The Effect of Curriculum Supervision on School Effectiveness: The Case of Some Selected Public Nursery and Primary Schools in Fako Division, South West Region of Cameroon

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Abstract: The focus of this study was on "Curriculum supervision and school effectiveness in public nursery and primary schools in Fako division, South West Region of Cameroon. The objective of this study was to analyze the relationship between curriculum supervision and school effectiveness in public primary schools. The survey research design was adopted for the study. Data was collected from 406 teachers and 62 head teachers from both nursery and primary schools and the number of accessible nursery and primary schools were 23. Questionnaire and semi-structured interview guide were the instruments used for the study. The instruments consisted of both close and open ended questions. Results showed that there is a very significant, positive and moderate relationship between supervision of curriculum and school effectiveness (P=0.000, far less than 0.05). This led to the conclusion that schools are more likely to be effective when supervisory practices (pedagogic, administrative, instructional and curriculum) supervision are carried out effectively. It was recommended that educational state holders from the ministry of basic education should constantly carry out monitoring and supervision at the beginning of the school year and during the various semester of the school year for effective teaching and learning to be enacted.

Keywords: Curriculum, Supervision, School Effectiveness

BACKGROUND

The term supervision is derived from word "Super video" meaning to oversee, Adepoju (1998). It is an interaction between at least two persons for the improvement of an activity. It is also a combination or integration of processes, procedures and conditions that are consciously designed to advance the work effectiveness of individuals and group. Etymologically, Echols (1983) states that the word supervision was derived from the English language which means inspection. In addition, Oteng (1983) believed that the use of the word is interpreted as directing supervision or guidance.

Morphologically, supervision was derived from two English words, which is super and vision. Super meaning above and the vision means to see, the same as inspection, examination and supervision, and surveillance, in the sense of a process activity carried out by the leadership of subordinates. Supervision activities put more emphasis on the value of humanity (Mudawali and Mudzofir, 2017). As such, elements of coaching are a major goal in supervision activities, not looking for faults, but with the intension to be able to provide information in order to repair the parts which are lacking in the event or the implementation process of supervision (Mufida, 2009).

Semantically, many experts define the term supervision, but the principle has the same meaning and understanding. According to Wiles (1955), Supervision is assistance in the development of a better teaching-learning situation. Poerwanto (1986) defined supervision as an activity of coaching designed to help teachers and other school officials to do their jobs effectively. While Mantja (2007) said supervision is defined as an activity of supervisor that is carried out to repair the teaching and learning process with basically two purposes to be realized: repairing the learning process and improving the quality of education. Olembo, Wanga and Karugu (1992) define supervision as a process of interacting with teachers in order to improve the provision and actualization of learning opportunities for pupils, a process of guiding and influencing teachers and learners in order to achieve educational goals. Supervision according to Obagah (2001) is the process of bringing about improvement in instruction by working with the people who are working with pupils. He went further to say that supervision is a process of stimulating growth and means of helping teachers help themselves.

In view of these, it was obvious that the word supervision implies many meanings, but it contains key issues like helping, caring, directing, assessing, coaching, improving, developing and repairing. In other words, the meaning of the term supervision is opposed to supervising, checking, punishing, prosecuting, inspecting, correcting, and blaming.

History of Supervision
Supervision, as a field of educational practice with clearly delineated roles and responsibilities, did not fall from the sky fully formed. Rather, supervision emerged slowly as a distinct practice, always in relation to the institutional, academic, cultural, and professional dynamics that have historically generated the complex agenda of schooling.

Supervision is as old as mankind, but the systematic study of it is more recent. To comprehend the modern supervisory techniques, it is important to trace supervisory trends in the earlier periods of America (Kiamba, 2011). Soetopo (1984) mentioned that in the colonial era, around 1654, the activities of supervision emerged in the United States. The General Court of Chusetts Bay Colony stated that the leaders of the city were responsible for the selection and regulation of teachers' performance. This is considered as a forerunner to the emergence of the most basic concepts for the development of modern supervision. In Boston, in 1709, a committee of laymen came to know the methods used by teachers in their classes by visiting schools. Their task was not to improve teaching skill of teachers or fix fault made by teachers in their teaching but it rather than to know how capable teachers in their teaching practice.

Bolin and Panaritis (1992), state that supervision emerged as a field of practice around the turn of the century. However, the first records of supervisors date back to the eighteenth century when laypersons were used in order to inspect or check on teachers to determine the extent to which they were doing their jobs. These persons or inspectors were often times ministers, selectmen, schoolmasters or other citizens of the community. Their method of supervision stressed strict control and close observation of the school facilities. This type of supervision continued in America from the American Revolution through the middle of the nineteenth century. Glanz (1995), indicated that by the end of the nineteenth century, individuals concerned with the inefficiency in schools transformed schools into streamlined central administrative bureaucracies. During this period, superintendents used supervision as a means to legitimize their existence in the school system. Although changes were taking place in schools, supervision as inspection was still the dominant method used to administer schools.

In colonial New England, supervision of instruction began as a process of external inspection: one or more local citizens were appointed to inspect both what the teachers were teaching and what the students were learning. The inspection theme was to remain firmly embedded in the practice of supervision.

Early in the twentieth century, attempts were made to align supervision in schools with models of industrial management. Glanz (2000) stated that at this time in American history, the industrial revolution played a significant role in society. The industrial revolution strove to

modernize America and remove inefficiencies within our industries. The field of education mirrored this belief; the movement emphasized the need for standardization of educational methods. Schools were viewed as factories, where raw materials (children) could be transformed into valuable products. During this time, what has come to be known as scientific management was utilized both in schools and factories across America.

Although the methods used varied, the fundamental belief in education was that teachers were instruments to be used by administrators to realize the goals of the particular school. Reitzug (1997) indicates that little data suggests that supervisors in schools played any part of a supportive role. More often it seemed that supervisors kept teachers under close surveillance and there was minimal effort beyond monitoring to enable teachers to expand their professional skills. Payne (1875), author of the first published book on supervision stated that teachers must be held responsible for work performed in the classroom and supervisors as expert inspectors would oversee to ensure harmony and efficiency. Reitzug (1997) in his research of supervision textbooks indicates that supervision has been portrayed with the principal or supervisor as the expert superior to teachers and the teachers as deficient and voiceless, teaching a fixed technology.

Again, in the United States, the history of supervision as a formal activity exercised by educational administrators within a system of schools did not begin until the formation of the common school in the late 1830s. During the first half of the nineteenth century, population growth in the major cities of the United States necessitated the formation of city school systems. While superintendents initially inspected schools to see that teachers were following the prescribed curriculum and that students were able to recite their lessons, the multiplication of schools soon made this an impossible task for superintendents and the job was delegated to the school principal. In the early decades of the twentieth century, the movement toward scientific management in both industrial and public administration had an influence on schools. At much the same time, child-centred and experienced-based curriculum theories of European educators such as Friedrich Froebel, Johann Pestalozzi, and Johann Herbart, as well as the prominent American philosopher John Dewey, were also affecting the schools. Thus, school supervisors often found themselves caught between the demand to evaluate teachers scientifically and the simultaneous need to transform teaching from a mechanistic repetition of teaching protocols to a diverse repertoire of instructional responses to students' natural curiosity and diverse levels of readiness. This tension between supervision as a uniform, scientific approach to teaching and supervision as a flexible, dialogic process between teacher and supervisor involving the shared, professional discretion of both was to continue throughout the century.

