anthropologic al questions: What is a human being? And what should he or she be? Combining these questions, pedagogic theory examines educational aims and means of helping humans to develop toward what they should be. Pedagogic reflection and theory building are based on the idea that in the words of

Immanuel Kant, a human being can become human only through education. Studying childhood from the vantage point of pedagogy theories focuses on development.

Focusing on the development of a pedagogic way of thinking over the course of time (DEEWR, 2009), modern day usage of the term pedagogy is more common in other European countries in particular, in French, German and Russia-speaking academic communities than in English-speaking countries. In continental Europe, Pedagogic institutes are to be found alongside and within university departments (DEEWR, 2009b). Being the study of the art and science of teaching, pedagogy plays a lot in teacher quality and as a result, the way it is carried out determines the performance of the learners. The focal point of this research work is to see how pedagogic supervision affects Teachers' Professional Quality. So, the concept of pedagogy is of vital importance to piece this of work. As an art and science of teaching, pedagogy goes along with supervision which shall be our next preoccupation.

The Concept of Supervision

When there is better supervision, teacher quality is improved, when there is no effective supervision, teacher us likely to be low. Al –Saud (2007), supervision is defined as a term which provides equal importance to teachers by having constant interaction between the supervisor and the teacher to improve teaching and learning Processes. Apart for just being an important term, according to (Mohanty, 2008); Marcecho, (2012); Panigrahi, (2012); Thakral, (2015), supervision in education still carries the same old meaning and general concept as in Douglass and Bent's (1953) definition which means to oversee, to superintend or to guide and to stimulate the activities of others, with a view of their improvement. The concept can be applied to either academic and administrative functions (Mohanty, 2008) of school heads, school administrators, educational administrators, or those who manage education at various levels or sectors. In school setting, there are consisting differences between the academic and administrative functions of supervision, whereas the academic aims of supervision include tasks such as: monitoring of instruction, guiding teachers to improve the teaching and learning pro cesses, assessment of learning outcomes, evaluating goals of programs and many other administrative goals of supervision aimed at proper management of the facilities and resources (Thakral 2015).

In the same line, according to M. S. Vitoles, supervision refers to the direct, immediate guidance and control of subordinates in the performance of their jobs. Thus, the activity of supervision is concerned with the direction, guidance, control and superintendence of the

subordinates. This research work is out to see how these aspects of supervision are carried out in English Nursery Schools in Yaoundé 1. A supervisor performs these tasks; R. C. Allan has called it a responsibility job, which is above "work Job." Supervision is direction, guidance, and control of working force with a view to see that they are working according to plan and are keeping time schedule. The issue in this research work is to see how all these interventions by the supervision bring about quality. Further, they are getting all possible help in accomplishing their assigned work. According to the Toft Hartley Act, 1947 (USA), supervisors are those having authority to exercise independent judgment in hiring, discharging, disciplining, rewarding and taking other actions of a similar nature with respect to employees. The nursery school helps kids to develop their physical, psychological, socio-affective and intellectual potentialities in the child. To improve the quality of nursery education since many teachers have been recruited to boast the nursery educational sector. Since 2019, the curriculum has been reformed in order for the context to meet the needs of the learners in the society. To increase the capacity of welcoming nursery kids, many private schools have been created in Cameroon as living examples which are seen in the city of Yaoundé and many cities in Cameroon especially in the Northern Regions of Cameroon, especially in Guider Mayo, Loti in Garoua. According to Tanyi (2016), the teacher must clearly identify and highlight the feature or idea that can be applied in a new situation. He/she must have made clear cut objectives in his or her mind. She went further to say that, the teachers should label the important features and pay increase attention to the different features, for example, teacher young children to distinguish between the letters 'b' and 'd' or 'see' and 'sea' to help them know the differences between the two words as a task.

The concept of Pedagogic Supervision

Many scholars have researched on pedagogic supervision but have not linked it to teacher quality. Teacher quality is important and becomes highlighted with supervision. According to (Zepeda, 2017), pedagogic supervision is the theory and practice of teaching and learning regulation in an educational context with pedagogy as its object aimed at improving educational action and skills of teachers. Zepeda talked of improving educational action and skills of teachers in pedagogic supervision as a theory. It's true and related to the researchers work but monitoring of teachers but the offices than in classes. Tanyi (2016), sited that, it is true that retention is guarantee for transfer but it is a necessary because one cannot transfer what you do not know. Nobody gives what he does not have. This promotes low quality teaching in the nursery schools in Yaoundé 1 It has evolved over time in relation to the purpose of educational

intervention. In Portugal, supervision emerged in the 1980s associated to teachers' initial training gradually following international trends. Pedagogic supervision has taken on new meanings including continuous teacher training. According to different supervisory scenarios, the joint work of classroom observation with supervisors and teachers working together generally present cycles of observations, actions and reflection that is specific to action research, (Zepeda, 2017).

The quality of education provided to the younger generation is one of the major concerns of third world countries, particularly those of the developing Africa. In order to increase the effectiveness of educational supervision, several tools have been developed where educational supervision holds a very important place. Pedagogic supervision and educational supervision have evolved and grown over the past few decades. There are three periods in this evolution: The emergence, the institute and standardization.

In fact, pedagogic supervision emerges in pedagogy in the years according to which the quality of learning is primarily the responsibility of directors, administrators, schools and training institutions and many others were the responsibility of the latter to find ways and means to put in place and to improve the quality of the teaching provided. But each of these executives went their own way according to their sensitivity and shared little or nothing at all findings with their colleagues. In short, the activity of supervision was not systematized but, bit by bit a reflection on the obvious causes of school failures developed and three different trends emerged in the professionalization of teaching. The three trends are Systemic reforms, unionization of teacher and state authoritarianism. The choice of Cameroon was focused on the first two and educational supervision which then took an official place in the agendas of educational and training institutions. The period of institutionalization goes from 1987 to 1991. LaPorte (1987), wrote a text summarizing the various trends and clearly defining educational supervision. From here, pedagogic supervision would occupy a preponderant place in all the action plans of all school boards, thus making it compulsory (Beaulu et al, 1987).

The period of standardization started from (1992) to the present day. Indeed, today, it is clear that despite the existence of different establishments, educational supervision is indeed integrated into educational prosperity while remaining an institution priority and a sovereign activity of school administrators. It has become a well-established fact in the educational systems of all countries. However, its understanding is not always unanimous, and many actors question its current meaning in Cameroonian education and training institutions and their various actors. In this context, our focus is centered more on the perception and management

of this process. Specifically, it is not only a question of defining and explaining pedagogic supervision in an exhaustive manner and the way pedagogic supervision functions in different cycles of education especially in the nursery and primary education as well as in vocational training, but also of showing how it is applied for the betterment of our educational system.

The other parts are respectively reserved for pedagogic supervision in basic education, secondary education, vocational training institutions and higher education. The above is to confirm the fact that pedagogic supervision according to Girand et al. (1985), is then to observe, analyze, check, examine, judge, monitor, inspect the practices of pedagogy with the aim to review them and repair and rectify them for quality results after when the objectives are attained. The process of pedagogic supervision has many types and shall be presented subsequently

Types of Pedagogic Supervision

There are basically five mean types of pedagogic supervision which include; authoritative supervision, Laisses-faire supervision, Training and directive supervision, Democratic supervision and bureaucratic supervision**.**

Authoritative supervision: In this type, the authority is centralized in the key person or head, who has been legally appointed to look after the organization. The policies and techniques of the school program are directed by him. Here, the authority and power may be delegated to the supervisors who are directly responsible to the head. All suggestions and prescriptions of duties and activities come from one person and may be passed down the line and performance is checked in the same manner upward. Supervisors are appointed in establishments as inspectors. Generally, inspectors visit individual teachers, classes and meet them individually to solve their problems.

Laisses-faire type: This type of supervision utilizes inspectorial supervisory methods unaided by any objective control, in which the teachers are observed, but nothing is done to help them improve the work they are doing. In other words, the teachers are left free; they are not to be imposed upon or directed.

Training and directive supervision: It emphasizes the improvement of teachers as well as her technique through direction, training and guidance.

Democratic supervision: Here authority is based on superiority of knowledge, skills and capacity and not on legal sanctions. There is decentralization of power in this type of supervision. Every supervisor is required to contribute his best towards purposes and welfare

of the group. The talents of all workers are utilized fully. There is maximum possible participation of all workers in determining policies, procedures and final evaluation. Each individual personality is respected and considered of supreme value. Equality is practiced in all matters with emphasis placed on mutual relationship and respect for one another. This supervision says that there will be no improvement of teaching and learning only through teachers. Rather the high level officers as the supervisory personnel have to participate in the teaching programme actively and help the teachers by giving suggestions for improvement if any in private.

Bureaucratic supervision:

In Bureaucratic supervision, certain working rules and regulations are laid down by the supervisor and all the subordinates are required to follow these rules very strictly. A serious note of violation of these rules and regulations is considered by the supervisor as a great challenge. This brings about stability and uniformity in the organization. Bureaucratic supervision has many setbacks. It has been observed that there are delays and inefficiency in work for many bureaucratic controls.

Monitoring

One of the main roles of any school supervision system is to monitor the quality of education that is offered by schools and teachers. This monitoring is expected to have a positive impact on the quality. As such, supervision forms part of an overall quality monitoring and improvement system, which includes other devices such as examinations and achievement tests, and self-assessment practices by schools and teachers. During the last two decades, there has been a renewed interest in supervision and monitoring of the quality of education. The appearance of league tables‟ on schools and the media attention given to international comparative studies on learner results are the most visible aspects of this interest, which at times risks becoming an obsession. Everywhere, policy documents stress the need for greater accountability, quality control, quality assurance, total quality management, quality development and quality monitoring. Although some distinction can be made between the different terms mentioned above, they more or less cover the same reality.

Clinical Supervision

It deals with direct guidance from expects where practice must be guided or supervised if learners are to be developed by teachers according to classical view. Learners here benefit as well as supervisors during supervision. This is through the new knowledge or information and

also by encouraging them to think about their own practice, particularly about what they are doing and why? There is empirical evidence that supervisory guidance is far too infrequent and even where guidance is given. There is little feedback or none. This supervision contributes to individual development. Clinical supervision paves way for effective and efficient learning where professional skills of teachers are improved by supervisors and that is why it is face to face supervision (teachers and supervisors).

Mentoring

Mentoring has been used over the years as a best practice technique to help a novice become an expert (Harvey et al., 2004). Mentoring is defined as "a developmental partnership through which one person shares knowledge, skills, information, and perspective to foster the personal growth of someone else" (Butler et al., 2013, p. 2).

Mentor relationships are dynamic, emotionally connected, and involves a reciprocal relationship in which the mentor shows deliberate and generative concern for the trainee beyond the mere acquisition of clinical skills (Johnson, 2003). Black et al. (2004) defined mentoring in counselor education as:a nurturing, complex, long-term, developmental process in which a more skilled and experienced person serves as a role model, teacher, sponsor, and coach who encourages, counsels, befriends a less skilled person for the purpose of promoting the latter's professional and/or personal development. Malone et al. (2010) indicated that although all graduates can benefit from mentorship, mentoring is especially important for culturally and linguistically diverse (CLD) who may experience numerous challenges as they transition into and navigate their graduate programs, such as lack of culturally responsive role models, limited faculty awareness of their needs and concerns, and lack of CLD community and professional networks. Mentors can play important roles in increasing international counseling sense of belonging and connection to the counseling profession.

Accountability

In the school system, accountability is usually linked to the management of the scarce resources of education to ensure prudent utilization of available resources for the accomplishment of the stated goals of education. The integration of accountability in the education management processes help to improve service delivery and control indiscipline in the organization thereby increasing efficiency in the system. The administrator should recognize that accountability in education is an essential ingredient that is intertwined with subordinates within the organizational framework (Nakpodia et al., 2011). The absence of adequate teachers, facilities

and other resources make the realization of educational goals difficult. The situation could never have been better since; the various governments whose responsibility is to fund education adequately have not been able to cope with the arduous task.

In addition to the challenges outlined, Usman (2015) further observed that there are problems inherent in the school administrative procedures, instructional process and the product of the education system. Schools are no longer making the desired noticeable impact in achieving the set objectives of education. Citizens are fast losing their blind faith in education as an instrument for achieving social awareness, political astuteness and economic prosperity (Eferakeya, 1988). Parents and other beneficiaries of education are embittered with the outcome of the schools (especially government owned) to the extent that they now seek substitute for their children's education even in the face of free education program in some states. In the past few years, calls for accountability in the administration and management of schools in Cameroon have become imperative because of the demand for constructive changes in our education system and the high need for school products that will meet the needs of the society in the schools. Administrators have been observed to neglect the essential task of grooming the future leaders for the hunt of other mundane activities for financial benefits rather than on their administrative functions.

Educational administrators are both accountable to the entire stakeholders in education as well as accountable for achieving the goal of education using available resources. Accountability in education desires an administrator that is proficient to mobilize the necessary actors and factors in the system to achieve the desired goals of education and render account of such stewardship, thus enhancing seamless adjustment into the change agenda of present administration. The concept of Education Accountability is conceptualized in diverse perspectives. Ethically, Hunt (2002), views accountability as the readiness or preparedness to give an explanation or justification to relevant stakeholders for one's judgment, intentions, acts and omissions when appropriately called upon to do so. It is readiness to have one's actions judged by others and where appropriate, accept responsibility for errors, misjudgments and negligence and recognition for competence, thoroughness, excellence and wisdom. In the political scene, the term suggests that any governmental entity functions as a part and not independent of a larger political system. The ensuring interaction subjects the entity to some controls, which cause it to render a general accounting of and for its actions.

Presthus (1975), notes that accountability is geared towards ensuring democratic response to the public at large. Accordingly, he maintains that every public official is subject to two types of accountability namely: fiduciary accountability and accountability for the exercise of proper judgment in making fiscal decisions. According to NOUN (2008) accountability in education is the answer to one's actions in the educational system. It is the state of being accountable to the stakeholders in education and accountable for the resources used in education. This implies that accountability is a measure of the extent to which all available resources in a productive system are used for greater efficiency and productivity.

Accountability in education is concerned with determining what records are to be kept, how such records will be maintained in terms of procedures, methodology and forms to be used, in recording classification and summarization of activities of events analyzing and interpreting the recorded data, preparing and issuing reports and statements which reflect conditions as of a given time (Adams et al., 1967). Accountability in education is concerned with keeping records of school activities and using such record to assess or appraise institutional performance in relation to the achievement of predetermined objectives. This is buttressed by Okoroma (2007) who argued that accountability in education has elicited much attention as a result of the following reasons:

(i) The school system, which facilitates the objectives of education, is a creation of the society which must maintain checks and balances.

(ii) Education is generally funded by society through taxes, which must necessarily exercise some control in all facets of the educational process (Okoroma, 2007).

The concept of Teacher Quality

It is the most important school related factor influencing learner's achievement. Many writers have tried to come out with clear definition of teacher quality to no avail. Perez 2013 defines teacher quality as the characteristics that teachers possess. These characteristics can help them to interact well in their respective classes. This researcher defines teacher quality as the ability and capability of the teacher or a facilitator which enables him/her to perform educational tasks through learning activities.

According to Berliner (2005), teacher quality is a teacher who shows evidence of certain qualities of teaching in learner's life. According to Intercultural Development Research Association (IDRA), teaching quality refers not only to the teachers' credentials, but also to the perspective teachers bring into the classroom, the instructional strategies that they use, and

the surrounding organization of the school and community. This multi-layered approach is supported by research, including the previously discussed study by Heck (2007).Another study by Okoye et al., (2008), show that the combined variables of teacher quality and instructional strategies are correlated with learners achievement. Torff (2005) purports that lack of pedagogical skill and knowledge is a bigger threat to teacher quality than are certification issues. Berliner (2005) describes teacher quality as a teacher who shows evidence of certain qualities of teaching in the lives of learners.

Teacher quality is characterized by – adaptability, empathy, patient and engagement. **Adaptability**: It is carried out by teachers who need to continuously evaluate what is working for their learners and even more importantly what is not working for these learners. Being adaptable and flexible allows the teacher to flow between different theories of learning and modes of teaching something without stress.

Empathy: It is the ability to understand what another person is feeling or experiencing.

Simply putting you in another person's shoes) As a teacher, is good to practice empathy instead of making assumptions on learner's performance who have fallen behind their peers.

Patient: This is an important word both to possess and to model for where they can emulate their behaviour as a role model. Having a reserve of patience will make it easier for a teacher work through each learner in unique struggles and challenges which may be difficult or slow going to overcome.

Engagement: Quality teachers should always show their enthusiasm in their respective classes. This is to help develop passion for learning and all the exciting discoveries and hobbies that it can un - lock for their lifelong learning. Quality teaching does not only limit itself to teaching. It also has passion for lifelong learning which is reflected in their enthusiasm and engagement as facilitators and instructors for continued learning and professional development deliver insight or creates a pathway for greater empathy.

Active listening: It is important for it helps learner's effective diagnoses and overcome ways for to contact their teacher easily and be attentive whenever the teacher listens.

Respectful attitude: Even in classrooms of adult, there is still an inherent imbalance of power that exit between learners and teachers. Good teachers always have respect in his/her despite their challenges in the classroom.

Creativity: Adaptable teachers are creative. The class distinction does not matter but teachers need the ability to innovate, think outside the box and find new solutions to challenges which will empower the teacher to meet a wider range of needs. Being creative as an educator will also help the teacher to foster creativity in his/her career path.

These qualities include more than assessing knowledge on a certification test. Teacher quality also must include: "the logical acts of teaching (defining, demonstrating, modeling, explaining, correcting, etc.); the psychological acts of teaching (caring, motivating, encouraging, rewarding, punishing, planning, evaluating, etc.); and the moral acts of teaching (showing honesty, courage, tolerance, compassion, respect, fairness, etc)." IDRA's construct of teaching quality encompasses this current research. IDRA's framework for teaching quality guides IDRA professional development and its mentoring and coaching work.

Professional development and/or mentoring and coaching is best done by building a community where all stakeholders collaborate, create and initiate changes and the guiding vision of learner's engagement encompasses the classroom, the school, the family and the community. What is IDRA Doing to Improve Teacher Quality and Teaching Quality? IDRA works tirelessly on many initiatives to support not only through schools but also with families, communities, higher education, and educational research and policies that impact .

Initial Training:

Initial training is the entry point into the teaching profession. Initial training plays a key role in determining both the quality and the quantity of teacher in case of teacher shortage, quicker pathways can be created to have them. Initial teacher education is vital to give the same initial education to all teachers in a particular country to achieve uniform level of qualification between all school teachers in a particular context. General guidelines should be given to all beginners. School teachers through initial training help them work with a wide range of skills. Each initial teacher education program operates within certain structural and instructional parameters to linked to the kind of teachers that are needed, how they are expected to learn and existing resource constrains in each institutional setting. It is important for teachers to improve on their profession through in-service training to learn more on how to teach effectively. Continuing training activities will seek to update, develop and broaden the knowledge the teachers acquires during initial training. This will provide them with new skills and professional understanding which will help them to have knowledge and skills to respond better to practical problems in the classroom.

Teachers' Experience

Do teachers continue to improve on their effectiveness as they gain experience in the teaching profession? With our report, does teaching experience increase teacher effectiveness? A review of the research aims to answer these questions by critically reviewing recent literature that analyzes the effect of teaching experience on ' outcomes in public schools.

Longevity in the teaching field will help an experienced teacher to have great characteristics which will be listed below such as;

Accessibility and caring: This does not only end at but to everyone that comes his or her way in the society as a whole.

High expectations are set: An experienced teacher realizes that expectations put in place will greatly affect their achievements. Constant renewal of self as a professional teacher has no fear of learning new teaching strategies and new technologies to add to his lesson in order to always share what he has learned to his and colleagues.

Flexibility: An Experienced teacher will like to change his method or strategy of teaching when the lesson is not working or going on well in the classroom. This is seen where this teacher will assess his teaching throughout the lessons and finds out new ways to present his material to make sure that every learner understands the key concepts.

Maintenance of professionalism in all areas: This is seen from the personal appearance to organizational skills and preparedness for communication skills which are exemplary to know whether he is speaking with an administrator or one of his colleagues. The respect that an experienced teacher receives because of his professional manner is obvious to these areas. While teaching is a gift that seems to come quite naturally for some, others have to work overtime to achieve great teacher status.

