



## THE EFFECT OF TRAINED PERSONNEL ON EFFECTIVE TEACHING IN SECONDARY SCHOOLS IN BAMENDA III SUB-DIVISION

### Abstract:

*The purpose of this study was to investigate the effects of trained personnel on effective teaching in secondary schools in Bamenda III Sub-Division. The descriptive survey design was used and the sample was made up of 7 principals and 70 teachers selected from GBHS Atiela, GBHS Bayelle and St. Paul's college Nkwen in Mezam III Sub-division. In selecting the area of study and respondents, the researcher made use of the simple random and purposive sampling techniques. The instruments used for data collection were questionnaires for teachers and interview guide for principals. The Content Validity Index (CVI) was 0.8 and the overall reliability of the instrument was 0.903. Data was analyzed quantitatively and qualitatively. SPSS version (23.0) was used for descriptive statistics with frequency counts percentage. Inferential statistics were used to analyze qualitative data, while quantitative data was analyzed using systematic analysis. The spearman rho correlation test was used to establish the relationship between instructional supervision and effective teaching. Findings showed that there was a significant positive relationship between trained personnel and effective teaching. ( $P=0.000<0.05$ ). The strong positive sign of the correlation value ( $R=0.0623$ ) implies that teaching is more likely to be effective when teachers are adequately and professionally trained. The above findings revealed that instructional supervision is an inevitable tool in promoting effective teaching in secondary schools. It is therefore recommended that.*

### Keywords:

*Classroom, Trained Personnel.*

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## INTRODUCTION

Supervision is considered as the glue to a successful school (Glickman, 2001). It is a multifacet process of any strategy to improve the quality and standard of school education (Kongnyuy, 2014). It is a field of educational practice with clearly delineated roles and responsibilities. Secondary education in most schools in Cameroon suffer from acute shortage of teachers since they are dependent on untrained teachers who possess subject matter knowledge but lack adequate knowledge in foundations of education, pedagogic content and skills. This reinforces the need and importance of supervision of instruction. If the system depends heavily on unqualified teachers (Republic of Cameroon, 2005a) ,it is but logical not only to have structures aimed at strengthening teacher quality but also to ensure that they perform as expected at superior levels.



Supervision emerged slowly as a distinct practice always in relation to the institutional, academic, cultural and professional dynamics that have historically generated the complete agenda of schooling (Glickman et al, 1998). Supervision in education carries the same general concept and applies to both academic and administrative tasks (Mohanty, 2008). Administrative functions of supervision include providing physical facilities to teachers, checking the safety and security of the school plant, maintaining proper service conditions and redressing grievances of teachers in time checking the accounts and records of the school and maintaining proper distribution of workload. The academic task on the other hand includes; monitoring of instruction, providing guidance for teachers to improve teaching evaluation and assessment of learners' achievement. In literature, Supervision is primarily usually applied to the teaching activities, that is, supervision of instruction.

Supervision is potentially implied in bringing an improvement in classroom practices and student success through professional growth. For this to be successful, trained personnel with instructional supervisory knowledge and skills are required in our secondary schools to improve teacher quality, quality teaching and output improvement for both teacher and student. Some people believe that effective teaching can go on successfully without instructional supervision while others hold the view that effective teaching can be successfully carried out if instructional supervisors carry out their tasks effectively. By examining and understanding the afore-mentioned concepts, the researcher sees the need for perfecting the present instructional supervisory practices which will cater for effective teaching in our secondary schools

It is rather regrettable that in most secondary schools nowadays, these academic tasks are not fully implemented by the authorities concerned. The effect is poor academic performance. Some school administrators assume the functions of school inspectors who check for compliance and standards. The main purpose of Instructional supervision which is to ensure quality assurance in schools at all levels through helping, guiding, encouraging and advising a subordinate in order to improve on the quality of his work, is to say the least emergent. (Kongnyuy, 2014). This is because earlier equivalent of supervision in Cameroon's educational system put their minds in other areas of activities which can be equated to our present day definition of inspection as a process of ensuring that standards are maintained in education. The increased number of enrolment, the development of new curricular, the need for specialized training and knowledge in teaching, increased staff requirements in both quality and quantity and the different competences demanded from teachers all call for the development of a process of bringing about improvement in instruction which in other words is known as effective teaching.

