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Examination of the Instructional Supervision Process and Practices in Select Primary Schools in Cameroon

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Primary Schools in Cameroon

by

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Abstract

The purpose of this study was to examine the instructional supervision process in select English-speaking primary schools in Limbe 1 sub-division found in the Southwest Region of Cameroon. Three research questions were answered in this study: 1)What do Cameroon primary school head teachers and teachers report as the priority and frequency of administering instructional supervision practices? 2) To what extent do head teachers and teachers agree on the effectiveness (culture, communication, interaction and relationship) of instructional supervision? 3) What are the advantages and challenges in the instructional supervision process as reported by head teachers and teachers?

A non-experimental design was used to collect data and incorporated both closed-ended and open-ended survey items. A total of 46 head teachers (46%) and 146 teachers (49%) in select government, mission, and private schools completed the surveys, with a return rate of 48%. A research assistant on site was used to collect data from participants. Data was analyzed using the Statistical Package for the Social Sciences (SPSS) version 28.0.1.1 for windows, measures of central tendency (frequencies, percentages, mean and Standard Deviation), and coding strategies.

The results of this study revealed that participants were more females (head teachers; 69.6% and teachers; 84.0%) than males (head teachers; 16.0% and teachers; 30.4%). Over half of participants (head teacher; 80.4% and teachers; 80.7%) have Teacher Grade 1 Certificate as their highest level of education. Majority (41.3%) of the participants currently work in government schools and have more than ten years of experience as teacher or head teacher.

The findings revealed that schools in the study area currently practice instructional supervision, with a high level of priority and frequency of administering instructional supervision practices. The results on the effectiveness of instructional supervision by teachers and head teachers indicated their agreement on culture, communication, interaction and relationship in instructional supervision.

Information from the study has revealed that Cameroonian teachers reflect many of the same concerns, challenges, expectations, and needs as all teachers. Both teachers and head teachers suggested that organizational culture, relationships, and the structural organization of schools are aspects that must be taken into consideration when planning for instructional supervision. They also reported that training and resources are necessary for the professional preparation of teachers and the instructional supervision process. The lack of sufficient resources for training and professional improvement continued to pose on-going challenges for teachers and head teachers in this study.

Acknowledgement

Dedication

This dissertation is dedicated to my late dad and role model, Mr. Nsangong Nganji Manasses. It was your desire for me to get to this level of education and be called a doctor someday. This has come to fulfillment because of your love, prayers, encouragements, and support while you were alive. Thank you for everything papa.

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Chapter I: Introduction

This study examines the instructional supervision process in select Primary schools in the Limbe 1 sub-division of Cameroon. The advantages and challenges of instructional supervision, and suggestions for improvement of supervisor preparation, and the instructional supervision process are also examined.

Background of the Study

Supervision is a concept that is common in the education sector and is usually carried out by educational administrators, school administrators, and school heads at various levels or sectors (Mohanty, 2008). It has the same longstanding meaning and general concept as mentioned by Douglass and Bent (1953) which is to oversee, to superintend or to guide and to stimulate the activities of others with a view of performance improvement. These definitions of supervision are reaffirmed by others in the more recent literature (Marecho, 2012; Mohanty, 2008; Panigrahi, 2012). The term *supervision* has also been redefined with the focus to increase the efficiency of educational administration (Glickman et al., 1998; Sergiovanni & Starratt, 2002; Wiles & Bondi, 1996; Zepeda, 2007). Supervision has moved from fault-finding to advisory supervision with collegial relationships between supervisors and supervisees (Mwambo, 2020). Supervision recently has included an emphasis on instructional improvement (Thakral, 2015) due to the growing pressure for school accountability.

In the school context, supervision is a vital part of school administration which includes different supervisory activities in areas like administration, curriculum, and instruction. The academic duties of supervision include planning, decision making, work allocation, monitoring instruction, guiding teachers to improve the teaching, and learning process, assessing students' learning outcomes, evaluating program goals, and many others (Mwambo, 2020; Thakral, 2015).

Habimana (2008) and Gongera et al., (2013) regard school supervision as an important aspect of education. According to these writers, school supervision comprises a combination of actions related to the teaching and learning processes, with the objective of improving quality in the school system (Nolan & Hoover, 2004). Acheson and Gall (1987) supports the importance of school supervision and added that instructional supervision is an activity that promotes effective teaching and learning in schools, with the focus on improvement of instruction and professional development of teachers.

Many authors emphasize instructional supervision to be a fundamental concept in instructional leadership (Glickman, 1985; Smyth, 1988; Wiles & Bondi, 1986 as cited in Haughey & MacElwain, 1992), especially for the improvement of instruction and student achievement. Haughey and MacElwain (1992) also asserted that many researchers mention the focus of instructional supervision to be the enhancement of student learning, but they differ in the practice of instructional supervision.

Given the focus on teacher performance and student achievement in instructional supervision, Ginsberg (2003), and Card (2007) established that the quality of teachers in terms of instructional competencies is an important factor. The quality of teachers is vital especially when considering the improvement of student learning. The quality of teachers should be improved through instructional supervision which involves observing a teacher in the classroom. Aaronson et al. (2007) agreed, stating that quality classroom observation can determine effective performance among teachers. Aaronson et al. (2007) emphasized that effective instructional supervision of teachers, results in a 92% likelihood of teachers providing high-quality education. Ormond (2004) and Tyagi (2011) reaffirm that effective instructional supervision enables

teachers to provide high-quality education. This is due to the enhanced focus on quality pedagogical methods of teaching; effective and efficient use of educational instructional materials; improved preparation; keeping and utilization of teachers' professional records; and improved assessment and evaluation of students (Ormond, 2004; Tyagi, 2011).

Providing high-quality education in schools requires head teachers who have the knowledge and skills in instructional supervision and can effectively and efficiently perform their roles as instructional leaders. This is supported by Hallinger et al., (1989) who mentioned that head teachers need the opportunity to explore and update skills in leadership, curriculum, supervision, instruction, and management. The leadership skills needed are interpersonal, communication, people, decision-making, application, problem-solving, conflict management, technical, goal setting, assessment, planning, observing, and research and evaluation. Olawoge (1989) supports this and mentioned skills that are required for instructional supervision, these include: pedagogical skills, evaluation skills, reporting skills, and a minimum of 5 years of experience in primary school teaching.

Wiles and Bondi (2002) claim that leadership skills should align with the needs of the organization. Specifically, instructional supervision, as a process skill, is facilitated through which teachers get help in problem solving, planning, and collaboration in order to improve the teaching-learning situation in schools.

According to Olorode and Adeyemo (2012), an understanding of the purpose of supervision is necessary for effective supervision in schools. Some of the purposes of supervision which they stated are:

1. To ensure that teachers performed their duties effectively.

2. To encourage a friendly environment that promotes teaching and learning.

3. To help the teachers improve their status, skills, and knowledge.

4. To ascertain the standard of educational performance.

5. To ensure guidelines on specific government policies have been followed.

6. To motivate and encourage the teachers to develop a healthy attitude towards work.

Some additional goals of instructional supervision, which can enhance the instructional supervision process and the instructional needs of the organization include:

1. To improve teacher effectiveness for their contribution to the attainment of the schools' goals.

2. To encourage and enable teachers to explore and become acquainted with sources of aid in solving their problems.

3. To ensure that each individual teacher in a school system is valuable and productive.

4. To discover special talents in the teachers.

The stated objectives and skills are essential for effective supervision in Cameroon's educational system especially with the increased attention in education and supervision practices in Cameroon since the mid-1990s (Fonkeng, 2010). Both the National Education Forum (MINEDUC, 1995) and the Draft Document of the Sector-Wide Approach to Education emphasized the need to strengthen teacher quality for better educational services especially at the foundational levels of education (Republic of Cameroon, 2005).

Cameroon's broad vision for 2035 is to become an "*Emergent Cameroon*." In striving to meet this broad vision, the Ministry of Basic Education emphasizes instructional supervision for improvement in the quality of education provided to the citizens in Cameroon. This is necessary

because effective instructional supervision can lead to teacher growth and development, higher academic achievement, and higher success rates for learners with competencies and skills (Blasé & Blasé, 1998; Mohammed, 2014; Sergiovanni & Starratt, 2002; Sullivan & Glanz, 2000).

Instructional supervision can therefore be said to be an effective and efficient process towards educational change which is needed for a better society. This postulation is supported by some scholars who also believe in changes in teacher quality for educational change (Combs et al. 1974; Tambo, 1995). With an emphasis on better instructional practices and improvement in teachers' skills, there will be quality in education, with desirable effects (Zumwalt, 1986).

Statement of the Problem

There is a shortage in the number and quality of teachers in Cameroon, challenges in providing quality education to all children in Cameroon, and limited research on the instructional supervision process, particularly at the foundational levels of education. Titanji and Yuoh (2010) mentioned the challenge of quality education and limited research instructional supervision in their study. Mwambo (2020) also added that the education system in Cameroon still faces many challenges in providing quality education to all children in Cameroon. This has been a concern to the government since the 1990s, when the ministry of basic education in Cameroon passed a law in 1998 to establish guidelines for education in Cameroon. Law No. 98/4 of April 1998 mentions the importance of instructional supervision in promoting effective and efficient teaching and learning in schools (Mwambo, 2020). It is for this reason that the researcher seeks to examine the instructional supervision process and practices in primary schools in Cameroon. In examining the instructional supervision process and practices, the researcher will also investigate the

influence of relationships, communication, and interactions in the instructional supervision process.

The 1998 law on education is an important guide to avoid the consequences of poor-quality education, high school drop-out rates, stagnation, and waste of resources (Heaton, 2016). Teacher professional development is also necessary to curb the poor-quality education in schools (Acheson & Gall, 1987). Head teachers have as duty to provide both administrative and academic leadership which if well implemented, can contribute to teacher growth and development, and increased student achievement. In Cameroon's educational system, the heads of nursery and primary schools (which are the foundational levels in education) are called head teachers, while administrative heads in secondary and high schools are called principals. This study focuses on primary schools led by head teachers. In this study, the researcher will use head teacher in place of building principal. Though the inspectorate of basic education and head teachers oversee instructional supervision in primary schools in Limbe 1, this study will focus on instructional supervision by head teachers only.

This study is designed to gather information from primary school teachers and head teachers on the instructional supervision process and practices in terms of how relationships, communications, and interactions influence the overall reliability, validity, and effectiveness of the instructional supervision process used by teachers and school leaders in Cameroon primary schools. Data were gathered in fall 2022 and used a non-experimental survey design with basic descriptive statistics to analyze results. Qualitative strategies were also used to analyze the open end-items from each of the two surveys which were administered to teacher groups and head teachers.

Purpose of the Study

The purpose of this study was to examine the process and practices of instructional supervision in select English-speaking primary schools in Limbe 1 sub-division, which is in the Southwest Region of Cameroon, and one of the two English- speaking regions in the nation. This study is significant to the head teachers because it will serve as a tool to use when planning for instructional supervision. The findings of the study will hopefully provide information on the strengths and weaknesses of the instructional supervision process used by the schools in this study sample. Results from this study highlights areas for improvement and areas that need further attention.

Teachers play a pivotal role in the education of citizens and in the success of schools. Evaluation of their performances should not be neglected by school heads because schools are more effective with better teacher performances (Wildman, 2015). Teachers can use the results of instructional supervision to improve upon their performance through added emphasis on peer teaching and coaching as professional development strategies. This study can also enhance teacher growth and development by revealing specific areas for improvement such as the instrumentation used for teacher supervision, transparency, and relationship building and teacher empowerment. Instructional supervision is important for teacher growth and development, improving instructional supervision practices among head teachers, and improving pupil learning. Improving the instructional supervision process and practices will have positive impacts on pupils, with the opportunities to learn and be academically successful.

This study examined the instructional supervision process in Cameroon, including advantages, challenges and suggestions for improvement. Inspectorate of basic education and ministry of basic education in Cameroon can use the results of this study as a tool to plan for the

yearly professional development of head teachers and teachers. The suggestions provided can also be implemented for better instructional supervision practices, student and teacher outputs in Limbe 1 sub-division.

Research Questions

The following questions were developed to guide the study:

1. What do Cameroon primary school head teachers and teachers report as the priority and frequency of administering instructional supervision practices?

2. To what extent do head teachers and teachers agree on the effectiveness (culture, communication, interaction and relationship) of instructional supervision?

3. What are the advantages and challenges in the instructional supervision process as reported by head teachers and teachers?

Overview of the Research Methodology

In this quantitative study, a non-experimental design was used and incorporated open-ended items that were analyzed using qualitative strategies. The aim of the open-ended questions was to gather more information related to the study from participants and to answer some of the research questions. The teacher and head teacher surveys include 32-item questions for each survey instrument. Both surveys include items to gather demographic information from participants (gender, longevity in service, and highest academic qualification), and items using Likert-type scales.

Data from the study were collected through a purposeful selection of participants from English-speaking primary schools in Limbe 1 Sub-division of Cameroon. Participation in this study depended on access to the research assistant and available technology. The setting for this

research study lacks the necessary technology to gather data via the internet, therefore, data was gathered using paper surveys administered through the research assistant on site.

The Statistical Package for the Social Sciences (SPSS) version 28.0.1.1 for windows was used to analyze the Likert-type questions. Measures of central tendency including frequencies, percentages, mean and Standard Deviation were used to present the results. Lastly, coding strategies were used to determine major themes from the open-ended items on the surveys.

Objectives of the Study

The following are specific objectives stated to guide the study:

1. To identify and secure a trained and qualified research assistant to assist with administering questionnaires.
2. Secure compensation for the research assistant.
3. Secure a strong return and response rate in order to compute the statistical analysis.
4. Seek support from the St. Cloud State University Statistical Center for preparing reports for analysis.

Assumptions of the Study

Assumptions are what the researcher takes for granted in relation to the study without which the study will be pointless (Leedy & Ormrod, 2015). Assumptions of the study include the following:

1. Assume honesty on part of the participants.
2. Effective supervision has a positive impact on teacher performance.
3. High quality teacher performance is essential for student success and achievement.
4. A culture and climate of trust among teachers and school leaders are essential to achieving the mission, vision, and goals of an organization.

Delimitations of the Study

Delimitations are parameters that the researcher has control over (Roberts, 2010). This study contains the following delimitations:

1. Only head teachers and teachers in primary schools in Limbe 1 sub-division will be involved in the study.

2. The study will be conducted in English-speaking primary schools in Limbe 1 sub-division.

3. Only paper versions of the questionnaire will be administered to participants; no digital tools will be used due to the lack of technology skills for some participants and the lack of technology infrastructure of the school settings.

4. Due to the nature of the sample size used for this study, results will only be generalized back to the schools in this study.

Human Subject Approval-Institutional Review Board (IRB)

The researcher will submit the appropriate approval form to the Institutional Review Board (IRB) for review which will ensure the confidentiality of data to be collected and protection for the participants of the study. Prior to approval, the researcher will undergo training on responsible conduct of research involving human subjects. This is to ensure that all requirements established by St Cloud State University Institutional Review Board are strictly observed. All study participants are volunteers who are given the option to decline to participate in the study or to stop taking the survey at any time. The survey data will be collected without the identification of respondents and the survey data will be destroyed at the completion of the study.

Definition of the Terms

The following terms will be used throughout the study:

1. *Clinical Supervision:* It is the process of improving teachers' instruction and professional growth through face-to-face interactions between teachers and their supervisors (Sergiovanni & Starratt (2007).

2. *Supervision:* Supervision is one of the functions of education that offers opportunities for schools to improve teaching and learning and the professional development of teachers (Arong & Ogbadu, 2010; Kutsyuruba, 2003).

3. *Inspection:* It is a constant and continuous process of guidance based on frequent visits which focus attention on one or more aspects of the school and its organization (Nkechi et al., 2013).

4. *Instructional Supervision:* The actions that enable teachers the quality to improve instructions for students and as an act that improves relationships and meets both personal and organizational needs (Glickman, 1992)**.**

5. *Professional Development:* It is the education of teachers aimed at improving their instructional methods, ability to adapt instruction to meet students' needs, and their classroom management skills, leading to the professional growth of the teacher (Wanzare & Da Costa, 2000).

Organization of the Study

This study has been organized into five chapters. The first chapter contains an introduction to and an overview of the study, including the statement of the problem, the purpose of the study, research questions, significance of the study, and definition of terms. The second chapter reviews related literature as it relates to instructional supervision in primary schools.

Chapter III covers the study's methodology, including the submission of the study to the

Institutional Review Board (IRB), research and design, participant selection, data collecting, and

data analysis. The study's findings are presented in Chapter IV, and the summary, conclusions,

recommendations, and proposals for additional research and practice are presented in Chapter V.

Chapter II: Literature Review

This chapter reviews the literature pertaining to the history of Cameroon's educational system, teacher and head teacher preparation in Cameroon, models of instructional supervision, and relationships, communication, and interactions in instructional supervision. The chapter also reviews the system of supervision in Cameroon schools, professional development, and organizational culture. Lastly, related literature on school improvement, improving teacher practice and student achievement in Cameroon are explained in this chapter.

History of Cameroon's Educational System

Cameroon is located between Central and Western Africa and its neighbors are Nigeria, Chad, Central African Republic, Equatorial Guinea, Gabon, and the Republic of Congo (Ebot Ashu, 2020). Its coastal area was named Rio dos Camarões (Shrimp River) by Portuguese explorers in the 15th century (Ebot Ashu, 2016). There are approximately 250 indigenous languages and customs, with English and French being the official languages for formal education and administration (Ebot Ashu, 2016).

The education system in Cameroon transitioned from informal education taught by the indigenous people to formal education taught by missionaries who used education as a medium of evangelism. Three colonial masters also influenced the system of education in Cameroon: Germany, France, and Britain. They had different aims and administrative structures set up in schools.

Indigenous Education in Cameroon

This informal form of education in Cameroon existed before the introduction of formal education by the missionaries and colonial masters. According to Farrant (1980), Indigenous education had no schools or buildings or formal organization of either nation or local educational

system. The objective of this type of education was the development of the child's physical skills (jumping, swimming, and climbing of trees), intellectual and social skills (storytelling, cooking, farming, fishing, hunting, and carving (Ebot Ashu, 2016). Indigenous education enabled society to teach its younger ones the life patterns of the society. It focused on producing honest, respectable, skilled, and cooperative individuals who could fit into society and enhance their growth (Gwanfogbe, 1993).

According to Ebot Ashuy (2016), Fafunwa (1974), MacOjong (2008), and Njoki et al. (2015), the African indigenous education was aimed at achieving seven major goals. These include:

1. To develop intellectual, physical, and social skills.

2. To understand, appreciate and promote the cultural heritage of the community at large.

3. To develop character and moral training.

4. To develop a sense of belonging and encourage active participation in family and community affairs.

5. To acquire specific vocational training (e.g., training a child to know how to farm, hunt, carve, weave).

6. To develop a healthy attitude towards honest labor.

7. To inculcate respect for elders and those in positions of authority.

Additionally, African education has nine key characteristics as asserted by Ebot Ashu (2016), MacOjong, (2008); and Njoki et al. (2015). These include:

1. It is a lifelong process (from childhood to old age) in which an individual acquires skills, knowledge, and values, that are not separated from the societal culture.

2. It is community-oriented and geared toward solving community problems.

3. Learning experiences are delivered orally and practically as the instructors are carefully selected from the family or clan to impart knowledge, skills, and attitudes to the young.

4. It places emphasis on experiential learning where the young adult watched and practiced what they learned.

5. It emphasized learning by doing with no special time of a day or life when it took place.

6. Learners gained useful skills for immediate and long-term activities like guards, leaders, or teachers.

7. There were no formal exams at the end of a specific level of training, but learners practiced what was learned throughout the period of training.

8. Holistic in nature as everyone was expected to learn about all the activities of society, without specializing in any activity.

9. It focused on protecting, preserving, and developing the traditional indigenous skills and cultures of Africa, and to enable the people to gain employment, develop professional skills and participate in the nations and international development.

Parents and elders were the major teachers of the indigenous people. They used the physical environment to teach the indigenous people. Their curriculum and method of teaching

depended on the physical environment, their activities, and seasons (Gwanfogbe, 1993). Children were taught to be self-reliant and responsible members of their community.