A renewed look at this research is warranted due to advances in research methods and data systems that have allowed researchers to more accurately answer this question. Specifically, by including teacher-fixed effects in their analyses, researchers have been able to compare a teacher with multiple years of experience with that same teacher when he or she had fewer years of experience. In contrast, older studies often used less precise methods, such as comparing distinct cohorts of teachers with different experience levels during a single school

year. Based on our review of 30 studies published within the last 15 years that analyze the effect of teaching experience on learner outcomes in the United States, we find that: Teaching experience is positively associated with learner achievement gains throughout a teacher's career. Gains in teacher effectiveness associated with experience are steepest in teachers' initial years, but continue to be significant as teachers reach the second, and often third, decades of their careers.

As teachers gain experience, they do not only learn more, as measured by standardized tests, they are also more likely to do better on other measures of success, such as school attendance. Teachers' effectiveness increases at a greater rate when they teach in a supportive and collegial working environment, and when they accumulate experience in the same grade level, subject, or district. More-experienced teachers support greater learner learning for their colleagues and their school, as well as for their own. Of course, there is variation in teacher effectiveness at every stage of the teaching career, so not every inexperienced teacher is less effective, and not every experienced teacher is more effective.

Nonetheless, policymakers generally craft policy for the norm, and therefore, it is important to recognize that, on average, the most effective 20-year teachers are significantly more effective than the most effective first-year teachers—and these positive effects reach beyond the experienced teacher's individual classroom to benefit the school as a whole. Our research does not indicate that the passage of time will make all teachers better or make all less competent teachers effective.

However, it does indicate that, for most teachers, experience increases effectiveness. The benefits of teaching experience will be best realized when teachers are carefully selected and well prepared at the point of entry into the teaching workforce, as well as intensively mentored and rigorously evaluated prior to receiving tenure. Policymakers' first task is to develop policies to attract high-quality individuals into the teaching profession. From there, given what the research says about the benefits of teaching experience, policies aimed at reducing teacher turnover and accelerating teachers' professional learning should be pursued. This research suggests that administrators and policymakers might seek to: Increase stability in teacher job assignments so that teachers can refine their instruction at a given grade level and subject, as research shows that teachers who have repeated experience teaching the same grade level or subject area improve more rapidly than those whose experience is in multiple grade levels or subject areas. Create conditions for strong collegial relationships among school staff and a

positive and professional working environment, as these contexts are associated with the greatest gains in teacher effectiveness.

Strengthen policies to promote the equitable distribution of more-experienced teachers and to discourage the concentration of novice teachers in high-need schools, so that learners are not subjected to a revolving door of novice teachers, who are on average less effective than their more-experienced peers. Other strategies for developing the teaching workforce and reducing turnover have been well documented elsewhere, such as providing clinically based preparation and high-quality mentoring for beginners as well as career advancement opportunities for expert, experienced teachers.

The primary goal is to provide support development of teachers so that in turn, they can provide more enabling learning environments MINEDUB (1996), In their overview of the literature on supervision and subordinate's development, Wanzare Andaa Costa (2000) identified some interrelated purposes of educational supervision which include: Creating and nurturing norms of collective inquiry amongst teachers and supervisors, (Glickman et al 1992). Strengthening norms of collegiality amongst teachers and supervisors (Glickman et al, 1996), enhancing the professional development of teachers as individuals and groups (Wiles et al., 1996). Sergiovanni (1992 – 2004) vividly summaries the reasons why education supervision should be regularly supervise. Improving instruction (Beach et al., 1989) Supervision is for good reasons—for the betterment of schools, teachers and to have academically and developmentally sound learning experiences. There is a belief that supervision serves these and other worthy ends. But all that we seek can be obtained more easily and in enhanced ways in the natural course of events as teachers live and learn together in schools. Supervision in other words can just as easily come from the insides as well as from the outside. Pedagogic supervision is one of the administrative tools which individuals as groups of people employ daily in an administration of their work (Nyarko, 2009).

The importance attached to school supervision in modern educational systems requires a lot of attention because many people are currently more conscious than in the past about the essence of education. As a matter of fact, there is more interest in the daily operations of school system (Bessong et al., 2009). The ineffective pedagogic supervision of teachers can also be as a result of ineffective presence of the head mistress in the nursery school and the use of old supervisory techniques. Sergiovanni and Starratt (2007), argued that no matter how capable supervisors are, as long as supervision is viewed as nothing of value to teachers, its potential to improve schools will not be fully realized (Tesfaw et al. 2012). According to Hismanolu et al. (2010),

assert that there is a difficulty in the agreement of a specific definition of the term "pedagogic supervision" since there are some differences in orientations perceptions, comprehension and familiarity with aspects of the framework and also analysis of its content. This is substantiated with the description of pedagogic supervision by Daresh (2001) as a dynamic process leading to studying and improving all factors that affect the education situation, while Kilminster et al. (2007) explain pedagogic supervision as the provision of guidance and feedback on matters of personal, professional and educational development in the context of trainees' experience.

Pedagogic supervision is seen as the stimulation of professional growth and development of teachers was contended by Segun, 2004 in the selection and revision of educational objectives, materials of instruction, teaching methods and evaluation (Bessong et al. 2009). Further explained that pedagogic supervision of advising, guiding, refreshing, encouraging, stimulating, improving and overseeing certain groups with the hope of seeking their co-operation to enable supervisors who are inspectors, the principals and head teachers, teachers as well as head mistresses become successful in the supervision tasks.

According to Bailey (2006), modern pedagogic supervision is characterized amongst others as a technical process which seeks at improving teaching and learning through the care, guidance and stimulation of continues development for not only teachers, but also any other person having an impact on the educational context. Still in 2006, Bailey also sees pedagogic supervision as a collaborative process in representing the proper relationship between the supervisor who is head and the teacher so as to address the improving incompetent teachers to see the problems and needs of and help them solve these problems. Alemaychu (2008), asserts that supervision in most schools in the world from the era of neo-scientific management, have focused on inspection and control of teachers' supervision. When carried out in a manner which shows direction and development rather than judgment and criticism will go a long way to improve performance (Wikinson, 2010).

Pedagogy shows that the improvement of teaching/learning process is dependent upon attitudes toward supervision and noted that unless teachers view supervision as a process of promoting professional growth and pupils' learning, the supervisory practice will not bring the desired effect. According to Sergiovanni et al. (2007) and Zepeda (2007), argued that teachers' attitude and satisfaction toward pedagogic supervision greatly depends on several factors such as smooth teacher– supervisor relationship, availability of supervisory choices based on teachers' needs as well as mutual trust, respect and collaboration amongst supervisees and supervisors. This is due to the view of pedagogic supervision which represents a paradigm shift from mere

inspection of people as subordinates to encourage collegial interactions. Substantiating this, Kutsyuruba (2003), in a study on beginning teachers' perception of pedagogic supervision, revealed that beginning teachers desire more frequent use of pedagogic supervision that meets their professional needs, promotes trust and collaboration and provides them with support advice and help (Tesfa et al., 2012).

The relationship between the teachers and supervisors is supposed to be a very cordial one, characterized by norms of trust, openness and mutual respect (Blumberg et al., 1980). However, relevant literature reveals that, the word supervision conjures up negative images amongst many teachers, Sergiovanni (1987). When this is the case, the intended benefit accruing to teachers, schools as organizations, and society as a whole are likely to be compromised. Patris Rahabav 2016, conducted his research with the purpose of describing the general effectives of pedagogic supervision for teachers with three main focuses which were to analysis the competence of supervisors, pedagogic supervision program implementation supervision, the results and impact of pedagogic supervision. Data was analysed using descriptive and analytical analysis techniques.

The results showed that the supervisors do not yet have sufficient competence as a prerequisite for implementing the pedagogic supervision. Pedagogic supervision has not yet been done affectivity explored from two sources:

First from the supervisor:

1. The time constraints (many administrative tasks that must be completed.
2. This task has not been programmed in a participatory manner.
3. Insufficient understanding of supervisory work on the field.
4. Limited understanding of the scientific supervisor of substance related to the field of study is taught by each teacher intern of motivation.

Bukmanlian (2020) researched that "the quality of teaching becomes the standard in the learning process implementation by teachers in the classroom. His aim was to determine the effect of schools supervisors and culture on the quality of teaching in the schools. His study was conducted through a quantitative descriptive approach. The results of this researcher stated that there is a positive and significant influence of academic supervision in schools and cultural influences as well.

Despite the above good determinations, approaches, central issues and their experiences in their field work, there are some important issues still unresolved. Pedagogic supervision and

teacher quality in the nursery English School in Yaoundé 1 is facing some challenges in educational level; lack consistency, shortage of personnel and inadequate transportation facilities have led to ineffective monitoring, mentoring, and poor accountability of supervisors. From the presentation of the concept of pedagogy, pedagogic supervision and supervision, the following conceptual diagram acts as a summary of the review of the various concepts used in this research work. From the conceptual diagram, we shall move directly to the theoretical framework that directs and guides the carrying out of this research.

Theoretical Framework

Some relevant theories examined in the study included Albert Bandura social learning theory (1977), Kolb David experiential theory (1984). Katz and Kahn role theory (1987)2.2.1:

Albert Bandura Social Learning Theory (1977)

Learning is a remarkably complex process that is influenced by a wide variety of factors. One of the general ideas on humans according to Tanyi (2016) is that, others have the drive to get along with other people. They realized that in order to work and live as harmoniously as possible with others, they must know why people think, feel and act the way they do. As most parents are probably very much aware, observation can play a critical role in determining how and what children learn. As the saying goes, kids are very much like sponges, soaking up the experiences they have each and every day. Because learning is so complex, there are many different psychological theories to explain how and why people learn.

A psychologist named Albert Bandura proposed a social learning theory which suggests that observation and modelling play a primary role in this process. This is because you have seen others perform this action either in person or on television. Bandura's social learning theory proposed that learning can also occur simply by observing the actions of others. His theory added a social element, arguing that people can learn new information and behaviours by watching other people known as observational learning. This type of learning can be used to explain a wide variety of behaviours, including those that often cannot be accounted for by other learning theories. There are three core concepts at the heart of social learning theory.

First is the idea that people can learn through observation. Next is the notion that internal mental states are the essential part of this process. Finally, this theory recognizes that just because something has been learned, it does not mean that it will result in a change in behaviour.

Bandura goes on to explain that "Fortunately, most human behaviour is learned observationally through modelling: from observing others one forms an idea of how new behaviours are performed, and on later occasions, this coded information serves as a guide for action. "Let's explore each of these concepts in greater depth. One of the best-known experiments in the history of psychology involved a doll named Bobo. Bandura demonstrated that children learn and imitate behaviours they have observed in other people.

The children in Bandura's studies observed an adult acting violently toward a Bobo doll. When the children were later allowed to play in a room with the Bobo doll, they began to imitate the aggressive actions they had previously observed. Bandura identified three basic models of observational learning, live model, which involves an actual individual demonstrating or acting out behaviour.

A verbal instructional model, which involves descriptions and explanations of a behaviour. As you can see, observational learning does not even necessarily require watching another person to engage in an activity. Hearing verbal instructions, such as listening to a podcast, can lead to learning. We can also learn by reading, hearing, or watching the actions of characters in books and films. It is this type of observational learning that has become a lightning rod for controversy as parents and psychologists debate the impact that pop culture media has on kids. Many worry that kids can learn bad behaviours such as aggression from violent video games, movies, television programs, and online videos.

Bandura noted that external, environmental reinforcement was not the only factor to influence learning and behavior. And he realized that reinforcement does not always come from outside sources. Your own mental state and motivation play an important role in determining whether behaviour is learned or not. He described intrinsic reinforcement as a form of internal rewards, such as pride, satisfaction, and a sense of accomplishment. But sometimes we are able to learn things even though that learning might not be immediately obvious.

While behaviorists believed that learning leads to a permanent change in behaviour, observational learning demonstrates that people can learn new information without demonstrating new behaviours. It is important to note that not all observed behaviours are effectively learned. Why not? Factors involving both the model and the learner can play a role

in whether social learning is successful. Certain requirements and steps must also be followed. The following steps are involved in the observational learning and modeling process:

Attention: In order to learn, you need to pay attention. Anything that distracts your attention is going to have a negative effect on observational learning. If the model is interesting or there is a novel aspect of the situation, you are far more likely to dedicate your full attention to learning.

Retention: The ability to store information is also an important part of the learning process. Retention can be affected by a number of factors, but the ability to pull up information later and act on it is vital to observational learning.

Reproduction: Once you have paid attention to the model and retained the information, it is time to actually perform the behaviour you observed. Further practice of the learned behaviour leads to improvement and skill advancement.

Motivation: Finally, in order for observational learning to be successful, you have to be motivated to imitate the behaviour that has been modeled. Reinforcement and punishment play an important role in motivation. While experiencing these motivators can be highly effective, so can observing others experiencing some type of reinforcement or punishment. For example, if you see another learner rewarded with extra credit for being to class on time, you might start to show up a few minutes early each day.

Social learning theory can have a number of real-world applications. For example, it can be used to help researchers understand how aggression and violence might be transmitted through observational learning. By studying media violence, researchers can gain a better understanding of the factors that might lead children to act out the aggressive actions they see portrayed on television and in the movies. But social learning can also be utilized to teach people positive behaviours. Researchers can use social learning theory to investigate and understand ways that positive role models can be used to encourage desirable behaviours and to facilitate social change. In addition to influencing other psychologists; Bandura's social learning theory has had important implications in the field of education. Today, both teachers and parents recognize how important it is to model appropriate behaviours. Other classroom strategies such as encouraging children and building self-efficacy are also rooted in social learning theory. As Bandura observed, life would be incredibly difficult and even dangerous if you had to learn everything you know from personal experience. Observing others plays a vital role in acquiring new knowledge and skills. By understanding how social learning theory

works, you can gain a greater appreciation for the powerful role that observation play in shaping the things we know and the things we do.

Kolb David Experiential Theory (1984): David A. Kolb is an American psychologist, professor and educational theorist. He was born in December 1939 in Illinois, United States. Today, Kolb is best known for his work in experiential learning. In fact, Kolb's learning styles model was one of the first tools for evaluating individual learning preferences. His unique perspective on learning has had a big influence on the educational sector. .

As the name reveals, Experiential Learning Theory involves learning from experience. According to Kolb, experiential learning can be defined as a learning process where knowledge results from the combination of grasping and transforming an experience. Kolb suggested that learning requires the acquisition of abstract concepts that can then be applied flexibly in a wide range of situations. Therefore, knowledge is created through the transformation of experience. This is the core of Kolb's Experiential Learning Theory. It includes two parts. The first part details a four-stage cycle that the learning experience follows. Going through the different stages, can convert their experiences into knowledge.

The second part focuses on learning styles and the cognitive processes that occurred for to acquire knowledge. The theory highlights how individuals can demonstrate their understanding or learning when they are able to apply abstract concepts to new situations. Let's start by exploring the four stages of learning, referred to as the Experiential Learning Cycle. As we have gathered, experiences are at the core of Kolb's theory. As such, memorization or recollection does not equal learning, as this process does not improve or reshape our understanding. And as a result, the learner has not gained any additional value. Kolb created the Experiential Learning Cycle in 1974. The four-stage model views learning as an integrated process.

All four stages are mutually supportive because Kolb believes that effective learning is a cyclic process that involves experiencing, reflecting, thinking and acting. The model describes two ways of grasping knowledge. These are concrete experiences and abstract conceptualization. The other two models, reflective, observation and active experimentation, help transform their experience into knowledge. Each of these stages acts as a foundation for the next stage. As such, Kolb's experiential learning cycle highlights how change as a result of experience, reflection, conceptualization and experimentation can take place. According to the cycle, learning occurs when an individual comes across an experience and reflects upon it. This leads

to an analysis and formulation of abstract concepts that can then experiment them with their hypotheses in various situations.

Concrete Experience (CE): The Experiential Learning Cycle is typically presented with concrete experience at the top that signifies where the process begins. At this stage, one encounters an experience. This could be either a completely new experience or are imagined experience that has already happened. Kolb believed that the key to learning lies in involvement. According to him, it's not enough for to just read or watch demonstrations to acquire new knowledge. As such, each learner should actively engage in an experience. This could involve being exposed to a new task or a new way of carrying out a project they are already familiar with. While the experience is usually a personal one, it might also be a shared experience. In this situation, acquire knowledge by observing, hearing about or reading about someone else's experiences. And this kind of social learning comes loaded with benefits.

Reflective Observation (RO): Concrete experiences are followed by reflective observation. As such, after engaging in an experience, one should step back to reflect on the task or activity. This stage in the learning cycle allows the learner to ask questions and discuss the experience with others. For most individuals, this is where seeing and doing transforms into the real-time absorption of new information. In practice, this could mean a situation where a person is shown how to accomplish a goal. They then look at how it could be applied in different circumstances. Communication is vital as it allows identifying any discrepancies between their understanding and the experience itself. Discussing the experience with others helps to ease the reflection process by introducing other points of view. At this stage, we try to place the experience alongside other previous experiences to look for patterns or notable differences. This helps them to reflect on the discrepancy and gap between their understanding and the experience itself.

Abstract Conceptualization (AC): Reflective observation leads to abstract conceptualization. In this stage, form new ideas or alter their current understanding based on the reflections that arose from the previous stage. Move from reflective observation to abstract conceptualization when they begin to classify concepts and form conclusions on the events that occurred. As such, abstract conceptualization gives the chance to assess how their new ideas can be applied in the real world. They can do so by interpreting the experience and making comparisons to their current understanding of the concept. When return to a task, they can then return with the goal of applying their conclusions to new experiences. In other words, they generate abstract principles that they can apply to future situations. After all, the focus lies in drawing

conclusions and learning lessons based on the experience. This shows us that information is a lot easier to retain, if it is relevant to our lives and we are given an opportunity to apply it.

Active Experimentation (AE): The last stage of the cycle involves active experimentation. At this stage, apply their new ideas to the world around them. This allows them to see if there are any changes in the next occurrence of the experience. As such, this stage offers an opportunity for to test out their new ideas and lessons gathered from the experience. By actively experimenting with different concepts, individuals can learn how to associate what they have experienced with new ideas and innovations. This experimentation results in new concrete experiences that effectively trigger the beginning of the next cycle. After all, life effectively amounts to a series of interlinked experiences. Even though concrete experiences are at the top of the cycle, can enter it at any stage and follow it through its logical sequence.

However, as stage is dependent on the others, must complete them all to develop new knowledge. As such, should complete the cycle in its entirety to ensure that effective knowledge transfer takes place. In fact, according to Kolb, no one stage of the cycle is effective on its own. Instead, must complete all four stages of experiencing, reflecting, thinking and acting to develop new knowledge. And with each new experience, are able to integrate their new observations with their current understanding.

Kolb's experiential learning theory combines a four stage learning cycle with four learning styles. It provides a powerful foundation for learning and development by describing the idea processes where knowledge is created through experience. As a result, Akaolb's theory of experiential learning instructional designers surrounds the globe. This theory invites educational educators and learners, alike to understand different learning styles, making it a useful guide for designing effective teaching and learning process.

Experiential learning theory has its limitations as such, He did not account for the social and cultural contexts in which learning can occur and its implications, kolb did not take into consideration that the learning styles may not stay stable over time. Kolbs principle has very little empirical support. For example learning styles have become somewhat controversial topic in the field.

Despite its limitations, the theory is still popular in the classroom, for field trip, ar projects, role playing exercise and interactive classroom games in coaching and mentoring and also in business.

Kolb suggested that learning requires the acquisition of abstract concepts that can then be applied flexibly in a wide range of situations. Therefore knowledge is created through the transformation of experience. As such Kolbs experiential learning cycle highlights how learners change as a result of experience reflection, conceptualization and experimentation. According to the cycle, learning occurs when an individual comes across an experience and reflects upon it.

Scientific Management theory by Frederick W. Taylor (1856-1912)

According to Frederick W. Taylor (1856-1912), scientific management theory has an important implication on a supervisor's responsibility of increasing productivity in an organisation. Taylor, the founder of this scientific management theory, developed four vital principles such as; Scientific management methodology should be developed, Manager should assume the responsibility for selecting, training and developing employees, Manager equally should fully cooperate with employees to ensure the best implication of the scientific management method and Management should become involved with the work of their employees as much as possible.

Kamete (2014) says scientific management consists of a system for supervising, monitoring and evaluating employees, improving work methods and providing incentives or motivations to employees through the piece system. Scientific management theory is vital in school management for the efficient of the teacher. The designation of professional characteristics of teachers was one of the end results of the theory of scientific management in the education sector. These characteristics were designated precisely within the framework of the pedagogic supervisors, the head teachers and educational guides. The head teachers and educational guides are to make teachers to be acquainted with their work and the teaching methods accompanying them with necessary requirements for better results. Supervisors should closely cooperate with teachers, pedagogic supervision will help teachers to discover educational and pedagogical practices. Evaluation of teachers should also be carried out in order to know their performances. The head teacher should ensure that teachers should meet the expected stand and using various methods. According to Ireh (2016) since the scientific management is focused on the strength of enhanced production, it focuses on maintaining a steady improvement in the institution.