## **Background**

Most secondary schools in Cameroon today suffer from acute shortage of teachers and depend mostly on unqualified teachers who possess subject matter knowledge but having a handicap in foundations of education and other necessary skills needed to impart knowledge. Because of this reality in the field, there is need to reinforce instructional supervision through Provincial Pedagogic Inspectors (PPIs) to mediate in order to enhance effective teaching in schools.

Since the colonial times, supervisory practices have continuously evolved as a means of improving instruction which is responsible to the needs of teachers and learners. Approaches to supervision from the early years have shifted from inspectoral to democratic, bureaucratic to participatory and evaluative to supportive. This shift is complementary to teacher empowerment, transformational leadership, collaboration and collegiality. Some indicators of instructional supervision include amongst others, trained personnel (supervisors/teachers) classroom visitation, quality teaching and output improvement. Kongnyuy 2014.

Trained supervisors both internal and external acquaint teachers with solutions discovered in research through supervision. This may take the form of demonstration, teaching workshops, seminars,



classroom visitations/observation, individual or joint conferences, inter-visitation, professional classes or the use of bulletin boards and circulars and written suggestions in the supervision forms. They also guide the supervisee or teacher by giving individual help to them based on particular needs. By so doing, the trained personnel (supervisors) stimulate, direct, guide and encourage the teachers to apply instructions procedures, techniques, principles and devices. Trained personnel have as their ultimate functions, the appraisal of teachers' and students' outcomes and the factors leading to the outcome of instruction in a bid to improve on the products and processes of instruction. This is done through evaluation.

Teachers cannot effectively and efficiently execute their duties without themselves being properly and adequately educated, provided for and monitored (Ofogebe et al, 2016). Training constitutes a basic concept in human resource development. It is concerned with developing a particular skill to desired standard by instruction and practice. It is a highly useful tool that can bring an employee into a position where they can do their job correctly, effectively and conscientiously.

Teacher professional learning is of increasing interest as one way to support the increasingly complex skills required by students to learn in preparation for further education and work in the 21<sup>st</sup> century (Linda, 2007). Sophisticated forms of teaching are needed to develop student competencies such as deep mastery of challenging contents, critical thinking, complex problem-solving, effective communication and collaboration and self-direction. Effective training is needed to help teachers learn and refine the pedagogies required to teach these skills. Research has shown that many training initiatives appear to be ineffective in supporting changes in teacher practices and student learning (Linda, 2007). The attainment of a high level of academic excellence entails the inculcation of the right type of knowledge skills, values and attitudes to the learner to enable him function effectively and efficiently in the society (Oyedepi, 2012). Beach defines training as the organised procedure by which people learn knowledge and/or skills for a definite purpose of helping members of an organisation acquire and apply the knowledge, skills, attitudes, abilities needed by a particular job. Who then is a trained personnel?

A trained personnel is an employee who has undergone training and acquired the necessary skills needed to undertake his task. Trained personnel of instructional supervision are those teachers, head teachers, principals, pedagogic inspectors with adequate knowledge and skills charged with the duty of instructional supervision. Trained personnel in education carryout internal and external supervision, Internal supervision is carried out by trained administrators like head masters, principals and vice while government and delegated agents conduct external supervision. (Modebelu, 2008).

A trained personnel in other words is a person who has satisfactorily completed an appropriate course of instruction or all other training requirements determined by the organization (Law Insider, 2013). Instructional supervisors are trained personnel who balance the desires of students, parents and teachers as they oversee all aspects of the school or educational facilities. They set performance goals for students, provide guidance to teachers and staff, prepare budget and complete many other administrative tasks (Munnit, 2018).

The supervisory role is one of the functions of trained personnel with adequate knowledge of school operations that has been and continue to be a very challenging aspect in secondary schools. This challenge involves a continuous process of assisting teachers to improve on their instructional performance in accordance to professional code established by the ministry of Education. The weak professional profile of volunteer and contract teachers make their need for supervision more urgent (Grauwe, 2007). Since supervision in schools is very vital, trained personnel are required to ensure that the standards set by the ministry are adhered to and not only the instructional goals, but also the national goals are met. Through the enhancement of supervision, the teacher's job performance is monitored and timely effective, connective measures implemented to ensure improvement of teacher



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competencies and general professional growth. Instructional problems can be easily detected through observation, follow ups and appraisals by trained personnel and teachers' instructional performance can be enhanced through instructional supervision by competent personnel (Jonesboro, 2013).