Pre-Colonial, Colonial, and Post- Colonial Education in Cameroon

The introduction of formal education in Cameroon can be traced to the establishment of Missionary Societies. Western Christian missionaries established schools in Cameroon before its annexation by the Germans in the late 1980s (Tambo, 2003). These early missionaries used education as an instrument to spread the word of God by creating primary schools. The missionaries provided formal education that emphasized the acquisition of basic skills and the evangelization of Africans. Ndongko and Nyamnjoh (2000) also mentioned that missionary's curricula emphasized religious content, taught converts to read scriptures and promote evangelism.

The development of formal education in Cameroon from 1844 to 1960 was also influenced by three Western Colonial powers namely Germany, Britain, and France.

German Educational System. The German educational system aimed at converting the Cameroonian indigenes into Germans. One of the ways was the imposition of the German language as the language of instruction in all schools (MacOjong, 2008). The German authorities emphasized the importance of the German language and local languages in the curriculum of both mission and government schools (Ihims, 2003). Indigenous people of all social classes were also taught to regard their German masters as superiors (Ngoh, 1996).

The Germans used education to fulfill their commercial and agricultural needs. They focused on subjects like Arithmetic, Reading, Writing of the German Language, Christian

doctrine, and Agricultural education. The German administration of Cameroon ended as the result of the eruption of the First World War in 1914 (MacOjong, 2008; Tambo, 2003).

British and French Educational Systems. According to Tambo (2003) and Fonkeng (2005), educational development in Cameroon from 1914 to 1922, was severely hindered by the activities of the First World War and the absence of a peace settlement. The defeat of the Germans in 1916 by British and French forces was followed by its partition between Britain and France, with separate administrative units (Ngoh, 1996). Between 1922 and 1946, the French and British administering authorities, controlled the government schools run by the German colonial government, while mission schools were run by the missionaries. The government-supervised schools were equipped with qualified staff and infrastructure to serve as models for good schools in the territory (MacOjong, 2008; Tambo, 2003).

The main objective of the French administration was to spread the French language, which was seen as the foundation for effective administration (Fonkeng, 2010). All educational activities were centered on achieving its objective of assimilation and association. Educational development in French Cameroon was left to the missionary societies but French was an important part of the curriculum of schools operated by missionary societies (MacOjong, 2008). By the end of the First World War, graduates from mission schools were working as clerks, teachers, translators, and soldiers.

Post-Colonial Education. The post-colonial era began in 1961 when Cameroon gained its independence. There were different reforms at the different levels of education aimed at improving the educational system for development and progress of the national economy.

English and French were introduced at the foundational (primary) level of formal education, as it is the level believed children can easily adapt to new languages. According to MacOjong (2008), education under the Ministry of National Education focused on the improvement of teacher quality, expansion of girls' education, development of education in the Northern region, and the expansion of educational infrastructure and facilities.

Cameroon now operates two systems of education: the Anglophone educational system with influence from British pattern, and the Francophone educational system with influence from the French pattern respectively (Mbua, 2003).

Figure 1

The Structure of the Educational System in Cameroon (Mbua, 2003)
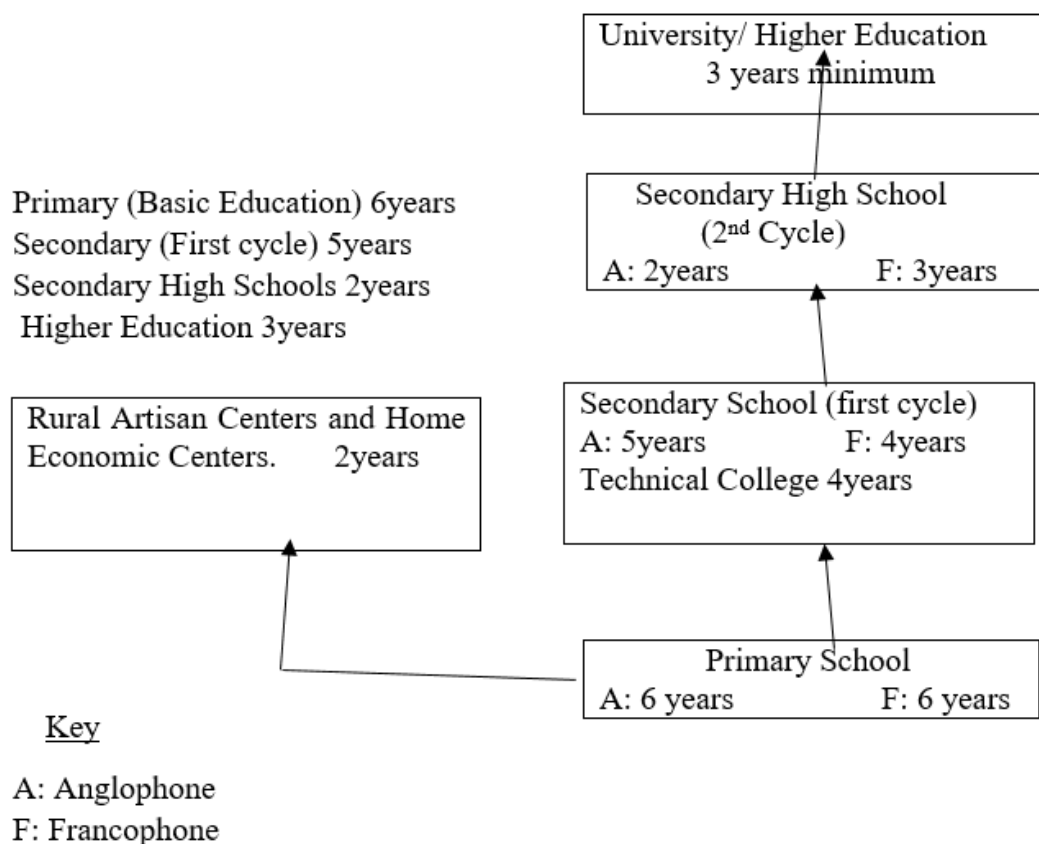
The two systems of education are headed by the Ministry of Basic Education for Nursery and Primary schools, the Ministry of Secondary Education for Secondary Schools, and the Ministry of Higher Education for Universities.

Teacher and Head Teacher Education in Cameroon

The quality of teachers is determined by their qualifications and the quality of their pre-service and in-service teacher education (Dilshad, 2010). Unqualified teachers are a major concern in Cameroon, as even those that are labeled as qualified do not appear to provide high-quality instruction and learning in their classrooms (Republic of Cameroon, 2005). The educational system is characterized by a high-rate class repetition and poor language and math performance (Republic of Cameroon, 2010). The low quality of Grade one teacher education contributed to this high failure rate.

 Teacher education in Cameroon, like in other African countries, varies with the different levels of education. At the basic education level, the length of teacher preparation depends on the academic qualifications of the candidate. Teacher training has been a huge concern in Cameroon, according to the Republic of Cameroon (2010), because there is no standardized entry criteria or training duration. The course contents are the same, but the entry requirements and duration are not. Ordinary Level Certificate holders spend three years in the pre-service program, while Advanced Level Certificate holders or those with a bachelor's degree spend one year.

According to Tchombe (2014), there are both government and private teacher training institutions, with more government institutions than private institutions. The private institutions that operate must be accredited to deliver teacher training. The Ministry of Basic Education (MINEDUB) is responsible for nursery, primary and teacher training education.

The recruitment of student teachers begins with an entrance examination which qualifies the student to enroll in the program (Tambo, 1995). The examination is set in two areas: written and oral examinations respectively. Candidates must be successful in the written exams to qualify for the oral exam. Upon passing both written and oral examinations, students with Advanced level Certificates or bachelor's degree, are trained for nine months while students with Ordinary level Certificates are trained for at least two years. According to Tchombe (2014), Law no. 98/004 of 14th April 1998, limited teacher training courses to the Grade 1 teacher education level. Student teachers are trained to teach all primary school subjects including the two official languages of instruction in the nation: English and French.

Because teacher education in Cameroon was theoretically centered, lacked experiential learning, and was limited in teaching and learning resources in the 1990s, the curriculum of teacher training colleges was reformed (The World Bank, 2017). Training is both in theory and practice where student teachers are assigned to different schools for their teaching practice or field experience (Tambo, 1995). At the end of the training sessions, student teachers in both government and private teacher training institutions must complete a long essay on a topic related to their training and pass the national exams to become certified grade 1 or primary school teachers (Tambo, 1995). Successful candidates are given the teacher Grade 1 certificate or the Certificat d'Aptitude Pedagogue de l'Enseignement Maternel et Primaire (Tchombe, 2014).

The government announces recruitment of teachers and qualified teachers are selected and posted to teach in government primary schools in different parts of the nation. Other teachers not employed by the government can either teach in private institutions or as Parent Teacher Association (PTA) staff in government schools.

Head teachers in Cameroon are not formally trained as school administrators but are appointed or promoted to the level of school administrators based on their experiences, seniority, and longevity in service (Bush & Oduro, 2006; Oduro, 2003). This is common in most educational systems in Africa where a classroom teacher who is successful is believed to be an effective school head (Bush & Oduro, 2006; Oduro, 2003). So, the successful records of teachers are assumed to be evident for their appointment as school leaders (Bush, 2005; Bush & Oduro, 2006; Lumby et al., 2008; Oduro, 2003). There exist different models in instructional supervision. Some of the models explained in this study are the Clinical supervision model, Hunter's model of lesson design, and Danielson's framework for enhancing teacher professional practice.

Models of Instructional Supervision

Head teachers use different models of instructional supervision as guides in the instructional supervision process, and with the aim of facilitating teacher growth and student achievement. The Clinical supervision model, the Hunter model of lesson design, and Charlotte Danielson's model are used in this study.

Clinical Supervision Model–1967. In the late 1960s, Goldhammer and Cogan created this model of instructional supervision (Goldhammer et al., 1980). Clinical supervision, according to Sergiovanni and Starratt (2007), is a process of improving teachers' instruction and professional growth through face-to-face interactions between teachers and their supervisors (head teachers). Like the Hunter model, it is a collaborative supervisory method that entails direct interaction between teachers and administrators in order to improve their classroom instructional practices (Kutsyuruba, 2003, Snow-Gerono, 2008).

Goldhammer et al. (1980) described the structure of clinical supervision that includes pre-observation conference, classroom observation, analysis and strategy, supervision conference, and post-conference analysis. In the process of clinical supervision, a one-to-one interaction is necessary for improving classroom instruction and increasing teacher professional growth. For this reason, professional development and clinical supervision are inseparable concepts and activities (Sergiovanni & Starratt, 2007).

The clinical supervision model is used in Cameroon during the instructional supervision process. The head teacher meets with the teachers to select the materials needed for instruction like textbooks, lesson notes and plans, amongst many others. The head teacher and teacher also discuss important information related to instruction prior to, during and after classroom observations. This involves interaction and collaboration between the head teacher and teacher for the process to be successful.

Madeline Hunter's Model of Lesson Design–1984. The Hunter model of lesson design was developed in 1984 by Madeline Hunter to help teachers create classroom lessons for student improvement. This seven-step model has the following elements: an anticipatory set, objective and purpose, input, modeling, checking for understanding, guided practice, and independent practice. According to Hunter (1984), classroom observation is an effective method of improving teachers' instructional performances. Classroom observations through script taking and or recorded observations are the different strategies supervisors could use during instructional supervision.

The Hunter model encourages communication and interaction between teachers and their supervisors, and among teachers when designing their lessons. It also helps the head teacher

manage time by identifying aspects of instruction that are not important to the teacher (Hunter, 1979).

In the Cameroonian educational system, it is compulsory for head teachers to regularly check teachers' lesson plans, notes, and teaching materials prior to teaching the learners. The reason for this is to help teachers with what they need, make corrections in their lesson notes and plans, and ensure effective teaching and learning takes place. When head teachers visit the classroom for observation, they check classroom organization, didactic materials, and class management. The head teachers interact with pupils by checking their notes and asking or responding to their questions. Head teachers also take notes during teaching so feedback can be provided to ensure remedial corrections are made.

Charlotte Danielson's Framework for Teaching–1996. Danielson's model focuses on enhancing teachers' professional practice. Since its creation, the model has been revised and used for the certification of novice and experienced teachers (Danielson, 2007). The model focuses on quality assurance and teacher professional growth (Danielson & McGreal, 2000) and has four domains with 22 components under each domain. The four domains are: planning and preparation, classroom environment, instruction, and professional responsibilities. Teachers' performances are scored as unsatisfactory, basic, proficient, and distinguished.

Training is an important component to be considered by school heads in order to effectively and efficiently implement this model. This is because head teachers are believed to make accurate and consistent judgements about teachers' instructional practices when they are trained on how to use this tool (Danielson, 2007).

The Cameroon government expects head teachers to encourage teacher professional growth and development by organizing seminars and workshops in their respective schools, with experts invited to present on topics relevant to the teachers. Experienced teachers are also expected to team teach or model lessons for the novice teachers to learn and gain new skills. There are instances where teachers may co-teach or are mentored by experienced teachers. Teachers and head teachers are also allowed to upgrade their knowledge and skills by enrolling in the university programs for teachers. Besides teacher professional growth, the head teachers have as responsibility to involve teachers during the planning and preparation of instructional supervision. The relationship, communication, and interaction between the head teachers, pupils and teachers should be taken into consideration throughout the instructional supervision process.

Elements of Instructional Supervision

Supervision is an effort to improve the teaching process by offering assistance and services to teachers individually or in groups (Saidah, 2020). The goal of instructional supervision is to support teachers' growth, development, interaction, fault-free problem solving, and a commitment to building capacity of teachers (Zepeda, 2012). It is also about building relationships with teachers and providing the environment for them to grow as leaders in and out of their classrooms. It is a collaborative and collegial process aimed at assisting teachers (Golldhammer, 1969).

In order to have a positive impact on the enhancement of educational quality, the head teacher must be able to establish two-way communication during supervision. Interpersonal communication has a positive impact on teacher performance, according to Prasetyono et al. (2018). It is the process of engaging with another person while simultaneously influencing them, usually for the purpose of relationship management (Beebe et al., 2014). Poor supervisory

communication, on the other hand, has an emotional and physical impact on teachers, causing depression, low self-esteem, and feelings of inadequacy (Kambeya, 2008). Because communication influences teacher performance, the head teacher's communication skills should be able to deal with different teacher complaints. This will make it easier for the head teacher to provide constructive feedback and suggestions on teacher performance (Wardani et al., 2021).

According to Waite (2005), successful supervision encourages various types of discourse and communication events, promotes, and facilitates the elimination of coercion and intimidation. It also establishes and maintains a learning community that encourages teachers and supervisors to cooperate by engaging in critical discussions regarding teaching techniques that extend beyond individual classrooms. Cogan (1973) also stated that the teacher-supervisor relationship should be one of colleagueship in order for them to be more productive.

For the supervisory process to succeed, Goldhammer (1969) emphasizes collaboration, openness, and a focus on the teacher's needs and actions. Teachers' learning is more individualized and powerful when they examine their own methods with the help of peers or supervisors. Also, teachers can address the subjects that concern them without fear when there is teamwork and collegial relationships between the teachers and school heads (Zepeda, 2003). This is due to the importance of contributions and development support with the goal of continuously advancing knowledge and nurturing skills. So, supervisors help teachers collaborate by giving them opportunities to communicate about teaching and learning, encouraging them to see each other teach, and modeling essential skills like listening, respecting, and cooperating with others (Zepeda, 2003).

Face-to-face engagement and relationship building are promoted by supervision that encourages collegiality and collaboration (Acheson & Gall, 2003). It also ensures ongoing education (Sullivan & Glanz, 2004; Zepeda, 2003) and increase in individual and organizational capacity building (Pajak, 2001). There is trust in the process, each other, and the environment (Costa & Garmston, 2002); and change that supports teacher and student learning (Sergiovanni & Starratt, 2002). Authentic interactions arise when supervisors build bridges with teachers by encouraging an inclusive sense of identity and belonging, nurturing growth, and appreciating differences (Zepeda, 2003). As a result, good supervision is based on teamwork and collegiality.

Hargreaves (1994) emphasizes the importance of collaboration since it strengthens, resolves, and allows for the sharing of vulnerabilities, improves the quality of student learning by improving the quality of teaching and expands possibilities for teachers to learn from one another. It also allows for the sharing of burdens that can help with problem solving and change and encourages teachers to view change as a process rather than a task. Because collaboration allows teachers to promote their own growth and development while improving instructional methods, school leaders must work hard to make collaboration effective for teachers and the school. When teachers try to improve instructional practices in collaborative cultures, students also benefit.

Building a strong connection between instructors and head teachers during instructional supervision requires trust. The foundation for relationships and interactions between head teachers and teachers toward instructional improvements is built on trust and respect. Building and retaining trust, on the other hand, takes time. Because it is built on a foundation of respect, personal regard, and integrity, Bryk and Schneider (2002) identified "relational trust" as a key

factor for school improvement. Trust is a vital prerequisite for building positive relationships, and the norms of collaboration and collegiality.

Organizational Culture

According to Sarala and Eero (2020), organizational culture is a group of people's common values, opinions, beliefs, and practices in an organization. A strong culture develops when everyone in the organization perceives organizational life in the same way (Kotter & Heskett, 1992). Also, Robbins (2002), views an organization to have a higher effect on performance when there is a stronger culture. When there is a positive organizational culture, there is the possibility of increased staff engagement, productivity, and satisfaction, with a reduced turnover rate and an increase in innovation (Sarala & Eero 2020). A negative organizational culture on the other hand can decrease staff morale, increase turnover, and decrease productivity (Bernthal & Banister 2020). According to Ringov and Zollo (2007), to determine the impact of a high level of trust, and the durability of relationships in an organization, teamwork and skills are crucial.

For an organization to succeed and foster a healthy work environment, organizational culture must be understood and well managed by the leadership of that organization, together with other stakeholders. Peters and Waterman (1982) and Kanter (1983) developed a connection between leadership and culture, with the focus that leadership makes use of power to control the organizational culture.

The System of Instructional Supervision in Cameroon

Instructional supervision is an important process which focuses on improving the quality of teaching and learning in the school system (Gongera et al., 2013; Habimana, 2008; Nolan &

Hoover, 2004). Teachers get help in counseling, planning, and talking with each other about how to improve the teaching-learning situation in school (Wiles & Bondi, 1996).

Instructional supervision in Cameroon started around 1907 when missionaries created the first schools. There has been increased attention in supervision practices in educational sector in Cameroon since the mid- 1990s, with the need to strengthen teacher quality for the improvement of educational services at the basic levels (Fonkeng, 2010). To meet the vision of an "Emerging Cameroon in 2035," The Ministry of Basic Education ensures quality education for all children of school-going age and emphasizes the need for instructional supervision at each level in basic education. It is also emphasized in the National Education Forum reports (MINEDUC, 1995) and the Draft Document of the Sector-Wide Approach to Education reports (Republic of Cameroon, 2005).

According to the Ministry of Basic Education (2012), the objectives of pedagogic supervision manual are:

1. To establish the bases for decisions that affect teachers and all the pedagogic actors.

2. To strengthen teachers' skills in order to improve their output and for quality education.

Pedagogic supervision occurs at different levels under the Ministry of Basic Education namely the central, regional, divisional, sub-divisional, school, and non-formal basic education centers. The central level focuses on instructional supervision for the entire nation and is led by the inspector general of education. The inspector general supervises the inspectors of pedagogy, ensures consistency in instructional supervision in all regions, and helps regional inspectors as needed. At the regional level, the inspector coordinator of education supervises the regional

pedagogic inspectors who oversee the supervision of divisional inspectors and ensuring unity in pedagogic activities at the divisional levels. The divisional level is the next level in the supervision chain where the sub-divisional inspectors are controlled and supervised for unity in pedagogic activities at this level. The divisional delegate supervises divisional pedagogic advisers who provide support in areas of instructional supervision. Sub-divisional inspectors are the heads of the sub-divisional inspectorate of education. They supervise and assist pedagogic animators who ensure unity in pedagogic activities in all schools. At this level, school heads and heads of literacy centers who face difficulties in supervising and providing support in pedagogic activities, are provided with the help needed to be successful. The school heads supervise teachers to ensure a teaching-learning environment that encourages learning, improves teacher quality and student achievement. The head teacher also delegates tasks to teachers to build their leadership skills. This is necessary because in Cameroon, teachers are not trained to become head teachers, but are appointed based on their experiences and longevity in service. The hierarchy of pedagogic supervision can be seen in Figure 2.