Empirical Review

This section of the literature review focuses on the works of some authors in relation to this research.

Some authors like Ojong (2012) who has written on pedagogic supervision prove that every profession requires continuous improvement in methods and skills that are necessary for employee's performance. To him effective curriculum implementation of teachers is vital for the success of every school. He says that the most important reasons for pedagogic supervision is to see to it that each teacher performs the duties assigned to him or her and improve the teaching/learning process of teachers to enable them contribute their maximum quota to attain the goals of a school. Also, he sees pedagogic supervision as a task that is mostly carried out by pedagogic inspectors instead of pedagogic supervisors as the case of this work. He went further to say that principals and head teachers are also pedagogic inspectors in their various schools rather than supervisors. His objective was to investigate the extent to which pedagogic supervision can lead to effective curriculum implementation whereas the objective of this study is to examine how pedagogic supervision affects teacher quality. His results prove that pedagogic supervision can influence curriculum implementation as all alternative hypotheses were accepted and the null hypothesis rejected.

Ojong in particular has written on pedagogic supervision as a function of effective curriculum implementation and the problem still exist. As such, the aim of the researcher is to come up with what can help to solve this problem which is still persisting.

According to Cristina Maria Baptista (2020), pedagogic supervision on how it can contribute to the change and innovation of the dynamics of collaboration and professional development of teachers in an educational community. For her, after a decade of innovation and change in their country schools, with the implementation of new collaborative supervision practices which were interesting to carry out analysis of their potentialities and constraints about teachers' professional development focusing on collaborative work between peers. In her school research, she used mixed methods which were used as a qualitative and quantitative.

Maria's results prove the potential of supervision regarding the change in collaborative supervision practices in peer work with real construction of learning communities and improvement of school success. Both supervisors as middle men or managers and teachers positively highlight team work especially in the observation of classes between peers valuing feedback action reach and the improvement of pedagogical intervention in classrooms. Despite

the recognition of the advantages of peer training supervision, the constraints of supervision still understood as evaluative are confirmed, showing the confusion between supervision and teachers performance evaluation.

Chapter Summary

This chapter review of literature reviews what other authors have written concerning this topic. Many concepts were used such as Pedagogy, pedagogic supervision and teacher quality. These concepts were further broken into indicators such as monitoring, clinical supervision, mentoring, accountability, initial training, teacher experience and personal charisma still has to be done in the field of pedagogic supervision and teacher quality. It has been proven from this review that much. This research work is a three response to the limited information on this topic. Chapter three of this work is a prompt as on the research methodology applied in carrying out this piece of work.

Chapter Three

Research Methodology and Procedures

This chapter presents the methodological procedures that were used in conducting the study on pedagogic supervision and teacher quality in some English Nursery Schools in Yaoundé I Sub Division, Central Region of Cameroon. This chapter is therefore discussed under the following sub-headings: area of study, research design, population of the study, target population, accessible population, sample and sampling techniques, instruments used for data collection, validity of the instruments, reliability of instruments, administration of instruments, method of data analysis, ethical consideration and recapitulative table.

Research Area

Yaoundé 1 is located between Yaoundé 2 and Yaoundé 3. The Area of study was Yaoundé 1 Sub-division in Mfoundi Division, of the Central Region of Cameroon. The Centre Region of Cameroon is made up of many primary and nursery schools not forgetting the secondary and universities. Yaoundé 1 has 185 English Nursery schools, 458 teachers and 9144 learners with 402 classes.

Research Design

This is a systematic plan to study a scientific problem. According to Amin (2005) a research design is the conceptual structure within which the research is conducted and constitutes the blue-print for the measurement of variables collection and analysis of data. In this study which was intended to do a survey, it was carried out using the correlational research approach.

The descriptive survey design was use in this study. Kothari (2008) asserts that descriptive surveys are effective in gathering information about demographic characteristics that can be used to support present conditions and procedures. The design entails gathering relevant and accurate information about the phenomenon's current state and, whenever possible, drawing conclusions from the facts that have been uncovered (Orodho 2008). Descriptive surveys are mostly use to gather information that is helpful in assessing current processes and offering for decision-making. The impact of pedagogic supervision on Teachers' Professional Quality in Yaounde I was thoroughly described in this study's descriptive survey, and it is possible to extrapolate these findings to other sub-divisions of Mfoundi Division and other regions of Cameroon. This study's design included adequate safeguards to minimize bias and increase reliability. A survey is most frequently used in the non-experimental design and is assumed mostly suitable for theory testing.

Research Approach

In order for the researcher to gather as much information as possible about the subject issue, quantitative research methodology was use in the study. Numerical data that might turn into useful statistics produced through quantitative approaches. This was used to measure attitudes, beliefs, actions, and other predetermined factors as this will go along to help the researcher to generalize her findings from a larger sample size. Key respondents in this study were teachers of the 2020/2021-2022 academic years and the objectives of this study required factual data from the quantitative paradigm. This technique was useful in gathering data for recommendations on workable actions that would be taken to Teachers' Professional Quality in Nursery schools, promoting pedagogic supervision in these Nursery schools.

Population of the Study

The population is a well-defined collection of individuals or objects known to have similar characteristics (Amin, 2005). The population of this study include all the teachers, learners, classes, schools and supervisors both internal and external of Yaoundé 1 Sub Division as shown below. A population in research is where there is a pool of individuals from which a statistical sample is drawn for a study. Thus any selection of individuals grouped by a common feature can be said to be a population. This population is sometimes called the parent population and may not be accessible to the researcher. In this case the target population is all the teachers of English Nursery Schools in Yaoundé 1

Table 1: Population of the study

Schools	Teachers	Learners	Internal supervisors	External supervisors	Inspector	Classes	Technique
185	458	9144	100	2	1	402	Purposive sampling technique

Source: Field work 2023

Target Population

The target population of this study is made up of teachers in some English Nursery Schools in Yaoundé 1. The researcher choose purposive sampling technique beacause her topic of study was based on some particular expects who were versed with the topic better understanding.

According to Crewell (2012), a target population is the actual list of sampling units from which the sample is selected. A target population is the population which the researcher really wants to generalize results.

Accessible Population

Accessible population is very vital and at great importance to each and every research work. Nestor Asiamah et al. (2017) found that the accessible population includes participants from the target population who are qualified and willing to take part in the study. This is the type of population that is available to the researcher. It is the population that the researcher collects data of her research work through sample that she will draw. It can also be defined as the portion of the population under study.

The accessible population is 100 teachers and 14 schools in some English Nursery Schools in Yaoundé 1. From the 14 English Nursery Schools, the researcher accesses 100 teachers in these schools. Our accessible population was taken from our target population and since our accessible population should be representative of the target population. We took 100 teachers from some of the English Nursery schools in Yaoundé 1. These schools were:, GENS Mballa IV, GENS Mballa II, ASEC Etoudi, la Fleurette, Saint Emmanuel, la Benediction, La Grace, Les Salomons, Les Martinet, The Champion, Bright Star, Marian and Paul, GENS Bastos and Zion City.

From the 100 teachers selected from these schools, the accessible population, the sample size and the percentages are carefully and analytically presented on the table two (02) that follows.

Table 2: Distribution according to accessible population

Number of schools	GENS Bastos	ASEC Etoudi	GENS Mballa ii	les Fleurette	GENS Mballa iv	Saint Emmanuel	la Benedictio n	La Grace	Les Salomons	Les Martinet	The Champion	Bright Star,	Zion City	Marian and Paul
Accessible population of teachers (100)	4	10	4	9	4	7	7	7	6	8	9	7	7	6
Sample size 80	3	9	3	8	3	6	6	6	5	7	8	5	6	5
Percentage	3.75	11.25	3.75	10	3.75	7.5	7.5	7.5	6.25	8.75	10	6.25	7.5	6.25

Source: Field work 2023

From table (2) that presents the Accessible population of teachers and the sample size as well as the percentages, ASEC Etoundi is the school with the highest number of teachers. The lowest schools when it comes to accessible population and sample work are Gens Bastos, Mballa II and GENS Mballa IV with the population of 4 teachers each. From this accessible population we had our sample which is our preoccupation subsequently in this write – up.

Sample Size

A sample size of 80 teachers was used in some English nursery schools. The sample size was determined using the teachers' checklist for the academic year 2021-2022. It is from table 3 that an accessible population of 100 yielded a sample size of 80 teachers using simple random sampling technique.

Table 3: The Sample Size of the Study

SN	No. of schools	`No. of teachers	Sample Size
1	14	100	80

Source: Field work 2023

According to R.v. Urycie et al (1970) as cited in Amin 2005, a population of 100 teachers gives a sample of 80 teachers hence the choice of our sample. In this research we will be working with 100 teachers in 14 schools, with a sample of 80 teachers. The 100 teachers => Sample of 80 teachers.

Sampling Technique

It is an identification of the specific process by which the entities of the sample have been selected. This is because every individual has an equal right to be selected randomly under probability sampling techniques. The sampling technique employed in this study was the simple random sampling and the purposive sampling techniques to look into pedagogic supervisors on teachers' teaching and learning processes. To the selection of the responded, it was based on their relevance to the topic under study. The researcher used the Purposive Sampling method for the recruitment of respondents because the research was focused on The Impact of Pedagogic Supervision on Teachers' Professional Quality in Some English Nursery Schools in Yaounde I. The study

participants were also purposely selected on the basis of the study. The decision to select the simple random method was also because collecting data from people who were knowledgeable about a subject was very important in making right recommendations. The researcher also chose purposive sampling technique because data were gathered from teachers who were involved in what the researcher was researching on or had knowledge of the subject matter at stake.

Instruments for data collection

The instrument used in this study to collect data is questionnaire. According to Kombo and Tromp, 2006, a questionnaire is a research tool used to collect data from a large sample. The main instrument used for data collection from the field was a questionnaire through which the primary data were collected. The questionnaire had close-ended response questions in relation to the four objectives of the study. This is to save time and inconveniency from respondents: these questions were aimed at just demanding the respondents to make the degree of acceptance or denial on a five-point Likert Scale; the questionnaire had a printed introduction which stated the topic of the study. Clearly introduced the researcher to the respondents, informed the respondents of the purpose of the study so that they could be honest in their responses. We assured participants of confidentiality and that the information they provided would be used only for research purposes. The questionnaire was divided into six sections.

Section 1: Sought information on the demographic characteristics.

Demographic characteristics of respondents are made up of names, schools, sex, age and occupations. This section also carried instructions requesting the respondents to place a tick on the most appropriate alternative as illustrated on the tables designed in a five-point Likert Scale format against which respondents tick: Strongly Agree (S.A), Agree (A), Strongly Disagree (S.D) and Disagree (D).

Section 2: It had measures of monitoring with 5 items which measures designed in a four-point Likert scale for respondents to tick.

The measures of clinical supervision had 5 (items) measures designed in a four-point Likert format against which respondents ticked - Strongly Agree, Agree, Strongly Disagree, and Disagree. Section 2 and 4 were constructed based on the three objectives of the study, namely: To investigate the effects of Pedagogic supervision on teacher quality, to examine how pedagogic supervision affects teacher quality and to find out the extent to which pedagogic supervision affect teacher

quality in English Nursery Schools in Yaoundé I subdivision. Each of the three constructs consisted of 5 (items) measures designed in four points Likert scale form and each question required an opinion and response option. Tables are used to show the analyses of the distribution of questionnaire items according to the various research questions. The questionnaire was used because the researcher needed information and it is the widely used instrument for data collection in the social sciences. It was the most appropriate for the busy respondents considering the nature of supervisors. Also, and it could be answered within a short period of time.

Validity of Instruments

Validity is an important key to effective research. If a piece of research is invalid, then it is worthless. Validity is thus a requirement for both quantitative and qualitative research. Validity at first was based on measuring what it was able to measure. But now of recent validity has taken many forms. For example, validity in quantitative research possesses a measure of standard error which is intuitive and which has to be acknowledged. Validity then should be seen as a matter of degree rather than an absolute state Gronlund (1981). In order to ascertain face and content validity, the researcher prepared the questionnaire and followed the necessary formalities for their validation as seen belt is that which seeks to know whether a test appears to measure what it's supposed to measure. This type of validity is concerned with whether a measure seems relevant, appropriate for what it is assessing on the surface. As for face validity, the questionnaire items were shared amongst classmates and after their criticisms, necessary corrections were made. The questionnaire items were submitted to the supervisors who read through to ensure face validity. The supervisors made the final corrections and approved the instrument fit to be used in the field.

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Reliability of Instruments

According to Patton (2002), Validity is a property given to a proposition that describes how an instrument complies with accepted reality. To ensure the reliability of the instrument, the

researcher used the pre-test procedure. A Pre-test was carried on 23 nursery school teachers in Yaoundé 1 subdivision to check reliability and suitability of the instrument used. The researcher carried out the pre-test study with respondents who were part of the population and not the sample. The same exercise was repeated after a period of two weeks using same respondents. The results obtained at the different periods were compiled and computed using Cronbach's Alpha (Coefficient alpha) to measure the internal consistency of the instrument and stabilities. The reliability of the instruments were measured using Cronbach's Alpha (coefficient alpha, a = 0 .448) for the questionnaire proving that the research instrument used in the study was reliable with values of 0 .448 and above. This study results were consistent because Cronbach Alpha provided result which was above 0.448 with 25 items as shown on table 4 that follows

Table 4: Reliability table

Reliability Statistics	
Cronbach's Alpha	**N of Items**
0.848	25

This value 0.448 confirms the reliability of the instrument because all the 80 questionnaire given out were all retained as none was missing.

Description of research instrument

The data for this study was collected through a scientifically closed ended questionnaire, constructed on the four-response scale (the Likert scale) Strongly Disagree (SD) Disagree (D) Agree (A) and Strongly Agree (SA).

Administration of instruments and procedure, and ethical data analyses

The researcher used the self-delivery technique to administer the research instruments. This method was chosen because certain items written ought to have been explained to teachers. The researcher first obtained an authorization letter to carry out research from the Dean of the Faculty of Science of Education. This gave the researcher the go ahead to visit the areas of study and administer the questionnaire. The researcher visited each school head, presented the letter of authorization and request for permission to carry out the research within their school premises. The researcher discussed with the teachers, indicated the purpose of the study and soliciting the respondents to have assurance of their confidentiality of information they provided. The researcher

distributed the questionnaire to respondents. The researcher requested the respondents to fill in the questionnaire honestly as possible and not to indicate their names on them. The respondents indicated when questionnaires will be ready for collection. The researcher came back after four days and collected for data analysis.

Ethical Consideration in the Study

Initially, the researcher obtained a research permit from the Faculty of Education's Department of Curriculum and Evaluation under the Management of Education (MED) at the University of Yaoundé 1. This permit was distributed to various schools, where the researcher met with head mistresses for pre-testing to establish her personal credibility and the legitimacy of the study. The permit helped to identify the researcher in the field and assured respondents that she was a student deserving of support in her academic endeavors.

The informed teachers were approached in accordance with research ethics, and they voluntarily agreed to participate in the study. Each respondent received a clear introduction and explanation of the study's purpose and significance before their engagement. Participants were assured of confidentiality, with the understanding that the information provided would be used solely for research purposes. Appointments were scheduled at the respondents' convenience, considering their busy schedules.

The summary of this work is presented in Table 5, which outlines the general and specific hypotheses, research variables and their indicators, scale of measurement, modalities, and research instruments.

Table 5: Recapitulative table of variables under study

General research hypothesis	Specific research hypothesis	Independent variable	Indicators	Dependent variable	Indicators	Measuring scale	Modalities	Research instruments	Statistical tests
There is a relationship between The Impact of Pedagogic Supervision on Teachers' Professional Quality in Some English Nursery Schools in Yaounde I.	SRH1: Monitoring supervision affects teacher quality.	Pedagogic supervision.	- Watches over the teachers. - Checks on teachers' progress. - Help to come up with solutions alternatives..	Teacher quality.	Initial training Interpersonal, relationship Continuous training. Teacher experience, Communication, Teachers' charisma,	Normal Scale	-Agree -Strongly Agree Strongly Disagree -Disagree	Likert scale Questionnaire	simple linear regression
There is a relationship between pedagogic supervision and teacher quality in some English Nursery schools in Yaoundé 1	SRH2 Clinical supervision influences teacher quality.	Pedagogic supervision.	Direct contact between supervisors and teachers Face to face sitting Perform certain task.	Teaching quality,	Initial training, Knowledge skills, Continuous training, Teacher experience, Interaction,	Ordinal scale	-Agree -Strongly Agree Strongly Disagree -Disagree	Likert scale Questionnaire	simple linear regression

There is a relationship between pedagogic supervision and teacher quality in some English Nursery schools in Yaoundé.	SRH3 Mentoring has a relationship between pedagogic supervision And teacher quality.	Pedagogic supervision.	Higher rank person. Acts as a role model. Counsel, Coaches, Demonstration, and modeling	Teacher quality.	Teachers' charisma, Initial training, Continuous training, Teacher experience, Teachers' charisma, Strategy use Management skills Planning,	Ordinal scale	-Agree -Strongly Agree Strongly Disagree -Disagree	Likert scale Questionnaire	simple linear regression
There is a relationship between pedagogic supervision and teacher quality in some English Nursery schools in Yaoundé1.	SRH4 Accountability by supervisor affects teacher quality.	Pedagogic supervision.	Supervisors' feedback Ensures school and teacher quality. Person development Report Keeping records.	Teacher quality.	Initial training, Workshops Continuous training Feedback , Teacher experience, Keeping of records, Teachers' charisma	Ordinal scale	-Agree -Strongly Agree Strongly Disagree -Disagree	Likert scale Questionnaire	Simple linear regression

Chapter Four

Presentation, Analysis and Interpretation Of Data

This chapter presents the analysis and interpretation of data gathered from the teachers' questionnaire. The summary of the quantitative data has been presented with the use of tables with frequencies and percentages, mean and standard deviation that incorporates the use of the statistical package for social science (SPSS V26) with the simple linear regression to test on each hypothesis. A total of 80 questionnaires were distributed to teachers of the sampled English Nursery Schools in Yaounde I, and all 80(100%) were properly filled and returned. No questionnaire was lost nor excluded in the analysis, due to the fact that no respondent went away with the questionnaire and all the filled ones, contained complete information. Therefore, the total response rate was sufficient and safe to analyze and interpret the data.

Distribution of Demographic Characteristics

The nomenclature of the demographic distributions of the sample is to ensure that the sample frame of the study is relevant and appropriate. The sample must constitute participants with appropriate levels of knowledge and understanding of the concept of pedagogic supervision. These sets of variables were captured using categorical nominal and binary data as measurement of the sample frame. These parameters include name of school, gender, professional certificate, academic certificate and longevity in service. All these parameters are detailed below.