### **Characteristics of trained personnel**

The concept of trained personnel can be characterised as follows; Content focus: a trained personnel focuses on teaching of strategies associated with specific curriculum content. He incorporates active learning: A trained personnel engages in active learning that engages teachers directly in designing and trying out teaching strategies, provides an opportunity to engage in the same learning style designed for their students. In this case, use is made of artifacts, interactive activities to provide deeply embedded, contextual effective teaching and learning.

Trained personnel support collaboration by sharing ideas with other teachers and collaborators which enable them create communities that positively change the culture and instruction of their entire grade level and school. Trained personnel uses model of effective practices which include curricular models and modelling of instruction providing teachers with a clear vision of what best practices look like. Other characteristics include coaching and expert support, offer of feedback and reflection, sustained duration to learn, practice, implement and reflect upon new strategies that facilitate changes in the teaching/learning process.

### **The role theory of Ralph Linton (1958)**

This theory describes an individual's behaviour within a group or an institution, provides a basis for understanding why a person behaves in a certain way within a group or an organisation (Katz and Kahn, 1978). According to Huse (1980), each individual within an organisation has a unique set of characteristics and the role filled by the individual provides the building block or link between the individual and the organisation. Huse describes behaviour as being the manifestations of a person's response to both external and internal expectations. A person who does not understand the expectations of a role, experiences role ambiguity (Huse, 1980). It's relevance to supervision of instruction is that the supervisor should understand what is expected of him by the teacher in order to effectively implement the curriculum.

Role theory is a perspective in sociology and in social psychology that considers most of everyday's activity to be acting out of socially defined categories (like mother, manager, teacher). Each role is a set of rights, duties, expectations, norms and behaviours that a person has to face and fulfil. The supervisor plays the role of monitoring, advising and encouraging the teacher in his classroom practices while the teacher on his part plays the role of using the knowledge acquired from supervisors to impart knowledge unto students. The theory is based on the observation that people behave in a particular way and that an individual's behaviour is context specific based on social positions and other factors. The theatre is a metaphor often used to describe role theory. The significance of the role theory to instructional supervision and effective teaching is that both internal and external supervisors should understand that they have an obligation to carry out their tasks effectively in order to enhance the quality of teaching in secondary schools. Roles are occupied by individuals who are called "actors". When individuals approve of a social role by considering the role "legitimate" and "constructive", they will incur costs to conform to role norms and will also incur costs to punish those who violate role norms. In this case, a teacher who does not perform his task effectively will deserve punitive measures. Changed conditions can render a social role outdated or illegitimate, in which case the social pressures are likely to lead to social changes. The anticipation of rewards and punishment as well as the satisfaction of behaving in a personal way accounts for why agents conform to all requirements. In terms of differences among role theory on one side, there is a more functional perspective which can be contrasted with the more micro level approach of symbolic interactionism tradition which dictates how



closely related individual actions are to the society as well as how empirically testable a particular role theory perspective may be.

Role theory is divided into two major types of theories; structural functionalism role theory and dramatical role theory. Structural functionalism role theory is essentially defined as everyone having a place in social structure with every place having the corresponding role which has an equal set of expectations and behaviours. Life is more structured and there is a specific place for everything. However, dramatological role theory takes a different approach by defining as a never ending play where everyone is an actor within this play. The role theory is essential to role play, an acceptable manner in the society.

A key insight to this theory is that role conflict occurs when a person is expected to simultaneously act out multiple roles that carry contradictory expectations like assigning many tasks to a teacher; teacher being the boss, supervisor, examiner, etc at the same time in a situation of schools with inadequate or trained teachers. As earlier seen, role theory focuses on the work behaviour of individuals within the context of an organisation formal and informal (Katz and Kahn, 1978)

In the study of instructional supervision, instructional supervisors like Provincial Pedagogic Inspectors (PPIs), principals, etc. have specific functions to perform with the aim of strengthening the structural capacity of teachers in order for teaching to be effective. Teachers on the other hand have certain expectations for supervisors and their perceptions are a function of subjective evaluations of the adequacy with which supervisors are deemed to carryout assigned responsibilities.

Katz and Kahn (2000) observed that others know people through their actions which are dictated by the role they are currently fulfilling. Katz and Kahn (1978) described role conflict as a situation involving expectations that a person either has difficulty employing with or will not fulfil for some reason. When a role involves expectations that a person has difficulty fulfilling, role conflict results like the case of untrained teachers and supervisors.