Figure 2

Hierarchy of Pedagogic Supervision in the Ministry of Basic Education (Mwambo, 2020)

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┌─────────────────────────────────────────────────────┐
│              National Pedagogic Inspectors            │
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                          │
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┌─────────────────────────────────────────────────────┐
│              Regional Pedagogic Inspectors            │
└─────────────────────────────────────────────────────┘
                          │
                          ▼
    ┌─────────────────────────────────────────────┐
    │              Divisional Delegates             │
    └─────────────────────────────────────────────┘
                          │
                          ▼
      ┌───────────────────────────────────────┐
      │          Sub-divisional Inspectors      │
      └───────────────────────────────────────┘
                          │
                          ▼
          ┌───────────────────────────────┐
          │          Head Teachers          │
          └───────────────────────────────┘
```
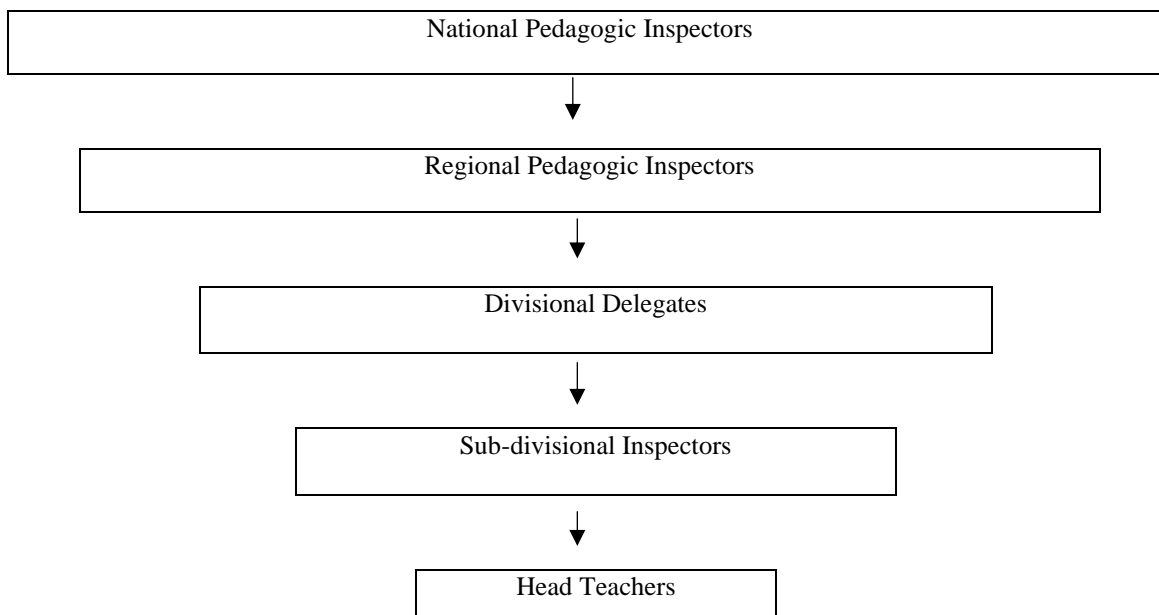
At the school levels, Supervision of instruction is done by both head teachers and school inspectors from the inspectorate and delegation of basic education. Given the complex tasks of school heads, they are expected to effectively perform their responsibilities including those related to instructional supervision (Mwambo, 2020). These responsibilities are:

1. Mentoring of novice teachers.

2. Helping individual teachers to meet minimum standards.

3. Ensuring improvement in teacher competencies.

4. Collaboration with groups of teachers to improve student learning.

5. Working with individuals and groups of teachers to adapt the curriculum to student needs, while maintaining national standards.

6. Ensuring school improvement through quality teaching and learning environment in school.

At the beginning of each school year, each supervision level sets observable and measurable performance indicators which are evaluated at the end of sequences, term, or school year (Mwambo, 2020). These indicators are communicated to head teachers and schools are evaluated based on the indicators. The higher levels in the supervision chain ensure unity in supervision at the lowest level during routine instructional supervision and inspection in the beginning, middle and end of the school year. During this time, Sub-divisional, divisional, and sometimes regional inspectors are assigned to schools to ensure administrative and instructional functions are performed in schools.

According to Mwambo (2020), teachers need well-planned supervision to improve their instruction, competence, and professional development. For many educators, the purpose of supervision in education is to improve teaching-learning activities in schools known as "supervision of instruction" (Mohanty, 2008; Thakral, 2015). Okumbe (1998) confirms this statement and added that supervisors should pay attention to the concerns of the teachers and exhibit deliberate effort to improve the teachers' ability in handling learners and delivering content. However, inspection is more common during such routine assignments than instructional supervision because inspectors who visit schools spend more time in head teacher's office checking administrative records and briefly visit classrooms when able. Because they are assigned to many schools for such exercise, most schools do not have the opportunity for classroom supervision due to time constraint.

Head teachers are charged with pedagogic, administrative, social, financial, and functions in schools (Acheson & Gall, 1987; Mbua 2003). As instructional supervisors, they are expected to correct, direct, and assist teachers with instruction to improve student learning and success

rates, promote teachers' professional growth and career enhancement through supervisory duties (Tshabalala, 2013). They are also expected to supervise teacher's instruction and prepare a report before inspector's and / or delegate's visits to schools. During the school visits for inspection and supervision, a report of both administrative and instructional activities is inspected. Head teachers have more responsibilities to supervise instruction at their various schools and follow up with the teachers to ensure quality education is provided to learners and encourage teacher growth. This approach is also encouraged because it is believed that teacher performance improves in a supportive rather than an unsupportive environment (Tracy, 1995).

One such major supervisory practice of the head teacher is lesson observation (Okumbe, 1998). The head teachers' instructional practices include checking lesson books, schemes of work, records of work covered, and attendance (Musungu & Nasongo, 2008). Many head teachers check schemes of work, teachers' record of work, and protect students' instructional time through punctuality (Sabitu & Ayandoja, 2012; Samoei, 2014). Although Panigrahi (2012) found that head teachers focused more on work records than on practical work done by teachers, it is important for instructional supervisors to carry out supervision of instruction and to also provide feedback from instructional supervision practices. Such practice will help teachers obtain and apply modern teaching methods, innovations, and technology in and out of their classrooms. Moreover, feedback from instructional supervision practices would also help teachers improve their work performances and enhance their professional growth and career development (Tshabalala, 2013; Wambui, 2015).

Professional Development

The top priority among the various indicators of excellent education is qualified teachers (UNESCO, 2004), with an estimated 10 million teachers required to achieve universal primary

education in Sub-Saharan Africa in less than a decade (UNESCO, 2009). Also, teacher

professional development is an ever-present concern in today's education systems and comes in

many forms (Bautista & Ortega-Ruíz, 2015; Borko, 2004; Day & Sachs, 2005). It is the

provision made by school administrators to improve teachers' performance from early

employment to retiring (Musaazi, 1982), and is related to their professional growth acquired via

more experience and self-reflection on their teaching (Glatthorn, 1995). Professional

development of teachers is the ideal means to improve the quality of education (Coe et al., 2014;

Desimone, 2009; Hattie, 2009).

According to Zepeda (2012), teachers are too often unsupervised and classroom

observations and planned professional development from previous years do not align with

teacher needs. In addition, the work required to improve classroom methods does not include

reflection, dialogue, inquiry, collegiality, or teamwork. Head teachers must acknowledge that

teacher professional development is critical to providing learning environments in which

teachers can learn from their work with students and other teachers. Teachers should also be able

to communicate knowledge gained through the professional development received with others.

Nsamenang and Tchombe (2011) also believe that teachers should be knowledgeable about a

variety of instructional approaches and be able to apply the approaches effectively to improve the

learning of all students.

For teacher development to be relevant, authentic, and sustainable, it must address their

individual needs and concerns (Hunzicker, 2010), and be collaboration between teachers and

administrators. This aligns with the findings of Fullan (1993) and the Texas Education Agency

(1997), who claim that collaboration is one of the most powerful tools for improving teacher

professional development. There is also the need for equality in designing and implementing of professional development in the educational system (Egbo, 2011). When supervising instruction and providing professional development, supervisors must also consider the disparities in teachers across the career continuum. Because novice and veteran teachers have different experiences, teachers should not be supervised in the same manner. Cameroon's Ministry of Basic Education created teacher professional development and a new concept of pedagogical supervision in 2012 (Moulakdi & Bouchamma, 2020). The purpose was to:

a. Establish objective scientific foundations for decision-making processes related to teacher supervision and the overall pedagogical orientation of the system.

b. Improve teacher competency based on a preliminary assessment in each domain of the Teaching/Learning process; and

c. Supervise teachers to positively influence their performance and, as a result, improve the quality of both teaching practices and student learning.

Instructional supervision stimulates the professional growth and development of teachers and facilitates the evaluation and revision of instructional materials and methods (Bessong & Ojong, 2009; Segun, 2004). In Cameroon, professional development is separated into various levels, each of which is an important component. Each superior level in the hierarchy assesses and guides the one below it, as follows: central level, regional, departmental, district, and school level (kindergarten and primary), literacy centers, and lastly informal basic education institutions (Moulakdi & Bouchamma, 2020). The quality of pedagogy, teaching strategies, and learning programs at all levels are overseen by the central level. It is also responsible for training, guiding, controlling, and supervising regional staff and ensuring that all regions use the same

teaching methods. The process is continued at all levels and all activities must be centered on the teacher, who must continually update their educational practices to ensure their students' academic success. In-service training is provided to school heads and teachers to help them grow and develop. Job assignments, on-the-job training, mentoring, observations, and developmental connections are examples of training provided to them for their continuous progress (Akoulouze et al. 1999, Ebot Ashu, 2014; Tchombe, 2014).

At the level of the inspectorate of basic education in Cameroon, the inspectors organize professional development of head teachers. Upon completion of the in-person professional development, the head teachers are expected to organize the professional development of teachers according to the location of schools. The schools in a particular location are grouped into zones, and head teachers work together to plan and present topics learned from the head teacher professional development. At this level, the head teachers may use the same resource persons who presented during head teacher professional development or request other head teachers to present the topics to teachers. Teachers are expected to be present during the professional development organized by their head teachers, actively participate during professional development, and implement knowledge and skills gained in the classrooms. During routine visits to schools, the inspector and entourage inspect the head teacher's office and classrooms, to ensure implementation of the knowledge and skills in the schools.

Some teachers are sent to rural areas upon graduation and recruitment. Due to a lack of in-service training opportunities, the majority of them do not perform well in their classes, as seen by their pupils' performance (Ndongfack, 2015). Teachers who view teaching as a challenging profession and are interested in furthering their education dislike working in rural

schools. To fulfill the demands of this group of teachers, the University of Buea established a distance learning program that allows them to update their credentials to a bachelor's degree after four years of training. Because many teachers work in rural areas, the initiative is seen as a relief because it expands access to in-service training for them. The Department of Curriculum Studies and Teaching at the University of Buea's Faculty of Education also opened its doors to practicing teachers in 2008, allowing them to receive a degree in education.

The main goal of the University of Buea's distant and open learning program is to improve the pedagogic skills of in-service or practicing teachers while also broadening their horizons in educational sciences. Students that enroll in the distance learning program are Grade One teachers who work in either nursery or primary school settings.

School Improvement in Cameroon

Improving the quality of education, particularly at the primary level, is critical for Cameroon and other countries throughout the world since it is the basis for developing future leaders and nation builders. Given the importance of education as a catalyst for national development, it is critical to enhance teacher practices and student accomplishment in order to improve school performance. This is true because teachers are the most essential components in schools that policymakers can directly influence in order to increase student accomplishment (Rivkin, et al., 2005). Their progress can be seen in distinct stages, according to Bernard and Goodyear (2009), and it is likely that this improvement will be felt at school and in the community. As a result, the impact of instructors on the nature of education received in schools and the provision of high-quality basic education should not be overlooked (Gwaradzimba & Shumba, 2010).

According to Ginsberg (2003) and Card (2007), the quality of teachers' instructional skills is the single most critical factor in enhancing students' achievement. Ormond (2004) and Tyagi (2011) agree, adding that good instructional supervision allows teachers to provide high-quality education by:

    a. Effective and efficient use of available educational instructional resources.

    b. Improvement in the creation, keeping, and use of teachers' professional records; and

    c. Improved assessment and evaluation of students. This can be possible with:

        i)   Participation or student engagement during instruction (Christenson et al., 2001)

        ii) Instructional clarity to aid students' comprehension (Chesebro, 2002).

        iii) Personality of the teacher in terms of warmth, passion, inspiration, caring, and constant encouragement of students to do their best (Desimone, 2009; Wentzel, 1997).

        iv) Teachers giving realistic assignments, tasks, and activities based on the learners' entering behavior (Middleton & Midgely, 2002; Shouse, 1996).

        v) Clarity of instruction to facilitate students' understanding (Chesebro, 2002).

Lee, Robinson and sebastian's study in 2012 about quality instruction by teachers and how it affects the student's achievements, also found that learners preferred teachers who: exhibited high level of clarity while teaching; actively engaged students during the lesson delivery; created good student-teacher relationships manifested with warmth, enthusiasm, and inspiration; and realistically pushed them to achieve academically.

Ballantyne and Packer (2009) found that experienced-based learning resulted in more engaging, effective, and sustained learning experiences. Such experiences are important to

the learners because the inability of teachers to use instructional materials leads to: pupils becoming passive listeners in class, boredom, poor participation in lesson, lack of interest in the subject, absenteeism, and finally poor performance in the subject matter Ghanney (2008). This therefore means that head teachers should provide such opportunities for teachers and students to have access to instructional resources while supervising them as they use them effectively and efficiently for lifelong learning experiences.

When supervising staff, head teachers should utilize a variety of techniques, strategies, and approaches. According to Thembinkosi (2013), most instructors like to be alerted well in advance of supervisory visits to their classrooms since it motivates them to prepare for the exercise of monitoring. Because unplanned, irregular visits for the purpose of instructional supervision have negative impacts on instructors because they feel mistrusted, unloved, and spied on Olembo et al. (1992), such advance notice is required.

Both teachers and instructional supervisors, according to Romano (2014), see professional trust as a key component of the classroom observation process when it comes to improving teacher effectiveness. Teachers who have a high level of trust in their instructional supervisors are more willing to implement modifications that they offer, which helps to enhance student achievement (Bryk & Schneider, 2002). While trust is necessary for effective instructional supervision, Tesfaw and Hofman (2012) discovered that teachers preferred to be monitored by experts with supervisory expertise and abilities, as well as collaborative and friendly approaches to instructional supervision (Kutsyuruba, 2003). Sergiovanni and Starratt (2007) and Zepeda (2007), also agree that a harmonious teacher-supervisor relationship and availability of supervisory choices based on teachers' needs, as well as mutual trust, respect, and

collaboration among supervisees and supervisors, all play a role in teachers' attitudes and satisfaction with instructional supervision.

Literature Review Summary

Chapter II reviewed literature on the history of Cameroon's educational system, teacher and head teacher preparation in Cameroon, models of instructional supervision, relationships, communication, and interactions in instructional supervision. It also reviewed structural organization, organizational culture and relationships, and the system of supervision in Cameroon. Lastly, it reviewed professional development, and school improvement, improving teacher practice and student achievement in Cameroon.

Chapter III provides a comprehensive description of the crucial aspects of the study, including purpose, research questions and design, instrumentation, study participants, procedures, timelines, and limitations.

Chapter III: Methodology

The purpose of this study was to examine the process and practices of instructional supervision in select English-speaking primary schools in Cameroon. The research approach that was implemented in the study was a quantitative methodology using a non-experimental survey design.

Education is one sector in the country that needs continuous improvement to meet the needs and challenges of the 21st century and the future. In trying to meet such needs, the quality of education has been under the spotlight and one of the important aspects is the management of education human resources that is related to the quality of teachers (Purfitasari, et al., 2019). Teachers play a vital role in the achievement of educational goals as they carry the burden and responsibility to educate future citizens. Because teacher quality can make a difference in learning, instructional supervision which involves a collective effort between Head Teachers and teachers should be encouraged.

This chapter explains the research methods of the study. Topics discussed included the research questions, participants and selection process, instrumentation, data collection method and procedures, data organization and analysis, and data security.

Research Questions

Quantitative research questions inquire about the relationships among variables that the investigator seeks to know (Creswell, 2009). So, the following questions were developed to guide the study:

1. What do Cameroon Primary School head teachers and teachers report as the priority and frequency of administering instructional supervision practices?

2. To what extent do head teachers and teachers agree on the effectiveness (culture, communication, interaction and relationship) of instructional supervision?

3. What are the advantages and challenges in the instructional supervision process as reported by head teachers and teachers?

Participants and Selection Process

Participants were purposefully selected from government, private, and mission primary schools in Limbe 1 sub-division. According to Creswell (2014), a quantitative approach in which the researcher selects individuals due to specific characteristics is known as purposive sampling. This study incorporated a convenience sampling technique where the researcher selected the participants for this study from English-speaking, primary schools in the Limbe 1 sub- division only. The research assistant was in communication and tasked with establishing the necessary relationships to encourage participation in this study.

There are three sub-divisions in Limbe, Cameroon. Participants for this study included teachers and head teachers from English-speaking schools in Limbe 1 sub-division only. The number of head teacher participants for this study was 100. The number of teacher participants for this study totals 300. The population reflects teachers and head teachers from approximately 100 mission, private, and public schools.

Instrumentation

There were two questionnaire instruments developed by the researcher for data collection. These instruments were designed to include items that were both closed-ended, (employing a 6-point Likert-type scale) and open-ended for participants to provide some information in relation to the questions asked. The 6-pont Likert scale ranked the level of participants' priority and frequency of administering instructional supervision. The priority scale

is as follows: 1. Not a Priority, 2. Low Priority, 3. Somewhat Priority, 4. Moderate Priority, 5. High Priority, and 6. Essential Priority. The frequency scale is: 1. Never, 2. Very Rarely, 3. Rarely, 4. Occasionally, 5. Frequently and 6. Very Frequently. It also ranked participants' agreement to questions; 1. Strongly Disgree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, and 5. Strongly Agree (Vagias, 2006). The questionnaires had 32 items with three open-ended items for participants to provide narrative comments.

These instruments were piloted using a convenience sample of doctorate students to establish the survey's validity and reliability. The survey collected data in four categories:

1. Demographics (gender, age, longevity in service, academic qualification)

2. Relationship, communication, and interaction between head teachers and teachers during instructional supervision,

3. Challenges and advantages of instructional supervision as reported by head teachers and teachers, and

4. Information on preparation and training of participants related to the supervision process.

Data Collection Method and Procedures