In the second half of the century the field of supervision became closely identified with various forms of clinical supervision. Initially developed by Harvard professors Morris Cogan and Robert Anderson and their graduate students, many of whom subsequently became professors of supervision in other universities, clinical supervision blended elements of "objective" and "scientific" classroom observation with aspects of collegial coaching, rational planning, and a flexible, inquiry-based concern with student learning. In 1969 Robert Goldhammer proposed the following five-stage process in clinical supervision: (1) a pre-observation conference between supervisor and teacher concerning elements of the lesson to be observed; (2) classroom observation; (3) a supervisor's analysis of notes from the observation, and planning for the post-observation conference;(4) a post-observation conference between supervisor and teacher; and (5) a supervisor's analysis of the post-observation conference. For many practitioners, these stages were reduced to three: the pre-observation conference, the observation, and the post-observation conference. Cogan insisted on a collegial relationship focused on the teacher's interest in improving student learning, and on a non-judgmental observation and inquiry process.

The initial practice of clinical supervision, however, soon had to accommodate perspectives coming out of the post-Sputnik curriculum reforms of the 1960s that focused on the structures of the academic disciplines. Shortly thereafter, perspectives generated by research on effective schools and effective classrooms that purported to have discovered the basic steps to effective

teaching colonized the clinical supervision process. It was during this period that noted educator Madeline Hunter adapted research findings from the psychology of learning and introduced what was also to become a very popular, quasi-scientific approach to effective teaching in the 1970s and 1980s. These various understandings of curriculum and teaching were frequently superimposed on the three-to five-stage process of clinical supervision and became normative for supervisors' work with teachers.

Nevertheless, in many academic circles the original dialogic and reflective process of Cogan and Goldhammer continued as the preferred process of supervision. This original process of supervision has been subsequently embraced by advocates of peer supervision and collegial-teacher leadership through action research in classrooms. Despite the obvious appeal of clinical supervision in its various forms, it is time-consuming and labour-intensive, rendering it impossible to use on any regular basis given the large number of teachers that supervisors are expected to supervise (in addition to their other administrative responsibilities).

Recognizing the time restraints of practicing supervisors, and wanting to honour the need to promote the growth of teachers, Thomas Sergiovanni and Robert Starratt suggested, in 1998, the creation of a supervisory system with multiple processes of supervision, including summative evaluation. Such a system would not require the direct involvement of a formal supervisor for every teacher every year. The supervisory system might cycle teachers with professional status through a three-to five-year period, during which they would receive a formal evaluation once and a variety of other evaluative processes during the other years (e.g., self-evaluation, peer supervision, curriculum development, action research on new teaching strategies, involvement in a school renewal project). The once-a-cycle formal evaluation would require evidence of professional growth.

Throughout the 1930's, 40's, and 50's, the idea that supervision involved improving instruction based upon classroom observation gained momentum. Collaborative methods of supervision were expanded during the 1960's with a model known as clinical supervision. This model favoured collaborative practices over inspectional fault finding ones. It prescribed a formal process of collaboration between teachers and supervisors in order to improve instruction and is still widely used today. As the field moved forward through the 1980's, 1990's, and early twenty-first century, models and conceptions of supervision have changed and emerged to extend democratic/collaborative methods of supervision. This was an attempt to try and disassociate the field of supervision from its bureaucratic and inspectional beginnings. However, there are authors who believe that supervision models although collaborative in nature are still control oriented (Sergiovanni 1975; Glanz 1995; Blase and Blase 1998).

In Africa, particularly in Nigeria, Supervision of instruction could be traced to the 1982 Education Ordinance. The colonial masters first attempt through colonial administration to establish any form of control and supervision over the development and growth of schools. In the ordinance, they provided for the establishment of a general board of education which was to appoint an inspector of schools in West Africa. It was from this appointment that manifested the beginning of the recognition of the need for a form of supervisory service in the educational system and to ensure that activities of teachers and even head teachers were put under scrutiny and to ensure they operate to achieve the goals set by the body.

As time moves on, the Nigerian Government (2013) identified management of curriculum and instruction, supervision of classroom instruction, monitoring and evaluating students' progress and achievement, promoting and enhancing learning environment, establishing and supporting continuous staff development and procuring instructional materials for teaching and learning as major supervisory functions of secondary school principals. These supervisory all put in place to see how they could ensure school effectiveness at all level of education in the country. The current educational policy also makes it clear that one of the cardinal objectives of administration in education is to ensure quality control through regular and continuous supervision of instruction and other educational services.

In Cameroon, until recently, one category of personnel frequently neglected in the educational domain with regards to the issue of training is the school heads in Cameroon. As Asah (2017) stated there appear to have been an implicit assumption that schools heads especially principals require minimal specialized preparation, despite the enormous contributions trained principals can contribute to revitalize the schools. this has resulted to poor supervision practices in the parts of these school heads. With the drive for organizations to insist on quantitative goals, capacity creation and higher professional Skills for human resources at all levels, inevitably, the survival and destiny of an organization is endangered if training for employee's effective management of resources is unkempt.

The role of school administrators in the country has changed melodramatically owing to greater demands by stakeholders and civil society on effective leadership that is results oriented. If school leaders do not continue to learn, unlearn and relearn in order to acquire proper and modern ways to supervise the financial management of cash flows, debtors and creditors, the upgrading of methodology in the learning and teaching processes, the general planning, implementing and evaluation of tacit knowledge to produce optimum performance, high ineffectiveness will come in resulting from the continuous increase in student and pupils population in schools. In-service training in Cameroon comes in the form of induction training for new employees, seminars and workshops for capacity building and training for Principals, Deputy principal, HODs and Bursars The training of principals, who are directly in charge with the effective running of schools, has been frowzy over the years. Cameroon, like Many Africa countries, have no formal curriculum for preparing and inducting principals in to this daunting office of managing a school, but they expect optimal results.

Therefore, supervision has gone through many changes caused by the political, social, religious and industrial forces. Supervision as a field of educational practice emerged slowly, "did not fall from the sky fully formed" (http://www.education.State university.com/ pages /2472/ supervision). Likewise, Surya indicated the development of supervision through different periods as shown on Table 1 below:

Table 1: Historical Evolution of Supervision

Period	Type of Supervision	Purpose	Person Responsible
1620-1850	*Inspection*	*Monitoring rules, looking for deficiencies*	*Parents, clergy, selectmen, Citizens' committees*
1850-1910	*Inspection, instructional improvement*	*Maintaining rules, helping teachers improve*	*Superintendents, principals*
1910-1930	*Scientific, bureaucratic*	*Improving instruction and efficiency*	*Supervising principals, supervisors, superintendents*
1930-1950	*Human relations, democratic*	*Improving instruction*	*Principals, central office supervisors*
1950-1975	*Bureaucratic, scientific, clinical, human relations, human resource, democratic*	*Improving instruction*	*Principals, central office supervisors, school based supervisors*

1975-1985	*Scientific, clinical, human relations, collaborative, collegial, peer coaching mentor, artistic, interpretative*	*Improving instruction, increasing teacher satisfaction, expanding students' understanding of classroom events*	*Principals, central office supervisors, school based supervisors, participative, mentor*
1985-present	*Scientific, clinical human relations, collaborative, collegial, peer coaching mentor, artistic, interpretative, culturally responsive*	*Improving instruction, increasing teacher satisfaction, creating learning communities, expanding students' classroom events, analyzing cultural and linguistic patterns in the classroom*	*School based supervisors, peer coaching mentor, principals, central office supervisors*

Source: Surya (2002) extracted from Ekyaw (2014), the practices and challenges of instructional supervision in Asossa Zone Primary Schools. A thesis submitted to institute of education and professional development studies.

As seen on the Table 1, supervision has gone through many metamorphoses and changes have occurred in the field that its practices are affected by political, social, religious, and industrial forces exist at different period

Curriculum Supervision
Curriculum as viewed by Alebiosu (2005) is an instrument that dictates the affairs of every educational system. It is the vehicle through which knowledge and other learning activities are disseminated. Curriculum implementation involves the dissemination of the structured set of learning experiences, the provision of resources to effectively execute the plan, and the actual execution of the plan in the classroom setting where teacher-learner interactions take place (Ivowi, 2009). In curriculum implementation, the learner for whom the programme is being planned interacts with the contents and materials in order to acquire the necessary skills, attitudes and abilities (Mkpa and Izuagba, 2009). This means that curriculum implementation is that stage of the curriculum process where the learner through the guide of a teacher interacts with learning activities so as to maximize learning as will be noticed in the learners new behaviour/new approach to issues.