Instructional supervisors in secondary schools often encounter role conflict and ambiguity, largely due to failure in school systems to produce clear job descriptions for the positions they supervise. As an instructional leader, the principal is supposed to be in charge of their respective schools and ensure that learning is taking place at all levels of the school. The principals however face obstacles in the sense that teachers do have perceptions that either support or conflict the principal's role.

According to Drucker (1977), the duties of supervisors are the connective issues of every organization and are crucial to the achievement of organizational goals. Supervisors receive adequate professional training to enable them effectively perform their supervisory roles. The Role theory is therefore relevant to this study in that all supervisors both internal and external have roles to play. The supervisor plays the role of planning, coordinating, organizing, administering, and carrying out research and supervisory visits to upgrade educational standards. Teachers have the role to implement the directives and advice of instructional supervisors in their respective classrooms. If these roles are fully performed, it will lead to effective teaching and output improvement.

### **Symbolic Interactionism of George Hebert (1920)**

Symbolic interactionism theory of George Hebert (1920) is a theory of human interactions. It is a psychological theory that develops from practical considerations and alludes people's particular utilisation of dialect to make images and normal implications for deduction and correspondence with others.

Symbolic interactionism in other words is a framework to better understand how individuals interact with one another to create symbolic words and in return how these words shape individual behaviour. The interaction between the supervisor and the teacher in the classroom like the case of clinical



supervision is a clear picture of symbolic interactionism. Through this type of supervision, the supervisor together with the teacher plans activities and work in close relationship with each other (Kongnyuy, 2010).

Symbolic interactionism is also a framework that helps understand how society is preserved and created through repeated interactions between individuals. The interpretation process that occurs between interactions helps to create and recreate meaning. It is shared understanding and interpretations of meaning within the social context. The supervisor and supervisee relationship is that of sharing ideas to improve on the teaching/learning process (Goffman, 1958).

This interaction and behaviour is framed through the shared meaning that objects and concepts have attached to them. From this view, people live in both natural and symbolic environments. This theory developed from a sociological perspective around the 20<sup>th</sup> century and continues to be influential in some areas of discipline such as micro sociology and social psychology. It is derived from the American philosophy of pragmatism particularly from the work of George Herbert Mead as a pragmatic method to interpret social interactions.

Symbolic interactionism is based on three main premises (Cengage, 2020). The first premise is that human beings act towards things based on the meaning that the things have for them. The second premise is that the meaning of such things is derived from the social interactions that one has with others. The third is that these meanings are handled in and modified through an interpretation process used by the person in dealing with the things he encounters (Bruner 1992). Central to the symbolic interactionist thinking is the idea that human beings live in the company they can be affected in return (Prus, 1996). This perspective has been used as the basis for studying subjective perceptions and meanings that people construct in interpersonal relationships with others.

Collins (2000) views symbolic interactionism as studying the way the social world is created through interactions between individuals and their environment. According to him, three assumptions frame symbolic interactionism; individuals construct meaning via communication process, self-concept is a motivation for behaviour and unique relationships exist between the individual and the society.

With regards to this study, this theory is relevant in that it deals with the perceptions of supervisors and teachers (supervisees). These perceptions are subjective judgments that result from interactions between the instructional supervisor and the teacher (Titanji & Nchia, 2010). They constitute their own reality because these perceptions have the potential to affect effective teaching by teachers after instructional supervision by supervisors. The theory informed the development of the questionnaire as well as the analysis of data collected by the teacher.

The first objective of this study is to find out the extent to which trained personnel affect effective teaching. These personnel have an important contribution to make towards the creation of productive teaching environments. More specifically in their interactions with teachers, they are expected to enable them enhance their instructional capacity as a prerequisite for more effective teaching within a contemporary context of great expectations for secondary education

The other three objectives deal with the effect of classroom visitation, quality, teaching and output improvement on effective teaching. All these indicators are subjective realities that merge as human beings interact with their environments. Against this backdrop, the teacher's perception about instructional supervision will be shaped by their interaction with instructional supervisors amongst other things.

This theory is of great relevance to the study in that through classroom visitation, there is interaction between the supervisor and the teacher, especially with the case of clinical supervision which is a face to face encounter with the teacher based on mutual trust and respect (Kongnyuy, 2014). The implication of the theory on quality teaching is that through discussion with the supervisor after observation, the



teacher's teaching strategies and other areas of teaching are improved, thereby leading to quality teaching and output improvement of students and teachers (Masoumeh, 2013).