The two survey instruments were emailed to the research assistant on site in Cameroon to print and administer to participants of the study. The traditional method of paper-pencil data collection was the most convenient due to technological challenges faced by most schools in that sub-division in Cameroon. A research assistant was used in the study because of the principal investigator's physical distance from the research study area and the cost involved in travel. It is hoped that data will be collected from a minimum of 300 teachers and 100 head teachers in order to compute the statistics.

Prior to approval of the study by IRB, a letter for permission to conduct the study was emailed to the head teachers at schools selected for the study. The letter also included the purpose and benefits of the study, and confidentiality with data collected solely for research purposes. These signed permission letters by head teachers were included in the IRB packet for the study approval. Written permission was granted by the inspector of basic education for Limbe 1 sub-division.

The 32-item questionnaire for teachers and head teachers was prepared by the principal investigator and emailed to the research assistant. The research assistant printed both teacher and head teacher surveys and administered them to participants during school hours and at a time agreed by both participants and the research assistant. The research assistant then scanned and emailed the completed surveys to the principal investigator.

Data Organization and Analysis

The completed surveys were printed and organized into a teacher and head teacher group. All data were manually entered into an excel data sheet by the principal investigator. The excel data spreadsheet was then submitted to the St. Cloud State University Statistical Center for assistance in computing the descriptive statistics using the Statistical Package for the Social Sciences (SPSS) version 28.0.1.1 for Windows. The measures of central tendencies that were used to analyze the data included frequency, percentages, mean, and Standard Deviation. The open-ended comments were transcribed and analyzed using qualitative strategies to identify themes expressed by participants.

Data Security

Participants in the study were assured of the confidentiality and security of data as mentioned in the consent form that was given to them before data collection. Data collected were

scanned by the research assistant and emailed to the principal investigator. Upon receipt and confirmation of the email, the principal investigator ensured both hard copies and scanned copies at the disposal of the research assistant were deleted and destroyed. Emailed copies were protected by the principal investigator in an encrypted laptop with password protection, and only accessible by the principal investigator. Print copies used for analysis were securely kept in an office and locker with keys used only by the principal investigator. At the end of data analysis, completion of research, and upon graduation, all scanned and hard copies of the data were deleted and destroyed by the principal investigator.

Summary of Methodology

Chapter III outlined the methodology of this study. Topics discussed included the research questions, participants and selection process, instrumentation, data collection method and procedures, data organization and analysis, and data security. Chapter IV and Chapter V provide an in-depth analysis of the findings, conclusions and recommendations for future research.

Chapter IV: Results

This chapter presents the results of the data collected from participants of the study. The purpose of this study was to examine the process and practices of instructional supervision in select English-speaking primary schools in Limbe 1 sub-division, which is in the Southwest Region of Cameroon, and one of the two English- speaking regions in the nation. In examining the instructional supervision process, the researcher focused on the priority and frequency of administering instructional supervision and the effectiveness (culture, relationships, communication, and interactions) of instructional supervision. The study also explores the advantages and challenges with the current instructional supervision process.

The survey instruments in this study included items that are both closed-ended (6-point Likert-type scale) and open-ended. The questionnaires had 32 items with three open-ended items for participants to provide narrative comments. The 6-point Likert scale ranks the level of participants' priority and frequency of administering instructional supervision. The priority scale is as follows: 1. Not a Priority, 2. Low Priority, 3. Somewhat Priority, 4. Moderate Priority, 5. High Priority, and 6. Essential Priority. The frequency scale is: 1. Never, 2. Very Rarely, 3. Rarely, 4. Occasionally, 5. Frequently and 6. Very Frequently. It also ranks participants' agreement to questions; 1. Strongly Disgree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, and 5. Strongly Agree (Vagias, 2006).

The survey collected data in four categories:

1. Demographics (gender, type of school, longevity in service, academic qualification)
2. The effectiveness of instructional supervision. (Relationship, communication, and interaction between head teachers and teachers during instructional supervision)

3. Advantages and challenges of instructional supervision as reported by head teachers and teachers, and

4. Information on preparation and training of participants related to the supervision process, and the improvement of the current instructional supervision process.

The Statistical Package for the Social Sciences (SPSS) version 28.0.1.1 for windows was used to analyze the Likert-type questions, while the basic descriptive statistics were used to present the results. Also, coding strategies were used to determine major themes from the open-ended items on the questionnaire.

This chapter intended to report and review the outcomes of the study based on the following research questions:

1. What do Cameroon primary school head teachers and teachers report as the priority and frequency of administering instructional supervision practices?

2. To what extent do head teachers and teachers agree on the effectiveness (culture, communication, interaction, and relationship) of instructional supervision?

3. What are the advantages and challenges in the instructional supervision process as reported by head teachers and teachers?

Demographic Information

The survey collected demographic information of participants related to gender, current school of employment, years of experience, and academic qualification. Participants were given the option to choose their gender (male, female, or other) and indicate their current school of employment (government, mission and private schools). Years of experience were broken down into the following categories: 1-2 years (beginners), 3-6 years, 7-10 years, and 10 or more years. The options for the highest level of education were Master of Education (M.Ed.), Bachelor of

Education (B.Ed.), Teacher Grade I Certificate (Certificat d'Aptitude Pedagogique d'Instituteurs de l'Enselgnement Maternel et Primaire- CAPIEMP) and others (to specify the level not mentioned in the other options).

The survey also included items to understand the supervision times per year, hours of supervision and the types of professional development provided that are related to instructional supervision and improvement. Categories for supervision times per year included: 0 times per year, once per year, 2-4 times per year, and 5 or more times per year. The hours of supervision provided were: 0 hours, 1-2 hours, 3-4 hours and 5 or more hours.

Regarding the professional development type, participants were given the option to check all that apply from the different types provided which differed slightly between head teachers (for instructional supervision) and teachers (for instructional improvement). The professional development types with regard to instructional supervision were University-based training in instructional supervision, self-study courses, professional networking, seminars/workshops/conferences, job shadowing or peer observations, book/article readings, no professional development and other (please specify).

Professional development for instructional improvement included: University based coursework in instructional improvement, self-study courses, professional networking, seminars/workshops/conferences, peer observations of classroom teaching, professional learning communities, teacher teams and co-teaching, mentoring and coaching, book/article readings, no professional development and other (please specify).

Descriptive Statistics

Tables 1 through 7 present the descriptive statistics of head teacher participants. Results include frequency counts, mean scores, and number of participants answering each item. These

seven demographic items constitute the independent variables of the study. Tables will be described in order as listed on the survey.

Table 1

Gender of Head Teacher Participants of the Study (N=46)

Gender	f	%
a. Male	14	30.4%
b. Female	32	69.6%
c. Others	0	0%

Table 1, item 1 asked participants to indicate their gender. Findings show there are more female (69.6%) than male (30.4%) head teachers who participated in the study. A total of 46 (14 males and 32 females) head teachers responded to this item.

Table 2

Head Teachers' Current Employment (N=46)

School	f	%
a. Government	19	41.3 %
b. Private	8	39.1 %
c. Mission	9	19.6 %

A total of 45 participants responded to item 2 where they were asked to indicate the type of school they were currently employed at. Table 2 reveals there are 19 participants who reported working in government schools (41.3%), 9 in mission schools (19.6%) and 8 in private schools (39.1%).

Table 3

Head Teachers' Year(s) of Experience (N=45)

Years of Experience	*f*	%
a. 1-2 years	5	11.1%
b. 3-6 years	5	11.1%
c. 7-10 years	11	24.4%
d. More than 10 years	24	53.3%

This item asked participants to report their years of experience. Twenty-four (53.3%) head teachers have more than 10 years of experience, 11 (24.4%) have 7-10 years of experience, 5 (11.1%) have 3-6 years of experience, and 5 (11.1%) have 1-2 years of experience.

Table 4

Level of Education of Head Teacher Participants (N=46)

Level of Education	*f*	%
a. M.Ed.	0	0%
b. B.Ed.	6	13%
c. CAPIEMP (Teacher Grade 1 Certificate)	37	80.4%
d. Others (Advanced Level Certificate)	3	6.5%

Table 4, item 4 asked participants to indicate their highest level of education. Most head teacher participants, 37 (80.4%), reported having the Teacher Grade 1 certificate (CAPIEMP) as their highest level of education. Six (13%) head teachers have a bachelor's degree in education B.Ed., and 3 indicated having an Advanced-Level Certificate. No head teacher reported having a master's degree.

Table 5

Head Teacher Supervision per Year (N=45)

Supervision per Year	f	%
a. 0 times per year	0	0%
b. Once per year	6	13.3%
c. 2-4 times per year	35	77.8%
d. 5 or more times per year	4	8.9%

This item asked participants how many times a year they conducted supervision of teachers. Table 5 shows that out of 45 head teachers, a majority (n=35; 77.8%) indicated that they supervise teachers 2-4 times per year, 6 (13.3%) indicated they supervise teachers once per year, and 4 (8.9%) indicated they supervise teachers 5 or more times per year. No head teachers reported an absence of supervision.

Table 6

Head Teachers' Hours of Professional Development (N=44)

Hours of Professional Development	f	%
a. 0 hours	0	0%
b. 1-2 hours	12	27.3%
c. 3-4 hours	24	54.5%
d. 5 or more hours	8	18%

This item asked participants to mention the hours of professional development they receive. Forty-four head teachers responded to the question. Table 6 shows that 12 (27.3%) head teachers receive 1-2 hours of professional development, 24 (54.5%) head teachers receive 3-4 hours of professional development, and 8 (18%) of head teachers receive 5 or more hours of professional development.

Table 7

Professional Development Types Provided to Head Teachers (N=43)

Type(s) of Professional Development	f	%
a. University based training in instructional supervision	0	0%
b. Self-study courses	0	0%
c. Professional networking	3	7%
d. Seminars/workshops/conferences	40	93%
e. Job shadowing or peer observations	0	0%
f. Book/article readings	0	0%
g. Other	0	0%
h. No Professional Development	0	0%

This item required head teachers to indicate the different types of professional development they receive. Forty-three head teachers responded to this question. Seminars/workshops/conferences are the most common types of professional development received with a total of 40 (93%) responses. Professional networking was also a professional development type indicated by 3 (7%) head teachers.

Tables 8 through 14 present the descriptive statistics of teacher participants. Results include number of participants answering each item, frequency counts, and mean scores percentage. These seven demographic items constitute the independent variables of the study. Tables will be described in order as listed on the survey.

Table 8

Item 1. Gender of Teacher Participants of the Study (N=144)

Gender	F	%
a. Male	23	16%
b. Female	121	84%
c. Others	0	0%

Table 8, item 1 asked participants to indicate their gender. A total of 144 (23 males and 121 females) teachers responded to this item. Findings show there are more female (84%) than male (16%) teachers who participated in the study.

Table 9

Item 2. Teachers' Current Employment (N=143)

School	*F*	*%*
a. Government	61	42.7%
b. Private	66	46.1%
c. Mission	16	11.2%

A total of 143 participants responded to item 16. Participants were required to indicate the type of school they were currently employed in. Table 9 shows there are 61 participants who reported working in government schools (42.7%), 16 in mission schools (11.2%) and 66 in private schools (42.7%).

Table 10

Item 3. Teachers' Year(s) of Experience (N=142)

Years of Experience	*F*	%
a. 1-2 years	24	16.9%
b. 3-6 years	28	19.7%
c. 7-10 years	29	20.4%
d. More than 10 years	61	43.0%

Table 10, item 3 asked participants their years of experience. A total of 142 participants responded to the question. Twenty-four (16.9%) teachers have 1-2 years of experience, 28 (19.7%) have 3- 6 years of experience, 29 (20.4%) have 7-10 years of experience, and 61 (43.0%) have more than 10 years of experience.

Table 11

Item 4. Level of Education of Teacher Participants (N=140)

Level of Education	f	%
a. M.Ed.	2	1.4%
b. B.Ed.	8	5.7%
c. CAPIEMP (Teacher Grade 1 Certificate)	113	80.7%
d. Others (PhD, B.Sc., A-Level and O-Level)	17	12.2%

Table 11, item 4 asked participants to indicate their highest level of education. A total of 140 respondents indicated their level of education. Table 18 shows there are more teacher participants with Teachers Grade 1 Certificate (113; 80.7%) as their highest level of education. Two teachers (1.4%) have master's in education, eight (5.7%) have bachelor's degree in education, and 17 (12.1 %) indicated having other certificates (PhD, B.Sc., A-Level and O-Level).

Table 12

Item 5. Teacher Supervision per Year (N=141)

Supervision per Year	f	%
a. 0 times per year	0	0%
b. Once per year	36	13.3%
c. 2-4 times per year	90	77.8%
d. 5 or more times per year	15	8.9%

This item asked participants the number of times they are supervised per year. Table 12 shows that out of 141 teachers who answered this question, no teacher reported an absence of supervision. A majority (n = 90; 77.8%) indicated that they are supervised 2-4 times per year, 36

(13.3%) indicated they are supervised once per year, and 15 (8.9%) indicated they are supervised 5 or more times per year.

Table 13

Item 6. Teachers' Hours of Professional Development (N=136)

Hours of Professional Development	f	%
a. 0 hours	1	0.7%
b. 1-2 hours	38	28.0%
c. 3-4 hours	40	29.4%
d. 5 or more hours	57	41.9%

This item asked participants to mention the hours of professional development they receive. One hundred thirty-six teachers responded to the question, with one participant who indicated zero (1, 0.7%) hours of professional development. Thirty-eight (28.0%) teachers indicated they receive 1-2 hours of professional development, 40 (29.4%) teachers receive 3-4 hours of professional development, and 57 (41.9%) of teachers receive 5 or more hours of professional development.

Table 14

Item 7. Professional Development Types Provided to Teachers (N=200)F\

Type(s) of Professional Development (Check all that apply)	f	%
a. University based coursework in instructional improvement	3	1.5%
b. Self-study courses	10	5%
c. Professional networking	6	3%
d. Seminars/workshops/conferences	134	67%
e. Peer observations of classroom teaching	9	4.5%
f. Professional learning communities	2	1%
g. Teacher teams and co-teaching	16	8%
h. Mentoring and coaching	5	2.5%
i. Book/article readings	14	7%
j. Other (please specify) _____	0	0%
k. No Professional Development	1	0.5%

Table 14, Item 7 required teachers to indicate the different types of professional development they receive, with the option to choose more than one answer. A total of 200 responses were recorded for this question. Seminars/ workshops/ conferences are the most common types of professional development received with a total of 134 (67%) responses. Other professional development types with more responses were teacher teams and co-teaching (16; 8%), book/article reading (14; 7%), self-study courses (10; 5%), and peer observations of classroom teaching (9; 4.5%).

Research Question One

What do Cameroon primary school head teachers and teachers report as the priority and frequency of administering instructional supervision practices?

Data related to question one focuses on head teachers and teachers' priority and frequency of administering instructional supervision practices. Survey items 8 to 12 for both head teachers and teachers were structured as both *priority* and *frequency* Likert-type items using a 6-point rating scale. The *priority* scale ranged from Not a Priority [1] to Essential Priority [6]. The *frequency* scale ranged from Never [1] to Very Frequently [6].

Tables 15 to 19 presents head teachers' data while Tables 20 to 24 presents teachers' data. The items include: providing syllabi to teachers to guide in writing lesson plans, meeting with teachers to select textbooks for their grade levels, participation in discussions about challenges teachers face in the classrooms, providing opportunities for teachers to voice their concerns, and providing feedback that aligns teaching to student outcomes.

Table 15

Item 8. Syllabi Provided to Teachers as Guide in Writing Lesson Plans
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		Rating Scale							
Priority	N	Not a Priority 1	Low Priority 2	Somewhat Priority 3	Moderate Priority 4	High Priority 5	Essential Priority 6	Mean	SD
	43	0 0%	0 0%	1 2.3%	3 7%	24 55.8%	15 34.9%	5.23	0.68
Frequency		Never 1	Very Rarely 2	Rarely 3	Occasionally 4	Frequently 5	Very Frequently 6		
	40	0 0%	0 0%	2 5%	5 12.5%	24 60%	9 22.5%	4.71	1.31

Item 8, Table 15 asked head teachers to indicate the *priority* and *frequency* of providing syllabi to teachers to guide them in writing lesson plans. Forty-three (43) head teachers responded to the *priority* item and 40 head teachers responded to the *frequency* item. Frequency (*f*) counts under *priority* range from one (Somewhat Priority) to 24 or 56% (High Priority) with 15 (35 %) respondents indicating providing syllabi is an Essential Priority. Frequency (*f*) counts under *frequency* range from two (Rarely) to 24 or 60% (Frequently) with nine (23%) respondents indicating Very Frequently. The mean score is 5.23 for *priority* and 4.71 for *frequency*, while the Standard Deviation is 0.68 for *priority* and 1.31 for *frequency* in providing syllabi to teachers.

Table 16

Item 9. Meeting with Teachers to Select Textbooks for their Grade Levels

		Rating Scale							
Priority	N	Not a Priority 1	Low Priority 2	Somewhat Priority 3	Moderate Priority 4	High Priority 5	Essential Priority 6	Mean	SD
	43	3 6.7%	2 4.4%	1 2.2%	1 2.2%	30 66.7%	8 17.8%	4.71	1.31
Frequency		Never 1	Very Rarely 2	Rarely 3	Occasionally 4	Frequently 5	Very Frequently 6		
	40	1 2.4%	0 0%	3 7.1%	13 31%	20 47.6%	5 11.9%	4.57	0.97

Table 16, Item 9 asked head teachers to indicate the *priority* and *frequency* of meeting with teachers to select textbooks for their grade levels. Forty-three (43) head teachers responded to the *priority* item and 40 head teachers responded to the *frequency* item. Frequency (*f*) counts under *priority* range from a mode of one (Somewhat Priority and Moderate Priority) to 30 or 67% (High Priority) with 8 (18%) respondents indicating meeting with teachers to select textbooks is an Essential Priority. This item depicts a spread of scores from three (Not a Priority=1) to eight (Essential Priority=6). Frequency (*f)* counts under *frequency* range from one (Never) to 20 or 48% (Frequently) with five (12%) respondents indicating Very Frequently. Again, this item has a spread of scores from one (Never=1) to five (Very Frequently=6). The mean score is 4.71 for *priority* and 4.57 for *frequency*, while the Standard Deviation is 1.31 for *priority* and 0.97 for *frequency* in meeting with teachers to select textbooks for their grade levels.

Table 17

Item 10. Head Teacher Participation in Discussions about Challenges Teachers Face in the Classrooms

Priority	N	Not a Priority 1	Low Priority 2	Somewhat Priority 3	Moderate Priority 4	High Priority 5	Essential Priority 6	Mean	SD
				Rating Scale					
	44	0 0%	0 0%	0 0%	3 6.8%	28 63.6%	13 29.5%	5.23	0.56
Frequency		Never 1	Very Rarely 2	Rarely 3	Occasionally 4	Frequently 5	Very Frequently 6		
	41	0 0%	0 0%	0 0%	5 12.2%	26 63.4%	10 24.4%	5.12	0.60

Table 17, Item 10 asked head teachers to indicate the *priority* and *frequency* of participating in discussions about challenges teachers face in the classrooms. Forty-four (44) head teachers responded to the *priority* item and 41 head teachers responded to the *frequency* item. Frequency (*f*) counts under *priority* shows a range of scores cluster between Moderate Priority 4 with 3 (6.8 %) to Essential Priority 13 (29.5 %), with the highest number of respondents (approximately 64 %) indicating participating in discussions about challenges teachers face in the classrooms is a High Priority. The mean score is 5.23 with a Standard Deviation of 0.56 for *priority*. Frequency (*f*) counts under *frequency* range from five (Occasionally) to 26 or 64% (Frequently) with ten (24%) respondents indicating Very Frequently. The mean score is 5.12 while the Standard Deviation is 0.60 for *frequency* in participating in discussions about challenges teachers face in the classrooms.