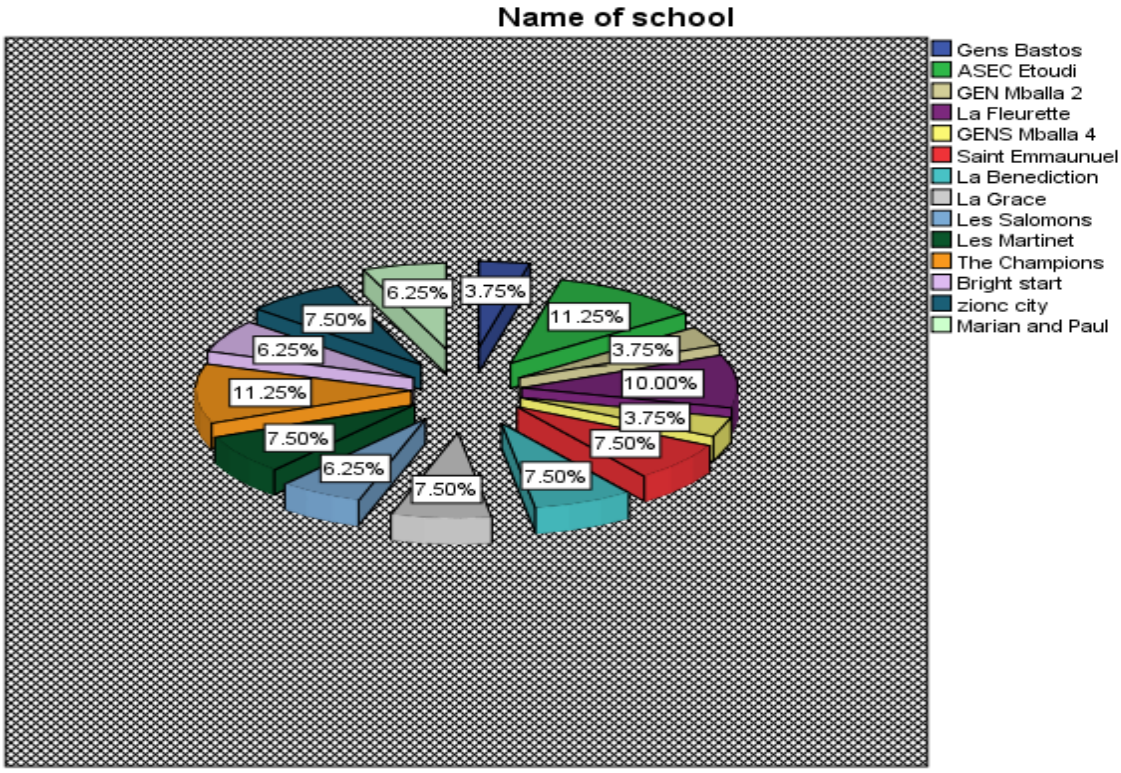
Table 6: Distribution respondents according to the names of the School

	Names of schools				
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	Gens Bastos	3	3.8	3.8	3.8
	ASEC Etoudi	9	11.3	11.3	15.0
	GEN Mballa 2	3	3.8	3.8	18.8
	La Fleurette	8	10.0	10.0	28.8
	GENS Mballa 4	3	3.8	3.8	32.5
	Saint Emmaunuel	6	7.5	7.5	40.0
	La Benediction	6	7.5	7.5	47.5
	La Grace	6	7.5	7.5	55.0
	Les Salomons	5	6.3	6.3	61.3
	Les Martinet	6	7.5	7.5	68.8
	The Champions	9	11.3	11.3	80.0
	Bright star	5	6.3	6.3	86.3
	Zion City	6	7.5	7.5	93.8
	Marian and Paul	5	6.3	6.3	100.0
	Total	**80**	**100.0**	**100.0**	

Source: Field work 2023

The distribution of respondents according to gender are displayed on the percentage table. They show that out the of 80 teachers, 3 were from GENS Bastos scoring 3.8%, 9 from ASEC Etoudi giving 11.3%, 3 of them from GENS Mballa 2 scoring 3.8%, 8 teachers from Les Fleurette amounting to 10.0%. 3 teachers out of 80 came from GENS Mballa 4 giving 3.8%. 6 teachers came from Saint Emanuel, 6 from Benediction, and 6 from La Grace scoring 7.5% each. 5 teachers out of 80 who responded to the questionnaire came from the GSP Les Salomons scoring 6.3%, Les Martinet had 6 teachers scoring 7.5%, 9 teachers from the Champions scoring 11.3%. 5 teachers came from Bright Star giving 6.5%, 6 teachers from Zion City giving 7.5% and finally 5 teachers from Marian and Paul scoring 6.3%. This has been further explained by figure 2 below.

Figure 2: Pie chart showing the distribution of teachers according to name of schools



Source: Field data (2024)

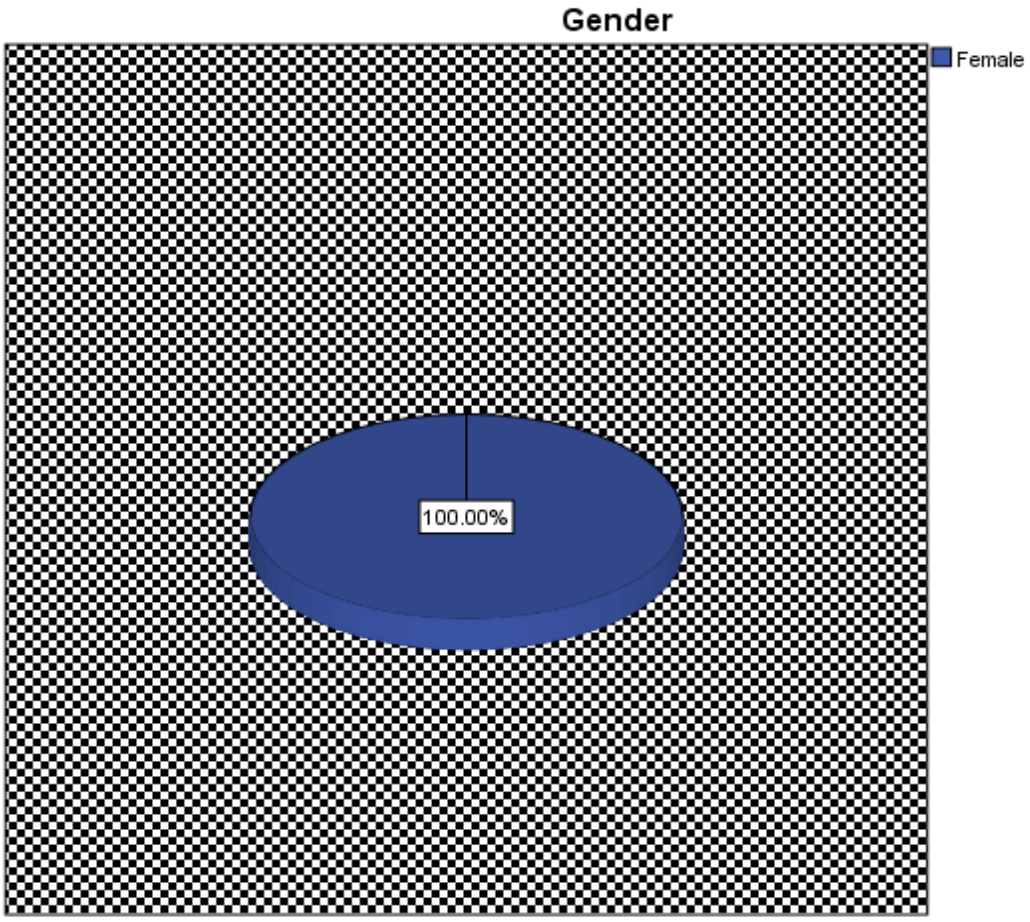
Table 7: Distribution of respondents according to Gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	80	100	80	100.0
	Total	**80**	**100**	**80**	**100**

Source: Field work 2023

The distribution of respondents according to gender is shown on table 5. It shows that all the 80 respondents were all female scoring 100%. This has been further explained by figure 3 below.

Figure 3: Pie chart showing the distribution of teachers according to gender



Source: Field data (2024)

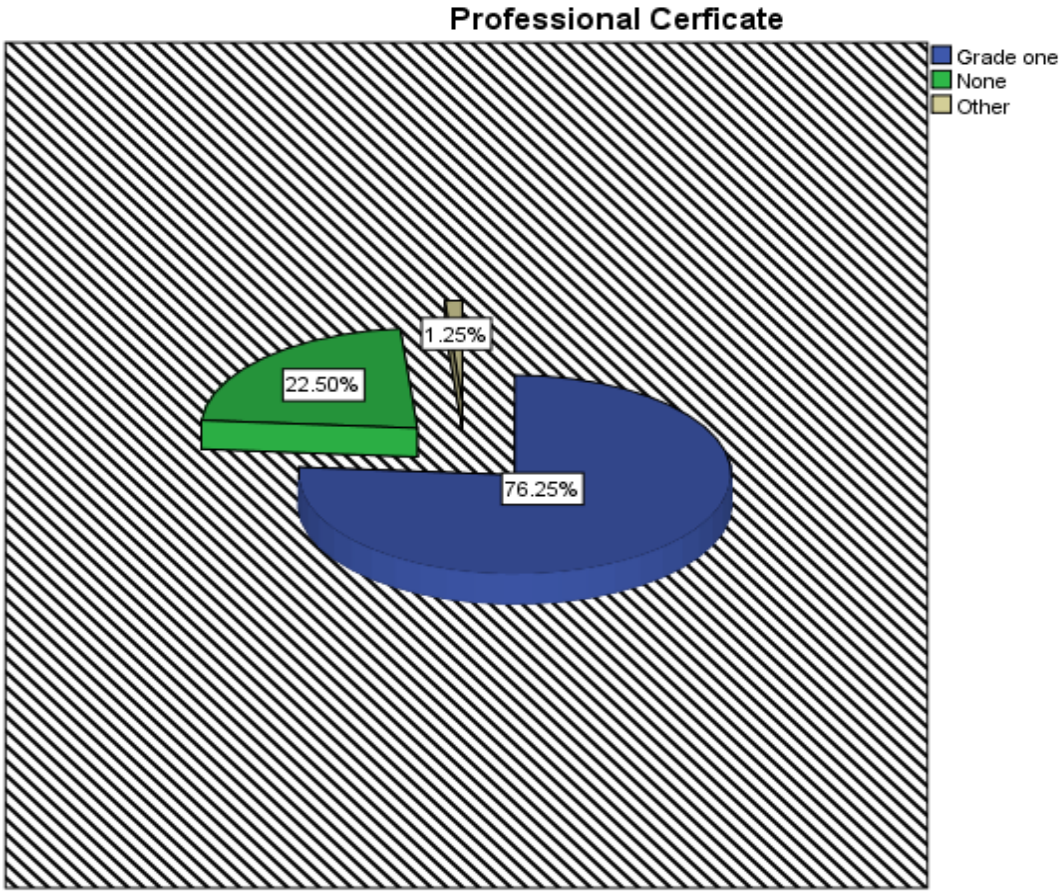
Table 8: Distribution of respondents according to Professional Certificates

		Professional Certificates			
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	Grade one	61	76.3	76.3	76.3
	None	18	22.5	22.5	98.8
	Other	1	1.3	1.3	100.0
	Total	**80**	**100.0**	**100.0**	

Source: Field work 2023

The distribution table shows that 61 teachers out of 80 who responded to the questionnaire were Grade one teachers scoring 76.3%, 18 teachers were neither grade one nor CAPIET holders scoring 22.5% and 1 teacher had certificate above grade one. This has been further demonstrated with figure 4 below.

Figure 4: Pie chart showing the distribution of teachers according to professional certificates



Source: Field data (2024)

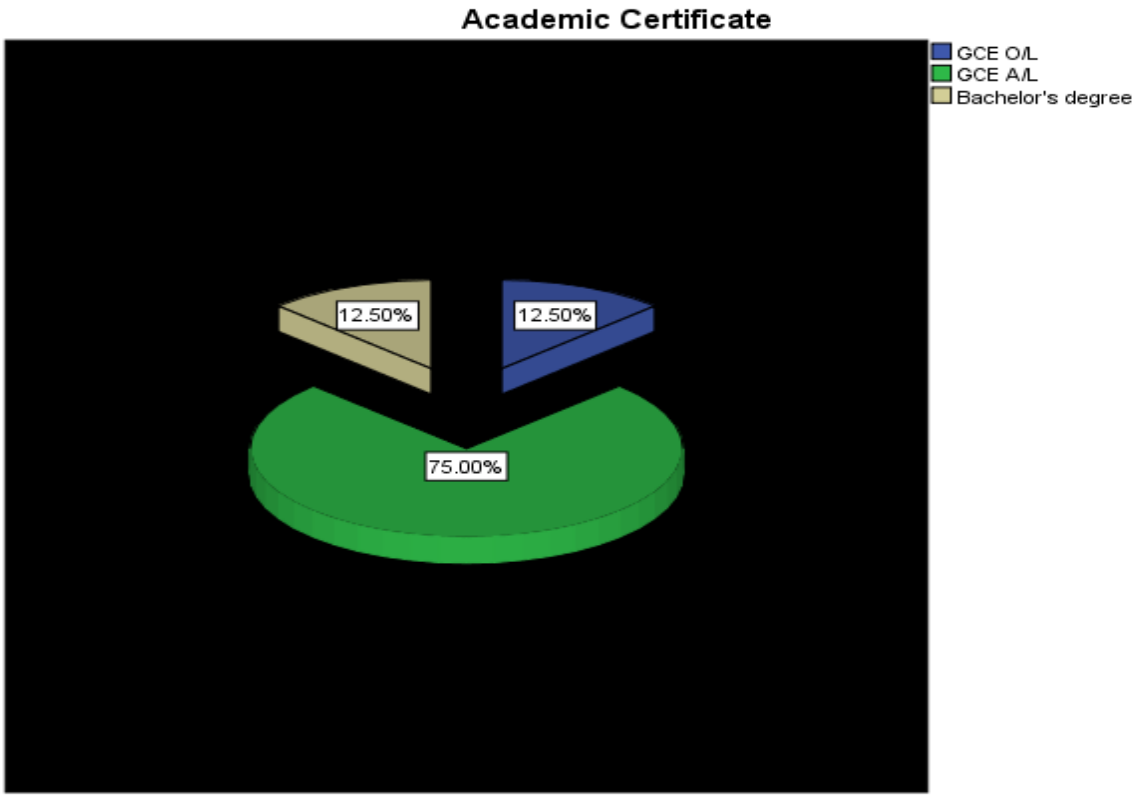
Table 9: Distribution of Respondents according to Academic Certificates

		Academic Certificates			
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	GCE O/L	10	12.5	12.5	12.5
	GCE A/L	60	75.0	75.0	87.5
	Bachelor's degree	10	12.5	12.5	100.0
	Total	**80**	**100.0**	**100.0**	

Source: Field work 2023

The distribution of respondents on table (9) nine shows that out of 80 teachers, 10 teachers are Ordinary level holders scoring 12.5% , 60 teachers have Advanced level scoring 75% and 10 of them have Bachelor's degree scoring 12.5%. This has been further demonstrated by figure 5 below.

Figure 5: Pie chart showing the distribution of teachers according to academic certificates



Source: Field Data (2024)

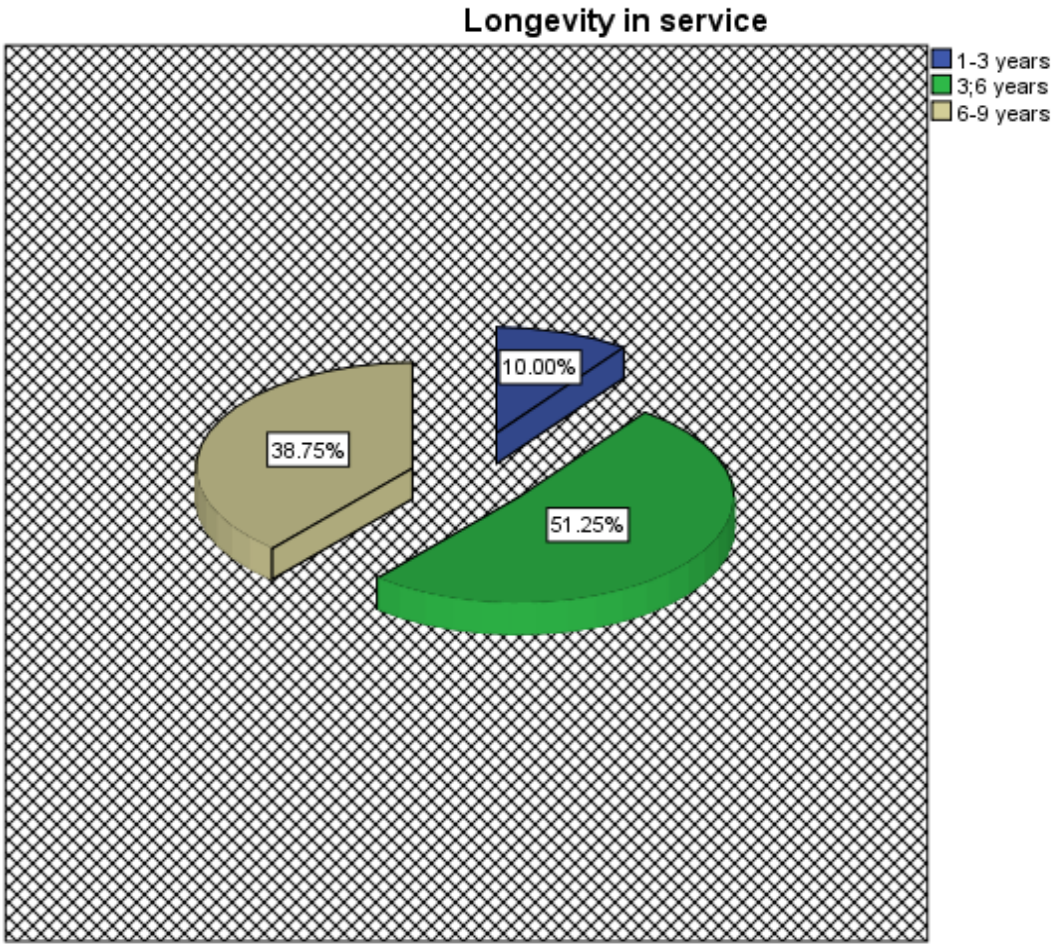
Table 10: Distribution of respondents according to Longevity in Service

	Longevity in service				
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	1-3 years	8	10.0	10.0	10.0
	3;6 years	41	51.3	51.3	61.3
	6- above	31	38.8	38.8	100.0
	Total	**80**	**100.0**	**100.0**	

Source: Field work 2023

The distribution on table (10) ten shows that out of 80 teachers, 8 have been in service for 1-3years scoring 10%, 40 of them have been in service for 3 -6 giving 51.3% and 31 responded to have been in service from 6- above years scoring 38.8%.

Figure 6: Pie chart showing the distribution of teachers according to longevity in service



Source: Field data (2023)

Descriptive Analysis of Variables

After the demographic information of respondents/students, the researcher presents the descriptive analysis on the opinions of the respondents. This was done dealing first with the independent variables and dependent variables. The main independent variable here was pedagogic supervision. In this sub-section, the researcher was attracted in establishing the opinions of the respondents as concerns monitoring, clinical supervision, mentoring and accountability on

professional teacher quality. The students' responses were characterized by Strongly Agree (SA), Agree (A), Strongly Disagree (SD), and Disagree (D) . The respondents' opinions were given and results indicated in the tables below**.**

Table 11: Distribution of respondents' opinions on monitoring and Teachers' Professional Quality in English Nursery schools in Yaounde I.

Items on monitoring		Frequency	Percentage
Supervisor's role is to monitor the quality of education	strongly agree	38	100.0%
	agree	30	100.0%
	strongly disagree	8	100.0%
	disagree	4	100.0%
	Total	80	100.0%
Supervisor's monitoring of quality education is based only on schools and teachers	strongly agree	15	100.0%
	agree	20	100.0%
	strongly disagree	29	100.0%
	disagree	16	100.0%
	Total	80	100.0%
Monitoring schools and teachers always bring positive impact on quality education	strongly agree	32	100.0%
	agree	33	100.0%
	strongly disagree	9	100.0%
	disagree	6	100.0%
	Total	80	100.0%
Monitoring is frequently carried out on teachers by supervisors	strongly agree	19	100.0%
	agree	30	100.0%
	strongly disagree	13	100.0%
	disagree	18	100.0%
	Total	80	100.0%
Only supervisors can monitor quality education of schools and teachers	strongly agree	12	100.0%
	agree	19	100.0%
	strongly disagree	26	100.0%
	disagree	23	100.0%
	Total	**80**	**100.0%**

Source: Field work (2023)

Table 11 above presents the distribution of respondents' opinions on various aspects of monitoring and its impact on Teachers' Professional Quality in English Nursery schools in Yaounde I. The responses are categorized into "strongly agree," "agree," "strongly disagree," and "disagree." Each item on monitoring has a total of 80 responses, ensuring a full sample representation for each question. The interpretation below breaks down the data for each item:

Item 1. Supervisor's Role is to Monitor the Quality of Education

Strongly Agree: 38 respondents (47.5%), Agree: 30 respondents (37.5%), Strongly Disagree: 8 respondents (10%), Disagree: 4 respondents (5%) and Total: 80 respondents (100%)

A significant majority (85%) of respondents either strongly agree or agree that the supervisor's role includes monitoring the quality of education. This suggests a strong consensus on the importance of supervision in maintaining educational standards.

Item 2. Supervisor's Monitoring of Quality Education is Based Only on Schools and Teachers

Strongly Agree: 15 respondents (18.75%), Agree: 20 respondents (25%), Strongly Disagree: 29 respondents (36.25%), Disagree: 16 respondents (20%) and Total: 80 respondents (100%)

The responses are more divided on whether supervisors' monitoring is solely focused on schools and teachers, with 43.75% agreeing and 56.25% disagreeing. This indicates mixed opinions on the scope of supervisors' monitoring activities.