### **Statement of the problem**

The ultimate goal of secondary education is to develop the individual's mental capacity and character for higher education and useful living within the society,(F.R.N,2013). Law No 98/004 of 14<sup>th</sup> April 1998 section 37.1, refers to the teacher as the principal guarantor of quality education. In this capacity, he shall be entitled to appropriate initial and continuing training. Though society demands for teacher effectiveness in education and the need for thorough supervision in schools, there is a growing concern about the realization of secondary education objectives due to doubt that many supervisors give little or no attention to supervision of instructional activities in secondary schools.

Although instructional supervision is recognized for making potential contributions towards strengthening teacher quality and revitalizing secondary education, literature search reveals that very little has been done on empirical investigation to ascertain the extent to which instructional supervisory responsibilities are being aimed at ensuring effective teaching. The researcher decided to focus on effective teaching for some reasons. While in the field, she observed that there was ineffective teaching as a result of inadequate or total absence of instructional supervision consequently leading to poor output improvement of students. Also, secondary sources like journals, newspapers, magazines and works of other researchers reveal the absence of qualified staff or trained personnel of instructional supervision in many secondary schools. The researcher further discovered that ineffective teaching is caused by a number of factors amongst which are the lack of trained personnel ,no regular classroom visitation resulting to low quality teaching low performance in students' and teachers' output. This caused the researcher to investigate the effects of trained personnel, classroom visitation and students' output improvement on effective teaching not leaving out the effects of quality teaching on students' output improvement. The findings of the study will help educational stakeholders to pay special attention to instructional supervision in order to improve on the quality of teaching in secondary schools by providing trained supervisors and teachers with adequate knowledge and skills required for the successful implementation of this process.

### **Objective of the Study**

- To Find out the effects of trained personnel (supervisors) on effective Teaching

### **Research Question**

- What is the extent to which trained personnel affect effective teaching?

### **Research Hypothesis**

**H<sub>0</sub>**: There is no significant relationship between trained personnel and effective teaching

**H<sub>a1</sub>**: There is a significant relationship between trained personnel and effective teaching.

### **METHODOLOGY**

The study made use of the cross sectional survey which allowed a target population to be chosen, from which data was collected from a sample within a short period (Sarantakos, 2005). Triangulation was necessary to obtain a variety of information on the same issue and to use the strengths of each data collection technique to overcome the deficiencies of the other on the phenomenon under investigation (Kumar, 2005). This research studied a subjective issue and the quality of responses provided by respondents through questionnaires and interviews provided a comprehensive picture of the phenomenon on the effect of instructional supervision on effective teaching.

The study was carried out in Bamenda III Sub Division- Bamenda of the Northwest Region of Cameroon. The Northwest Region of Cameroon is comprised of seven divisions namely; Mezam,



Menchum, Donga-Mantung, Boyo, Bui, Momo and Ngokentunjia. Mezam division covers a surface area of about 1745km<sup>2</sup>. It is subdivided into seven subdivisions. These include; Tubah sub-division, Santa sub-division, Bafut sub-division, Bali subdivision, Bamenda I, Bamenda II, Bamenda III subdivisions.

The population of this study was made up of all secondary school teachers and their administrators in Bamenda III Sub-division.

The target population of this study consisted of all the secondary school teachers both first and second cycles of GBHS Atiela, GBHS Bayelle and Saint Paul's college Nkwen, not leaving out principals and vice principals of the above mentioned schools making a total of 412 teachers.

The sample for this study was made up of 77 respondents; that is 70 teachers and 7 principals/vice from the three secondary schools in Bamenda III Sub Division which are Government Bilingual High School (GBHS) Atiela, Government Bilingual High School (GBHS) Bayelle and St Paul's College Nkwen-Bamenda. The sample size was calculated using Krecjie and Morgan (1970) table of sample size calculation. This table states that the accessible population of 85 potential respondents required a sample of 70 respondents. The sample size from each school was gotten based on the total number of teachers teaching form five and upper sixth of the selected schools. To get the sample size of 24 from G.B.H.S Atiela, the total population of the teachers (63) was divided by the overall population of the three sample schools (85) and multiplied by the overall sample size (70), this same procedure was done for G.B.H.S Bayelle and St. Paul's college Nkwen that gave a sample sizes of 25 and 20 respectively. The sample size of principal/vice was based on their population.