Table 18

Item 11. Head Teacher Provides Opportunities for Teachers to Voice their Concerns

		Rating Scale							
Priority	N	Not a Priority 1	Low Priority 2	Somewhat Priority 3	Moderate Priority 4	High Priority 5	Essential Priority 6	Mean	SD
	44	0 0%	0 0%	1 2.3%	3 6.8%	28 63.6%	12 27.3%	5.16	0.65
Frequency		Never 1	Very Rarely 2	Rarely 3	Occasionally 4	Frequently 5	Very Frequently 6		
	41	0 0%	0 0%	1 2.4%	5 12.2%	25 61%	10 24.4%	5.07	0.69

Table 18, Item 11 asked head teachers to indicate the *priority* and *frequency* of providing opportunities for teachers to voice their concerns. Forty-four (44) head teachers responded to the *priority* item and 41 head teachers responded to the *frequency* item. Frequency (*f*) counts under *priority* range from one (Somewhat Priority) to 28 or approximately 64 % (High Priority) with 12 (27 %) respondents indicating providing opportunities for teachers to voice their concerns is an Essential Priority. The mean score for *priority* is 5.16 and the Standard Deviation is 0.65. Frequency (*f*) counts under *frequency* range from one (Rarely) to 25 or 61% (Frequently) with ten (24%) respondents indicating Very Frequently. The mean score is 5.07 for *frequency* and the Standard Deviation is 0.69 in providing opportunities for teachers to voice their concerns.

Table 19

Item 12. Head Teacher Provides Feedback that Aligns Teaching to Student Outcome

		Rating Scale							
Priority	N	Not a Priority 1	Low Priority 2	Somewhat Priority 3	Moderate Priority 4	High Priority 5	Essential Priority 6	Mean	SD
	45	0 0%	2 4.4%	2 4.4%	4 8.9%	28 62.2%	9 20%	4.89	0.94
Frequency		Never 1	Very Rarely 2	Rarely 3	Occasionally 4	Frequently 5	Very Frequently 6		
	42	0 0%	0 0%	2 4.8%	4 9.5%	28 66.7%	8 19%	5.0	0.70

Table 19, Item 12 required head teachers to indicate their *priority* and *frequency* with providing feedback to teachers to help them align their teaching to student outcomes. Forty-five (45) head teachers responded to the *priority* item and 42 head teachers responded to the *frequency* item. Frequency (*f*) counts under *priority* range from a mode of two (Low Priority and Somewhat Priority) to 28 or 62% (High Priority). Over half respondents (62%) indicated providing feedback to teachers is a high priority, 20% indicated it is an Essential Priority, and 9% indicated a Moderate Priority. Frequency counts under *frequency* ranges from two (Rarely) to 28 (Frequently), with eight respondents indicating Very Frequently. The mean score is 4.89 for *priority* and 5.0 for *frequency*, while the Standard Deviation is 0.94 for *priority* and 0.70 for *frequency* in providing feedback to teachers to that help them align their teaching to student outcomes.

Table 20

Item 8. Syllabi Provided to Teachers as Guide in Writing Lesson Plans

		Rating Scale							
Priority	N	Not a Priority 1	Low Priority 2	Somewhat Priority 3	Moderate Priority 4	High Priority 5	Essential Priority 6	Mean	SD
	123	6 4.2%	0 0%	3 2.1%	21 14.6%	45 31.3%	48 33.3%	4.98	1.28
Frequency		Never 1	Very Rarely 2	Rarely 3	Occasionally 4	Frequently 5	Very Frequently 6		
	118	5 3.5%	4 2.8%	4 2.8%	17 11.8%	47 32.6%	41 28.5%	4.86	1.27

Table 20, Item 8 asked teachers to indicate the *priority* and *frequency* of the head teachers providing syllabi to teachers to guide them in writing lesson plans. One hundred twenty-three (123) teachers responded to the *priority* item and 118 teachers responded to the *frequency* item. Frequency (*f*) counts under *priority* range from three (Somewhat Priority) to 48 or 33.3% (Essential Priority) with 0 (0 %) responses indicating providing syllabi is a Low Priority. Frequency (*f*) counts under *frequency* range from a mode of four (Very Rarely and Rarely) to 47 or 32.6% (Frequently). The mean score is 4.98 for *priority* and 4.86 for *frequency*, while the Standard Deviation is 1.28 for *priority* and 1.27 for *frequency* in providing syllabi to teachers.

Table 21

Item 9. Meeting with Teachers to Select Textbooks for their Grade Levels

					Rating Scale				
Priority	N	Not a Priority 1	Low Priority 2	Somewhat Priority 3	Moderate Priority 4	High Priority 5	Essential Priority 6	Mean	SD
	124	11 7.6%	2 1.4%	6 4.2%	28 19.4%	42 29.2%	35 24.3%	4.56	1.44
Frequency		Never 1	Very Rarely 2	Rarely 3	Occasionally 4	Frequently 5	Very Frequently 6		
	120	8 5.6%	8 5.6%	9 6.3%	27 18.8%	43 29.9%	25 71.4%	4.37	1.42

Table 21, Item 9 required teachers to indicate the *priority* and *frequency* of the head teacher meeting with them to select textbooks for their grade levels. One hundred twenty-four (124) teachers responded to the *priority* item and 120 teachers responded to the *frequency* item. Frequency (*f*) counts under *priority* range from two (Low Priority) to 42 or 29.2% (High Priority) with 35 (24.3%) respondents indicating the head teacher meeting with them to select textbooks is an Essential Priority. Eleven (7.6%) respondents answered this item was Not a Priority to them. Frequency (*f*) counts under *frequency* range from a mode of eight (Never and Very Rarely) to 43 or 29.9% (Frequently) with twenty-five (71.4%) respondents indicating Very Frequently. The mean score is 4.56 for *priority* and 4.37 for *frequency*, while the Standard Deviation is 1.44 for *priority* and 1.42 for *frequency* in meeting with teachers to select textbooks for their grade levels.

Table 22

Item 10. Teacher Participation in Discussions about Challenges Teachers Face in the Classrooms

		Rating Scale							
Priority	N	Not a Priority 1	Low Priority 2	Somewhat Priority 3	Moderate Priority 4	High Priority 5	Essential Priority 6	Mean	SD
	129	4 2.8%	3 2.1%	5 3.5%	24 16.7%	60 41.7%	33 22.9%	4.80	1.13
Frequency		Never 1	Very Rarely 2	Rarely 3	Occasionally 4	Frequently 5	Very Frequently 6		
	123	2 1.4%	9 6.3%	4 2.8%	28 19.4%	55 38.2%	25 17.4%	4.63	1.16

Table 22, Item 10 required teachers to indicate the *priority* and *frequency* of participating in discussions about challenges teachers face in the classrooms. One hundred twenty-nine (129) teachers responded to the *priority* item and 123 teachers responded to the *frequency* item. Frequency (*f*) counts under *priority* shows a range of scores cluster between Moderate Priority 24(16.7 %) to Essential Priority 33 (22.9 %), with the highest number of respondents (approximately 42 %) indicating participating in discussions about challenges teachers face in the classrooms is a High Priority. The mean score is 4.8 with a Standard Deviation of 1.13 for *priority*. Frequency (*f*) counts under *frequency* range from two (Never) to 55 or 38.2% (Frequently) with twenty-five (17.4%) respondents indicating Very Frequently. The mean score is 4.63 while the Standard Deviation is 1.16 for *frequency* in participating in discussions about challenges teachers face in the classrooms.

Table 23

Item 11. Head Teacher Provides Opportunities for Teachers to Voice their Concerns

		Rating Scale							
Priority	N	Not a Priority 1	Low Priority 2	Somewhat Priority 3	Moderate Priority 4	High Priority 5	Essential Priority 6	Mean	SD
	121	6 4.2%	3 2.1%	5 3.5%	21 14.6%	62 43.1%	24 16.7%	4.67	1.21
Frequency		Never 1	Very Rarely 2	Rarely 3	Occasionally 4	Frequently 5	Very Frequently 6		
	118	2 1.4%	10 6.9%	3 2.1%	29 20.1%	53 36.8%	21 14.6%	4.56	1.17

Table 23, Item 11 asked teachers to indicate the *priority* and *frequency* of the head teacher providing opportunities for them to voice their concerns. One hundred twenty-one (121) teachers responded to the *priority* item and 118 teachers responded to the *frequency* item. Frequency (*f*) counts under *priority* range from three (Low Priority) to 62 or approximately 43% (High Priority) with 24 (16.7%) respondents indicating head teacher providing opportunities for teachers to voice their concerns is an Essential Priority. The mean score for *priority* is 4.67 and the Standard Deviation is 1.21. Frequency (*f*) counts under *frequency* range from two (Never) to 53 or 36.8% (Frequently) with twenty-one (approximately 15%) respondents indicating Very Frequently. The mean score is 4.56 for *frequency* and the Standard Deviation is 1.17 in providing opportunities for teachers to voice their concerns.

Table 24

Item 12. Head Teacher Provides Feedback that Aligns Teaching to Student Outcomes

		Rating Scale							
Priority	N	Not a Priority 1	Low Priority 2	Somewhat Priority 3	Moderate Priority 4	High Priority 5	Essential Priority 6	Mean	SD
	126	2 1.4%	1 0.7%	2 1.4%	22 15.3%	62 43.1%	37 25.7%	5.00	0.93
Frequency		Never 1	Very Rarely 2	Rarely 3	Occasionally 4	Frequently 5	Very Frequently 6		
	121	0 0%	8 5.6%	4 2.8%	24 16.7%	50 34.7%	35 24.3%	4.83	1.09

Table 24, Item 12 required teachers to indicate their *priority* and *frequency* with head teacher's feedback to align their teaching to student outcomes. One hundred twenty-six (126) teachers responded to the *priority* item and 121 teachers responded to the *frequency* item. Frequency (*f*) counts under *priority* range from one (Low Priority) to 62 or 43.1% (High Priority), with 37 (approximately 26%) indicating providing feedback to teachers is an essential priority. The priority item also records a mode of 2 (Not a Priority and Somewhat Priority) responses. Frequency counts under *frequency* ranges from four (Rarely) to 50 (Frequently), with 35 respondents indicating Very Frequently. The mean score is 5.00 for *priority* and 4.83 for *frequency*, while the Standard Deviation is 0.93 for *priority* and 1.09 for *frequency* in head teacher's feedback to align their teaching to student outcomes.

Survey items 13 to 17 were structured as *frequency* Likert-type items using a six-point rating scale. The *frequency* scale ranged from Never [1] to Very Frequently [6]. Tables 25 and 26 illustrated data on the frequency of instructional supervision practices as reported by head teachers and teachers. The instructional supervision practices included: checking teachers' lesson

plans and notes to ensure the teaching content is appropriate for each grade level, meeting with

teachers to discuss their classroom performances, visiting classrooms to provide clear and

meaningful feedback and to check on pupils' learning progress. It also included a follow through

to ensure remedial corrections in teaching are carried out.

Table 25

Frequency of Instructional Supervision Practices by Head Teachers

| Instructional supervision practices | N | Rating Scale | | | | | | Mean | SD |
		Never 1	Very Rarely 2	Rarely 3	Occasionally 4	Frequently 5	Very Frequently 6		
13. I check teachers' lesson plans and lesson notes to ensure the teaching content is appropriate for each grade level.	46	0 0%	0 0%	0 0%	0 0%	15 32.6%	31 67.4%	5.67	0.47
14. I meet with teachers to discuss their classroom performances.	45	0 0%	1 2.2%	1 2.2%	4 8.9%	24 53.3%	15 33.3%	5.13	0.84
15. I visit classrooms and provide clear and meaningful feedback.	46	0 0%	0 0%	1 2.2%	12 26.1%	27 58.7%	6 13%	4.83	0.68
16. I visit classrooms to check on pupil learning progress.	46	0 0%	0 0%	0 0%	11 23.9%	31 67.4%	4 8.7%	4.85	0.56
17. I follow through to ensure remedial corrections in teaching are carried out.	46	0 0%	1 2.2%	1 2.2%	15 32.6%	27 58.7%	2 4.3%	4.61	0.71

Table 25, Items 13 to 17 asked head teachers to indicate their level of agreement with the

frequency of instructional supervision practices. The number of respondents to the questions

range from 45 to 46, with a mean score range from 4.61 to 5.67, and a Standard Deviation range

from 0.47 to 0.84. Frequency (*f*) counts shows a range of scores cluster between Frequently (15;

32.6%) and Very Frequently (31; 67.4%) in checking lesson plans and notes, and between

Occasionally (11; 23.9%) and Very Frequently (4; 8.7%) in visiting classrooms to check on pupil

learning progress. The highest number of respondents with a mode of 27 (Frequently) indicate

they visit classrooms to provide meaningful feedback and ensure remedial corrections in

teaching are carried out. Table 25 illustrates 24 (53.3%) respondents meet with teachers to

discuss their classroom performance.

Survey items 13 to 17 are structured as *frequency* Likert-type items using a six-point

rating scale. The *frequency* scale ranges from Never [1] to Very Frequently [6].

Table 26

Frequency of Instructional Supervision Practices – Teachers

Instructional supervision practices	N	**Rating Scale (*f*)**						Mean	SD
		Never	Very Rarely	Rarely	Occasionally	Frequently	Very Frequently		
13. The head teacher checks my lesson plans and lesson notes to ensure the teaching content is appropriate for each grade level.	139	1 0.7%	1 0.7%	0 0%	3 2.1%	56 38.9%	78 54.2%	5.49	0.73
14. The head teacher meets with me to discuss my classroom performances.	139	1 0.7%	1 0.7%	4 2.8%	38 26.4%	64 44.4%	31 21.5%	5.12	3.42
15. The head teacher visits my classroom and provides clear and meaningful feedback.	140	1 0.7%	3 2.1%	9 6.3%	42 29.2%	73 50.7%	12 8.3%	4.56	0.88
16. The head teacher visits my classroom to check on pupils' learning progress.	140	0 0%	1 0.7%	13 9%	38 26.4%	66 45.8%	22 15.3%	4.68	0.88
17. The head teacher follows through to ensure remedial corrections in my teaching are carried out.	138	2 1.4%	4 2.8%	18 12.5%	34 23.6%	69 47.9%	11 7.6%	4.43	1.01

Table 26, Items 13 to 17 asked teachers to indicate their level of agreement with the frequency of instructional supervision practices. The number of respondents to the questions range from 138 to 140, with a mean score range from 4.43 to 5.49, and a Standard Deviation range from 0.73 to 3.42. Frequency (*f*) counts as displayed in Table 26 shows a range of scores cluster between Occasionally and Very Frequently in the different instructional practices. The highest number of teachers (73; 50.7%) responded that head teachers frequently visit their classrooms and provide clear and meaningful feedback. There were some teachers who mentioned that the head teacher never checks lesson plans and notes (0.7%), never meets with them to discuss their classroom performance (0.7%), never visits them in class (0.7%), and never ensures remedial corrections in their teaching are made (1.4%).

Research Question Two

To what extent do head teachers and teachers agree on the effectiveness (culture, communication, interaction, and relationship) of instructional supervision?

Survey items 18 to 29 are structured as *level of agreement* Likert-type items using a six-point rating scale. The *level of agreement* scale ranges from Strongly Disagree [1] to Strongly Agree [6]. Tables 27 and 28 present data from head teacher and teacher responses to the survey items.

Table 27

Head Teachers' Level of Agreement with Instructional Supervision Practices

Instructional supervision practices	N	Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Somewhat Agree 4	Agree 5	Strongly Agree 6	Mean	SD
				Rating Scale				Mean	SD
18. Teachers' lesson plans and notes have improved as a result of my feedback.	45	0 0%	0 0%	0 0%	5 11.1%	23 51.1%	17 37.8%	5.27	0.65
19. The curriculum I provide to teachers for all subjects, helps them to plan and teach lessons.	44	0 0%	0 0%	0 0%	7 15.9%	18 40.9%	19 43.2%	5.27	0.73
20. I make teachers feel relaxed during classroom observations of their teaching.	46	0 0%	1 2.2%	0 0%	2 4.3%	20 43.5%	23 50%	5.39	0.77
21. Teachers trust the feedback I give them regarding their teaching.	46	0 0%	0 0%	0 0%	4 8.7%	26 56.5%	16 34.8%	5.26	0.61
22. The feedback I give to teachers regarding their teaching is clear, trustworthy, and timely.	45	0 0%	0 0%	0 0%	2 4.4%	18 40%	25 55.6%	5.51	0.59
23. I try to make teachers feel confident regarding their teaching.	45	0 0%	0 0%	1 2.2%	1 2.2%	16 35.6%	27 60%	5.53	0.66
24. I communicate what the expectations are for planning teaching.	43	0 0%	0 0%	0 0%	6 14%	21 48.8%	16 37.2%	5.23	0.68
25. The relationship between myself and the teachers is built on mutual trust.	46	0 0%	0 0%	0 0%	1 2.2%	26 56.5%	19 41.3%	5.39	0.54
26. Interactions among myself and the teachers are professional and cordial.	45	0 0%	0 0%	0 0%	0 0%	31 68.9%	14 31.1%	5.31	0.47
27. Pupil learning has improved after teachers implement the feedback I provide.	46	0 0%	0 0%	0 0%	5 10.9%	25 54.3%	16 34.8%	5.24	0.64
28. I feel teachers' overall classroom performance has improved based on my feedback.	46	0 0%	0 0%	0 0%	5 10.9%	30 65.2%	11 23.9%	5.13	0.58
29. The professional development and training I receive is applicable for conducting instructional supervision.	46	0 0%	0 0%	0 0%	3 6.5%	29 63%	14 30.4%	5.24	0.57

Table 27 displays responses to the level of agreement with instructional practices. The number of respondents ranges from 43 to 46. This item illustrates the highest number of respondents (31; 68.9%) interactions with teachers are professional and cordial. Table 27 shows a mode score (26; 56.5%) for items 21 and 25 indicating respondents agree that the relationship between head teachers and teachers is built on mutual trust, and teachers trust feedback given regarding their teaching. Frequency (*f*) counts indicate a range of scores cluster in the level of agreement (between Somewhat Agree =4 and Strongly Agree =6) to the questions, with only 2.2% of respondents who disagree that head teachers make teachers feel confident during their teaching and relaxed during classroom observations. The mean score ranges from 5.13 to 5.39, with a Standard Deviation range from 0.47 to 0.77.

Table 28

Teachers' Level of Agreement with Instructional Supervision Practices

Instructional supervision practices	N	Rating Scale (*f*)						Mean	SD
		Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Somewhat Agree 4	Agree 5	Strongly Agree 6		
18. My lesson plans and notes have improved as a result of the head teacher's feedback.	139	1 0.7%	2 1.4%	3 2.1%	12 8.3%	62 43.1%	59 41.0%	5.22	0.89
19. The curriculum provided by the head teacher for the subject(s) I teach, help me to plan and teach lessons.	138	0 0%	0 0%	1 0.7%	5 3.5%	72 50%	54 37.5%	5.36	0.59
20. The head teacher makes me feel relaxed during classroom observations of my teaching.	132	1 0.7%	9 6.3%	3 2.1%	12 8.3%	82 56.9%	25 17.4%	4.82	1.04
21. I trust the feedback given to me by the head teacher regarding my teaching.	140	0 0%	0 0%	1 0.7%	7 4.9%	95 66%	37 25.7%	5.20	0.55
22. The feedback given to me by the head teacher regarding my teaching is clear, trustworthy, and timely.	140	0 0%	1 0.7%	0 0%	12 8.3%	88 61.1%	39 27.1%	5.17	0.63
23. The head teacher makes me feel confident regarding my teaching.	139	0 0%	1 0.7%	3 2.1%	15 10.4%	71 49.3%	49 34%	5.18	0.76
24. The head teacher communicates what the expectations are for planning my teaching.	139	0 0%	2 1.4%	1 0.7%	15 10.4%	96 66.7%	25 17.4%	5.01	0.67
25. The relationship between myself and the head teacher is built on mutual trust.	139	2 1.4%	2 1.4%	0 0%	9 6.3%	84 58.3%	42 29.2%	5.14	0.85
26. Interactions among myself and the head teacher are professional and cordial.	139	1 0.7%	0 0%	6 4.2%	8 5.6%	76 52.8%	48 33.3%	5.17	0.82
27. Pupil learning has improved after implementing suggested feedback from the head teacher.	137	0 0%	3 2.1%	3 2.1%	6 4.2%	91 63.2%	34 23.6%	5.09	0.76
28. I feel my teaching performance has improved based on feedback from the head teacher.	135	1 0.7%	4 2.8%	3 2.1%	15 10.4%	80 55.6%	32 22.2%	4.96	0.91
29. The professional development and training I receive is applicable for improving instructional practices.	137	1 0.7%	0 0%	2 1.4%	4 2.8%	74 51.4%	56 38.9%	5.32	0.72

Table 28 displays responses to the level of agreement with instructional practices. The number of respondents range from 135 to 140, with a mean score range from 4.82 to 5.36, and a Standard Deviation range from 0.59 to 1.04. Frequency (*f*) counts indicate a range of scores

cluster in the level of agreement (between Somewhat Agree =4 and Strongly Agree =6) to the questions, with a highest number of respondents (96; 66.7%) who agree that the head teacher communicates what the expectations are for planning their teaching. Despite the level of agreement with instructional practices, 9 (6.3%) of respondents disagree that the head teacher makes them feel relaxed during classroom observation of their teaching. The range of scores for teachers who Strongly Disagree or Disagree with the instructional practices is 1 (0.7%) to 9 (6.3%).

Research Question Three

What are the advantages and challenges in the instructional supervision process as reported by head teachers and teachers?

Research question three is addressed by two open-ended questions on the advantages and challenges in the instructional supervision process. The third question asked was to find out what teachers suggest for the improvement of supervisor preparation, and what teachers suggest for the improvement of the instructional supervision process. The open-ended questions were analyzed using coding strategies. The researcher wrote all responses to the questions and used two strategies (researcher's determination of themes from common responses and word cloud tool) to triangulate the results and to confirm the coding process. Responses were written and the frequency of the total responses were recorded to determine the total number of head teacher and teacher responses to the questions.

Themes emerged from participants' responses after coding was completed and were categorized into three major themes. Two of the themes are related to research question three which asked participants the advantages and challenges in the instructional supervision process. The other theme focuses on the suggestions provided by participants for the improvement of

supervisor preparation, and the instructional supervision process. The two themes related to research question three are: organizational culture and relationships, and structural organization including policies, procedures, rules, and finances. The third theme is training and resources.

Head Teacher Responses to Open-ended Questions

The information provided are responses from head teachers in relation to the questions asked about the advantages and challenges in the instructional supervision process, and improvement in the professional preparation of supervisors.

Table 29

Number of Head Teacher Responses to the Advantages, Challenges, and Improvements in Current Instructional Supervision Processes

Open-ended Items	N
1. Advantages	22
2. Challenges	19
3. Improvements	18

A total of 22 head teachers responded to the questions on the advantages of the instructional supervision process, 19 answered the questions about the challenges in instructional supervision, and 18 provided suggestions for improvements in the training of supervisors.

Table 30

Head Teacher Responses to the Advantages and Challenges in Instructional Supervision, and Improvement in Supervisor Preparation

Open-ended Items	Theme(s)
1. Advantages	a. Organizational culture and relationships
2. Challenges	b. Structural Organization