Item 3. Monitoring Schools and Teachers Always Bring Positive Impact on Quality Education

Strongly Agree: 32 respondents (40%), Agree: 33 respondents (41.25%), Strongly Disagree: 9 respondents (11.25%), Disagree: 6 respondents (7.5%) and Total: 80 respondents (100%)

A large majority (81.25%) agree that monitoring schools and teachers positively impacts quality education. This highlights a general belief in the beneficial effects of supervision on educational outcomes.

Item 4. Monitoring is Frequently Carried Out on Teachers by Supervisors

Strongly Agree: 19 respondents (23.75%), Agree: 30 respondents (37.5%), Strongly Disagree: 13 respondents (16.25%), Disagree: 18 respondents (22.5%) and Total: 80 respondents (100%)

There is a fairly balanced distribution of opinions on the frequency of monitoring by supervisors, with 61.25% agreeing and 38.75% disagreeing. This suggests varied experiences or perceptions regarding how often teachers are monitored.

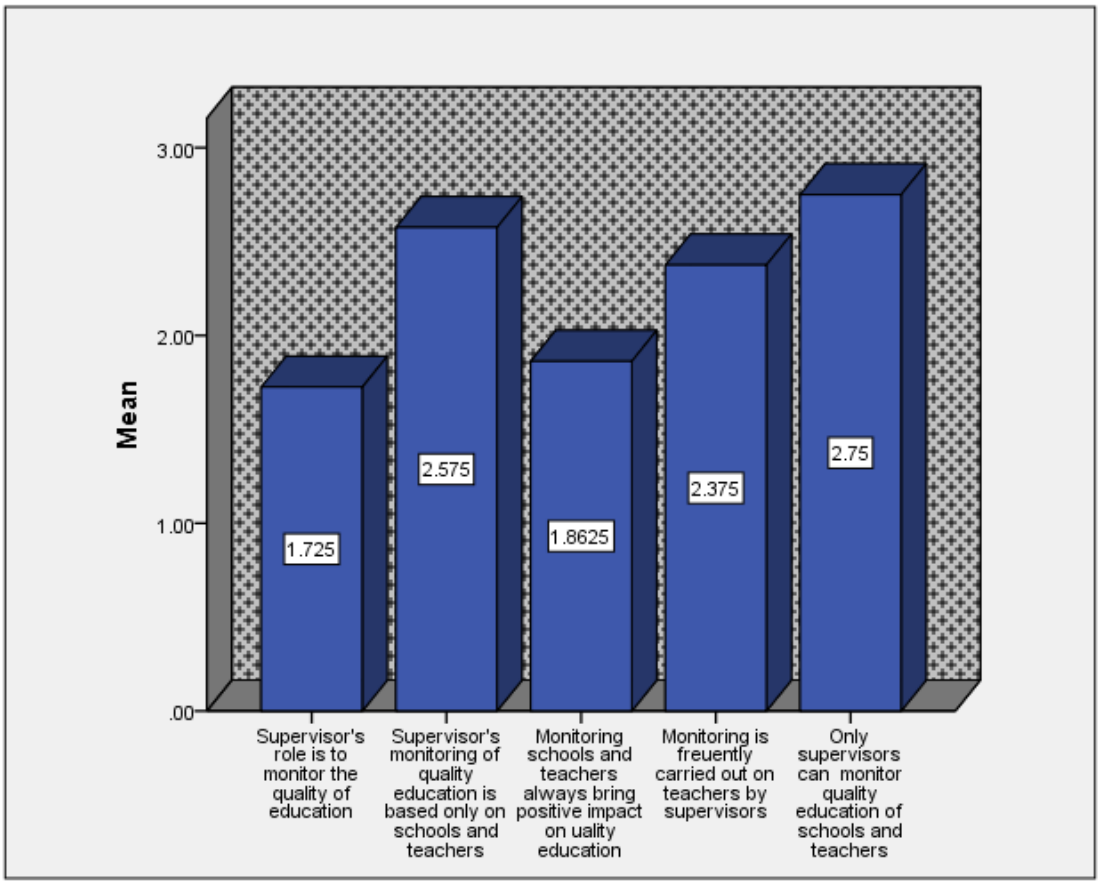
Item 5. Only Supervisors Can Monitor Quality Education of Schools and Teachers

Strongly Agree: 12 respondents (15%), Agree: 19 respondents (23.75%), Strongly Disagree: 26 respondents (32.5%), Disagree: 23 respondents (28.75%), and Total: 80 respondents (100%).

A majority (61.25%) disagree with the statement that only supervisors can monitor the quality of education, indicating that respondents believe there are other stakeholders or mechanisms involved in monitoring educational quality.

The data reveals diverse opinions among respondents regarding the role and effectiveness of monitoring in improving teacher quality in English Nursery schools in Yaounde I. While there is a strong agreement on the importance of monitoring for ensuring quality education, opinions vary on who should be involved in monitoring and how frequently it is carried out. These insights can inform policymakers and educational leaders about the perceived strengths and areas for improvement in the current supervisory practices. This has been further illustrated by the bar chart below.

Figure 7: Bar chart showing the distribution of respondents' opinions on monitoring and Teachers' Professional Quality in English Nursery schools in Yaounde I



Source: Field Data (2023)

Table 12: Distribution of respondents' opinions on clinical supervision and Teachers' Professional Quality in English Nursery schools in Yaounde I.

Items of clinical supervision		Frequency	Percentage
Supervisors always control and correct the attitude of teachers during supervision	strongly agree	21	100.0%
	agree	39	100.0%
	strongly disagree	7	100.0%
	disagree	13	100.0%
	Total	80	100.0%
He also encourage cordial relationship among staff in schools	strongly agree	31	100.0%
	agree	39	100.0%
	strongly disagree	7	100.0%
	disagree	3	100.0%
	Total	80	100.0%
Supervisors are always happy when teachers are very creative	strongly agree	48	100.0%
	agree	23	100.0%
	strongly disagree	8	100.0%
	disagree	1	100.0%
	Total	80	100.0%
The level of curriculum implementation impresses the supervisors in the field	strongly agree	23	100.0%
	agree	41	100.0%
	strongly disagree	10	100.0%
	disagree	6	100.0%
	Total	80	100.0%
Clinical supervision always results to change in teachers' attitudes, value and behaviour.	strongly agree	20	100.0%
	agree	38	100.0%
	strongly disagree	9	100.0%
	disagree	13	100.0%
	Total	**80**	**100.0%**

Source: Field work (2023)

Table 12 above displays respondents' opinions on the impact of clinical supervision on teacher quality in English Nursery schools in Yaounde I. Each item is measured by the frequency and percentage of responses, which are categorized into "strongly agree," "agree," "strongly disagree," and "disagree." The total responses for each item are 80.

Item 1. Supervisors Always Control and Correct the Attitude of Teachers During Supervision

Strongly Agree: 21 respondents (26.25%), Agree: 39 respondents (48.75%), Strongly Disagree: 7 respondents (8.75%), Disagree: 13 respondents (16.25%) and Total: 80 respondents (100%).

The majority (75%) either strongly agree or agree that supervisors control and correct teachers' attitudes during supervision. This indicates a general perception that supervisors actively engage in correcting teacher behaviors during clinical supervision.

Item 2. Supervisors Also Encourage Cordial Relationships Among Staff in Schools

Strongly Agree: 31 respondents (38.75%), Agree: 39 respondents (48.75%), Strongly Disagree: 7 respondents (8.75%), Disagree: 3 respondents (3.75%) and Total: 80 respondents (100%).

A significant majority (87.5%) agree that supervisors encourage positive relationships among school staff, suggesting that fostering a supportive environment is a key aspect of clinical supervision.

Item 3. Supervisors Are Always Happy When Teachers Are Very Creative

Strongly Agree: 48 respondents (60%), Agree: 23 respondents (28.75%), Strongly Disagree: 8 respondents (10%), Disagree: 1 respondent (1.25%) and Total: 80 respondents (100%).

A very high percentage (88.75%) of respondents agree that supervisors appreciate and are happy when teachers exhibit creativity. This underscores the importance placed on creativity and innovation in teaching by supervisors.

Item 4. The Level of Curriculum Implementation Impresses the Supervisors in the Field

Strongly Agree: 23 respondents (28.75%), Agree: 41 respondents (51.25%), Strongly Disagree: 10 respondents (12.5%), Disagree: 6 respondents (7.5%) and Total: 80 respondents (100%).

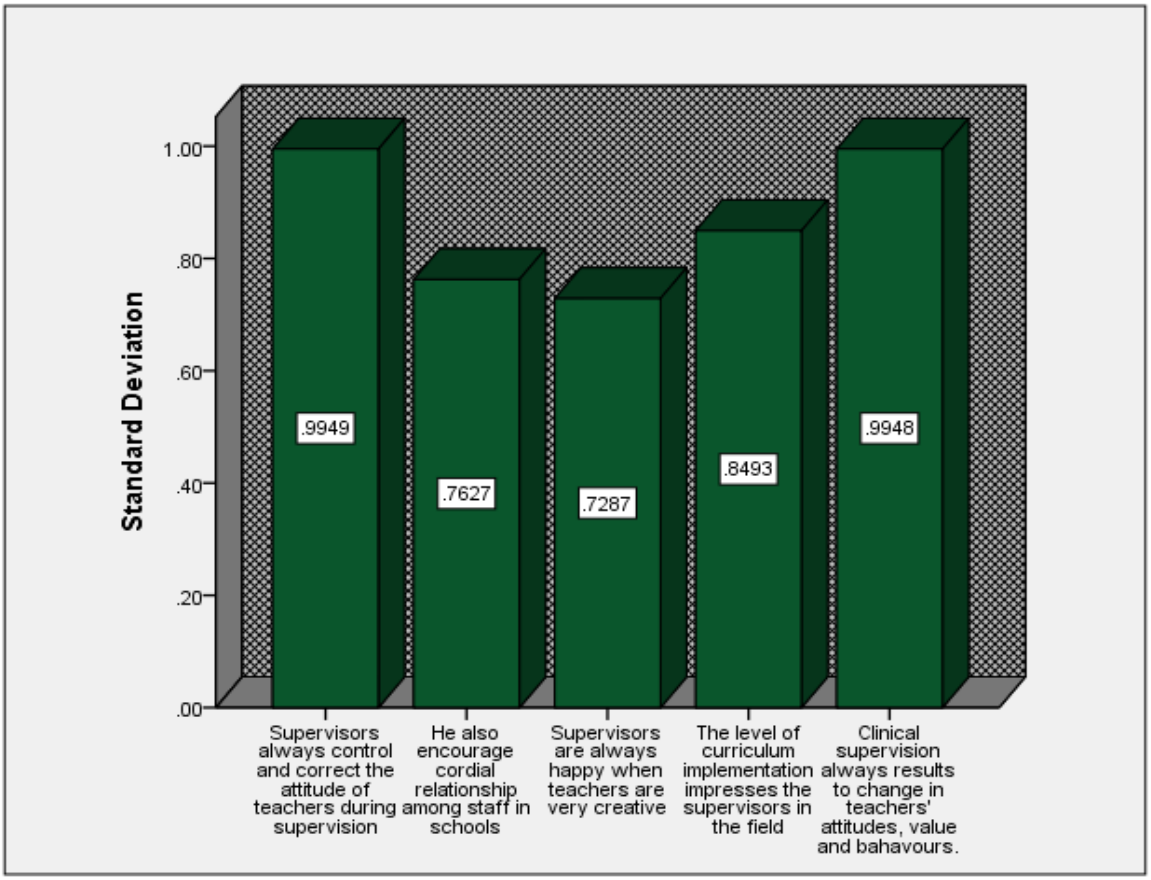
A majority (80%) agree that supervisors are impressed with the level of curriculum implementation, indicating positive feedback from supervisors regarding how well the curriculum is being applied in the classroom.

Item 5. Clinical Supervision Always Results in Change in Teachers' Attitudes, Values, and Behavior. Strongly Agree: 20 respondents (25%), Agree: 38 respondents (47.5%), Strongly Disagree: 9 respondents (11.25%), Disagree: 13 respondents (16.25%) and Total: 80 respondents (100%).

Most respondents (72.5%) agree that clinical supervision leads to changes in teachers' attitudes, values, and behaviors. This reflects a belief in the effectiveness of clinical supervision in bringing about meaningful changes in teaching practices.

The overall data reveals that respondents generally view clinical supervision positively and believe it plays a crucial role in improving teacher quality in English Nursery schools in Yaounde I. There is a strong consensus that supervisors help correct teacher behaviors, encourage positive relationships, appreciate creativity, are impressed with curriculum implementation, and believe that supervision leads to positive changes in teachers' attitudes and behaviors. These insights can help educational leaders and policymakers understand the perceived benefits and areas of focus for clinical supervision.

Figure 8: Bar chart showing the distribution of respondents' opinions on clinical supervision and Teachers' Professional Quality in English Nursery schools in Yaounde I.



Source: Field data (2023)

Table 13: Distribution of respondents' opinions on mentoring and Teachers' Professional Quality in English Nursery schools in Yaounde I.

Items on mentoring		Frequency	Percentage
Supervisors frequently mentor the work of teachers in school	strongly agree	12	100.0%
	agree	24	100.0%
	strongly disagree	28	100.0%
	disagree	16	100.0%
	Total	80	100.0%
There is a lot of bias during supervision by mentors	strongly agree	12	100.0%
	agree	24	100.0%
	strongly disagree	17	100.0%
	disagree	27	100.0%
	Total	80	100.0%
Mentors are always highly welcomed by teachers in the field	strongly agree	25	100.0%
	agree	44	100.0%
	strongly disagree	8	100.0%
	disagree	3	100.0%
	Total	80	100.0%
Mentors are always recognized by trainees after the face to face mentoring	strongly agree	22	100.0%
	agree	49	100.0%
	strongly disagree	9	100.0%
	disagree	0	0.0%
	Total	80	100.0%
Supervisors sometimes act like coaches in the field	strongly agree	24	100.0%
	agree	40	100.0%
	strongly disagree	11	100.0%
	disagree	5	100.0%
	Total	**80**	**100.0%**

Source: Field work (2023)

From table 13 The table presents respondents' opinions on the impact of mentoring on teacher quality in English Nursery schools in Yaounde I. The items are categorized into "strongly agree," "agree," "strongly disagree," and "disagree," with each item having a total of 80 responses.

Item 1. Supervisors Frequently Mentor the Work of Teachers in School.

Strongly Agree: 12 respondents (15%), Agree: 24 respondents (30%), Strongly Disagree: 28 respondents (35%), Disagree: 16 respondents (20%) and Total: 80 respondents (100%)

A combined 45% of respondents agree that supervisors frequently mentor teachers, while a larger percentage (55%) disagree. This indicates a split perception among respondents regarding the frequency of mentoring activities by supervisors.

Item 2. There is a Lot of Bias During Supervision by Mentors

Strongly Agree: 12 respondents (15%), Agree: 24 respondents (30%), Strongly Disagree: 17 respondents (21.25%), Disagree: 27 respondents (33.75%) and Total: 80 respondents (100%).

45% of respondents agree that there is bias during supervision by mentors, while 55% disagree. This suggests a nearly even split in perception, with a slight majority believing that supervision is biased.

Item 3. Mentors Are Always Highly Welcomed by Teachers in the Field

Strongly Agree: 25 respondents (31.25%), Agree: 44 respondents (55%), Strongly Disagree: 8 respondents (10%), Disagree: 3 respondents (3.75%) and Total: 80 respondents (100%)

A significant majority (86.25%) agree that mentors are highly welcomed by teachers, indicating a generally positive reception of mentors in the field.

Item 4. Mentors Are Always Recognized by Trainees After the Face-to-Face Mentoring

Strongly Agree: 22 respondents (27.5%), Agree: 49 respondents (61.25%), Strongly Disagree: 9 respondents (11.25%), Disagree: 0 respondents (0%)and Total: 80 respondents (100%).

A large majority (88.75%) agree that mentors are recognized by trainees after face-to-face mentoring sessions, reflecting a high level of acknowledgment and appreciation for mentors' efforts.

Item 5. Supervisors Sometimes Act Like Coaches in the Field

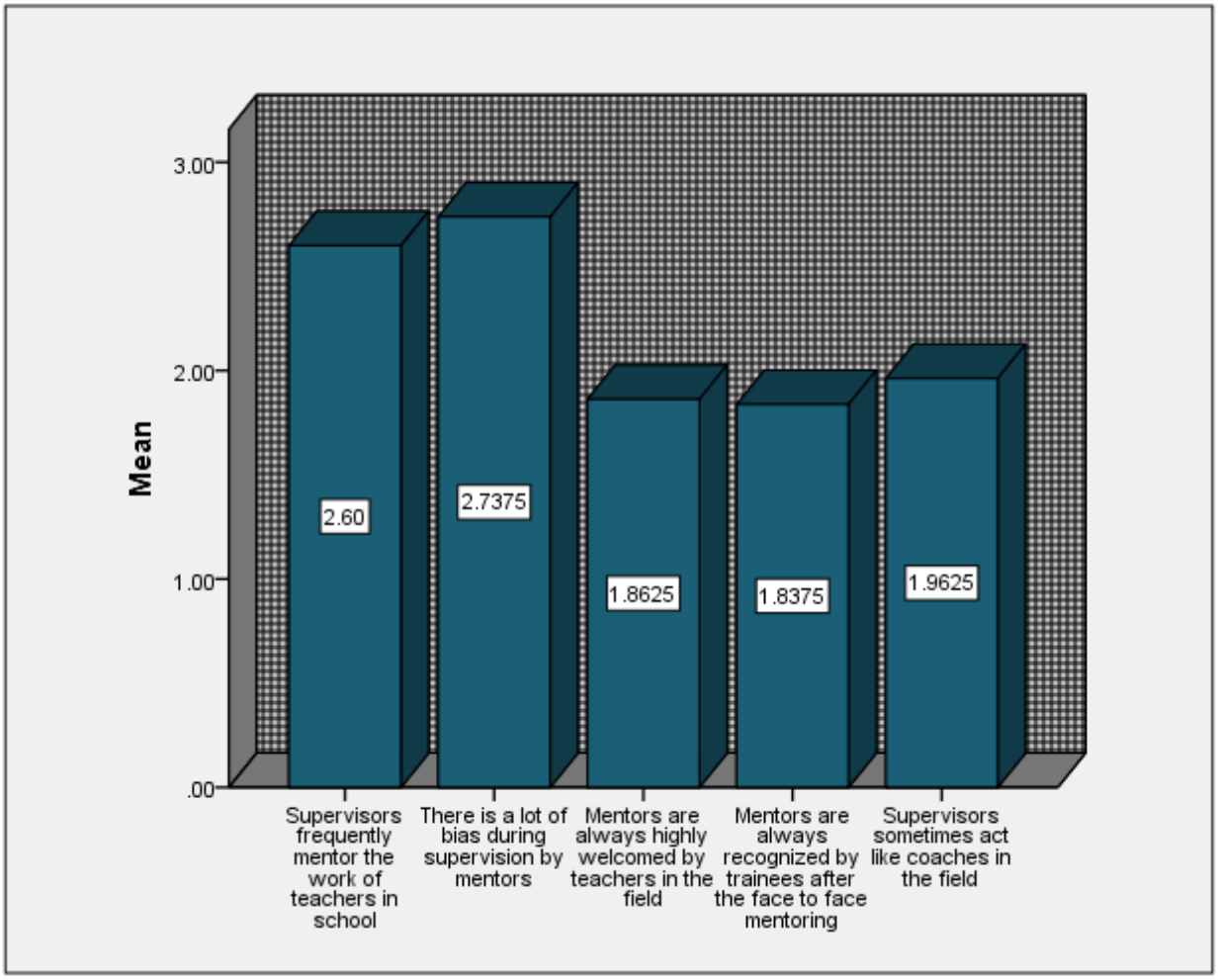
Strongly Agree: 24 respondents (30%), Agree: 40 respondents (50%), Strongly Disagree: 11 respondents (13.75%), Disagree: 5 respondents (6.25%) and Total: 80 respondents (100%).

A majority (80%) of respondents agree that supervisors sometimes act like coaches, suggesting that many supervisors adopt a coaching role in addition to their supervisory duties.

The data reveals varied perceptions regarding the role of mentoring in improving teacher quality in English Nursery schools in Yaounde I. While a majority of respondents have positive views on the presence and impact of mentors, there are significant concerns about bias during supervision

and the frequency of mentoring activities. The positive reception and recognition of mentors highlight the importance of mentorship programs, but the concerns about bias and frequency suggest areas where improvements could be made to enhance the effectiveness of these programs.