Another name for the teacher is curriculum implementer. The teacher is one who translates the curriculum document into operating curriculum through a joint effort of hers/his, the learners and other interest groups as viewed by Mkpa (1987). This implies that the task of implementing the curriculum lies on the teacher. The teacher does not just implement the content as it is, rather he breaks the content into teachable units. Precisely what comes to the teacher is not the curriculum plan rather the syllabus which he breaks down to get the scheme of work, down to the unit of plan and finally to the lesson plan which is being used daily in his/her teaching.

Education is one of the greatest human investments that can ensure and sustain the quick development of the economic, political, and social and human resources of a country. In support of this, Nwogu and Nzeako (2007), stated that education advances the well-being of individuals in society and of society as a whole. It expands the opportunities available to individuals, enables people to fulfil their potentials, underlies economic success, and enhances social cohesion. On a broader perspective, Gillies (2010), refers to education as the process, whether planned or not, formal or not, by which humans develop, in ways deemed to be socially acceptable, in terms of their knowledge, understanding, skills, attitudes, and judgments.

Kamayuda (2015) advanced that formal education takes place in schools; which are formal

educational institutions that conduct teaching-learning activities in an effort to achieve the goal of education. The basic goal of the school is to provide learning experiences that create any change for the learner as the result of a learning process. The expected change is not only happening in the knowledge, but also in behaviour and skill. Sudarjat et al. (2015), therefore posits that, education aims to develop skills which are related to changes in the knowledge, behaviour and skill, as well as to establish character and dignity and civilization in the context of the nation through students potential development, to obey the Almighty God and become democratic and responsible citizens. According to the UNESCO (2005), education is one of the largest sectors in most countries. Education increases people's capacities to transform their visions for the society into reality. Investment in quality primary education is a foundation for education in subsequent higher levels. As such, the United Nations Educational Scientific and Cultural Organizations (UNESCO, 1994) recognized education as one of the basic human rights.

In this light, quality education is important to any society and is often seen as a cornerstone of social and economic development. Many countries throughout the world have developed some means of monitoring the quality and standards of their education systems. In pursuit of this, many nations around the globe have committed themselves to global education policies such as Education For All (EFA), Universal Secondary Education (USE) and Universal Primary Education (UPE). These are considered key to global security, sustainability and survival. However, according to Buregeya (2011), these policies have brought forth significant challenges to many education systems worldwide; such that the United Nations Educational Scientific and Cultural Organizations UNESCO (2000) emphasized strengthening of inspections of schools for effective teaching and learning. The World Bank (2010), considers supervision systems to be the frequent areas of reform employed by world nations to improve their education outcomes and alleviate education challenges associated with global education policies.

Oyewole and Ehinola (2014), postulate that one of the important aspects of educational management is supervision which may be defined as the process of bringing about improvement in the teaching-learning process through a network of cooperative activities and democratic relationship of persons concerned with teaching and learning, and it is considered as an important activity to achieve an effective education system. It is mainly concerned with pupil learning in the classroom, and it is seen as a collaborative effort which involves a set of activities structured with the aim of improving the teaching and learning process (Aguba, 2009; Archibong, 2013). This means that supervision is characterized by all those activities which are undertaken to help teachers maintain and improve their effectiveness in the classroom. However, it is not designed to find faults or punish, but rather, to see the teacher as a colleague and work together to enhance teaching and learning in schools.

Instructional supervision is considered an essential activity in the management and administration of educational institutions because it ensures the quality of educational organizations, and draws together disconnected elements of instruction into whole-school actions (Glickman et al., 2009). Given that teachers are vital constituents of any educational set up; as their demand still lingers irrespective of technological progression and provide a real learning experience through their motivation and job performance (Arifin, 2015); schools are likely to be successful if their teachers perform well (Wildman, 2015). Consequently, Briggs (2012) on quality education in Nigeria argues that to improve the quality of teaching and learning in the schools, supervision, both internal and external is an important component. He advocates for strategies that enhance effective supervision, such as good leaders occupying principal positions, effective communication and improved curriculum. He also states the problem associated with effective supervision in achieving quality, which includes inadequate provision of infrastructure (buildings, learning and teaching materials), irregular training and re-training for staff and students, supervisors finding fault in the supervisee, partial or non-implementation of proper solutions by the government.

Global education policies aiming at enhancing equity, access and improved transitions (UNESCO, 2005) have consequently led to massive pupils' enrolment figures and high pupil-

teacher ratios throughout the globe, resulting in bigger classes and heavy work load amongst the head teachers and the school principals. Supervisors for instance, ought to track school processes, talk to staff, pupils and others in the school, inspect teachers and programs etc. Where such tasks are inadequately done, a smooth teaching learning process is hampered. Supervision helps in the improvement of instructions but despite its significance in improving instructions and students achievements, Buregeya (2011) observed that there is an on-going decline of supervision of schools throughout the globe. This is because of the many factors that have impacted on effective principals' instructional supervision. However, low level of supervision practices may be the precursors of teachers' non professionalism which further points to the importance of better supervision practices (Adetula, 2005).

Utouh (2008), remarks that government has a lot of instruments at its disposal; for instance, able to influence curriculum, number and competence of teachers, training materials, pedagogical practices, etc. Cameroon therefore has embarked on various programs to achieve an accelerated improvement in schools and one of such institutions put in place to cater and uphold standards is the Inspectorate of Education which undertakes school inspection at the secondary and primary levels. The importance of primary education is underscored by the international community that calls for compulsory free primary education.

This call is contained in international instruments such as the International Covenant on Economic, Social and Cultural Rights (ICESCR, 1966), which also explains state obligations for a detailed plan of action for the progressive implementation of the right to compulsory education free of charge for all. The Convention on the Rights of the Child (CRC), and the 1960 United Nations Educational and Cultural Organisation (UNESCO) Convention against Discrimination in Education also set out the right to free compulsory primary education. These provisions for free and compulsory primary education are the substance of the political pledges made under the Dakar Framework for Action regarding the national Education for All (EFA) action plan (World Education Forum, 2000).

Kotirde and Yunos (2014), substantiate this by indicating that the concern for quality has been at the core of the motivating forces for reforms in education, and achieving quality in education has increasingly become crucial in strategic improvement plans of developing countries. These reforms include Millennium Development Goals (MDG); Sustainable Development Goals (SDG); Education for All (EFA); and Education 2030 Agenda which reflects the fourth SDG (De Grauwe, 2016). In view of this, this study seeks to examine the influential role of supervisory practices on school effectiveness in primary schools, provided the improvement of quality of elementary education raises many issues such as curriculum renewal, textbooks improvement, better teaching methods, effective teacher education and provision of material facilities in the schools. Studies on enhancing school effectiveness and learning achievement revealed that empowering communities could improve relevance and efficiency in primary schools in order to attract and keep more children in school as well as for effective management and development of schools (Agarwal and Harding, 1995; Jalali, 1995; Seetharamu, 1995).

School Effectiveness
Bullock and Howarth (1988), define effectiveness as the capability of producing a desired result or the ability to produce desired output. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression.

Fraser (1994) defines effectiveness as a measure of the match between stated goals and their achievement. It is always possible to achieve easy, low-standard goals. In other words, quality in higher education cannot only be a question of achievements 'outputs' but must also involve judgements about the goals (part of inputs).