3. Improvements	c. Training and resources

***Open-ended item 1: Advantages in the Current Instructional Supervision Process
      as Reported by Head Teachers***

The overarching theme related to what head teachers mentioned as the advantages in the current instructional supervision process was organizational culture and relationships. Sub-themes that emerged were knowledge and skill development, good moral attitude, communication and interaction, relationship building, positive work culture, feedback and follow-up. The head teacher responses revealed that instructional supervision process is advantageous to head teachers, teachers, and the students as stated by one of the head teachers.

"It improves head teachers' knowledge and skills, good moral attitudes are built in teachers and students, teaching and practice exercises develop skills in pupils, and teachers gain knowledge for better performances."

The statement reflects the organizational culture of the institution and the importance of relationships in the instructional supervision process.

***Open-ended item 2: Challenges in the Current Instructional Supervision
      Process as Reported by Head Teachers***

Structural organization was the main theme related to the current instructional supervision process, with sub themes which included: lack of knowledge, skills and materials, resistance to change, time constraint, lack of finances, lack of feedback, and work overload. Despite the advantage of knowledge and skills in the instructional supervision process, some head teachers mentioned limited knowledge and skills as one of the challenges in the current instructional supervision process. One of the head teachers stated:

"Few seminars are organized which makes head teachers and teachers limited in knowledge and skills."

This is an indication that the structural organization of an institution with the different themes mentioned, can be a challenge in the instructional supervision process.

Open-ended item 3: Improvement in Supervisor Preparation as Reported by Head Teachers

This item includes suggestions provided by the head teachers for the professional preparation of supervisors. The sub themes that emerged from the responses were: knowledge and skills, materials, mentoring, planning and organization. The overarching theme from the sub themes was training and resources. As mentioned in head teachers' responses to the advantages and challenges in the instructional supervision process, knowledge and skills also contribute to the professional preparation of supervisors. An effective instructional supervision process requires supervisors to be knowledgeable and skilled in supervising teaching and learning. Also, materials are needed for the professional preparation of supervisors as stated by one of the head teachers:

"Materials on the modality of supervision should be provided to supervisors to avoid supervision mal practices."

The materials for improvement as mentioned by head teachers include concrete materials and human resources like mentors and specialists who provide training to head teachers.

Teacher Responses to Open-ended Questions

Teachers answered questions on the advantages, challenges, and improvements in the instructional supervision process. The information provided are the responses from teachers in relation to the questions asked.

Table 31

Number of Teacher Responses to the Advantages, Challenges, and Improvements in Current Instructional Supervision Processes

Open-ended Items	N
1. Advantages	68
2. Challenges	58
3. Improvements	51

There were 68 responses to the advantages of the instructional supervision process, 58 teachers provided answers to the challenges in the instructional supervision process, and 51 made suggestions on improvements to the current instructional supervision process.

Table 32

Teacher Responses to the Advantages, Challenges and Improvements in Current Instructional Supervision Processes

Open-ended Items	Themes
1. Advantages	a. Organizational culture and relationships
2. Challenges	b. Structural Organization
3. Improvements	c. Training and resources

Open-ended item 1: Advantages in the Current Instructional Supervision Process as Reported by Teachers

The major theme mentioned in relation to the advantages in the current instructional supervision process provided by teachers was organizational culture and relationships. This theme was generated from the sub themes that emerged which were: knowledge and skill development, relationships, materials, problem solving, positive work culture, punctuality and regularity, time, feedback and follow-up. Amongst the many advantages mentioned, some of the teachers stated:

Teacher 1: *"Encourages a cordial relationship between the head teacher and teacher."*

Teacher 2: *"It creates awareness and encourages teachers to be prepared at all times."*

Teacher 3: *"It helps teachers identify their strengths and weaknesses, leading to upgrading of professional practices."*

The statements written by teachers indicate that an organizational culture positively influences the instructional supervision process and encourages relationships between teachers and head teachers.

Open-ended item 2: Challenges in the Current Instructional Supervision Process as Reported by Teachers

The challenges in the current instructional supervision process as provided by teachers were grouped into one major theme and eight sub-themes. The major theme was structural organization, and the sub-themes were knowledge, skills and experience, materials, teamwork, lack of flexibility, finance, work load, time, and absenteeism. Some common challenges mentioned by both head teachers and teachers were lack of knowledge skills and materials, time, and lack of finance, which are determined by the structural organization of an institution. One of the teachers stated:

"Lack of resources (human, material and financial resources) and its access, limits implementation."

The lack of resources and its access could be one of the reasons why supervisors are limited in supervision knowledge and skills, in training, and in implementation.

***Open-ended item 3: Improvements in the Instructional Supervision Process as
    Reported by Teachers***

Participants were asked to provide their suggestions for the improvements needed in the instructional supervision process. The sub themes that emerged from the responses were: technology, finance, expertise, training, resources, frequency in instructional supervision, feedback and follow up, and clear goals. The overarching theme was training and resources. In this technological era, there are different modern information and communication technologies like computers and laptops that can be used to facilitate the instructional supervision process. The study revealed the need for technology as suggested by teachers and can be seen in one of the teachers' statements:

> *"Introduce technology to encourage the upgrading of knowledge.*

Technology is needed for knowledge upgrade as mentioned, saves time spent in planning and communication during the instructional supervision process. Teachers also suggested that supervisors should provide clear goals and encourage freedom of choice, be flexible, and effective in the use of time and resources allocated for the supervision process.

Summary of Results

This chapter presented the results of the data collected from the participants of the study in relation to the research questions. Chapter V provides the summary of the study, an in-depth analysis of the findings, conclusions and recommendations for future research.

Chapter V: Summary, Conclusions, Discussion, Limitations,
and Recommendations

Instructional supervision is an activity that promotes effective teaching and learning in schools, with the focus on improvement of instruction and professional development of teachers (Acheson & Gall, 1987). It is a fundamental concept in instructional leadership, and the quality of teachers in terms of instructional competencies is an important factor in the instructional supervision process (Card, 2006; Ginsberg, 2003). Pedagogical, evaluation, and reporting skills are some of the leadership skills required for instructional supervision and should align with the needs of the institution (Wiles & Bondi, 1996). Aaronson and Sander (2007) agreed, adding that quality classroom observation can determine effective performance among teachers. Zumwalt (1986) also emphasized focus on better instructional practices and improvement in teachers' skills, for quality in education and desirable effects.

This study examined the instructional supervision process and practices in Cameroon, including advantages, challenges and suggestions for improvement. The study was designed to gather information from primary school teachers and head teachers on the instructional supervision process, and effectiveness of the instructional supervision process used by teachers and school leaders in Cameroon primary schools.

Summary of the Study

This study was organized into five chapters. Chapter I contained an introduction to and an overview of the study, including the statement of the problem, the purpose of the study, research questions, significance of the study, and definition of terms. There is a shortage in the number and quality of teachers in Cameroon. There is also limited research on the instructional supervision process (Titanji & Yuoh, 2010), with challenges in providing quality education to all

children in Cameroon (Mwambo, 2020). The research problem sought to understand the instructional supervision process in the primary schools in Cameroon, including the advantages and challenges of the problem. Also, the purpose of this study was to examine the process of instructional supervision in select English-speaking primary schools in Limbe 1 sub-division, which is in the Southwest Region of Cameroon, and one of the two English- speaking regions in the nation. The following questions were developed to guide the study:

1. What do Cameroon primary school head teachers and teachers report as the priority and frequency of administering instructional supervision practices?

2. To what extent do head teachers and teachers agree on the effectiveness (culture, communication, interaction and relationship) of instructional supervision?

3. What are the advantages and challenges in the instructional supervision process as reported by head teachers and teachers?

Chapter II reviewed literature on the history of Cameroon's educational system, teacher and head teacher preparation in Cameroon, models of instructional supervision, relationships, communication, and interactions in instructional supervision, organizational culture and structure. It also reviewed the system of supervision in Cameroon, professional development, and school improvement, improving teacher practice and student achievement in Cameroon. This study adds to the literature on education and supervision practices in Cameroon (Fonkeng, 2010), with increased attention on teacher quality for better educational services especially at the foundational levels of education (Republic of Cameroon, 2005). Effective instructional supervision of teachers enables teachers to provide high-quality education to students (Ormond,

2004; Tyagi, 2011) and leads to teacher growth and development (Blasé & Blasé, 1998;

Mohammed, 2014; Sergiovanni & Starratt, 2002; Sullivan & Glanz, 2000).

Providing high-quality education in schools requires head teachers to be knowledgeable

and skilled in leadership, curriculum, supervision, instruction, and management (Hallinger et al.

1989). The knowledge and skills enable the head teacher to be effective and efficient in major

supervisory practices like lesson observation (Okumbe, 1998), checking lesson books, schemes

of work, records of work covered, and attendance (Musungu & Nasongo; 2008). It is important

to note that head teachers in Cameroon are not formally trained as school administrators but are

appointed or promoted to the level of school administrators (Bush & Oduro, 2006; Oduro, 2003).

Their appointments are based on their experiences, seniority, and longevity in service. However,

the head teachers are expected to perform their roles effectively and efficiently and to contribute

to the growth of students, teachers, other staff and the school in general.

In order to contribute to teacher quality, student outcomes and head teacher effectiveness

in instructional supervision, this study examined the instructional supervision process. It will

suggest improvement strategies based on data collected from the study.

Chapter III provided a description of the crucial aspects of the study, including research

questions and design, instrumentation, study participants, procedures, timelines, and limitations.

In this quantitative study, a non-experimental design was used and incorporated open-ended

items that were analyzed using qualitative strategies. The aim of the open-ended questions was to

gather more information related to the study from participants and to answer some of the

research questions. The teacher and head teacher surveys included 32-item questions for each

survey instrument. Both surveys included items to gather demographic information from

participants (gender, longevity in service, and highest academic qualification), and items using Likert-type scales. Teachers and head teachers' suggestions for better instructional supervision practices and the professional preparation of supervisors was also necessary to understand the problem and guide in recommendations for practice.

Chapter IV presented the results of data collected from participants of the study through a purposeful selection of participants from English-speaking primary schools in Limbe I sub-division of Cameroon. Participation in this study depended on access to the research assistant and available technology. The setting for this research study lacked the necessary technology to gather data via the internet, therefore data were gathered using paper questionnaires administered through the research assistant on site. The Statistical Package for the Social Sciences (SPSS) version 28.0.1.1 for windows was used to analyze the Likert-type questions. Measures of central tendency including frequencies, percentages, mean and Standard Deviation were used to present the results. Coding strategies were also used to determine major themes from the open-ended items on the questionnaire. The findings included the priority and frequency of instructional supervision, the effectiveness of instructional supervision, advantages and challenges with the current instructional supervision process. It also included suggestions on the improvement of supervisor preparation, and the improvement of the instructional supervision process.

Chapter V summarizes and evaluates the data from Chapter IV and provide the findings of the study in relation to literature on instructional supervision as highlighted in Chapter II. The emergent themes are related to the advantages and challenges of instructional supervision, improvement in instructional supervision practices and the professional preparation of

supervisors in Cameroon's English-speaking schools in Limbe I sub division. Analysis and discussion are based on the research outcomes that have been discovered.

Conclusions

The conclusions are presented based on the findings of the study which includes demographic summary and findings related to the research questions. Conclusions are also drawn from head teachers and teachers' suggestions for improvement of instructional supervision, and the professional preparation of head teachers.

Demographic Summary

The demographic data was aimed at providing background information about the participants of the study. The report included gender, school of employment, years of experience, and highest level of education.

Reports show there are more female (84%) than male (16%) teachers who participated in the study, with a majority (41.3%) who reported working in government schools. Sixty-one (43.0%) teachers have more than 10 years of experience, with Teachers Grade 1 Certificate (113; 80.7%) as the highest level of education reported by them. Head teachers' report also show that more female (69.6%) than male (30.4%) head teachers participated in the study, with a majority of them working in government schools (41.3%). Over half (53.3%) of the head teachers have more than 10 years of experience, with a majority (80.4%) who reported having the Teacher Grade 1 certificate (CAPIEMP) as their highest level of education. Overall, the participants of this study are more females than males, have Teacher Grade 1 Certificate, currently work in government schools and have more than ten years of experience as teacher or head teacher. It can therefore be concluded that teaching continues to be a profession dominated by women as seen also in the United States statistics for public school teachers at the elementary instructional level.

The statistics shows more females (69%) than male (11%) teacher percentage in 2020–21 school year. The genders of 20% of teachers were undecided. The percentage of female principals (head teachers) at the elementary instructional level was 56% and 44 % of male principals (U.S. Department of Education, 2021). At the state level, the 2021-2022 district wide demographic data Professional Educator Licensing and Standards Board (PELSB) for Minnesota shows more female (42,719) than male (14, 600) teachers (Minnesota Department of Education, 2023).

Data were also collected on teachers and head teachers' supervision times per year, hours of professional development, and types of professional development. A majority (90; 77.8%) of teachers indicated that they are supervised 2-4 times per year, and 57 (41.9 %) of them receive 5 or more hours of professional development. Seminars/workshops/conferences were the most common types of professional development received by teachers with a total of 134 (67%) responses. A majority of the head teachers (35; 77.8%) indicated that they supervise teachers 2-4 times per year, with no head teachers reporting an absence of supervision. Most head teachers (54.5%) reported that they receive 3-4 hours of professional development, with seminars/ workshops/conferences being the most common types of professional development received (93%). Therefore, the teachers and head teachers' self-reports indicate that schools in the study area currently practice instructional supervision, with seminars/ workshops/ conferences provided by the inspectorate of basic education for their growth and development. It can be concluded from the head teacher and teacher reports that instructional supervision is an essential component recognized and practiced in the schools for quality education and growth.

This study had three major research questions. Each research question will be answered in the order presented.

Research Question One

What do Cameroon primary school head teachers and teachers report as the priority and frequency of administering instructional supervision practices?

Teachers and head teachers were asked to read statements provided about instructional supervision practices, and asked to answer whether the practices were a priority and how frequently they were enacted. A six-point Likert scale was used to provide the priority and frequency choice options. This was necessary to determine what teachers and head teachers regard as priority in their current instructional supervision practices, and how frequently these practices were carried out.

Teachers reported that the head teachers providing syllabi to guide them in writing lesson plans was an essential priority (33.3%) and was enacted frequently (32.6%). The mean score from teachers' report is 4.98 for *priority* and 4.86 for *frequency*, while the Standard Deviation is 1.28 for *priority* and 1.27 for *frequency* in providing syllabi to teachers. Head teachers also reported a high priority rate (56%) of providing syllabi to teachers to guide them in writing lesson plans and this was carried out frequently (60%). The head teachers' mean score is 5.23 for *priority* and 4.71 for *frequency*, while the Standard Deviation is 0.68 for *priority* and 1.31 for *frequency* in providing syllabi to teachers. Therefore, teachers and head teachers reported a high level of priority and frequency in providing syllabi to teachers to guide them in writing lesson plans on a frequent basis. Course syllabi are fundamental in guiding lesson planning and teaching especially regarding course content, learning goals, assessment approaches, and expectations.

Meeting with teachers to select textbooks for their grade levels was reported a high priority by teachers (29.2%) and head teachers (66.7%). The teachers (29.9%) and head teachers (47.6%) also reported this was carried out frequently. The mean score for teachers is 4.56 for *priority* and 4.37 for *frequency*, while the Standard Deviation is 1.44 for *priority* and 1.42 for *frequency* in meeting with teachers to select textbooks for their grade levels. The head teachers' mean score is 4.71 for *priority* and 4.57 for *frequency*, while the Standard Deviation is 1.31 for *priority* and 0.97 for *frequency* in meeting with teachers to select textbooks for their grade levels. Therefore, teachers and head teachers self-reported a high level of importance in meeting to select textbooks for teachers' grade levels.

Over half of the teachers (60) reported a high priority (41.7%) with participating in discussions about challenges teachers face in the classrooms. Fifty-five (55) teachers reported their participation was frequent (38.2%). Teachers' mean score is 4.63 while the Standard Deviation is 1.16 for *frequency* in participating in discussions about challenges teachers face in the classrooms. The head teachers (47.6%) also reported that they frequently participated in discussions about challenges teachers face in the classroom, and it was a high priority to 66.7% of them. The head teachers' mean score is 5.23 with a Standard Deviation of 0.56 for *priority*, while the mean score is 5.12 with a Standard Deviation of 0.60 for *frequency* in participating in discussions about challenges teachers face in the classrooms. Overall, teachers and head teachers reported a high level of participation in discussions about challenges teachers face in classrooms.

A majority (62; 43.1%) of the teachers reported the head teachers providing them opportunities to voice their concerns was a high priority and 36.8% of them reported it was done frequently. Teachers' mean score for *priority* is 4.67 and the Standard Deviation is 1.21, while