Figure 9: Bar chart showing the distribution of respondents' opinions on mentoring and Teachers' Professional Quality in English Nursery schools in Yaounde I.



Source: Field data (2023)

Table 14: Distribution of respondents' opinions on accountability and Teachers' Professional Quality in English Nursery schools in Yaounde I

Items on accountability		Frequency	Percentage
Supervisors' feedback is always from the primary source	strongly agree	32	100.0%
	agree	33	100.0%
	strongly disagree	6	100.0%
	disagree	9	100.0%
	Total	80	100.0%
During supervision, most supervisors are always dissatisfied with teachers' performance	strongly agree	15	100.0%
	agree	29	100.0%
	strongly disagree	24	100.0%
	disagree	12	100.0%
	Total	80	100.0%
Inadequate resources make supervision or supervisors' work difficult	strongly agree	22	100.0%
	agree	51	100.0%
	strongly disagree	7	100.0%
	disagree	0	0.0%
	Total	80	100.0%
There is always an accountability given to the hierarchy after supervision	strongly agree	38	100.0%
	agree	35	100.0%
	strongly disagree	7	100.0%
	disagree	0	0.0%
	Total	80	100.0%
Mobilises actors to achieve the required goals of education and render account of such stewardship	strongly agree	16	100.0%
	agree	40	100.0%
	strongly disagree	8	100.0%
	disagree	**16**	**100.0%**
	Total	**80**	**100.0%**

Source: Field work 2023

The table summarizes respondents' opinions on the role of accountability in influencing teacher quality in English Nursery schools in Yaounde I. The data is categorized into "strongly agree," "agree," "strongly disagree," and "disagree," with each category reflecting the frequency and percentage of responses for various items related to accountability.

Item 1. Supervisors' Feedback is Always from the Primary Source

Strongly Agree: 32 respondents (40%), Agree: 33 respondents (41.25%), Strongly Disagree: 6 respondents (7.5%), Disagree: 9 respondents (11.25%) and Total: 80 respondents (100%).

The majority (81.25%) of respondents agree that supervisors' feedback comes from the primary source, indicating a general trust in the accuracy and authenticity of the feedback provided by supervisors.

Item 2. During Supervision, Most Supervisors are Always Dissatisfied with Teachers' Performance

Strongly Agree: 15 respondents (18.75%), Agree: 29 respondents (36.25%), Strongly Disagree: 24 respondents (30%), Disagree: 12 respondents (15%) and Total: 80 respondents (100%)

A combined 55% of respondents agree that most supervisors are often dissatisfied with teachers' performance during supervision. However, a significant 45% disagree, indicating a divide in perception about supervisors' satisfaction with teacher performance.

3. Inadequate Resources Make Supervision or Supervisors' Work Difficult

Strongly Agree: 22 respondents (27.5%), Agree: 51 respondents (63.75%), Strongly Disagree: 7 respondents (8.75%), Disagree: 0 respondents (0%) and Total: 80 respondents (100%).

A substantial majority (91.25%) agree that inadequate resources make supervision difficult for supervisors, highlighting resource constraints as a significant challenge in the supervision process.

Item 4. There is Always an Accountability Given to the Hierarchy After Supervision

Strongly Agree: 38 respondents (47.5%), Agree: 35 respondents (43.75%), Strongly Disagree: 7 respondents (8.75%), Disagree: 0 respondents (0%) and Total: 80 respondents (100%).

A vast majority (91.25%) agree that accountability is always given to the hierarchy after supervision, suggesting a well-established process of reporting and accountability in the supervision framework.

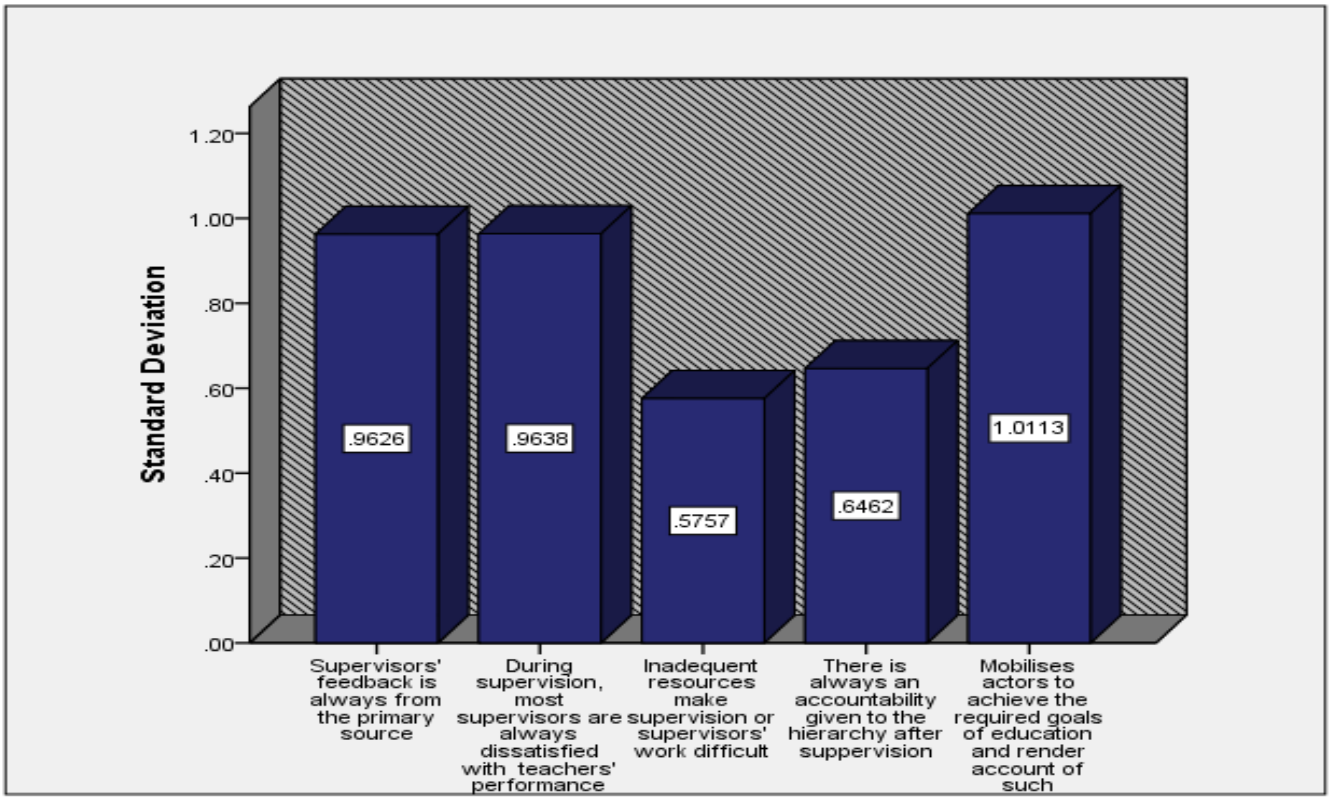
Item 5. Mobilizes Actors to Achieve the Required Goals of Education and Render Account of Such Stewardship

Strongly Agree: 16 respondents (20%), Agree: 40 respondents (50%), Strongly Disagree: 8 respondents (10%), Disagree: 16 respondents (20%) and Total: 80 respondents (100%)

A total of 70% of respondents agree that supervision mobilizes actors to achieve educational goals and render account of their stewardship. However, 30% disagree, indicating some skepticism about the effectiveness of this mobilization and accountability process.

The data reveals a general consensus among respondents that supervisors' feedback is credible and that accountability mechanisms are in place following supervision. However, there is significant concern about resource inadequacies and a split perception regarding supervisors' satisfaction with teacher performance. While most respondents recognize the role of supervision in achieving educational goals, a notable minority express doubts about its efficacy.

Figure 10: Bar chart showing the distribution of respondents' opinions on accountability and Teachers' Professional Quality in English Nursery schools in Yaounde I.



Source: Field data (2023)

Table 15: Distribution of respondents' opinions on Teachers' Professional Quality in English Nursery schools in Yaounde I as determined by pedagogic supervision.

Items on Professional Teachers' Professional Quality		Frequency	Percentage
Most teachers in schools are trained teachers	strongly agree	16	100.0%
	agree	29	100.0%
	strongly disagree	22	100.0%
	disagree	13	100.0%
	Total	80	100.0%
Seminars and workshops are always organized to ensure continuous training to teachers	strongly agree	45	100.0%
	agree	32	100.0%
	strongly disagree	1	100.0%
	disagree	2	100.0%
	Total	80	100.0%
Teachers' who have had experience in the field practice what is required of them at the right time	strongly agree	49	100.0%
	agree	26	100.0%
	strongly disagree	4	100.0%
	disagree	1	100.0%
	Total	80	100.0%
Teachers' charisma impresses supervisors during supervision	strongly agree	36	100.0%
	agree	31	100.0%
	strongly disagree	8	100.0%
	disagree	5	100.0%
	Total	80	100.0%
All trained teachers automatically become competent	strongly agree	13	100.0%
	agree	17	100.0%
	strongly disagree	34	100.0%
	disagree	16	100.0%
	Total	**80**	**100.0%**

Source: Field work 2023

Table 15 summarizes the distribution of respondents' opinions on various aspects of Teachers' Professional Quality in English Nursery schools in Yaounde I, influenced by pedagogic supervision. The responses are categorized into "strongly agree," "agree," "strongly disagree," and "disagree," with each category reflecting the frequency and percentage of responses for each item.

Item 1. Most Teachers in Schools are Trained Teachers

Strongly Agree: 16 respondents (20%), Agree: 29 respondents (36.25%), Strongly Disagree: 22 respondents (27.5%), Disagree: 13 respondents (16.25%), and Total: 80 respondents (100%).

While a combined 56.25% of respondents agree that most teachers in schools are trained, a significant 43.75% disagree. This indicates a considerable variance in perception regarding the training status of teachers, suggesting that nearly half of the respondents believe there are issues with teacher training in these schools.

Item 2. Seminars and Workshops are Always Organized to Ensure Continuous Training for Teachers

Strongly Agree: 45 respondents (56.25%), Agree: 32 respondents (40%), Strongly Disagree: 1 respondent (1.25%), Disagree: 2 respondents (2.5%), and Total: 80 respondents (100%)

A vast majority (96.25%) agree that seminars and workshops are regularly organized for continuous teacher training. This highlights the strong emphasis on professional development and ongoing training in these schools.

Item 3. Teachers Who Have Had Experience in the Field Practice What is Required of Them at the Right Time.

Strongly Agree: 49 respondents (61.25%), Agree: 26 respondents (32.5%), Strongly Disagree: 4 respondents (5%), Disagree: 1 respondent (1.25%) and Total: 80 respondents (100%).

An overwhelming 93.75% of respondents agree that experienced teachers practice what is required of them in a timely manner, suggesting high levels of professionalism and adherence to expected standards among experienced teachers.

Item 4. Teachers' Charisma Impresses Supervisors During Supervision

Strongly Agree: 36 respondents (45%), Agree: 31 respondents (38.75%), Strongly Disagree: 8 respondents (10%), Disagree: 5 respondents (6.25%), and Total: 80 respondents (100%).

A significant majority (83.75%) agree that teachers' charisma impresses supervisors during supervision. This suggests that personal qualities and the ability to engage and motivate students are highly valued and recognized by supervisors.

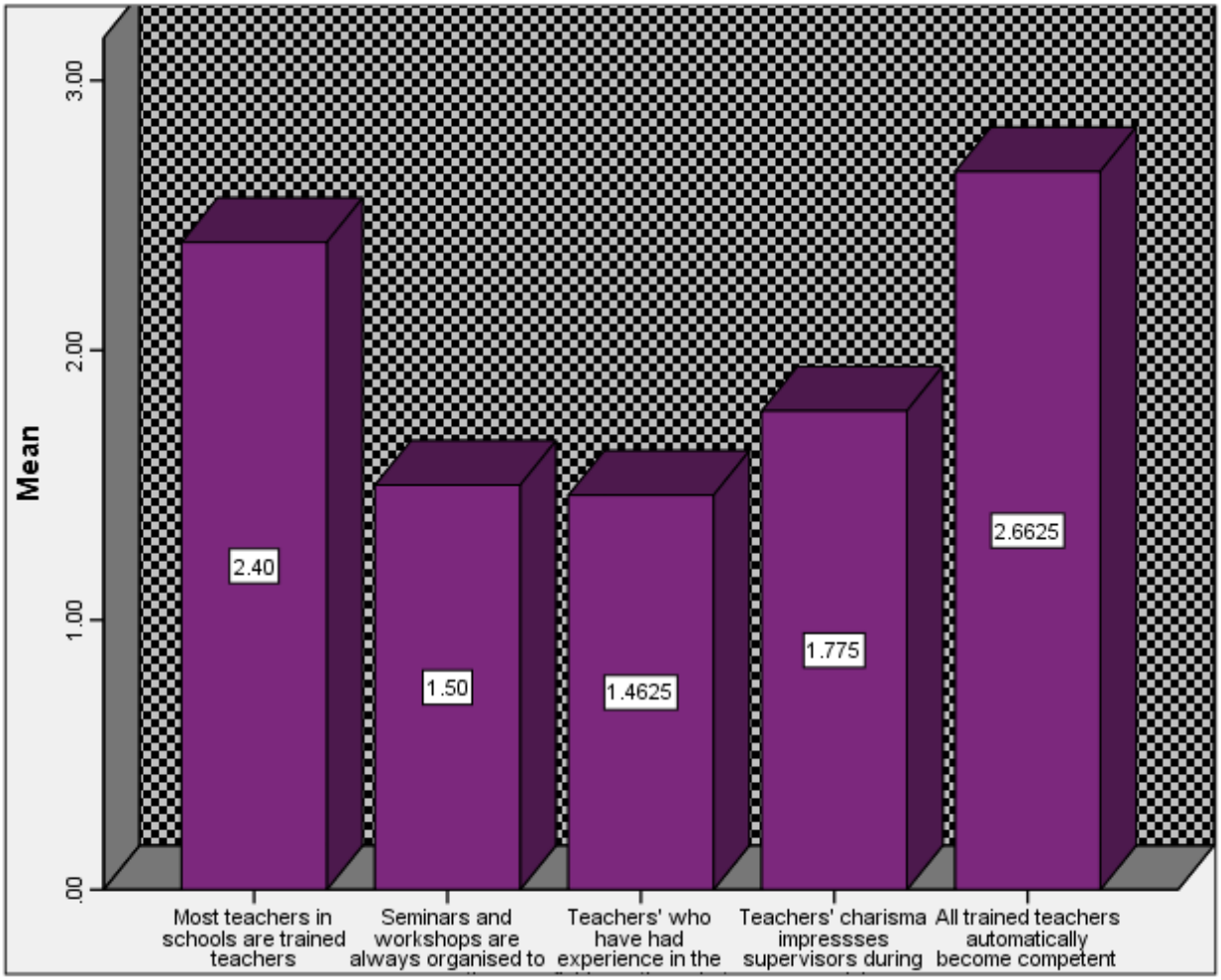
Item 5. All Trained Teachers Automatically Become Competent

Strongly Agree: 13 respondents (16.25%), Agree: 17 respondents (21.25%), Strongly Disagree: 34 respondents (42.5%), Disagree: 16 respondents (20%), and Total: 80 respondents (100%).

Only 37.5% of respondents agree that all trained teachers automatically become competent, while a significant 62.5% disagree. This indicates a belief among respondents that training alone does not guarantee competency, and other factors may influence a teacher's effectiveness.

The data indicates strong support for ongoing professional development through seminars and workshops, and a high level of confidence in the practices of experienced teachers. However, there is notable skepticism about the adequacy of teacher training and the automatic competency of trained teachers. The importance of teacher charisma is also highlighted, suggesting that personal qualities play a crucial role in perceived teacher quality. These findings suggest that while pedagogic supervision and professional development are valued, there are areas where perceptions of teacher quality and training adequacy need to be addressed.

Figure 11: Bar chart showing the distribution of respondents' opinions on Teachers' Professional Quality in English Nursery schools in Yaounde I as determined by pedagogic supervision.



Source: Field data (2023)

Inferential statistics

To test the previously formulated hypotheses with the help of a simple linear regression analyses, Saunders et al. (2016) opines that, the collected data has to meet the precondition that is concerned with the linearity of relationship between the separate IVs and the DV. Therefore, in the first situation, the researcher produced scatterplots of the relationships between the different IVs, namely monitoring, clinical supervision, mentoring, and accountability towards professional

Teachers' Professional Quality as DV. Looking at the scatterplots (see Appendix), it can be seen that the relationship between the different IVs and the DV in all cases is linear.

The various assumptions underlying simple liner regression were examined and no case with critical values higher than what was prescribed by Tabachnick and Fidell (2007) were detected.

Normality of the data set was checked with the Normal Probability Plot and the Scatterplot of the Standardized Residuals. The Normality Probability Plot produced a fairly straight diagonal plot which indicated that the points did not deviate from normality. Again, the scatterplot produced a rectangular shaped distribution of the residuals with most points concentrated around the zero (0). This indicated that the data was fairly normally distributed. The simple linear regression with each of the four independent predictors to predict Teachers' Professional Quality, were used to verify each of the research hypotheses.

Verification of Hypothesis 1

Ho1: Monitoring supervision does not affect Teachers' Professional Quality some English Nursery Schools in Yaoundé 1.

Table 16: Model Summary of monitoring as a predictor of professional teacher quality

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.984[a]	.968	.966	.71256	.968	443.227	5	74	.000

a. Predictors: (Constant), Only supervisors can monitor quality education of schools and teachers, Supervisor's role is to monitor the quality of education, Monitoring is freuently carried out on teachers by supervisors, Monitoring schools and teachers always bring positive impact on uality education, Supervisor's monitoring of quality education is based only on schools and teachers

b. Dependent Variable: Teachers' Professional Quality

Source: Field data (2023)

Table 16 above shows that; R (Correlation Coefficient): Value: 0.984. This value indicates a very strong positive correlation between the predictors and the dependent variable. It means that the predictors explain a significant portion of the variance in teacher quality. R Square (Coefficient of

Determination):Value: 0.968. This value indicates that approximately 96.8% of the variance in teacher quality can be explained by the model, which includes the five predictors related to supervisors' monitoring activities. This is a very high value, suggesting that the model fits the data extremely well.

Adjusted R Square:Value: 0.966. This value adjusts the R Square for the number of predictors in the model. It is slightly lower than the R Square but still very high, indicating that the model remains robust even after adjusting for the number of predictors. It shows that about 96.6% of the variance in teacher quality is accounted for by the predictors when considering the number of predictors and the sample size. Std. Error of the Estimate:Value: 0.71256 This is the standard deviation of the residuals (prediction errors). A smaller value indicates that the observed data points are close to the predicted values from the model.

Change Statistics: R Square Change:Value: 0.968 This value shows that the inclusion of the five predictors explains 96.8% of the variance in the dependent variable. Since this is the first and only set of predictors in the model, it matches the R Square value.

F Change: Value: 443.227 This value is the F-statistic for the overall significance of the model. A high value indicates that the model is statistically significant. df1 (Degrees of Freedom for Regression): Value: 5 This corresponds to the number of predictors in the model.

df2 (Degrees of Freedom for Residuals):Value: 74 This is the total number of observations minus the number of predictors minus 1 (N - k - 1), where N is the sample size and k is the number of predictors.Sig. F Change:Value: .000 This value indicates the statistical significance of the F Change. A value of .000 means that the probability of the F Change occurring by chance is less than 0.001, suggesting that the model is highly significant.

The model summary table suggests that the regression model, which includes five predictors related to supervisors' monitoring activities, is highly effective in explaining the variance in teacher quality in the study. The high R and R Square values, along with a significant F Change, indicate that the predictors are very good at explaining teacher quality. The low standard error of the estimate further confirms the model's accuracy.

Table 17: ANOVA[a] of monitoring as a predictor of Teachers' Professional Quality

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1125.227	5	225.045	443.227	.000[b]
	Residual	37.573	74	.508		
	Total	**1162.800**	**79**			

a. Dependent Variable: Teachers' Professional Quality

b. Predictors: (Constant), Only supervisors can monitor quality education of schools and teachers, Supervisor's role is to monitor the quality of education, Monitoring is frequently carried out on teachers by supervisors, Monitoring schools and teachers always bring positive impact on quality education, Supervisor's monitoring of quality education is based only on schools and teachers

Source: Field work 2023

The ANOVA table provides information about the variance explained by the regression model and the residual (unexplained) variance, allowing us to assess the overall significance of the model. Regression: Sum of Squares: 1125.227 This value represents the total variance explained by the regression model. It is the sum of the squared differences between the predicted values and the mean of the dependent variable. df (Degrees of Freedom): 5 This is the number of predictors in the model. Mean Square: 225.045 This is the average variance explained by each predictor, calculated as the Sum of Squares for the regression divided by its degrees of freedom (1125.227 / 5 = 225.045).