According to Brookoves et al (1979), an effective school in one characterized by high evaluation of students, high expectations, finish norms of achievement with the appropriate pattern of reinforcement and instruction in which students acquire a sense of control over their environment and overcome the feeling of futility.

In the context of this study school effectiveness will be used as a measure of learners' academic performance, teacher turnover, pupils' dropout rate and parent teachers' association functionality in the school. It is equally denoted by the significant amount of time teachers allocate in their classroom work and how students are actively engaged in whole-class or large group.

Organization of the Pedagogic Supervision System in Cameroon Basic Education
The new vision of pedagogic supervision in the Ministry of Basic Education in Cameroon seeks to attain these objectives: establish scientific and objective bases for decisions affecting teachers and all pedagogic actors; strengthen teacher skills on the basis of a prior diagnosis in all areas of the teaching-learning process and assist teachers in view of increasing their output to improve the quality of education (Pedagogic Supervision Manual, 2012).

To achieve this, each supervisor should not only set him/herself a goal, but also prepare corresponding observation and monitoring tools before going to the field. Thus, supervision means identifying problem areas of teachers / supervisees, proposing solutions, ensuring continuous monitoring, and evaluating the degree to which recommendations are being implemented. Pedagogic supervision should lead to the empowerment of all stakeholders so that the basic education system can be more effective, and thereby contribute to the emergence of Cameroon by 2035. The pedagogic supervision system comprises several levels. Each level constitutes an essential and important part of the system. The system is structured thus: central; regional; divisional; sub-divisional; school clusters, and schools (nursery and primary), literacy and non-formal basic education centres (Pedagogic Supervision Manual, 2012).

The Central Level
As an entity, the central level is the guarantor of quality pedagogy and the teaching/-L earning process in the whole country. That is, conceiving innovations in the area of: pedagogic approaches, evaluation methods, teaching methods, pedagogic supervision and inspection, consideration of scientific research results from universities and other research centres, request for studies on issues related to pedagogy, test evaluation, andragogy, and adaptation to technological and scientific developments. Implementation of innovations and teacher-supervision principles and modalities are the same in all regions as concerns preschool, primary education, literacy training, non-formal basic education, and promotion of national languages (Pedagogic Supervision Manual, 2012). Pedagogic supervision at this level takes place as follows:

➤ The Inspector General of Education oversees the entire system. He/She permanently and specifically supervises the activities of Inspectorates of Pedagogy and provides assistance to weaker areas at this level. He/She ensures that pedagogic supervision practices at all other levels of the system are consistent with established norms.

➤ Inspectors of Pedagogy supervise National Pedagogic Inspectors, and provide individual assistance as needed.

➤ National Pedagogic Inspectors ensure system cohesion and unity of pedagogic action in all regions. They provide assistance to regional inspectorates which have clearly-defined difficulties in teacher supervision.

The Regional Level
The regional level controls and assists the divisional level. It ensures that pedagogic practices, implementation of innovations, and pedagogic supervision principles and modalities are the same in all divisions as concerns preschool, primary education, literacy training, non-formal basic education, and promotion of national languages (Pedagogic Supervision Manual, 2012). Pedagogic supervision at this level takes place as follows:

➤ The Inspector Coordinator of Education permanently and specifically supervises regional pedagogic inspectorates and provides assistance to weaker areas in this level. He/She ensures that everything is done according to standards at lower levels of the pedagogic supervision chain.

➢ Regional Pedagogic Inspectors supervise Regional Pedagogic Counsellors (RPC) and provide them with individual assistance.

➢ Regional Pedagogic Advisers, Regional Pedagogic Advisers ensure cohesion of the pedagogic system and unity of pedagogic activities in all Divisions. They provide assistance to Divisional Pedagogic Advisers who have clearly defined difficulties in pedagogic supervision.

At the Divisional Level

The Divisional level ensures operationalization, implementation and application of pedagogic practices as regards pedagogic innovation in practising schools? Teaching approaches, assessment methods, and methodology of literacy education, non-formal basic education, and promotion of national languages. As an entity, the divisional level controls and assists sub-divisions, and ensures that pedagogic practices, implementation of innovations, and pedagogic supervision principles and modalities are the same in all sub-divisions as concerns preschool, primary education, literacy training, non-formal basic education, and promotion of national languages (Pedagogic Supervision Manual, 2012).

Pedagogic supervision at this level takes place as follows:

1. The Divisional Delegate permanently and specifically supervises Divisional Pedagogic Advisers and provides assistance to weaker areas at this level. He/She ensures that everything is done according to standard at lower levels of the pedagogic supervision system.

2. Divisional Pedagogic Adviser, Divisional Pedagogic Counsellors ensure cohesion of the pedagogic system and unity of pedagogic activities in all sub-divisions. They provide assistance to Pedagogic Animators who have clearly defined difficulties in pedagogic supervision.

At the Sub Divisional Level

The pedagogic supervision entity at the sub-divisional level controls and assists school clusters, pedagogic zones and schools. It ensures that pedagogic practices, implementation of innovations, and pedagogic supervision principles and modalities are the same in the entire subdivision as concerns preschool, primary education, literacy training, non-formal basic education, and promotion of national languages (Pedagogic Supervision Manual, 2012). Pedagogic supervision at this level takes place as follows:

➢ The Sub-Divisional Inspector permanently and specifically supervises Pedagogic Animators and provides assistance to weaker supervisees at this level. He/She ensures that everything is done according to standard at the lower levels of the pedagogic supervision system.

➢ Pedagogic Animators ensure cohesion of the pedagogic system, and unity of pedagogic activities in all school clusters, pedagogic zones, schools, literacy centres, NFBEC, and Community Pre-school Centres (CPC). They provide assistance to school heads, heads of literacy centres and CEBNF who demonstrate difficulties in pedagogic supervision.

➢ School Heads ensure the cohesion of the educational system and unity of pedagogic action in all classes. They provide assistance to classroom teachers who have difficulties in the dispatch of their daily work. The role of the head teacher is in most cases restricted to the task performed within the teaching-learning environment particularly at the classroom level. He/she may however be engaged in specific administrative responsibilities which are usually delegated by the head-teacher and performed within certain ethical considerations.

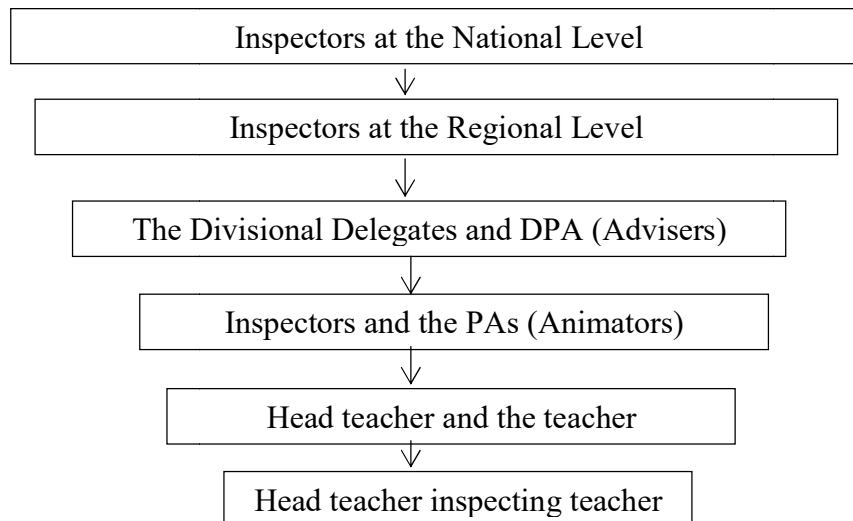The above explanation has been illustrated as seen on Figure 3 below.