In this study, the simple random sampling and purposive or judgemental sampling techniques were used. The simple random sampling was used to select the area of study which enabled the researcher to avoid bias. Names of Sub Divisions in Mezam were written on pieces of papers from which the areas under study were selected. The researcher also employed the purposive sampling technique for selecting the functional schools that were functioning in the 2019/2020 academic year. Form five and upper sixth teachers were equally selected using purposive sampling techniques. Form five and upper sixth teachers were selected because they were the only classes going to school due to the covid 19 pandemic. The reason for using the purposive sampling technique was to directly meet with the population of interest.

Questionnaires and interview guide were the instruments used to collect data for this study.

Due to the socio-political atmosphere in the Region and the outbreak of the Covid 19 pandemic which hindered effective functioning of schools, the researcher visited schools which were less risky, accessible and functional at the time the study was being carried out. These schools were Government Bilingual High School (GBHS) Atiela, Government Bilingual Secondary School (GBHS), Bayelle and St. Paul's College, Nkwen-Bamenda. After making her choice of schools, the researcher went back to the University of Bamenda and applied for a recommendation letter authorizing her to officially visit and collect her data. A fourth- night later, she again visited and notified the principals of the said schools about her desire to use their institution for research. The researcher further presented her topic and explained her reason for the research which was accepted and permission granted for her to contact the teachers and administer her research instruments. She then went back to her supervisor who also permitted her to visit the institutions for the purpose hereby explained.

On the final day of the administration of the questionnaires, the researcher went to the staff room where she greeted, introduced herself and explained the purpose of her visit to the teachers. Assuring them of confidentiality, she then distributed the questionnaires to teachers of form five and upper sixth classes who were present at that time and within an interval of 20 minutes, all the questions were answered and returned. She thanked the teachers for their cooperation. This same process was repeated in the



remaining two schools visited with all the 70 questionnaires for teachers and 7 interview guide for principals administered.

The data were analysed using Statistical Package for Social Sciences (SPSS version 23.0) with the aid of descriptive and inferential statistics. The descriptive statistical tools used were frequency counts and percentages. The Spearman's rho test, a non-parametric test was used in testing the hypotheses of the study because the data for all the variables was not approximately normally distributed. In other words, the data significantly deviate from the normal distribution pattern thus, the use of Pearson test was not appropriate for testing the hypotheses of the study. The reason is that the Pearson test which is a parametric test is only used when data is normally distributed.

The normality assumption of the data was tested using the Kolmogorov-Smirnov test which is an advanced test of testing for normality assumption of data. The reason for choosing this test over the Shapiro-Wilk test is because; the sample size is above 50. With a sample size of less than 50, the Shapiro-Wilk test becomes appropriate over the Kolmogorov-Smirnov test. The result of the normality assumption of the data is presented on the test of normality table below.

## FINDINGS

The findings is presented from the perspectives of 70 teachers and 7 principals teaching in Secondary schools in the Bamenda III sub-division in the Northwest region of Cameroon.

**Research Question: What is the extent to which trained personnel affect effective teaching?**

**Table 1: Teachers' opinion on trained personnel**

+	Stretched				Collapsed	
	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	SA/A	D/SD
I have received professional training in the field of teaching	42 (60.0%)	13 (18.6%)	14 (20.0%)	1 (1.4%)	55 (78.6%)	15 (21.4%)
I attend regular seminars to improve on teaching	28 (40.0%)	25 (35.7%)	15 (21.4%)	2 (2.9%)	53 (75.7%)	17 (24.3%)
I attend workshop on teaching every year	14 (20.0%)	33 (47.1%)	21 (30.0%)	2 (2.9%)	47 (67.1%)	23 (32.9%)
I have attended in-service training to better my teaching	21 (30.0%)	28 (40.0%)	15 (21.4%)	6 (8.6%)	49 (70.0%)	21 (30.0%)
I received training from more experienced teachers	31 (44.3%)	29 (41.4%)	6 (8.6%)	4 (5.7%)	60 (85.7%)	10 (14.3%)
I have acquired a good knowledge in methods and principles of teaching	26 (37.1%)	32 (45.7%)	10 (14.3%)	2 (2.9%)	58 (82.9%)	12 (17.1%)
I am open to clinical supervision to improve my teaching	20 (28.6%)	26 (37.1%)	14 (20.0%)	10 (14.3%)	46 (65.7%)	24 (34.3%)
All teachers in our school have acquired professional training	7 (10.0%)	14 (20.0%)	29 (41.4%)	20 (28.6%)	21 (30.0%)	49 (70.0%)
I am punctual and duty conscious	26 (37.1%)	38 (54.3%)	6 (8.6%)	0 (0.0%)	64 (91.4%)	6 (8.6%)
I have good mastery of subject matter	29 (41.4%)	28 (40.0%)	12 (17.1%)	1 (1.4%)	57 (81.4%)	13 (18.6%)
<b>Multiple Response Set (MRS)</b>	<b>244 (24.9%)</b>	<b>266 (38.0%)</b>	<b>142 (20.3%)</b>	<b>48 (6.9%)</b>	<b>510 (72.9%)</b>	<b>190 (27.1%)</b>