F (F-statistic): 443.227 This value tests the overall significance of the regression model. A high F value indicates that the model is a good fit for the data.

Sig. (Significance): .000 This p-value indicates the probability that the F-statistic could occur by chance. A value of .000 means that the probability is less than 0.001, suggesting that the model is highly statistically significant. Residual: Sum of Squares: 37.573 This value represents the total variance that is not explained by the model. It is the sum of the squared differences between the observed values and the predicted values. df (Degrees of Freedom): 74 This is the total number of

observations minus the number of predictors minus 1 (N - k - 1). In this case, N is 80 (the total number of observations), and k is 5 (the number of predictors).

Mean Square: .508 This is the average variance not explained by the model, calculated as the Sum of Squares for the residual divided by its degrees of freedom (37.573 / 74 = .508). Total:Sum of Squares: 1162.800 This value represents the total variance in the dependent variable (teacher quality). It is the sum of the regression and residual sums of squares (1125.227 + 37.573 = 1162.800). df (Degrees of Freedom): 79 This is the total number of observations minus 1 (N - 1).

The ANOVA table shows that the regression model is highly significant, with an F-statistic of 443.227 and a p-value of .000. This indicates that the predictors included in the model significantly explain the variance in the dependent variable (professional teacher quality). The large Sum of Squares for the regression compared to the residual suggests that most of the variability in teacher quality is explained by the model. The mean squares further support the effectiveness of the model in explaining the variance in the dependent variable.

Table 18: Coefficients[a] of monitoring as a predictor of Teachers' Professional Quality

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		b	Std. Error	Beta		
1	(Constant)	8.752	1.338		6.539	.000
	MONT	.108	.118	.104	.923	.359

a. Dependent Variable: Teachers' Professional Quality

Source: Field work 2023.

Table 18 displays the unstandardized and standardized coefficients. It can also be used to establish the significance of the regression coefficient by using the expression:

$t = \frac{b}{SE(b)}$ where b is the unstandardized coefficient,

SE (b) is the standard error of b and t the value of the supervisor statistic which is compared with the critical value of t with n-2 degree of freedom, n being the number of subjects.

The calculated value of t is 0.923 and less than the tabled value 6.523 (0.05) of t with 80-1= 79 degree of freedom. And so we reject the null hypothesis that b is 0.000>., We can also arrive at the same conclusion by noticing that the calculated probability value of 0.000 is much less than the level of significance a = 0.05. The regression value r = 0.104 indicates a very high relationship between monitoring by supervisor and teacher quality accepting the alternative hypothesis while the null is rejected.

Verification of hypothesis 2

Ho2: Clinical supervision does not influence Teachers' Professional Quality in some English Nursery Schools in Yaoundé 1.

Table 19: Model Summary of clinical supervision as a predictor of professional teacher quality

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F Change	df1	df2	Sig. F Change
1	.969[a]	.939	.934	.98216	.939	226.286	5	74	.000

a. Predictors: (Constant), Clinical supervision always results to change in teachers' attitudes, value and behaviour., Supervisors are always happy when teachers are very creative, He also encourage cordial relationship among staff in schools, The level of curriculum implementation impresses the supervisors in the field, Supervisors always control and correct the attitude of teachers during supervision

b. Dependent Variable: Teachers' Professional Quality

Source: Field data (2023)

The Model Summary table provides key metrics to evaluate the fit and significance of the regression model. R (Correlation Coefficient): .969 This value indicates a very strong positive correlation between the predictors and the dependent variable (teacher quality). An R value close to 1 signifies a strong linear relationship. R Square (Coefficient of Determination): .939 This value indicates that 93.9% of the variance in the dependent variable (teacher quality) is explained by the predictors in the model. This is a high proportion, suggesting that the model explains most of the variability in teacher quality.

Adjusted R Square: .934 This value adjusts the R Square value for the number of predictors in the model, providing a more accurate measure of the model's explanatory power. An Adjusted R Square of .934 means that approximately 93.4% of the variance in teacher quality is explained by the model, accounting for the number of predictors. Std. Error of the Estimate: .98216 This value represents the average distance that the observed values fall from the regression line. A smaller standard error indicates a more precise prediction by the model. Here, the standard error is reasonably small, suggesting good model fit.

Change Statistics: R Square Change: .939 This value shows the change in the R Square value when the predictors are added to the model. Here, the predictors collectively explain 93.9% of the variance in teacher quality. F Change: 226.286 This value is the F-statistic for the change in the explained variance. A high F value indicates that the change in R Square is statistically significant. df1 (Degrees of Freedom 1): 5 This represents the number of predictors in the model.

df2 (Degrees of Freedom 2): 74 This represents the total number of observations minus the number of predictors minus 1 (N - k - 1).Sig. F Change: .000 This p-value indicates the significance of the F Change. A value of .000 means that the probability of the F-statistic occurring by chance is less than 0.001, indicating that the predictors significantly improve the model.

The Model Summary table indicates that the regression model is highly effective at explaining the variance in the dependent variable, Teachers' Professional Quality. The high R Square and Adjusted R Square values suggest that the model fits the data well. The very low p-value for the F Change demonstrates that the predictors significantly contribute to the model. This implies that factors such as clinical supervision leading to changes in teachers' attitudes and behaviors, encouragement of creativity, cordial relationships among staff, curriculum implementation, and supervisory control significantly impact Teachers' Professional Quality in this context.

Table 20: ANOVAa of clinical supervision as a predictor of professional teacher quality

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1091.417	5	218.283	226.286	.000[b]
	Residual	71.383	74	.965		
	Total	1162.800	79			

a. Dependent Variable: Teachers' Professional Quality

b. Predictors: (Constant), Clinical supervision always results to change in teachers' attitudes, value and bahavours., Supervisors are always happy when teachers are very creative, He also encourage cordial relationship among staff in schools, The level of curriculum implementation impresses the supervisors in the field, Supervisors always control and correct the attitude of teachers during supervision

Source: Field work 2023

The ANOVA table provides information about the variance explained by the regression model and the residual (unexplained) variance, allowing us to assess the overall significance of the model. Model: This represents the source of variance. The "Regression" row pertains to the variance explained by the predictors, while the "Residual" row pertains to the variance that is not explained by the model. Sum of Squares: Regression: 1091.417 This is the total variance explained by the model. A higher value indicates that the model explains a large proportion of the variance in the dependent variable.

Residual: 71.383 This is the total variance not explained by the model. A lower value here is desirable as it indicates less unexplained variance. Total: 1162.800 This is the total variance in the dependent variable, which is the sum of the regression and residual sums of squares. df (Degrees of Freedom): Regression: 5 This represents the number of predictors in the model. Residual: 74 This represents the degrees of freedom for the residuals, calculated as the total number of observations minus the number of predictors minus one (N - k - 1).

Total: 79 This is the total degrees of freedom, calculated as the total number of observations minus one (N - 1). Mean Square: Regression: 218.283 This is the sum of squares divided by the corresponding degrees of freedom (1091.417 / 5). It represents the average amount of variance

explained by each predictor. Residual: 0.965 This is the sum of squares divided by the corresponding degrees of freedom (71.383 / 74). It represents the average amount of variance not explained by the model.

F Statistic: 226.286 This is the ratio of the mean square regression to the mean square residual (218.283 / 0.965). A higher F value indicates that the model explains a significant amount of variance in the dependent variable compared to the unexplained variance. Sig.: 0.000 This is the p-value associated with the F statistic. A value of 0.000 indicates that the probability of the F statistic occurring by chance is less than 0.001. This means that the regression model is statistically significant, and the predictors collectively explain a significant proportion of the variance in the dependent variable.

The ANOVA table shows that the regression model is highly significant ($p < 0.001$), indicating that the predictors collectively have a strong impact on the dependent variable, teacher quality. The high F value and the low p-value signify that the model provides a good fit to the data, and the predictors (clinical supervision, encouragement of creativity, cordial relationships, curriculum implementation, and supervisory control) significantly contribute to explaining the variance in teacher quality.

Table 21: Coefficients[a] of clinical supervision as a predictor of Teachers' Professional Quality

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.071	1.234		7.352	.000
	CLIS	.093	.125	.084	.740	.461

a. Dependent Variable: Teachers' Professional Quality

Source: Field work 2023

Table 21 displays the unstandardized and standardized coefficients. It can also be used to establish the significance of the regression coefficient by using the expression:

$t = \frac{b}{SE\,(b)}$ Where b is the unstandardized coefficient

SE (b) is the standard error of b and t the value of the supervisor statistic which is compared with the critical value of t with n-2 degree of freedom, n being the number of subjects.

The calculated value of t is 0.740 and less than the tabled value 7.352 (0.05) of t with 80-1= 79 degree of freedom. And so we reject the null hypothesis that b is 0.000>. We can also arrive at the same conclusion by noticing that the calculated probability value of 0.000 is much less than the level of significance a = 0.05. The regression table above, the regression value r = 0.084 indicates a moderate relationship between clinical supervision and teacher quality accepting the alternative Hypothesis while the null is rejected

Verification of hypothesis 3

Ho3: Mentoring supervision has no relationship between pedagogic supervision and Teachers' Professional Quality in English Nursery Schools in Yaoundé 1

Table 22: Model summary of mentoring supervision as a predictor of professional teacher quality

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.970[a]	.942	.938	.95835	.942	238.415	5	74	.000

a. Predictors: (Constant), Supervisors sometimes act like coaches in the field, There is a lot of bias during supervision by mentors, Mentors are always recognized by trainees after the face to face mentoring, Mentors are always highly welcomed by teachers in the field, Supervisors frequently mentor the work of teachers in school

b. Dependent Variable: Teachers' Professional Quality

Source: Field work (2023)

The Model Summary table provides key statistics about the fit of the regression model. Here's a step-by-step interpretation:

Model: This refers to the regression model being evaluated.

R: 0.970 This is the correlation coefficient, representing the strength and direction of the relationship between the observed and predicted values of the dependent variable. An R value of 0.970 indicates a very strong positive correlation. R Square (R^2): 0.942 This represents the proportion of variance in the dependent variable (teacher quality) that is explained by the

independent variables (predictors). An R^2 value of 0.942 means that 94.2% of the variance in teacher quality is explained by the model.

Adjusted R Square: 0.938 This adjusts the R^2 value for the number of predictors in the model. It provides a more accurate measure of the goodness-of-fit, especially when there are multiple predictors. An Adjusted R^2 value of 0.938 still indicates a very strong fit, slightly lower than R^2 but still very high. Std. Error of the Estimate: 0.95835 This is the standard deviation of the residuals (prediction errors). A lower value indicates a better fit of the model to the data. Here, 0.95835 suggests that the typical deviation of the observed values from the predicted values is less than 1 unit of the dependent variable.

Change Statistics: R Square Change: 0.942 This indicates the change in the proportion of variance explained by the model when predictors are added. Here, it's the same as R^2, showing that the full model explains 94.2% of the variance.

F Change: 238.415 This is the F-statistic for the change in the explained variance. It tests whether the explained variance is significant. A high F value indicates that the predictors significantly improve the model fit. df1: 5 This represents the number of predictors in the model.

df2: 74 This is the degrees of freedom for the residuals, calculated as the total number of observations minus the number of predictors minus one (N - k - 1). Sig. F Change: 0.000 This is the p-value associated with the F Change. A value of 0.000 indicates that the improvement in the model due to the predictors is statistically significant, with a probability of less than 0.001 that the observed F value is due to chance.

The Model Summary table shows that the regression model explains a very high proportion (94.2%) of the variance in teacher quality. The strong R value (0.970) indicates a strong positive relationship between the predictors and the dependent variable. The high Adjusted R^2 (0.938) confirms that the model fit is excellent even when accounting for the number of predictors. The significant F Change ($p < 0.001$) demonstrates that the predictors collectively contribute significantly to the model, suggesting that factors such as supervisors acting like coaches, bias during supervision, recognition of mentors by trainees, welcome reception of mentors by teachers, and frequent mentoring by supervisors are significant in explaining professional teacher quality.

Table 23: ANOVA[a] showing mentoring supervision as a predictor of professional teacher quality

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1094.836	5	218.967	238.415	.000[b]
	Residual	67.964	74	.918		
	Total	1162.800	79			

a. Dependent Variable: professional teacher quality

b. Predictors: (Constant), Supervisors sometimes act like coaches in the field, There is a lot of bias during supervision by mentors, Mentors are always recognized by trainees after the face to face mentoring, Mentors are always highly welcomed by teachers in the field, Supervisors frequently mentor the work of teachers in school

Source: Field work 2023

The ANOVA table provides information about the overall significance of the regression model. Here's a step-by-step interpretation:

Model: The table is evaluating the regression model. Sum of Squares: Regression (1094.836):

This represents the total variation explained by the regression model. It's the sum of the squares of the differences between the predicted values and the mean of the dependent variable. Residual (67.964): This represents the total variation not explained by the model. It's the sum of the squares of the differences between the observed values and the predicted values. Total (1162.800): This is the total variation in the dependent variable (teacher quality). It's the sum of the regression and residual sums of squares. df (Degrees of Freedom): Regression (5): This indicates the number of predictors in the model.

Residual (74): This is the degrees of freedom for the residuals, calculated as the total number of observations minus the number of predictors minus one (N - k - 1). In this case, it is 79 - 5 - 1 = 74. Total (79): This is the total number of observations minus one. Mean Square: Regression (218.967): This is the average variation explained by each predictor, calculated as the Regression Sum of Squares divided by its degrees of freedom (1094.836 / 5). Residual (0.918): This is the

average variation not explained by the model, calculated as the Residual Sum of Squares divided by its degrees of freedom (67.964 / 74).

F: 238.415 This is the F-statistic, calculated as the Mean Square Regression divided by the Mean Square Residual (218.967 / 0.918). It measures the overall significance of the regression model. Sig. (Significance Level): 0.000 This is the p-value associated with the F-statistic. A value of 0.000 indicates that the probability of the observed F-statistic occurring by chance is less than 0.001, meaning the regression model is statistically significant.

The ANOVA table shows that the regression model is highly significant. The F-statistic of 238.415 with a p-value of 0.000 indicates that the predictors collectively have a statistically significant impact on the dependent variable (teacher quality). The model explains a substantial portion of the variance in teacher quality, as indicated by the high regression sum of squares (1094.836) compared to the residual sum of squares (67.964). This significance suggests that factors like supervisors acting as coaches, bias during supervision, recognition of mentors by trainees, the welcoming of mentors by teachers, and frequent mentoring by supervisors play important roles in influencing teacher quality in the studied schools.

Table 24: Coefficients[a] of mentoring supervision as a predictor of Teachers' Professional Quality

Coefficients[a]						
Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.775	1.578		5.560	.000
	MENT	.109	.142	.086	.763	.448

a. Dependent Variable: Teachers' Professional Quality

Source: Field work) 2023

Table 24 displays the unstandardized and standardized coefficients. It can also be used to establish the significance of the regression coefficient by using the expression:

$t = \frac{b}{SE(b)}$ Where b is the standardized coefficient.

The calculated value of t is 0.763 and less than the tabled value 5.560 (0.05) of t with 80-1= 79 degree of freedom. And so we reject the null hypothesis that b is 0.000>. We can also arrive at the same conclusion by noticing that the calculated probability value of 0.000 is much less than the level of significance a = 0.05. The regression table above, the regression value r = 0.086 indicates a moderate relationship between mentor supervision and teacher quality accepting the alternative Hypothesis while the null is rejected.

Verification of hypothesis 4

Table 26: Model summary of supervisor's accountability as a predictor of Teachers' Professional Quality

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F Change	df1	df2	Sig. F Change
1	.977[a]	.954	.951	.84763	.954	308.882	5	74	.000

a. Predictors: (Constant), Mobilises actors to achieve the required goals of education and render account of such stewardship, Inadequate resources make supervision or supervisors' work difficult, There is always an accountability given to the hierarchy after supervision, Supervisors' feedback is always from the primary source, During supervision, most supervisors are always dissatisfied with teachers' performance

b. Dependent Variable: professional teacher quality

Source: Field work 2023

The Model Summary table provides information on the overall fit of the regression model. Here's a detailed interpretation:

R (.977): This is the multiple correlation coefficient. It measures the strength and direction of the linear relationship between the observed and predicted values of the dependent variable (teacher quality). An R value of .977 indicates a very strong positive correlation.

R Square (.954): This is the coefficient of determination. It represents the proportion of the variance in the dependent variable that is predictable from the independent variables. An R Square value of .954 means that 95.4% of the variability in teacher quality can be explained by the model. Adjusted R Square (.951): This adjusts the R Square value for the number of predictors in the model. It provides a more accurate measure of the model's explanatory power, especially when

multiple predictors are involved. An Adjusted R Square of .951 indicates that the model is very strong and effective in explaining the variability in teacher quality.

Std. Error of the Estimate (.84763): This is the standard deviation of the residuals (prediction errors). It provides a measure of the average distance that the observed values fall from the regression line. A smaller standard error indicates a more precise estimate of the dependent variable. Change Statistics: R Square Change (.954): This indicates the change in the R Square value that results from adding the predictors to the model. Here, it remains the same as R Square because this model includes all predictors.

F Change (308.882): This is the F-statistic for the change in the R Square value. It tests whether the addition of the predictors significantly improves the model. An F Change of 308.882 suggests a very significant improvement. df1 (5): This is the numerator degrees of freedom for the F-statistic, representing the number of predictors in the model. df2 (74): This is the denominator degrees of freedom for the F-statistic, representing the sample size minus the number of predictors minus one (N - k - 1). Sig. F Change (.000): This is the p-value associated with the F Change. A value of .000 indicates that the change in R Square is statistically significant, meaning the model significantly improves when the predictors are added.

The Model Summary indicates that the regression model is highly effective in predicting teacher quality. The very high R (.977) and R Square (.954) values show that the model explains a substantial portion of the variance in teacher quality. The Adjusted R Square (.951) confirms the model’s robustness even after adjusting for the number of predictors. The low standard error (.84763) indicates precise estimates. The significant F Change (308.882) with a p-value of .000 demonstrates that the predictors collectively provide a significant improvement in explaining teacher quality.

The predictors include: Mobilizing actors to achieve educational goals and rendering account of such stewardship, Inadequate resources making supervision difficult, Accountability given to the hierarchy after supervision, Supervisors' feedback from primary sources and Supervisors' dissatisfaction with teachers' performance. These factors significantly contribute to explaining the variance in teacher quality in the context of the study.

Table 25: ANOVA[a] showing supervisor's accountability as a predictor of Teachers' Professional Quality

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1109.632	5	221.926	308.882	.000[b]
	Residual	53.168	74	.718		
	Total	1162.800	79			

a. Dependent Variable: professional teacher quality

b. Predictors: (Constant), Mobilises actors to achieve the required goals of education and render account of such stewardship, Inadequate resources make supervision or supervisors' work difficult, There is always an accountability given to the hierarchy after supervision, Supervisors' feedback is always from the primary source, During supervision, most supervisors are always dissatisfied with teachers' performance

Source: Field work (2023)

The ANOVA table provides details on the analysis of variance used to test the overall significance of the regression model. Here's a detailed interpretation:

Regression: Sum of Squares (1109.632):

This represents the total variability in the dependent variable (teacher quality) that is explained by the independent variables in the model. df (5): This indicates the degrees of freedom for the regression model, which is equal to the number of predictors included in the model. Mean Square (221.926): This is the average amount of variability explained by the regression model per predictor and is calculated by dividing the regression sum of squares by the regression degrees of freedom (1109.632 / 5).

F (308.882): This is the F-statistic, which tests the null hypothesis that the regression model does not explain a significant portion of the variance in the dependent variable. It is calculated by dividing the mean square regression by the mean square residual (221.926 / 0.718). Sig. (.000): This is the p-value associated with the F-statistic. A value of .000 indicates that the regression

model significantly predicts the dependent variable, meaning that the independent variables collectively have a significant effect on teacher quality. Residual: Sum of Squares (53.168):

This represents the total variability in the dependent variable that is not explained by the model.

df (74): This is the degrees of freedom for the residuals, calculated as the total number of observations minus the number of predictors minus one (N - k - 1). Mean Square (0.718): This is the average amount of unexplained variability per observation, calculated by dividing the residual sum of squares by the residual degrees of freedom (53.168 / 74). Total: Sum of Squares (1162.800): This represents the total variability in the dependent variable. It is the sum of the regression and residual sum of squares. df (79): This is the total degrees of freedom, calculated as the total number of observations minus one (N - 1).