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│         Inspectors at the National Level          │
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│         Inspectors at the Regional Level          │
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│      The Divisional Delegates and DPA (Advisers)  │
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│          Inspectors and the PAs (Animators)       │
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│            Head teacher and the teacher           │
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│           Head teacher inspecting teacher         │
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Figure 1: H*ierarchy of Supervisory Levels in the Ministry of Basic Education*

Source: Composed by Researcher (2019)

Problem Statement

Over the past two decades, Cameroon's primary education system provided significant improvements in educational opportunities for children. Nearly 4.3 million children enrolled in primary education in 2019, up from just under 2 million in 1991. More than 90% of school-age children enrolled in primary school in 2009, compared to only 69% in 1991. The abolition of school fees in primary education in 2000 spurred some of this increase in total enrolment (UNESCO, 2010). While the various measures have spurred increase school enrolment, the quality of school output have not been consistent with the quantitative increased.

Given this high value placed by government on primary education, the need to ensure that the teaching is effective is indisputable. A few of the problems affecting school effectiveness are linked to poor and undesirable behaviours, observed among learners and teachers. For instance, due to the on-going crisis witnessed in the country, especially within the English speaking parts of the country, where Buea happens to be one of the main educational centre in the South west region has caused the total closure of some schools while others function during times of perceived safety and security. This has led to the influx of people from areas of intense crisis for safety in Buea. This has brought about learners from different backgrounds; a mixture of which most of these schools are experiencing elements of indiscipline and insubordination. Lessons are frequently interrupted as teachers are forced to stop and address a learner themselves or take up the learner to the head teachers' offices; which takes away learning time.

However, the Cameroonian education system still faces many challenges in providing a quality education to all children. These challenges are associated with but not limited to regional, wealth and gender disparities putting vulnerable groups at risk for not attending school and being further disadvantaged in life opportunities.

The search for effective schools is one of the main educational reform initiatives taking place in Cameroon from the multiple education reforms that have taken place in the country since the 1980s. However, academic output measures still reveal the wide existence of school ineffectiveness across the country.

The education system is plagued by a weak financial and management system, insufficient planning, and a lack of accountability and transparency. However, there was lack of awareness on utilizing various supervisory practices, a lack of relevant continuous trainings for department heads and senior teachers who were supposed to carry out supervisory activities at school level and also there's inadequate classroom observation to improve teachers' instructional process still as pointed by leads to ineffectiveness in schools (Zewdu Negasa Abde, 2018). Plaque with these issues, researchers have pointed out that effective supervision could improve on school

effectiveness.

Improvement of quality of education focuses quite often on supervision practices with particular issues like curriculum renewal, textbooks improvement, better teaching methods, effective teacher education and provision of material facilities in the schools (Manas Ranjan Panigrah, 2013). Such that, in the absence of supervision, there is poor quality teaching and learning indicating an ineffectiveness of the school system. The consequence of this ineffectiveness is wastage of resources, stagnation, high school dropouts; just to mentioned a few. Hence, a critical aspect ensuring school effectiveness is effective supervision which encompasses supervisory activities in areas of administration, instructions and curriculum.

Inadequate supervision of instruction by head teachers causes a lot of laxity amongst teachers in their work environment which in term lead to ineffectiveness in school system and poor performances from pupils during examination. The consequences are drastic as they might lead to low self-esteem and high school dropouts at a very early stage in schooling. In view of the above, the importance of supervision increases as the supervisors inspect various aspects of the educational system; such as the pedagogy, the administration, the instructional methods and the curriculum implementation. These are done at various levels; by the Divisional level by the Divisional Pedagogic Adviser.

The current study therefore, is an effort to determine any potential association between supervisory practices and school effectiveness reflected in both teachers and pupils' performances.

What is the relationship between curriculum supervision and school effectiveness in public primary schools in Fako Division?

Objective of the Study
Study the relationship between curriculum supervision and school effectiveness in public primary schools in Fako Division.

Hypothesis
Curriculum supervision has no significant relationship school effectiveness in public Primary schools in the Fako Division.

METHODOLOGY
This study used mixed method research approach where quantitative and qualitative research paradigms were employed. Cross sectional survey and phenomenology designs was used. Cross sectional survey design enabled the researcher to ask a large group of people at one point, such as teachers and administrators questions about a particular issue .

The study was carried out in Fako, a division of the south west region of Cameroon. The area consists of Limbe I, Limbe II, Limbe III Buea, Tiko, Muyuka and West Coast Idenua sub divisions. The targeted population consists of Regional Inspector of Basic Education, Divisional Pedagogic Advisor of Basic Education, and Inspectors of Basic Education in Fako Division of South West Region.

The sample size for this study was estimated using the Kyce and Morgan table of sample size estimation (1970). Thus, the sample size for teachers was 297 while that for head teachers was 54. However, for parents and Regional Pedagogic Animators, 20 parents and 5 Regional Pedagogic inspectors were interviewed for the study to critically appraised the nature difficulties and need assessment on their activities with respect to supervision and school management. Therefore, a total of 374 participants were sampled for the study. The parameters used in estimating the sample size as indicated by Krejcie & Morgan particularly for teachers and head teachers are:

$$\frac{NZ^2P(1-P)}{d^2(N-1)+Z^2P(1-P)}$$

Where N=total population
Z= Z value corresponding to the confidence level=1.96.
d= absolute precision=5%,
P=expected proportion in the population =50% for optimal sample size
Precision values 5% and below are acceptable for a good statistical significance.

The sample techniques used for this study are stratified sampling techniques, purposive sampling techniques and the simple random sampling techniques. Before selecting the schools for the study, the schools that made up the accessible population of the study were stratified according to the six sub-divisions of interest to the study. After the schools were stratified by sub-divisions, the purposive sampling technique was used in selecting only schools that were functional within the six sub-division that were chosen for the study. After selecting the schools functional for the study, a simple random sampling technique was used in selecting the number of schools required from each of the 6 sub-divisions that constituted the target population of the study.

The use of simple random sampling technique in this study gave each school and equal chance to be selected for the study. The researcher used this technique (simple random) to select the number of schools to be sampled for each of the sub-divisions that made up the accessible population of the study. To select the schools required from each of the sub-divisions, the names of all the schools that are functional within particular sub-division were written on pieces of papers. After all the names of the schools have been written on separate pieces of papers, they were folded and placed in a basket and were later reshuffled.

After the schools were reshuffled, a paper was then picked and the name of the school found on it was chosen for the study. This exercise was repeated several times for each of the sub-divisions until the number of schools required from each sub-division was gotten for the study.

Data for this study was collected using two types of instruments: questionnaires and interview guide. The questionnaire helped the researcher to collect a relatively wide range of information from a large sample within a short time and at a reasonably low cost. The use of questionnaire is to enable the researcher to collect data from a large population which can be used to test the research hypotheses. This was further motivated by the fact that the respondents were literate and so could conveniently answer the questions of the study.

The qualitative and quantitative methods were used in analyzing the data for the study.

Analysis of quantitative data

Before the quantitative data were analysed, a pre-designed EpiData Version 3.1 (EpiData Association, Odense Denmark, 2008) database which has an in-built consistency and validation checks was used to enter the data with both the demographic information and the test items coded with numbers. Questionnaires were also assigned with serial numbers. The reason for coding and assigning each questionnaire a serial number was to ensure that on the data base, one should easily trace the individual response of participants and to ease verification in areas of uncertainty if they arise. Further consistency, data range and validation checks were also performed in SPSS version 23.0 (IBM Inc., 2015) to identify invalid codes (data cleaning) with the aid of exploratory statistics.

After the data was thoroughly checked for possible errors, the quantitative data was analyzed using both the descriptive and inferential statistical tools. The descriptive statistical tools used were frequency count, percentages and multiple responses set which aimed at calculating the summary of findings for each variable where applicable. The hypotheses of study were tested using the Spearman's Rho test which is a non-parametric test. This test was used because the data for the variables were not approximately normally distributed as revealed by the Shapiro-Wilk test and the Komogorov test of significance with P-values all less than 0.05 (See test of normality table below). Using these tests of normality, for a data which is normally distributed, the P-values will be greater than 0.05 and in that case; the Pearson Product Moment Correlation Coefficient test was used.