Findings showed that while 55 (78.6%) of the teachers accepted that they have received professional training in the field of teaching, 15 (21.4%) of them disagreed. Also, findings showed that while 53 (75.7%) and 47 (67.1%) of the teachers accepted to have attended regular seminars and workshop on teaching every year to improve on their teaching, 17 (24.3%) and 23 (32.9%) of the teachers respectively, do not attend. Furthermore, findings showed that while 49 (70.0%) of the teachers agreed/accepted that they have attended in service training to better my teaching, 21 (30.0%) of them disagreed. Also, findings showed that while 60 (86.7%) of the teachers accepted that they have received training from more experienced teachers, 10 (14.3%) of them disagreed. In the same trend, findings also showed that 58 (82.9%) of the teachers accepted that they have acquired a good knowledge in methods and principles of teaching while 12 (17.1%) of them disagreed.

To elucidate, findings also showed that while 46 (65.7%) of the teachers accepted that they are open to supervision to improve their teaching, 24 (34.3%) of them disagreed. And, findings also showed that while 21 (30.0%) of the teachers accepted that all teachers in their schools have acquired professional training, 49 (70.0%) of them disagreed. Lastly, findings showed that while 64 (91.4%) and 57 (81.4%) of the teachers respectively, accepted that they are punctual and duty conscious and have good mastery of subject matter, 6 (8.6%) and 13 (18.6%) of the teachers respectively disagreed. In overall, findings showed that while 72.9% of the teachers are adequately trained to teach, 27.1% of them have not been adequately trained to teach and this overall finding is also presented on the figure below.

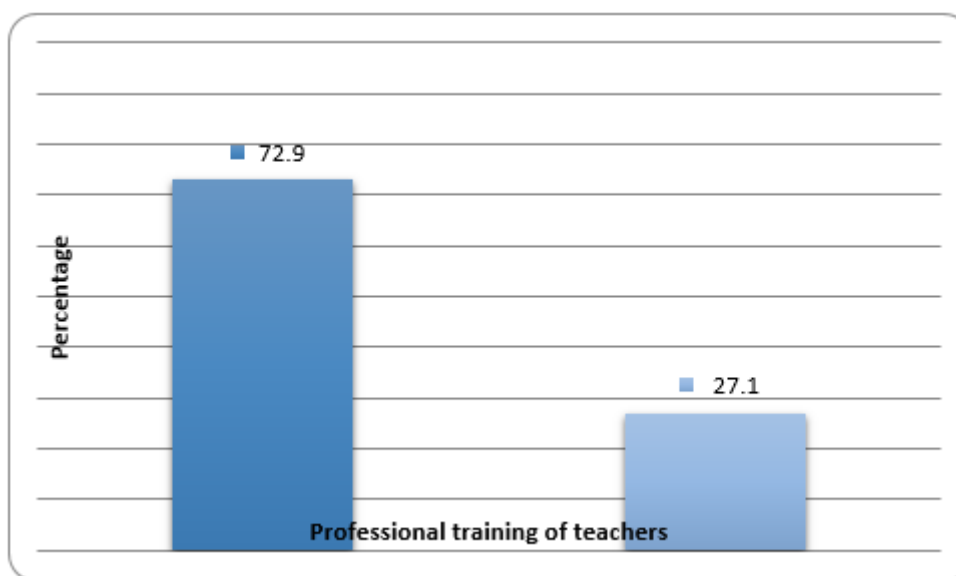


Figure 1: Distribution showing teachers by professional training

Table 2: Comparing the professional training of teachers by school type

Type of school		Professional training of teachers		Total
		Professionally trained	Not professionally trained	
Government	n	30	1	31
	%	96.8%	3.2%	
Mission	n	11	4	15
	%	73.3%	26.7%	
Lay Private	n	14	10	24
	%	58.3%	41.7%	
Total	n	55	15	70

Chi-Square= 12.184, df=2, P=0.002



Findings showed that trained personnel differ significantly by school type ( $P=0.002, < 0.05$ ) whereby, a majority of the teachers 96.8% accepted to have been professionally trained are from Government schools, followed by those in Mission schools 73.3% and lastly those in Lay private schools 58.3% with 41.7% of them disagreed as not professionally trained.