the mean score is 4.56 for *frequency* and the Standard Deviation is 1.17 in providing opportunities for teachers to voice their concerns. Approximately 64% (63.6%) of the head teachers reported a high priority in providing opportunities for teachers to voice their concerns and 61% of them practiced this frequently. The head teachers' mean score for *priority* is 5.16 and the Standard Deviation is 0.65, while the mean score is 5.07 for *frequency* and the Standard Deviation is 0.69 in providing opportunities for teachers to voice their concerns. Therefore, the practice of providing opportunities for teachers to voice their concerns was highly rated by the teachers and head teachers.

Fifty teachers (34.7%) reported that they frequently receive feedback from their head teacher which helps them align their teaching to student outcomes, and sixty-two (43.1%) of them regard it as a high priority. The teachers' mean score is 5.00 for *priority* and 4.83 for *frequency*, while the Standard Deviation is 0.93 for *priority* and 1.09 for *frequency* in head teacher's feedback to align their teaching to student outcomes. Twenty-eight (62.2%) head teachers reported a high priority in providing feedback to teachers which helps them align their teaching to student outcomes, and twenty-eight (66.7%) of them regard it as a high priority. Head teachers' mean score is 4.89 for *priority* and 5.0 for *frequency*, while the Standard Deviation is 0.94 for *priority* and 0.70 for *frequency* in providing feedback to teachers to help them align their teaching to student outcomes. Thus, feedback is highly rated by the teachers and head teachers because it helps teachers align their teaching to student outcomes.

Teachers and head teachers were also asked to indicate their level of agreement with the frequency of instructional supervision practices by the head teacher. The practices include checking lesson plans and notes, discussing classroom performances, providing clear and

meaningful feedback, checking pupil progress, and ensuring remedial corrections are made. Over half (56-69) of the teachers agreed that the head teachers frequently carried out these instructional practices, with 78 (54.2%) of them highly reporting that the head teachers check lesson notes and plans very frequently. The teachers' report has a mean score range from 4.43 to 5.49, and a Standard Deviation range from 0.73 to 3.42. The head teachers also reported similar results as the teachers, with the majority (15-27) of them who agreed that they frequently carried out the instructional supervision practices mentioned. Thirty-one (67.4%) of the head teachers highly reported that they checked lesson plans and notes very frequently, with a mean score range from 4.61 to 5.67, and a Standard Deviation range from 0.47 to 0.84. Overall, the teachers and head teachers agreed that head teachers indeed performed practices related to instructional supervision. This indicates that the practice of instructional supervision is perceived as being valuable for quality education and improved professional practices.

Research Question Two

To what extent do head teachers and teachers agree on the effectiveness (culture, communication, interaction and relationship) of instructional supervision?

Teachers and head teachers responded to items regarding elements of effective culture building related to instructional supervision. Whereas research question one focused on instructional supervision practices; research question two focuses on the behavior of head teachers as they relate to instructional supervision.

Teachers' report shows a range of scores cluster in the level of agreement (between Somewhat Agree =4 and Strongly Agree =6) to the questions, with the highest number of respondents (96; 66.7%) who agreed that the head teacher communicates what the expectations

are for planning their teaching. Teachers' mean score ranged from 4.82 to 5.36, and a Standard

Deviation range from 0.59 to 1.04. The highest number of responses (31; 68.9%) from head

teachers indicated that interactions with teachers are professional and cordial. They (26; 56.5%)

also agreed that the relationship between head teachers and teachers is built on mutual trust, and

teachers trust feedback given regarding their teaching. The high response rate from head teachers

is reflected in the mean score which ranges from 5.13 to 5.39, and a Standard Deviation range

from 0.47 to 0.77. Overall, a majority (93.7%) of teachers and head teachers agreed to the

instructional supervision practices provided, with a few teachers (6.3%) who disagreed that the

head teacher makes them feel relaxed during classroom observation of their teaching.

Research Question Three

What are the advantages and challenges in the instructional supervision process as

reported by head teachers and teachers?

Research question three had two open-ended items that allowed teachers and head

teachers to write their answers to the advantages and challenges in the instructional supervision

process. There were no limits to the number of characters that could be used to complete the

answers. Sixty-eight teachers responded to the advantages of the instructional supervision

process, and 58 teachers provided answers to the challenges in the instructional supervision

process. Also, twenty-two head teachers provided the advantages of the instructional supervision

process, and 19 answered the questions about the challenges in instructional supervision. There

were some common overarching themes that emerged from both teacher and head teacher

responses with the advantages and challenges though slightly different sub-themes. The themes

are organizational culture and relationships and structural organization.

Reports from teachers and head teachers indicate that an organizational culture positively influences the instructional supervision process and encourages relationships between teachers and head teachers. Also, the lack of resources and its access contribute to the reasons why supervisors are limited in supervision knowledge and skills, in training, and in implementation. This is an indication that the structural organization of an institution can be a challenge in the instructional supervision process.

A third open-ended question was asked regarding suggestions for the improvement of supervisor preparation and the instructional supervision process. Fifty-one teachers provided suggestions on improvements to the current instructional supervision process while 18 provided suggestions for improvements in the training of supervisors. The third theme that emerged from both teacher and head teacher responses was training and resources. Teachers suggested that technology should be provided for knowledge upgrade, planning and communication during the instructional supervision process. Teachers also suggested that supervisors should provide clear goals and encourage freedom of choice, be flexible, and effective in the use of time and resources allocated for the supervision process. To improve the professional preparation of supervisors, head teachers suggested the provision of concrete materials and human resources like mentors and specialists to training head teachers.

Discussion

The head teachers and teachers in Limbe 1 sub-division of Cameroon responded to the survey items and also added information to the open-ended questions asked. The closed-ended and Likert-type items were similar for both groups of participants. Items 30 (advantages) and 31 (challenges) were the same for both head teachers and teachers. However, item 32 reflected different questioning by each group. Head teachers were asked about their professional

preparation; while teachers were asked about improvement in instructional supervision practices. Despite commonalities in the responses reported for the advantages and challenges in the instructional supervision process by the teachers and head teachers, there were other responses which differed. For example, teachers lamented a lack of available technology while head teachers failed to identify the lack of technology as an issue. This may lead to further research examining differences in the use of technology by head teachers and teachers in Cameroonian schools.

Responses from this study on instructional supervision practices by teachers and head teachers relate to Goldhammer's (1969) report on effective supervision processes which emphasize collaboration, openness, and focus on teacher needs and actions. Responses also aligned with Fonkeng (2010) who indicated a need to strengthen teacher quality. The responses also mirror the emphasis on instructional supervision for quality education to all children in Cameroon as mentioned in the National Education Forum reports (MINEDUC, 1995) and the Draft Document of the Sector-Wide Approach to Education reports (Republic of Cameroon, 2005).

The reports on the effectiveness of instructional supervision by teachers and head teachers indicate their agreement on these elements (culture, communication, interaction and relationship) of instructional supervision. These elements are vital for schools to evaluate the process, improve on the instructional supervision practices, and to ensure that the goal of instructional supervision is met. The goal of instructional supervision is to support teachers' growth, development, interaction, fault-free problem solving, and a commitment to building capacity (Zepeda, 2012). Waite (2005) mentioned that successful supervision encourages various

types of discourse and communication events, promotes, and facilitates the elimination of coercion and intimidation. This will make it easier for the head teacher to provide constructive feedback and suggestions on teacher performance (Wardani et al., 2021). According to Costa and Garmston, (2002) there should be trust in the process, each other, and an environment that supports change in teacher and student learning (Sergiovanni & Starratt, 2002). Thus, culture, communication, collaboration and relationship building contribute to effective supervision of instruction and ensures the goal of improving teacher performances and student outcomes is met.

Both teachers and head teachers suggest that organizational culture, relationships, and the structural organization of schools are aspects that must be taken into consideration when planning for instructional supervision. Training and resources are necessary for the professional preparation of teachers and head teachers. The lack of sufficient resources for training and professional improvement continued to pose on-going challenges for teachers and head teachers in this study. Because policy decisions regarding how resources are allocated is a structural aspect of an organization i.e. who is in position to make such decisions and do these individuals value professional development and training as an important function of the organization, the impact of policy decision making impacts negatively or positively on the culture of an organization. In this study, both organizational culture and Cameroonian culture impacts the nature of how teachers and head teachers communicate and interact. Hierarchy in Cameroonian culture limits the frequency and extent of open communication between teachers and head teachers; which in turn may hinder the development of a more positive or healthy organizational culture overall.

It is hoped that the results of this study has shared additional insights and understanding of Cameroonian instructional supervision practices and processes as perceived by head teachers and teachers. In summary, both head teachers and teachers agreed on the priority and frequency of many of the elements of instructional supervision as described in this study. There were few areas such as differences in perceived use and availability of technology where opinions differed.

Information from the study has revealed that Cameroonian teachers reflect many of the same concerns, challenges, expectations, and needs as all teachers. Despite participants in this study hailing from a unique African nation and culture, the values and beliefs expressed in this study reflect a global commonality of a teaching profession.

Limitations

The following limitations were encountered throughout the study:

1. Despite signed documents from St. Cloud State University which permitted the researcher to conduct this international study, there were hesitations with approval of the study to be conducted at the level of the research area, and with completing the survey. However, the role of the research assistant as one of the head teachers in the sub-division facilitated the process.

2. Survey items were written by the researcher who failed to provide sufficient demographic options for participants to choose (for example participants' highest level of education).

3. Due to the lack of technology in some schools, data was collected using paper and pen/pencil, resulting in surveys being transported by hand from Cameroon to Minnesota. This resulted in further delays.

4. Differences in work schedule at the different schools was a challenge to the research assistant who had to reschedule meetings with some participants multiple times. Also, copies were given to some to complete at their convenience due to the difficulties with scheduling time for both the research assistant and the participants. There were some participants who took their surveys home and forgot to bring them back to school while others did not complete them at all. For those who forgot theirs at home, the research assistant made copies for them to complete and hand them back before leaving their schools. This made the exercise costly, especially with high transportation fares and cost of copying the surveys.

5. There were communication difficulties with the authority who needed to approve permission for the study to be conducted in the area chosen. Other than emails, telephone calls were the easiest ways to communicate the purpose of the study and to request permission to conduct the study. However, this also became a challenge due to poor network and differences in time zone between Cameroon and USA. The researcher attempted several phone calls but was unsuccessful. The research assistant was used to communicate information needed to the inspectorate and back to the researcher. This was also based on the availability of a research assistant.

Recommendations for Practice

Based on the findings of the study, the following recommendations for practice should be considered:

1. ***Training of Teachers in the Role of Head Teachers.*** Participants indicated that knowledge and skills are advantageous in the instructional supervision process and mentioned the need for training in order to avoid practices that can affect the process.

Because head teachers are appointed into their role based on longevity in service and experience as teachers, it is recommended that they are trained either at the level of the university or another section be created in the teacher training colleges for the training of head teachers. This will give the prospective head teachers the opportunities to learn from trained personnel, connect theory and practice with the curriculum provided, and network with their peers to gain strategies that might be helpful in their role as instructional supervisors.

2. ***Technology in Schools.*** There needs to be a major overhaul of cybernetics system in schools. Partnership with non-profit organizations for training on technology usage by teachers and head teachers. PTA funds, fund raising activities, and government support to purchase the technological tools. Government officials should also include trainings on technology use in schools to facilitate instruction and the instructional supervision process. This can be done during the scheduled national seminars organized by the Ministry of Basic Education. With this training, teachers and head teachers will be skilled and knowledgeable in the use of technology to perform their roles effectively and efficiently. Technology is essential in the 21st Century, as such, it is important for the government and school officials in mission and private schools to ensure the availability of electricity in their schools. This will facilitate the connection of modern technologies essential for use in schools.

3. ***Frequent Instructional Supervision by Head Teachers.*** The instructional supervision process should be conducted at least twice (beginning and end) every term to ensure teachers are performing their duties, provided the support needed and effective

feedback by the head teacher. This will be helpful especially to novice teachers with little or no experience as it will guide the head teachers with information necessary to support them. It will also ensure feedback provided during the instructional supervision process are implemented by the teachers and to plan for future supervision of teachers' instruction. The instructional supervision process will also provide the opportunity for the head teacher to interact with pupils and teachers during classroom observations. The head teacher can also provide possible solutions to teachers' concerns which can help to improve their performance.

4. *Post Instructional Supervision Feedback from Teachers.* Teachers' feedback at the end of the instructional supervision process is important to the head teachers because it will serve as a tool when planning for future instructional supervision, and for the head teachers to be better in their roles as instructional leaders. Some teachers mentioned that head teachers did not inform them about their classroom observations, were not flexible, friendly, non-time conscious during instructional supervision, which made the process challenging for them. A short survey can be provided to the teachers to complete and submit after the instructional supervision process. The head teachers need such feedback in a timely manner for their reflection and improvement during subsequent instructional supervisions.

5. *Professional Development using Instructional Supervision Report.* The inspectorate of basic education for Limbe 1 organizes workshops and seminars for head teachers and teachers during the academic year. This is done at least once in a school year, with the aim of upgrading knowledge, skills and improving student academic

performance. The reports from head teachers and teachers are vital when planning for the professional development seminars because they include strengths and weaknesses with the need for improvements. Using the reports from instructional supervision will provide meaningful and applicable training for the growth of teachers and head teachers. Head teachers should also receive appropriate training for two-way communication and trust, from both teachers and head teachers.

6. Issues of relationships and power between head teachers and teachers is prominent and need to be addressed. There seems to be a focus more on managerial and administrative and less on leadership behaviors, models and practices.

Recommendations for Further Research

The recommendations for further research include:

1. Instructional supervision in elementary education in Cameroon is conducted by both head teachers and the inspectors of the different subdivisions in the basic education sector. This study focused on instructional supervision by the head teachers only. A study can be conducted to include both head teachers and inspectors who also supervise instruction during their routine inspection of schools every term.

2. The study reports that most of the participants have more than ten years of work experience. This means there is longevity and experience with the participants of this study. A similar study can be conducted to include only novice teachers and or head teachers with little or no experience. This would gather data necessary for the support needed to be provided to them for their professional growth and development.

3. The findings of this study can be used to conduct a t-test for a comparative analysis of teacher and head teachers' view on the instructional supervision practices in this study area.

4. The study can be replicated with the inclusion of schools in Limbe 2 and 3 which are all in the Limbe sub-division. The study can also include modified survey instruments, with sufficient demographic options for participants to choose from (for example participants' highest educational level).

5. Cameroon's ministry of education strives to curb class repetition by its pupils. A qualitative study throughout the school year is necessary to get in-depth information from teachers and head teachers about the instructional supervision process and how it impacts head teachers, teachers, and pupils' outcomes. This is important because instructional supervision also contributes to pupils' academic performances and how they solve real life problems. A qualitative study that looks at Cameroonian cultural influence on supervision practices and beliefs.

6. This quantitative research approach used surveys to collect data from participants. A mixed method approach could be conducted with the use of surveys and interviews for data collection. Examining the instructional supervision process in Limbe 1 sub-division using the mixed method approach, will gain understanding about their thought processes in relation to instructional supervision.

7. Further research examining differences in the use of technology by head teachers and teachers in Cameroonian schools.

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Appendix A: IRB Approval

Institutional Review Board
720 Fourth Avenue South, AS 101, St. Cloud, MN 56301-4498

November 7, 2022

To: FNU Kfukfu Nsangong
Email: knsangong@go.stcloudstate.edu

Faculty Mentor: Frances Kayona
Email: fakayona@stcloudstate.edu

Project Title: Examination of the Instructional Supervision Process in Select Primary Schools in Cameroon

The Institutional Review Board has reviewed your protocol to conduct research involving human subjects.

Your project has been: Approved

Expiration Date: N/A
Approval Type: Exempt
SCSU IRB#:   42193654

Please read through the following important information concerning IRB projects:

ALL PROJECTS:

- The principal investigator assumes the responsibilities for the protection of participants in this project. Any
- adverse events must be reported to the IRB as soon as possible (ex. research related injuries, harmful outcomes,
  significant withdrawal of subject population, etc.).
- The principal investigator must seek approval for any changes to the study (ex. research design, consent process,
  survey/interview instruments, funding source, etc.). The IRB reserves the right to review the research at any time