Checking for normality assumption is very important to know which test is more suitable for the verification of hypotheses and to avoid faulty generalization like committing the type 1 or type 2 hypotheses error. Also, Chi-square test which is another inferential statistical test was used to compare how participants precisely head teacher and teachers differ in their opinion and by their demographic characteristics.

Analysis of qualitative data

The qualitative data derived from open ended questions and semi-structured interview guide were analysed using the thematic analysis technique with the aid of themes, groundings/frequency and quotations. Themes are umbrella words which capture the main idea of the participants' statements. On the other hand, groundings also call frequency represent the number of time that particular theme/concepts surface from the direct statements of the participants. However, it should be noted that in the context of thematic analysis, a theme with a grounding of one is equally more important like a theme with a grounding of more than one.

Finally, findings were presented using frequency distribution tables and thematic tables with all inferential statistics presented at 95% level of confidence interval with alpha set at 0.05 levels, accepting 5% margin of error.

FINDINGS

Findings are presented here in consideration of the research question under investigation

Research Question: How does curriculum supervision affect school effectiveness in public primary schools in Fako Division?

Teachers' Perspective

Table 2: Teachers' opinion on Curriculum Supervision

Items	Stretched					Collapsed	
	Strongly agree (SA)	Agree (A)	Neutral	Disagree(D)	Strongly disagree (SD)	SA/A	D/SD
My head teacher always ensures that there is actual execution of the curriculum in the classroom setting	10 (3.4%)	0 (0.0%)	0 (0.0%)	155 (53.3%)	126 (43.3%)	10 (3.4%)	281 (96.6%)
The head teacher guides me on how to break the curriculum content into teachable units	30 (10.3%)	19 (6.5%)	0 (0.0%)	174 (59.8%)	68 (23.4%)	49 (16.8%)	242 (83.2%)
The head teacher supervises the scheme of work, the lesson plans and teaching aids used by teachers	10 (3.4%)	10 (3.4%)	0 (0.0%)	126 (43.3%)	145 (49.8%)	20 (6.9%)	271 (93.1%)
My head teacher always ensures that the lesson notes are clear and appropriate before I teach	10 (3.4%)	0 (0.0%)	10 (3.4%)	78 (26.8%)	193 (66.3%)	10 (3.4%)	271 (93.1%)
I am being supervised as a teacher to ensure that my classroom management techniques is appropriate	10 (3.4%)	20 (6.9%)	0 (0.0%)	134 (46.0%)	127 (43.6%)	30 (10.3%)	261 (89.7%)
Multiple response set	**70 (4.8%)**	**49 (3.4%)**	**10 (0.7%)**	**667 (45.8%)**	**659 (45.3%)**	**119 (8.2%)**	**1326 (91.1%)**

Findings on table 2 showed that a majority of the teachers 281 (96.6%) disagreed that head teacher always ensures that there is actual execution of the curriculum in the classroom setting. Also, an equal proportion of the teachers that is 271 (93.1%) disagreed that head teacher supervises the scheme of work, the lesson plans and teaching aids used by teachers and always ensures that the lesson notes are clear and appropriate before they teach. Also, a majority of the teachers 242 (83.2%) and 261 (89.7%) respectively, disagreed that their head teacher guides them on how to break the curriculum content into teachable units and that they are being supervised as a teacher to ensure that their classroom management techniques are appropriate. In overall, findings showed that while 8.2% of the teachers agreed that their head teacher carry out supervision of the curriculum, a majority of them 91.1% disagreed with 0.7 of them being neutral.

Table 3: Comparing teachers' opinion on the carry out supervision of curriculum by head teachers

Demographic characteristics		Statistics	The head teacher carry out supervision of curriculum			Total based on response	Chi-square test ($\chi 2$)
			A/SA	Neutral	D/SD		
Gender	Male	n	0	0	140	140	$\chi 2=1.95$ df=2 P=0.163
		%	0.0%	0.0%	100.0%		
	Female	n	119	10	1186	1315	
		%	9.0%	0.8%	90.2%		
Level	Nursery	n	0	0	145	145	$\chi 2=2.06$ df=2 P=0.151
		%	0.0%	0.0%	100.0%		
	Primary	n	119	10	1181	1310	
		%	9.1%	0.8%	90.2%		
Longevity in service	< 2 yrs	n	0	0	50	50	$\chi 2=0.03$ df=6 P=0.921
		%	0.0%	0.0%	100.0%		
	2 to 5 years	n	0	0	245	245	
		%	0.0%	0.0%	100.0%		
	6 to 10 years	n	80	0	305	385	
		%	20.8%	0.0%	79.2%		
	11 years and above	n	39	10	726	775	
		%	5.0%	1.3%	93.7%		

Findings on table 3 showed that teachers do not significantly differ in their opinion on the practice of supervision of curriculum in their school (P>0.05) with a majority of them irrespective of their demographic characteristics that is gender, male 100% and female 90.2% disagreed that that their head teachers carry out supervision of curriculum in their school. Also, for teachers teaching in the nursery school, 100% and 90.2 % of those teaching in primary schools disagreed that that their head teachers carry out supervision of curriculum in their school. Finally, based on longevity in service, all teachers 100% who have been teaching for less than 2 years and for 2-5 years, 6-10 years 79.2% and 11 years and above 93.7%, disagreed that their head teachers carry out supervision of curriculum in their school.

Head Teachers Perspective

Table 4: Head teachers' opinion on Supervision of Curriculum

| Items	Stretched					Collapsed	
	Strongly agree (SA)	Agree (A)	Neutral	Disagree (D)	Strongly disagreed (SD)	SA/A	D/SD
There is actual execution of the curriculum in the classroom setting.	0 (0.0%)	0 (0.0%)	2 (4.0%)	16 (23.0%)	32 (64.0%)	0 (0.0%)	48 (96.0%)
Ensure that teachers are provided with the resources to effectively execute their lesson plan.	0 (0.0%)	0 (0.0%)	0 (0.0%)	20 (40.0%)	30 (60.0%)	0 (0.0%)	50 (100%)
Guides the teacher on how to break the curriculum content into teachable units.	0 (0.0%)	0 (0.0%)	2 (4.0%)	20 (40.0%)	28 (56.0%)	0 (0.0%)	48 (96.0%)
Confirm the interaction of the pupils with the contents and materials in order to acquire the necessary skills.	0 (0.0%)	0 (0.0%)	4 (8.0%)	22 (44.0%)	24 (48.0%)	0 (0.0%)	46 (92.0%)
Supervise the scheme of work, the lesson plans and teaching aids used by teachers.	0 (0.0%)	0 (0.0%)	4 (8.0%)	12 (24.0%)	34 (68.0%)	0 (0.0%)	46 (92.0%)
Ensure the clarity and appropriateness of the lesson notes.	0 (0.0%)	0 (0.0%)	0 (0.0%)	10 (20.0%)	40 (80.0%)	0 (0.0%)	50 (100%)
Multiple response set	**0 (0.0%)**	**0 (0.0%)**	**12 (4.0%)**	**100 (33.3%)**	**188 (62.7%)**	**0 (0.0%)**	**288 (96.0%)**

In aggregate, findings showed that a majority of the head teachers 96.0% disagreed that head teachers are carrying out supervision of curriculum. For instance, all the head teachers 50 (100%) disagreed that head teachers ensure the clarity appropriateness of the lesson notes and provide teachers with the resources to effectively execute their lesson plan. Also a majority of them of equal proportions 48 (96.0%) disagreed that head teachers ensure that there is actual execution of the curriculum in the classroom setting, guides teachers on how to break the curriculum content into teachable units and supervise the scheme of work, the lesson plans and teaching aids used by teachers as disagreed by 46 (92.0%) of them.