### Principals' opinion on trained personnel

Based on the principals' opinion on trained personnel, findings showed that out of the 7 principals interviewed, 4 of them said all their staff are well trained while 3 of them said not all of their staff are well trained. Among the 4 principals who said all their staff are well trained, one of them said it is because they demonstrate high sense of professionalism in the classroom. Also, the second said it is because they are able to give the required skills in class. The third principal also added that it is because they have good knowledge of lesson preparation, subject matter and methodology.

On the contrary, for the 3 principals who said not all their staff are trained, one of them said it is because some of them lack mastery of subject matter, lack pedagogic skills and lack classroom management technique. Another principal said some of their teachers lack the experience while the third principal said some of their teachers lack adequate knowledge of subject matter competence.

**Testing of hypothesis one ( $H_{01}$ ): There is no significant relationship between trained personnel and effective teaching**

**Table 3: Relationship between trained personnel and effective teaching**

Test	Statistical parameters	Trained personnel	Effective teaching	Explanatory power of the relationship between trained personnel and effective teaching expressed in terms of % (Pseudo R-Square)
Spearman's rho	R-value	1.000	.623**	97.5%
	P-value	.	.000	
	N	70	70	

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

Statistically, findings showed that there is a very significant, positive and strong relationship between trained personnel and effective teaching ( $R= 0.623^{**}$ ,  $P= 0.000$ ,  $far < 0.05$ ). The positive sign of the correlation value (R) implies that teaching is more likely to be effective when teachers are adequately and professionally trained and this relationship is supported with a high explanatory power of 97.5%. Therefore, the null hypothesis that states there is no significant relationship between trained personnel and effective teaching was rejected and the alternative hypothesis that states there is a significant relationship between trained personnel and effective teaching was accepted.

### Discussion

The results under research hypothesis one shows that trained personnel has a very significant and positive effect on effective teaching. The high explanatory power of 97.5% implies that teaching is more likely to be effective when teachers are adequately and professionally trained. The null hypothesis which states that there is no significant relationship between trained personnel and effective teaching was rejected, while the alternative hypothesis was accepted.

This is supported by Linda (2007) who opines that many training initiatives appear to be ineffective in supporting changes in teacher practices and student learning. Also, Oyedji (2012) affirms that the attainment of a high level of academic excellence entails the inculcation of the right type of knowledge skills, values and altitudes to the learner to enable him function effectively and efficiently in the society.



Teachers agree and strongly agree that they receive professional training in the field of teaching, attend seminars and workshops to improve on their teaching, while some of them receive training from more experienced teachers and have acquired good knowledge in methods and principles of teaching. This is in congruence with Modebelu (2008) who says that trained personnel in education carry out internal and external supervision. He goes further to say that internal supervision is carried out by trained administrators like headmasters, principals, while government delegated agents conduct external supervision therefore can be carried out by trained personnel.

The researcher believes that for teaching to be effective, this aspect of training must be given proper attention. Though with the acute shortage of teachers in the field, some schools are compelled to recruit teachers who lack professional training qualifications. Instructional supervisors must come in from time to time to perfect the teaching skills of these teachers.

Findings reveal that staff who are well trained demonstrate high sense of professionalism in the classroom. This implies that through professional training acquired by teachers, there is a change in the teaching learning process. This is supported by the change theory of Kurt Lewin (2016). The school is a dynamic institution that should be sensitive to the need for change.

### Conclusion

The findings of the study indicated that trained personnel have a strong influence on effective teaching supported by a relatively high explanatory power of 97.5% (Cox and Snell,  $R=00.623$ ). This high explanatory power implies that secondary schools need professionals in the field of teaching.

The results of this study indicate that factors which influence effective teaching in secondary schools in Bamenda 3 Sub-Division are trained personnel, classroom visitation, quality teaching and output improvement. These results indicate the need for improvement in instructional supervisory practices in secondary schools given that instructional supervision has a very strong effect on effective teaching. There should be an increase in the number of personnel charged with supervisory practices.

The findings can be generalised to schools and in other disciplines in education. Therefore, instructional supervision should be taken more seriously as an important aspect of the pedagogic process.

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