The ANOVA table confirms the statistical significance of the regression model. The F-statistic (308.882) with a p-value of .000 indicates that the independent variables collectively explain a significant portion of the variance in teacher quality. The large regression sum of squares (1109.632) relative to the residual sum of squares (53.168) further demonstrates that the model explains most of the variability in teacher quality.

The predictors in the model include: Mobilizing actors to achieve educational goals and rendering account of such stewardship, Inadequate resources making supervision difficult, Accountability given to the hierarchy after supervision, Supervisors' feedback from primary sources, and Supervisors' dissatisfaction with teachers' performance. These factors significantly contribute to the prediction of teacher quality, as indicated by the significant F-statistic and low p-value.

Table 26: Coefficients[a] showing supervisor's accountability as a predictor of Teachers' Professional Quality

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.040	1.420		4.957	.000
	ACCO	.289	.138	.231	2.092	.040

a. Dependent Variable: professional teacher quality
Source: Field work 2023

Table 26 displays the unstandardized and standardized coefficients.

It can be used to establish the significance of the regression coefficient by using the expression:

$t = \frac{b}{SE\ b)}$ Where b is the unstandardised coefficient

SE (b) is the standard error of b and t the value of the supervisor statistic which is compared with the critical value of t with n-2 degree of freedom, n being the number of subjects.

The calculated value of t is 2.092 and less than the tabled value 4.957 (0.05) of t with 80-1= 79 degree of freedom. And so we reject the null hypothesis that b is 0.000>. We can also arrive at the same conclusion by noticing that the calculated probability value of 0.000 is much less than the level of significance a = 0.05. The regression value r = 0.231 indicates a high relationship between accountability by supervisor and teacher quality accepting the alternative Hypothesis while the null is rejected.

Chapter Five

Interpretation, Discussion and theoretical implication, suggestions for futher research, challenges encounted by the researcher.

This chapter presents the discussion of the results, the conclusion drawn as well as the implication of the study. It further advances some recommendations based on the findings of the study and suggestions for further research as highlighted, followed by the summary of the study.

Discussion of findings

School monitoring is an effective tool on the improvement of teacher quality in some English Nursery Schools in Yaoundé 1. Pedagogic supervision and teacher quality ensures that supervisors' roles are to monitor teachers' in order to improve on their teaching and learning practices. From the statistics collected from the field following monitoring of teachers by supervisors,38/80 of respondents strongly agree that supervisor's role is to monitor the quality of education scoring 47.5%, 30 respondents agree giving 37.5%. On the others, 8 of the teachers strongly disagree and 4 out of the 80 teachers disagree scoring 5%. This means that the greater part of the respondents strongly agreed that monitoring the quality of education is the role of the supervisors. When the supervisors carry out their role of monitoring, this brings positive impact in Teachers' Professional Quality. The role of monitoring by supervisors is in line with role theory which states that each and everyone in the school milieu has his own role to play. Like the supervisor whose role is to monitor teachers in their respective corners, he/she has to ensure that teachers do what is required of them at a particular time. The first finding of this study reveals that monitoring by supervisors affects Teachers' Professional Quality positively as most of the respondents strongly agree to this view.

Looking at clinical supervision which is one of the strategies in quality teacher management schools, supervisor clinically controls and corrects the attitude of teachers during supervision. Supervisor also encourages cordial relationship among staff in schools and encourages creativity and good attitude, values and behaviour in teachers. The results of statistics collected from the field show that the majority of the respondents strongly agree that clinical supervision influences teacher quality. From our data 39 out of 80 teachers agreed scoring 48.8%, 39 of them agreed

scoring 48.8% meaning that cordial relationship is being encouraged by supervisors, resulting to change in teacher's attitude, value and behaviour. Experiential learning theory by David Kolb (1984), confirmed this view point. This theory is a theory of learning by doing which is really an active experimentation. This implies when new ideas are applied to the world around them, to see if there are some modifications to improve the teaching and learning process. When supervisors meet teachers face to face, they thoroughly screen each other and see their weaknesses. The second finding reveals that clinical supervision influences teacher quality in English Nursery Schools in Yaoundé I.

Unlike monitoring supervision and clinical supervision, mentoring also improves management practices and teacher quality in education. Mentoring was looked upon in the aspects like acting as coaches, interacting face to face and frequently following up teachers. This is confirming with statistics from the field where 12 out of 80 teachers strongly agreed that supervisors frequently mentor the work of teachers in schools scoring 15%. 34 of them agree to the view point scoring 42.5% while 18/80 respondents strongly disagree scoring 22.5% and 16/80 respond disagree giving 20%. From these statistics, it is confirmed that there is a relationship between mentoring and teacher quality in English Nursery school in Yaoundé 1.

Accountability also improves teacher quality in Nursery schools in Cameroon. Accountability in the education management processes help to improve service delivery and control indiscipline in the organization thereby increasing efficiency in the system. The administrator should recognize that accountability in education is very essential and has to be looked upon.32 teachers strongly agree that supervisors' feedback is always from the primary source scoring 40%. On the other hand, 34/80 respondents agree, scoring 42.5%, while 5/80 respondents strongly disagree scoring 6.3% and 9/80 respondent disagree giving 11.3%.15 respondents strongly agree that during supervision, most supervisors are always dissatisfied with teachers' performance scoring 18.8%. 29 of them agreed scoring 36.3%, 24/80 strongly disagreed to this view point giving 30% and 11/80 disagree scoring 13.8%. 1 with 1.3%. 25/80 respondents strongly agreed that mentors is always welcome by teachers in the field scoring 31.3%. 44/80 agreed scoring 55%, 7 out of 80 strongly disagreed giving 8.8% and 3/80 of the respondents disagreed scoring 3.8%. Base on this result, majority of teachers agree that inadequate resources make supervision work difficult affecting teacher quality.16 out of the 80 teachers agree strongly that supervisors mobilize actors to achieve the required goals of education and render account of such stewardship giving 20%. 40

teachers agree that scoring 50%. 10 of these teachers strongly disagreed scoring 12.5% and 14 of them disagreed scoring 12.5%. A majority of them agree that supervisor mobilizes actors to achieve the required goals of education and render account of such stewardship hence teacher quality. The highest percentage shows that most supervisors are always dissatisfied with teachers' performance influencing teacher quality.

The fourth finding reveals that accountability influences teacher quality in some English Nursery Schools in Yaoundé I. This shows that whenever monitoring is carried out in school, there will be an improvement in teachers' teaching skills hence teacher quality and also whenever there is effective clinical supervision in the field, teacher quality will be improved likewise mentoring. Furthermore, the fourth finding shows that whenever good accountability is given to the hierarchy concerning the performances of teachers in the field, positive actions will be taken where more seminars, workshops and in - service training will be organized to improve on teacher quality.

Theoretical implication

The more monitoring by supervisors are being carried out, the more teachers will improve on their work and hence teacher quality as confirmed the role theory. More so, when clinical supervisor is effective, teacher will be well scrutinized and teacher quality will be effective. Again, the more mentoring is rightly carried out by the mentors, the more the mentees will effectively do what is required of them. To add, accountability is one of the most important things supervisors should do. When effective accountability is done, the more follow up by supervisors will be done and hence teacher quality.

Suggestion for further research

The researcher suggests that when carrying out research on this very topic, the researcher should not only limit his/her in the center especially in Yaoundé1 where this research work was carried out. Equally, the researcher suggests to new researchers that when carrying out research on pedagogic supervision he/she should not limit himself only on teacher quality. The new researchers should rather focus on teachers' and outcome on real life situation.

Challenges encountered by the researcher

During the internship, the researcher encountered the following challenges;

1. Rudeness of some respondents toward responding to questionnaire.

2. Total rejection to respond to questionnaire by some respondents to an extent of asking for payment before trying to see whether they can answer.
3. The researcher also had the problem of long distances between the selected schools and time constraint.
4. Congestion between the researcher studying hours and hours for distribution of questionnaire was too limited.
5. Inadequate finance was another mean challenge faced by the researcher in the field.
6. Health wise, the researcher was not very healthy during the research period.
7. Not living behind theft, the researcher's mobile telephone was stolen during which made her to lost information gathered as far as research was concerned.

Recommendations

From the results of this research, we have the following recommendations to the following;

To the teachers

Teachers should listen, take note and obey information from supervisor for this brings what their quality as teachers. They should equally further their level of education so as to upgrade their knowledge. Also teachers are urged to attend all the pedagogic animations, pedagogic seminars and workshops for more training.

To the head teachers

Head teachers as main supervisors should really do their supervision work on teachers in the following areas; correction of lesson plan, lesson presentation, classroom management, project learning and assessment. Head teachers should always make sure they encourage the extend supervisors to visit classrooms and carryout monitoring as wells as clinical supervision. This gesture will enhance and upgrade teacher quality.

To the supervisors

Supervisors should give strong instructions to school heads and monitor to see if the instructions are well followed. And when they come to schools, they shouldnot limit themselves with head teachers in their offices and in some classes, they should try and supervise all the teachers and their activities in school, as such teacher quality will be effective.

To the Ministry of Basic Education

The minister should send more supervisors to the field, follow them up and make sure that report is given by each one of them. Minister should also organize more seminars and workshops.

The study titled "The Impact of Pedagogic Supervision on Teachers' Professional Quality in Some English Nursery Schools in Yaounde Ihas many objectives. The general objective was to find out how pedagogic supervision affects Teachers' Professional Quality in some English Nursery schools in Yaoundé 1.The specific objectives of the study were not left out and were to investigate how monitoring affects teacher quality in some English Nursery schools in Yaoundé 1, to examine how clinical supervision influences teacher quality in some English Nursery schools in Yaoundé 1, to find out the relationship between mentoring and teacher quality in some English Nursery schools in Yaoundé 1 and to examine how accountability influences teacher quality in some English Nursery schools in Yaoundé 1.

After the research objectives, the research hypotheses were formulated. The general hypothesis reads, there is a relationship between The Impact of Pedagogic Supervision on Teachers' Professional Quality in Some English Nursery Schools in Yaounde I. From the general hypothesis, Specific Hypotheses were formulated as follows; H1- Monitoring affects teacher quality in some English Nursery Schools in Yaoundé 1. H2- Clinical supervision influences teacher quality in some English Nursery Schools in Yaoundé 1.H3- Mentoring has a relationship between pedagogic supervision and teacher quality. H4- Accountability by supervisor affects teacher quality in some English Nursery Schools in Yaoundé 1

Theories were used such as Social Learning Theory by A. Bandura (1977), Experiential Learning Theory by David Kolb (1984) and the role theory by Katz and Kahn (1978) that were relevant to the work. A survey design was done where schools were randomly selected and teachers therein to test hypotheses. A questionnaire as an instrument of data collection was used. The sample size was made up of 80 teachers out of 100 selected from 14 schools in Some English Nursery schools in Yaoundé 1 using simple random sampling technique. Frequencies tables were used to interpret data and the simple linear regressions to test and analyze data. The results obtained from the field show that, there is a relationship between The Impact of Pedagogic Supervision on Teachers' Professional Quality in Some English Nursery Schools in Yaounde I.

More so, some suggestions for further studies were made. Not leaving behind recommendations that were addressed to different groups of supervisors such as; to the head teacher, inspectors and to the ministry of basic education. There were some limitations to this study some of which were; rudeness of some respondents, total rejection to respond to questionnaire, distance coverage, inadequate finance and ill health situation of the researcher during the internship in GENS Bastos.

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Appendices

Appendix 1: Research authorization

REPUBLIQUE DU CAMEROUN
Paix – Travail – Patrie
*****
UNIVERSITE DE YAOUNDE I
*****
FACULTE DES SCIENCES DE L'EDUCATION
*****
DEPARTEMENT DE CURRICULA ET EVALUATION

REPUBLIC OF CAMEROON
Peace – Work – Fatherland
*****
THE UNIVERSITY OF YAOUNDE I
*****
THE FACULTY OF EDUCATION
*****
DEPARTMENT OF CURRICULUM AND EVALUATION

The Dean

N° 142 /22/UYI/FSE/VDSSE

AUTORISATION FOR RESEARCH

I the undersigned, **Professor Cyrille Bienvenu BELA,** Dean of the Faculty of Education, University of Yaoundé I, hereby certify that **Julia KEBONG MNKONG,** Matricule **20V3103,** is a student in Masters II in the Faculty of Education, Department: ***CURRICULUM AND EVALUATION,*** Option: ***SCHOOL LIFE INSPECTION.***

The concerned is carrying out a research work in view of preparing a Master's Degree, under the supervision of **Pr. Maureen EBANGA TANYI.** Her work is titled ***« Pedagogic supervision of teachers and its effects on Nursery school learners case of Yaounde I ».***

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 intented for.

Done in Yaoundé, le 02 MARS 2022

For the Dean, by order

UNIVERSITE DE YAOUNDE I – THE UNIVERSITY OF YAOUNDE I – FACULTE DES SCIENCES DE L'EDUCATION – THE FACULT OF EDUCATION – Le Vice-Doyen

DONGO Etienne
Professeur

Appendix 2: Questionnaire for teachers

UNIVERSITE DE YAOUNDE I
****
FACULTE DES SCIENCES DE L'EDUCATION
****
CENTRE DE RECHERCHE EN SCIENCES SOCIALES ET EDUCATIVES

THE UNIVERSITY OF YAOUNDE I
****
FACULTY OF SCIENCES OF EDUCATION
****
POST GRADUATE SCHOOL FOR SOCIAL AND EDUCATIONAL SCIENCES
****

Dear Respondents.

I am Mnkong Juilia Kebong a Masters learner in the Faculty of Education, Department of Curriculum Development and Evaluation of the University of Yaoundé 1. I am carrying out a research on the topic "Pedagogic Supervision and Teacher Quality in some English Nursery Schools in Yaoundé I". The information you are going to provide is strictly for academic purpose and will be treated with strict confidentiality.

Please kindly provide answers to the following questions as honestly as possible.

Section I: Demographic information

Name of school: GENS Bastos☐ GENS Mballa II ☐ Marian et Paul Etoudi☐ BNPS: The Solomons Mballa II ☐ BNPS Emana: Saint Emmanuel ☐

BNPS: The Martinets Mballa II☐ BNPS: Marti and Sam Emana☐ GENS Manguer☐

Gender: Male ☐ Female ☐

Professional certificate: Grade One: ☐, CAPIET: ☐, None: ☐ Others: ☐

Academic certificate: GCE-O Level: ☐, GCE-A Level: ☐, Bachelor's degree: ☐, Master's Degree: ☐

Longevity in service: 1-3 years☐, 3-6 years ☐, 6-9 years ☐, 9 years and above ☐

Section II: Questionnaire items

Instructions for Section II

Please place a tick (√) on the most appropriate alternative in the table.

S.A = Strongly Agree, A = Agree, S.D = Strongly Disagree and D = Disagree

Section III: Monitoring

SN	Items	SA	A	SD	D
1	Supervisor's role is to monitor the quality of education.				
2	Supervisor's monitoring of quality education is based only on schools and teachers.				
3	Monitoring schools and teachers always bring positive impact on quality education.				
4	Monitoring is frequently carried out on teachers by supervisors.				
5	Only supervisors can monitor quality education of schools and teachers.				

Section IV: Clinical Supervision

SN	Items	SA	A	SD	D
1	Supervisors always control and correct the attitude of teachers during supervision.				
2	He also encourages cordial relationship among staff in schools.				
3	Supervisors are always happy when teachers are very creative.				
4	The level of curriculum implementation impresses the supervisors in the field.				
5	Clinical supervision always results to changes in teachers' attitudes, values and behaviours.				

Section IV: Mentoring Supervision

SN	Items	SA	A	SD	D
1	Supervisors frequently mentor the work of teachers in school.				
2	There is a lot of bias during supervision by mentors.				
3	Mentors are always highly welcomed by teachers in the field.				
4	Mentors are always recognized by trainees after the face to face mentoring.				
5	Supervisors sometimes act like coaches in the field.				

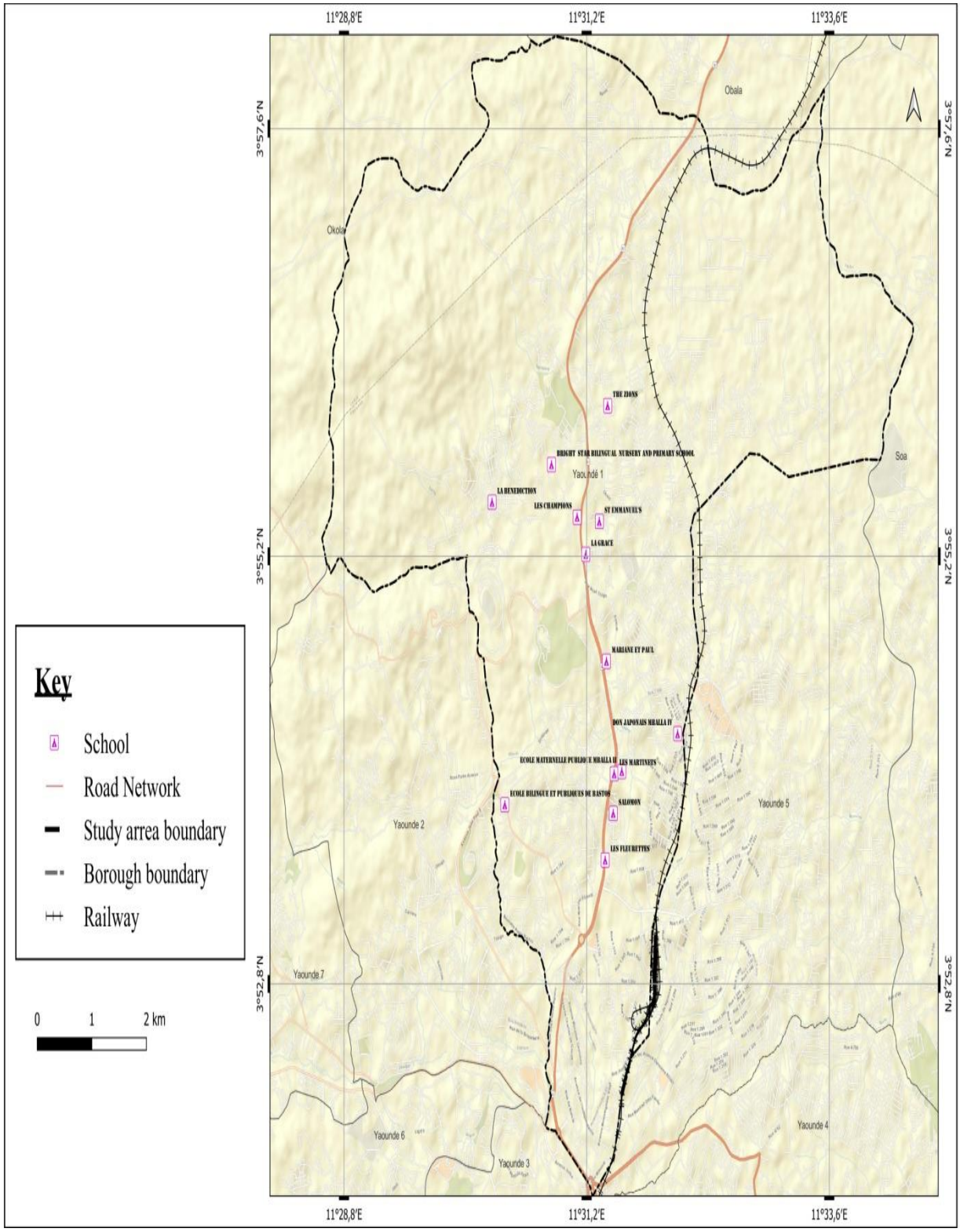
Section V: Accountability

SN	Items	SA	A	SD	D
1	Supervisors' feedback is always from the primary source.				
2	During supervision, most supervisors are always dissatisfied with teachers' performance.				
3	Inadequate resources make supervision or supervisors' work difficult.				
4	There is always an accountability given to the hierarchy after supervision.				
5	Mobilizes actors to achieve the required goals of education and render account of such stewardship.				

Section VI: Teacher Quality

SN	Items	SA	A	SD	D
1	Most teachers in schools are trained teachers.				
2	Seminars and workshops are always organized to ensure continuous training to teachers.				
3	Teachers who have had experience in the field practice what is required of them at the right time.				
4	Teachers' charisma impresses supervisors during supervision..				

Appendix 3: Map of Schools location in Yaoundé 1



Appendix 4: Localization of Yaounde 1