Table 5: Comparing head teachers' opinion on the carry out of supervision of curriculum by head teachers

Demographic characteristics		Statistics	Head teacher carry out supervision of curriculum			Total based on response	Chi-square test(χ2)
			A/SA	Neutral	D/SD		
Gender	Male	n	0	6	66	72	χ2=0.01 df=2 P=0.998
		%	0.0%	8.3%	91.7%		
	Female	n	0	6	222	228	
		%	0.0%	2.6%	97.4%		
Level	Nursery	n	0	2	34	36	χ2=0.02 df=2 P=0996
		%	0.0%	5.6%	94.4%		
	Primary	n	0	10	254	264	
		%	0.0%	3.8%	96.2%		

Longevity in service	Less than 2 years	n	0	0	24	24	χ2=0.01 df=6 P=0.999
		%	0.0%	0.0%	100.0%		
	2 to 5 years	n	4	4	68	72	
		%	5.6%	5.6%	94.4%		
	6 to 10 years	n	2	2	82	84	
		%	2.4%	2.4%	97.6%		
	11 years and above	n	6	6	114	120	
		%	5.0%	5.0%	95.0%		

Findings on table 5 showed that the head teachers do not significantly differ in their opinion on the practice of curriculum supervision in schools (P>0.05) with a majority of them irrespective of their demographic characteristics that is gender, male 91.7% and female 97.4% disagreed that that head teachers are carrying out supervision of curriculum. Also, by level, a majority of the head teachers teaching in the nursery school, 94.4% and 96.2% of those teaching in primary schools disagreed that that their head teachers are carrying out curriculum supervision. Finally, a majority of the head teachers irrespective of their duration on the post also disagreed that head teachers are carrying supervision of curriculum.
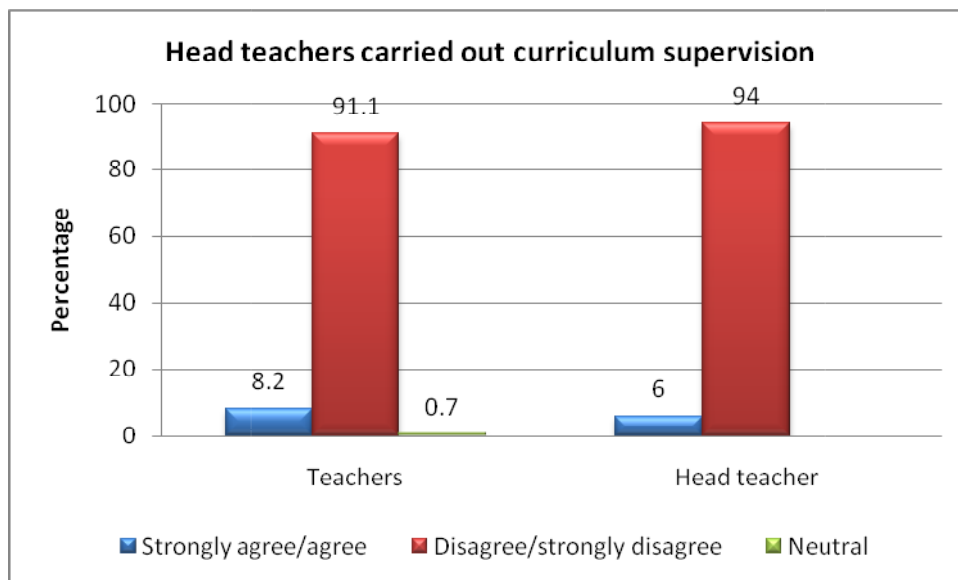
χ2=0.17, df=1, P=0.679

Figure 1: *Comparing teachers and head teachers opinion on supervsion of curriculum*

Findings showed that teachers and head teachers do not significantly differ in their opinion (P>0.05) with a majority of the head teachers 94.0% and teachers 91.1% of almost equal proportion disagreed that head teachers are carrying out supervision of curriculum in their school.

Verification of Hypothesis Four: **Curriculum Supervision has no significant influence on School Effectiveness in public Primary schools in the Fako Division.**

Table 6: Relationship between supervision of curriculum and school effectiveness

Statistical Test	Test Statistics	Supervision Of Curriculum	School Effectiveness
Spearman's rho	R-value	1.000	.365[**]
	P-value	.	.000
	N	291	291
**. Correlation is significant at the 0.01 level (2-tailed).			

Statistically, findings showed that there is a very significant, positive and moderate relationship between supervision of curriculum and school effectiveness (P=0.000, far less than 0.05). The positive sign of the correlation value (R= 0.365**) implies that schools are more likely to be effective when supervision of curriculum is carry out and less likely to be effective when supervision curriculum is not carry out. Therefore, the null hypothesis that states that curriculum supervision has no significant influence on school effectiveness in public Primary schools in the Fako Division was rejected and the and the alternative hypothesis that states that curriculum supervision has a significant influence on school effectiveness in public Primary schools in the Fako Division was accepted.

From the findings, teachers some attest that their head teacher guide them on how to break the curriculum content into teachable units. They supervise the scheme of work, the lesson plans and teaching aids used by teachers. As stated by Education Encyclopaedia (2009), Curriculum supervision is intended to embrace those activities in the school which directly involve the implementation, monitoring, evaluation and appraisal of the school curriculum. Curriculum supervision therefore involves observation of teaching and learning, assisting teachers in their professional development, both in individual and group context, evaluation of teachers, research and revision of the curriculum.

Also, Garubo and Rothstein (1998) advanced that supportive curriculum supervision is a method of teaching the staff to act in more conscious ways. The goal of curriculum supervision is to provide curriculum implementers and supervisors with more information and deeper insights into what is happening around them. A situation of effective collaboration between curriculum leaders as supervisors, and teachers is created as teachers learn to identify and resolve their problems, while supervisors get a better idea about what happens in different classroom environments.

It was also found that some of the head teachers supervise the teachers to ensure that their classroom management techniques are appropriate. This concurs with Nwaogu (2006), that supervision include improving incompetent teachers, providing guides for staff development, helping teachers to see the problems and needs of pupils and help them solve these problems and provide as far as possible for most of their needs, enlisting the co-operation of all staff members in serving their own needs and those of others to prevent teaching difficulties, and knowing the effectiveness of classroom management by teachers and improving methods of teaching and learning.

Defiantly, head teachers seldom ensure that the lesson notes are clear and appropriate before they teach. According to Little (1993), if the teachers are not well supervised, effectiveness will be a far-fetched issue to mention in school as instructions, curriculum implementation and use of pedagogic materials will be abused and likewise purpose of educational setting not be well realized. Hence, supervisors at all levels discharge their supervisory roles to ensure school effectiveness by assisting the preparation of lesson plans and lesson notes before going for lessons.

Finally, findings also showed that curriculum supervision has a very significant and positive role on the effectiveness of public Nursery and primary schools. The positive nature of the relationship implies that public primary schools are more likely to be effective when curriculum supervision is carry out and less likely to be effective when supervision of curriculum is not carry out. However, while findings showed that supervision of curriculum have a significant effect on the effectiveness of public primary schools, descriptively, findings also showed that a majority of the head teachers and teachers of almost equal proportion disagreed that supervision of curriculum is carried out.

It should be noted that in a study carried out by Mohammed (2012) on the role of education inspectors in curriculum implementation in public secondary schools of Bauchi State, Nigeria, the study founded that school inspectors offered professional support to teachers and principals, and thus teachers benefitted from their support. This findings contrast of our own study whereby

a majority of the teachers and head teachers disagreed that pedagogic animators carried out supervision of curriculum. The lack or inadequate carrying out of supervision of curriculum in public primary schools in the Fako Division, South-West region of Cameroon have a devastating effect on the effectiveness of schools. This is because there is high tendency for the curriculum put in place not to be implemented by teachers.