EXEMPT PROJECTS:

- Exempt review only requires the submission of a Continuing Review/Final Report form in advance of the expiration date indicated in this letter if an extension of time is needed.

EXPEDITED AND FULL BOARD REVIEW PROJECTS:

- The principal investigator must submit a Continuing Review/Final Report form
  in advance of the expiration date indicated on this letter to report conclusion of the research or request an extension.
- Approved consent forms display the official IRB stamp which documents approval and expiration dates. If a renewal is requested and approved, new consent forms will be officially stamped and reflect the new approval and
  expiration dates.

If we can be of further assistance, feel free to contact the IRB at 320-308-4932 or email
ResearchNow@stcloudstate.edu and please reference the SCSU IRB number when corresponding.

Sincerely,
IRB Chair: **IRB Institutional Official:**
William Collis-Prather   Dr. Claudia Tomany

Program Director   Associate Provost for Research
Applied Clinical Research   Dean of Graduate Studies

Appendix B: Implied Consent

You are invited to participate in this study that is designed to examine the instructional supervision process in select primary schools in Cameroon. You were selected as a participant because you are a head teacher and or teacher at a primary school in Limbe I Sub-Division, which is the area selected for the study. This research is being conducted by FNU Kfukfu Nsangong for a doctoral dissertation.

Background Information and Purpose The purpose of this study is to examine the current instructional supervision practices in Cameroon's primary schools, identify the strengths and challenges faced, and provide possible suggestions for improvement.

Procedures If you decide to participate, you will be asked to complete a survey which will take approximately twenty minutes of your time. The researcher's assistant will give you a copy of the survey to complete and return to the assistant.

Risks There are no foreseeable risks associated with participation in this study.

Benefits The questions on this survey were developed by examining the research on the instructional supervision process in primary schools in Cameroon and identifying the factors that have been found to be important. It is our hope that the information we gain will help us to provide suggestions on how to improve the challenges faced in the current instructional supervision process and perhaps work to strengthen the practices that already exist.

Confidentiality Your information will be confidential and no answers that could identify a specific individual will be used. All copies of the surveys will also be destroyed at the end of the study.

Research Results If you are interested in learning the results of the survey, feel free to contact the researcher FNU Kfukfu Nsangong at knsangong@go.stcloudstate.edu or go to the St. Cloud State University repository online.

Contact Information If you have any additional questions please contact the researcher, at knsangong@go.stcloudstate.edu, or the advisor, Kayona Frances, at fakayona@stcloudstate.edu.

Voluntary Participation/Withdrawal Participation is voluntary. Your decision whether or not to participate will not affect your current or future relations with the researcher or the Inspectorate of Basic Education for Limbe I Sub-Division. If there are any questions you are not comfortable answering, you do not need to answer them. We ask you to please remember this information is confidential and is designed to help improve the current Instructional Supervision process in primary schools in Cameroon. If you decide to participate, you are free to withdraw at any time without penalty.

Acceptance to Participate Your completion of the survey indicates that you are at least 18 years of age, and you consent to participation in the study.

Appendix C: Head Teacher Survey

Section I: Please circle your response to each question and provide an answer to the space(s) provided if needed.

1. Gender
    a. Male
    b. Female
    c. other_____

2. I am the head teacher of a:
    a. Government school
    b. Private school
    c. Mission School

3. Years of experience
    a. 1-2 years (Beginner)
    b. 3-6 years
    c. 7-10 years
    d. More than 10 years

4. What is your highest level of education?

    a. Master of Education (M.Ed.)
    b. Bachelor of Education (B.Ed.)
    c. Teacher Grade I Certificate (Certificat d'Aptitude Pedagogique d'Instituteurs de l'Enselgnement Maternel et Primaire- CAPIEMP)
    d. Others _____

5. On average I formally supervise teachers:

    a. 0 times per year
    b. Once per year
    c. 2-4 times per year
    d. 5 or more times per year

6. Approximately how many hours a year does the Inspectorate of Basic education for Limbe 1 provide in professional development to head teachers on conducting instructional supervision? (Please check only one)
    a. 0 hours
    b. 1 – 2 hours
    c. 3 – 4 hours
    d. 5 or more hours

7. Select the type(s) of professional development, with regard to instructional supervision, offered to you from your current Inspectorate. Please check all that apply.

    a. University-based training in instructional supervision
    b. Self-study courses
    c. Professional networking
    d. Seminars| workshops |conferences
    e. Job Shadowing or peer observations
    f. Book/article readings

g.   Other (please specify) _____
h.   No professional development

Section II: Instructional supervision is an activity that promotes effective teaching and learning in schools, with the focus on improvement of instruction and professional development of teachers (Acheson, 1987).

A. Read each statement and answer whether the practice is a priority and how frequently it is enacted. Please answer both rating scales by checking (X) next to the boxes that correspond to each statement.

Item:	Scale: Priority	Scale: Frequency
8. I provide syllabi to teachers to guide them in writing lesson plans.	☐ 1 Not a priority ☐ 2 Low Priority ☐ 3 Somewhat priority ☐ 4 Moderate Priority ☐ 5 High priority ☐ 6 Essential priority	☐ 1 Never ☐ 2 Very Rarely ☐ 3 Rarely ☐ 4 Occasionally ☐ 5 Frequently ☐ 6 Very Frequently
9. I meet with teachers to select textbooks for their grade levels.	☐ 1 Not a priority ☐ 2 Low Priority ☐ 3 Somewhat priority ☐ 4 Moderate Priority ☐ 5 High priority ☐ 6 Essential priority	☐ 1 Never ☐ 2 Very Rarely ☐ 3 Rarely ☐ 4 Occasionally ☐ 5 Frequently ☐ 6 Very Frequently
10. I participate in discussions about challenges teachers face in the classroom.	☐ 1 Not a priority ☐ 2 Low Priority ☐ 3 Somewhat priority ☐ 4 Moderate Priority ☐ 5 High priority ☐ 6 Essential priority	☐ 1 Never ☐ 2 Very Rarely ☐ 3 Rarely ☐ 4 Occasionally ☐ 5 Frequently ☐ 6 Very Frequently
11. I provide opportunities for teachers to voice their concerns.	☐ 1 Not a priority ☐ 2 Low Priority ☐ 3 Somewhat priorities ☐ 4 Moderate Priority ☐ 5 High priority ☐ 6 Essential priority	☐ 1 Never ☐ 2 Very Rarely ☐ 3 Rarely ☐ 4 Occasionally ☐ 5 Frequently ☐ 6 Very Frequently
12. I provide feedback to teachers that helps them align their teaching to student outcomes.	☐ 1 Not a priority ☐ 2 Low Priority ☐ 3 Somewhat priority ☐ 4 Moderate Priority ☐ 5 High priority ☐ 6 Essential priority	☐ 1 Never ☐ 2 Very Rarely ☐ 3 Rarely ☐ 4 Occasionally ☐ 5 Frequently ☐ 6 Very Frequently

B. Please circle your response to the following statements regarding the frequency of instructional supervision practices:

Scale

Never	Very Rarely	Rarely	Occasionally	Frequently	Very Frequently
1	2	3	4	5	6

===

13. I check teachers' lesson plans and lesson notes to ensure the teaching content is appropriate for each grade level.

| Never | Very Rarely | Rarely | Occasionally | Frequently | Very Frequently |

14. I meet with teachers to discuss their classroom performance.

| Never | Very Rarely | Rarely | Occasionally | Frequently | Very Frequently |

15. I visit classrooms and provide clear and meaningful feedback.

| Never | Very Rarely | Rarely | Occasionally | Frequently | Very Frequently |

16. I visit classrooms to check on pupil learning progress.

| Never | Very Rarely | Rarely | Occasionally | Frequently | Very Frequently |

17. I follow through to ensure remedial corrections in teaching are carried out.

| Never | Very Rarely | Rarely | Occasionally | Frequently | Very Frequently |

C. Please circle your response to the following statements regarding the level of agreement with instructional supervision practices:

Scale

Strongly disagree	Disagree	Somewhat disagree	somewhat agree	Agree	Strongly agree
1	2	3	4	5	6

===

18. Teachers' lesson plans and lesson notes have improved as a result of my feedback.

| Strongly disagree | Disagree | Somewhat disagree | somewhat agree | Agree | Strongly agree |

19. The curriculum I provide to teachers for all subjects, helps them to plan and teach lessons.

| Strongly disagree | Disagree | Somewhat disagree | somewhat agree | Agree | Strongly agree |

20. I make teachers feel relaxed during classroom observations of their teaching.

| Strongly disagree | Disagree | Somewhat disagree | somewhat agree | Agree | Strongly agree |

21. Teachers trust the feedback I give them regarding their teaching.

| Strongly disagree | Disagree | Somewhat disagree | somewhat agree | Agree | Strongly agree |

22. The feedback I give to teachers regarding their teaching is clear, trustworthy, and timely.

| Strongly disagree | Disagree | Somewhat disagree | somewhat agree | Agree | Strongly agree |

23. I try to make teachers feel confident regarding their teaching.

| Strongly disagree | Disagree | Somewhat disagree | somewhat agree | Agree | Strongly agree |

24. I communicate what the expectations are for planning teaching.

| Strongly disagree | Disagree | Somewhat disagree | somewhat agree | Agree | Strongly agree |

25. The relationship between myself and the teachers is built on mutual trust.

| Strongly disagree | Disagree | Somewhat disagree | somewhat agree | Agree | Strongly agree |

26. Interactions among myself and the teachers are professional and cordial.

| Strongly disagree | Disagree | Somewhat disagree | somewhat agree | Agree | Strongly agree |

27. Pupil learning has improved after teachers implement the feedback I provide.

Strongly disagree   Disagree   Somewhat disagree somewhat agree   Agree   Strongly agree

28. I feel teachers' overall classroom performance has improved based on my feedback.

Strongly disagree   Disagree   Somewhat disagree somewhat agree   Agree   Strongly agree

29. The professional development and training I receive is applicable for conducting instructional supervision.

Strongly disagree   Disagree   Somewhat disagree somewhat agree   Agree   Strongly agree

30. What are the advantages to the current instructional supervision process, if any? Please describe.

_____
_____
_____
_____
_____
_____
_____

31. What are the challenges (or barriers that still exist) to the current instructional supervision process, if any? Please describe.

_____
_____
_____
_____
_____
_____
_____

32. In your opinion, what improvements can be made regarding the professional preparation of supervisors? Please describe.

_____
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_____
_____
_____
_____
_____

Appendix D: Teacher Survey

Section I: Please circle your response to each question and provide an answer to the space(s) provided if needed.

1. Gender
   a. Male
   b. Female
   c. other_____

2. I teach in:
   a. Government school
   b. Private school
   c. Mission school

3. Years of experience
   a. 1-2 years (Beginner)
   b. 3-6 years
   c. 7-10 years
   d. More than 10 years

4. What is the highest level of education?

   a. Master of Education (M.Ed.)
   b. Bachelor of Education (B.Ed.)
   c. Teacher Grade I Certificate (Certificat d'Aptitude Pédagogique d'Instituteurs de l'Enseignement Maternel et Primaire- CAPIEMP)
   d. Others _____

5. On average I am formally supervised:
   d. 0 times per year
   e. Once per year
   f. 2-4 times per year
   g. 5 or more times per year

6. Approximately how many hours a year does the Inspectorate of Basic Education for Limbe 1 provide professional development to teachers regarding instructional improvement? (Please circle only one)
   h. 0 hours
   i. 1 – 2 hours
   j. 3 – 4 hours
   k. 5 or more hours

7. Select the type(s) of professional development, regarding instructional improvement, provided to you from your current Inspectorate. Please check all that apply.
   l. University-based coursework in instructional improvement
   m. Self-study courses
   n. Professional networking
   o. Seminars |workshops| conferences
   p. Peer observations of classroom teaching
   q. Professional learning communities
   r. Teacher teams and co-teaching
   s. Mentoring and coaching

t. Book/article readings
u. Other (please specify) _____
v. No professional development

Section II: Instructional supervision is an activity that promotes effective teaching and learning in schools, with the focus on improvement of instruction and professional development of teachers (Acheson, 1987).

A. Read each statement and answer whether the practice is a priority and how frequently it is enacted. Please answer both rating scales by checking (X) the boxes that correspond to each statement.

Item:	Scale: Priority	Scale: Frequency
8. The head teacher provides syllabi to guide me in writing lesson plans and lesson notes. .	☐ 1 Not a priority ☐ 2 Low Priority ☐ 3 Somewhat priority ☐ 4 Moderate Priority ☐ 5 High priority ☐ 6 Essential priority	☐ 1 Never ☐ 2 Very Rarely ☐ 3 Rarely ☐ 4 Occasionally ☐ 5 Frequently ☐ 6 Very Frequently
9. The head teacher meets with me to select textbooks for my grade level.	☐ 1 Not a priority ☐ 2 Low Priority ☐ 3 Somewhat priority ☐ 4 Moderate Priority ☐ 5 High priority ☐ 6 Essential priority	☐ 1 Never ☐ 2 Very Rarely ☐ 3 Rarely ☐ 4 Occasionally ☐ 5 Frequently ☐ 6 Very Frequently
10. I participate in discussions about challenges teachers face in the classroom.	☐ 1 Not a priority ☐ 2 Low Priority ☐ 3 Somewhat priority ☐ 4 Moderate Priority ☐ 5 High priority ☐ 6 Essential priority	☐ 1 Never ☐ 2 Very Rarely ☐ 3 Rarely ☐ 4 Occasionally ☐ 5 Frequently ☐ 6 Very Frequently
11. The head teacher provides opportunities for me to voice my concerns.	☐ 1 Not a priority ☐ 2 Low Priority ☐ 3 Somewhat priority ☐ 4 Moderate Priority ☐ 5 High priority ☐ 6 Essential priority	☐ 1 Never ☐ 2 Very Rarely ☐ 3 Rarely ☐ 4 Occasionally ☐ 5 Frequently ☐ 6 Very Frequently
12. Feedback from the head teacher helps me align my teaching to student outcomes.	☐ 1 Not a priority ☐ 2 Low Priority ☐ 3 Somewhat priority ☐ 4 Moderate Priority ☐ 5 High priority ☐ 6 Essential priority	☐ 1 Never ☐ 2 Very Rarely ☐ 3 Rarely ☐ 4 Occasionally ☐ 5 Frequently ☐ 6 Very Frequently

B. Please circle your response to the following statements regarding the frequency of instructional supervision practices:

Scale

Never	Very Rarely	Rarely	Occasionally	Frequently	Very Frequently
1	2	3	4	5	6

===

13. The head teacher checks my lesson plans and lesson notes to ensure the teaching content is appropriate for each grade level.

Never   Very Rarely   Rarely   Occasionally   Frequently   Very Frequently

14. The head teacher meets with me to discuss my classroom performance.

Never   Very Rarely   Rarely   Occasionally   Frequently   Very Frequently

15. The head teacher visits my classroom and provides clear and meaningful feedback.

Never   Very Rarely   Rarely   Occasionally   Frequently   Very Frequently

16. The head teacher visits my classroom to check on pupils' learning progress.

Never   Very Rarely   Rarely   Occasionally   Frequently   Very Frequently

17. The head teacher follows up to ensure remedial corrections in my teaching are carried out.

Never   Very Rarely   Rarely   Occasionally   Frequently   Very Frequently

===

C. Please circle your response to the following statements regarding the level of agreement with instructional supervision practices:

Scale

Strongly disagree	Disagree	Somewhat disagree	somewhat agree	Agree	Strongly agree
1	2	3	4	5	6

===

18. My lesson plans and lesson notes have improved as a result of the head teacher's feedback.

Strongly disagree   Disagree   Somewhat disagree   somewhat agree   Agree   Strongly agree

19. The curriculum provided by the head teacher for the subject(s) I teach, help me to plan and teach lessons.

Strongly disagree   Disagree   Somewhat disagree   somewhat agree   Agree   Strongly agree

20. The head teacher makes me feel relaxed during classroom observations of my teaching.

Strongly disagree   Disagree   Somewhat disagree   somewhat agree   Agree   Strongly agree

21. I trust the feedback given to me by the head teacher regarding my teaching.

Strongly disagree   Disagree   Somewhat disagree   somewhat agree   Agree   Strongly agree

22. The feedback given to me by the head teacher regarding my teaching is clear, trustworthy, and timely.

Strongly disagree   Disagree   Somewhat disagree   somewhat agree   Agree   Strongly agree

23. The head teacher makes me feel confident regarding my teaching.

Strongly disagree   Disagree   Somewhat disagree   somewhat agree   Agree   Strongly agree

24. The head teacher communicates what the expectations are for planning my teaching.

Strongly disagree   Disagree   Somewhat disagree   somewhat agree   Agree   Strongly agree

25. The relationship between myself and the head teacher is built on mutual trust.

Strongly disagree   Disagree   Somewhat disagree   somewhat agree   Agree   Strongly agree

26. Interactions among myself and the head teacher are professional and cordial.

Strongly disagree   Disagree   Somewhat disagree   somewhat agree   Agree   Strongly agree

27. Pupil learning has improved after implementing suggested feedback from the head teacher.

Strongly disagree   Disagree   Somewhat disagree   somewhat agree   Agree   Strongly agree

28. I feel my teaching performance has improved based on feedback from the head teacher.

Strongly disagree   Disagree   Somewhat disagree   somewhat agree   Agree   Strongly agree

29. The professional development and training I receive is applicable for improving instructional practices.
Strongly disagree   Disagree   Somewhat disagree   somewhat agree   Agree   Strongly agree

===

30. What are the advantages to the current instructional supervision process, if any?
Please describe.

_____
_____
_____
_____
_____
_____
_____

31. What are the challenges (or barriers that still exist) to the current instructional supervision process, if any? Please describe.

_____
_____
_____
_____
_____
_____
_____
_____

32. In your opinion, what improvements can be made regarding the current instructional supervision process? Please describe.

_____
_____
_____
_____
_____
_____
_____

Appendix E: Request to Conduct Study in Limbe 1 Sub-Division of Cameroon

October 17, 2022
To: Mr. Mbua Martin Iloma
Inspector of Basic Education for Limbe I Sub-Division

Dear Mr. Mbua,

My name is FNU Kfukfu Nsangong. I am graduate student at St. Cloud State University, Minnesota, United States. This form is being sent to ask your permission to allow head teachers and teachers in Limbe I Sub-Division to participate in a study being conducted in fulfilment of my doctorate degree at St. Cloud State University.

The purpose of this study is to examine the instructional supervision process in primary schools. The study seeks the perspectives of head teachers and teachers regarding the current instructional supervision practices in primary schools. This study aims to provide recommendations for practice to improve instruction and supervision that results in improved achievement outcomes for Cameroonian students.

The estimated time for the head teachers and teachers to complete the surveys is approximately twenty minutes. All research participants will meet with my research assistant at an agreed location in their various schools and the surveys will be administered. The surveys will be used only for the purpose of the study and destroyed upon conclusion of the study.

There are no risks associated with participating in the study. The confidentiality of the information gathered from participants will be maintained. Participation in this study is completely voluntary.

Included in the enclosures is the participants' consent form for you to review. If permission is granted, I have enclosed a standard permission letter template. Please complete with your signature, scan, and return to me: knsangong@go.stcloudstate.edu.

Thank you for your time and kind consideration regarding permission for your head teachers and teachers in Limbe I Sub-Division to participate in completing the surveys for my dissertation research. If you have any questions, please feel free to contact me or my supervisor. Our contact information is listed below.

Sincerely

FNU Kfukfu Nsangong
St. Cloud, MN, 56301
469-500-2752

Frances Kayona, Ph.D.
Associate Professor
Interim Chair Department of Child and Family Studies
Educational Administration and Leadership
(O) 320-308-3170
(C) 320-291-0109
 Email: fakayona@stcloudstate.edu
 St. Cloud State University
College of Education and Learning Design
Education Building
720 4th Ave South, Office A279
 St. Cloud, MN 56301

Enclosures (2)
> Permission Letter Template
> Participants' Consent Form

Appendix F: Approval to Conduct the Study in Limbe 1 Sub-Division of Cameroon

Permission Letter

Date: 21/10/22

To: St. Cloud State Institutional Review Board

From:

Re: Permission to Conduct Study.

This Inspectorate of Limbe I Sub-division has agreed to allow FNU Kfukfu Nsangong to collect data from head teachers and teachers for her Doctoral dissertation study on the Examination of the Instructional Supervision Process in Select Primary Schools in Cameroon. Please consider this letter of approval.
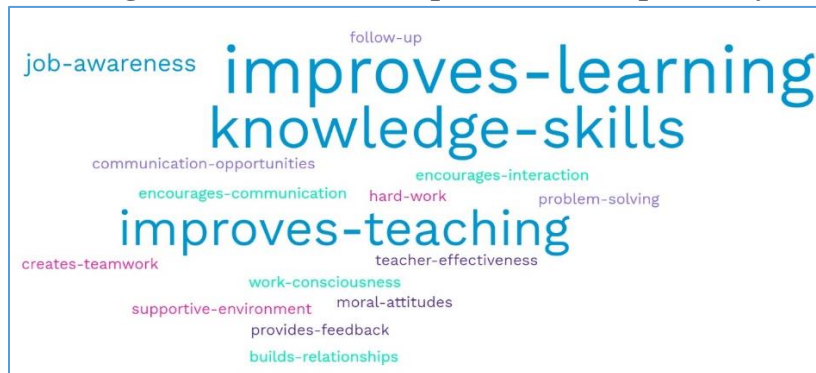
Respectively,

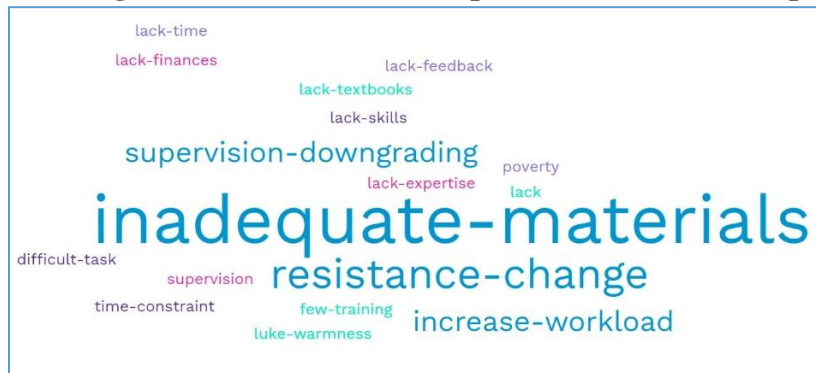_____

The Inspector,
Limbe I Sub-Division
Mbua Martin Iloma

THE SUB-DIVISIONAL INSPECTOR
LIMBE I (Poh)
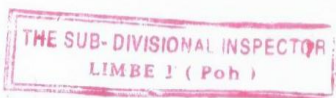
Martin Iloma. E.
B.ed Hons (CST/HIST)

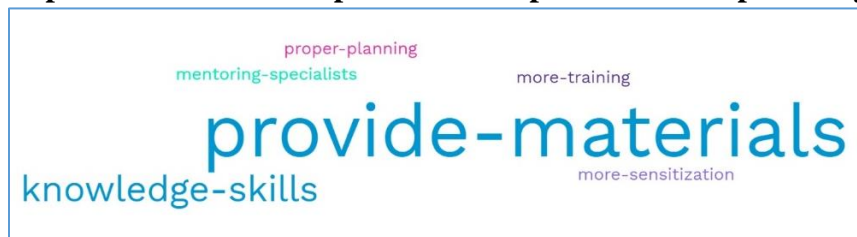**Appendix G: Word Cloud Qualitative Analysis for Head Teachers**

Advantages in Instructional Supervision as Reported by Head Teachers

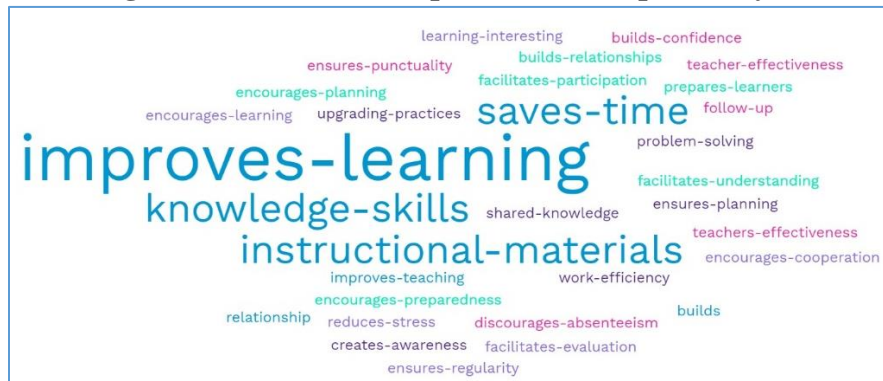**Challenges in the Instructional Supervision Process as Reported by Head Teachers**

Improvement in the Preparation of Supervisors as Reported by Head Teachers

Appendix H: Word Cloud Qualitative Analysis for Teachers

Advantages in Instructional Supervision as Reported by Teachers

Challenges in the Instructional Supervision Process as Reported by Teachers

Challenges in the Instructional Supervision Process as Reported by Teachers