For instance, in the study, it was observed that a majority of the teachers disagreed that supervisors ensure that there is actual execution of the curriculum in the classroom setting, teachers are provided with the resources to effectively execute their lesson plan, teacher are guided on how to break the curriculum content into teachable units, scheme of work, the lesson plans and teaching aids used by teachers are supervise, and that that clarity is provided to teachers when required.

Based on Stufflebeam's Context, Input, Process, and Product evaluation (CIPP) Model (1971), Jenny (2005) which provides the holistic view of every element by evaluating context, input, process and output from each and every angle, it is obvious that in the absence of supervision of curriculum, irrelevant content of curriculum will be taught to learners and this inevitable will affect the entire teaching-learning process and the effectiveness of the school. Curriculum as viewed by Alebiosu (2005) is an instrument that dictates the affairs of every educational system. It is the vehicle through which knowledge and other learning activities are disseminated. Curriculum implementation involves the dissemination of the structured set of learning experiences, the provision of resources to effectively execute the plan, and the actual execution of the plan in the classroom setting where teacher-learner interactions take place (Ivowi, 2009).

In curriculum implementation, the learner for whom the programme is being planned interacts with the contents and materials in order to acquire the necessary skills, attitudes and abilities (Mkpa and Izuagba, 2009). The teacher does not just implement the content as it is, rather he /she breaks the content into teachable units. Therefore, while curriculum determines the learning activities, experiences, skills and knowledge is to be acquired, resources needed, it is very imperative for supervisors and head teachers and pedagogic animators to supervise the curricular content. Failure to do this, the wrong curriculum is more likely to be taught to the learners thus hindering the school from achieving it stated goals and objectives. It should be noted that in an much as supervision of curriculum is not adequately carry out per the study findings, parents on their own part have to play an active role in supervising, monitoring or checking what is being taught to the children in school.

Concurrently, results from teachers and head teachers on school effectiveness showed that this goal is far-fetched as they could not boast of any outstanding performance amidst primary schools in Fako division. Also, there are less efforts by both teachers and students to obtain efficiency as the school time table and rules and regulations are not closely followed. These results were further confirmed by the Pedagogic animators' rating of their school effectiveness; as most of them sounded gloomy. Parents equally confirmed this as they mentioned that "*Some children don't always go to school so; supervising them will help them to stay in school*" and "*To keep them focus and abreast with others*". Given that every school has to pursue multiple goals, there is a need to work within multiple environmental constraints and time frames. In view of which, many public primary schools in Buea have limited resources making it extremely difficult for some of them to maximise their effectiveness, specifically with regard to scarce resources, in order to achieve its goals. In the process of pursuing multiple goals, every school experiences different pressures from the environment, and therefore each school develops different priorities and criteria.

According to Cheng (1996), school effectiveness can be internal and external. Internal school effectiveness can be regarded as the school's technical effectiveness if its outputs are limited to what happens in or just after schooling (like learning behaviour, acquired skills and changes in attitude), while external school effectiveness can be regarded as the positive impact of the school's outputs on society or on individuals' lives (social mobility, earning power and work

productivity). In view of this, the internal effectiveness of these schools are evaluated using different parameters which vary from those used in external effectiveness. Making it much challenging to quickly arrive in a consensus on this subject matter especially when the study did not consider school effectiveness from a single stakeholders' perspective.

Conclusion

In brief, the findings have revealed that instructional supervision have a very significant and positive relationship on the effectiveness of public Nursery and primary schools. While this was the case, descriptively, it was also realised that instructional supervision is not adequately carried out in public primary schools in Buea. The effectiveness of schools was found to be very low whereby findings showed that a majority of the teachers and head teachers were not satisfied with the effectiveness of their respective schools. It should be noted that on the side of pedagogic animators, they rated the effectiveness of schools under their supervision as low. However, while a majority of teachers and head teachers were dissatisfied with the effectiveness of their school, findings showed that all the pedagogic animators sampled indicated that supervision improve on school effectiveness.

It raises the perspective that supervision is not the only practice that has impact on school effectiveness. Other aspects that enhance school effectiveness are the community support, parental involvement relationship maintained by supervisors and teachers and financial management system instituted in the school are equally of importance. Efforts from parents and community alike help to maintain a positive school climate and health of the learners, which in turn can be translated into effective learning. A healthy school climate is a product of teachers' inputs from home by providing a conducive learning environment for learners, which will build a foundation for their effective learning finally harnessed by the school administrators. This facilitates the realization of other goals related to areas school facilities which directly affect the effectiveness of the school. To confirm this, Sullivan and Glanz (2005), advance that the environmental conditions of a school include physical facilities like classrooms, furniture and equipment, teaching/learning materials and creation of teaching/learning situations by teachers, discipline masters, parents and pupils relationships.

Hence, the certainty that if inspectors, pedagogic animators and head teachers effectively carry out their supervision; school effectiveness would be realized is not guarantee as other mediating inputs from parents, community and learners themselves are imperative. Judging from parents' viewpoints "*To improve teaching and learning, following up the administrative management of the school helps to improve on the learning situation" and improvement in learning can easily take place when parents follow up the administrative management of their children and school.*"

Sergiovanni (2003) as a cited in Ambarita; et al, (2016) said the purposes of academic supervision are; to assist in developing and understanding professional teachers, improve the teaching and learning process, and developing skills and techniques in teaching; monitoring the teaching and learning processes in schools and helping teachers to be committed to their duties and responsibilities. McQuarrie and Wood (1991) also stated that the purpose of supervision is to assist and support teachers in adapting, adopting and improving teaching practice and applying it in the classrooms. Therefore, the implication here is that when supervision is not adequately carried out, the effectiveness of schools will be low as teachers will not be productive thus, negatively affecting the teaching learning process and giving a poor results during the summative and formative evaluation of results in schools.

The conclusion on school ineffectiveness was equally subject to further analysis as Brookover (1979), unequivocally stated that the characteristics of an effective school are not isolated components, but that they are integrated and must be considered as a whole. School effectiveness should encompass qualitative variables; that is, school climate, instructional leadership, high expectations, as well as quantitative variables (public achievement scores). If one accepts the view that schools are complex social systems, one must consider the issue of time in measuring school effectiveness. The importance of viewing schools and how they change over time is

inherent in a system's approach to school effectiveness. In view of this, the timing of this study is a probable contributor to the study outcome. Primary schools in Buea have for the past 3 years been operating in tense and crisis-filled atmosphere which has resulted to the closure of some. This few surviving schools are still operating in unpleasant conditions which can affect their effectiveness since their survival is amidst inconsistencies generated both within and without the school environment. All these can possibly affect all school stakeholders and at all educational levels; primary school inclusive.

Recommendation on Curriculum Supervision

1. There is need for stakeholders to enhance curriculum supervision by ensuring that teachers follow the laid down curriculum and break down the content into teachable units. This can be done through supervision of scheme of work, the lesson plans and teaching aids, as well as ensuring that the lesson notes are clear and appropriate.

2. Since the primary level of education deals with kids and pupils, head teachers should constantly check what teachers are teaching not just marking their lesson notes but move in their classes to find out if classroom activities are carried out in line with the curriculum and the syllabus coverage.

3. At the national level, when curriculum is drawn, teachers and head teachers should be involved so that they can give a true picture of the needs of the kids so that the curriculum developers should be in sync with the realities of what the teachers are facing in the field for a better and effective results of our institutions as a whole

4. Finally, audiovisual lessons should also be part of the curriculum. This will help children who have hearing and visual impairment to follow the lesson either on the radio or to watch in the television. This will also give an effective result at the end of the year.

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