

# **CLASSROOM VISITATIONS BY INSTRUCTIONAL SUPERVISORS AND TEACHERS' EFFECTIVENESS IN THE IMPLEMENTATION OF THE COMPETENCY BASED APPROACH IN SECONDARY SCHOOLS IN THE SOUTH WEST REGION OF CAMEROON**

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**Abstract**

This study was designed to examine classroom visitations by instructional supervisors and teachers' effectiveness in the implementation of the competency-based approach in secondary schools in the South West Region of Cameroon. The study was guided by one objective and one general research hypotheses. The mixed method approach particularly the concurrent triangulation design was used for the study. The population of the study comprise of the teachers and supervisors (principals in the South West Region of Cameroon. The target population of this study was made up of secondary school teachers and supervisors (principals or supervisors) selected from the three Divisions of the South West Region of Cameroon. The accessible population of this study will be made teachers and supervisors (principals) from; Fako, Meme, and Manyu Divisions of the South West Region. The sample size of the study will be 305 questionnaires administered to teachers and 12 interviewed guides given to supervisors (principals) from the 12 schools in the three Divisions of the South West Region of Cameroon. The instruments use for data collection were a questionnaire (closed ended questions) for teachers and an interview guide for principals. Data from the close ended questions was analysed using SPSS 23.0, with the aid of descriptive and inferential statistical tools while the interview was analysed thematically. The hypotheses of the study were tested using a non-parametric test (Spearman's Rho test) presented at 95% level of confidence interval with alpha set at 0.05 levels accepting 5% margin of error. Findings revealed that descriptively, majority of the teachers (69.7%) strongly agreed and agreed that classroom visitation by their principals influence their effectiveness in the implementation of the CBA in secondary schools in the South West Region of Cameroon meanwhile (30.3%) of the teachers said classroom visitation by their principals do not influence their effective implementation of the CBA in secondary schools. Based on principal's principals' response if they visit classes to observe teachers all of them categorically said "YES" they visit classes to observe teachers during the teaching learning process. Also most of them indicating that they visit the classroom to observe teachers at list three times a year. Others said they visit the classroom to observe teachers mostly at the beginning of each term. While some of the principals printed out that they visit classes to observe teachers during the teaching learning process thrice a year. Lastly, the hypothetical statistics showed that there is a positive significant relationship between classroom visitations and teachers' effectiveness in the implementation of the CBA in Secondary Schools in the South West Region of Cameroon with (R-value =0.117\*, p-value < .043 < 0.05). The positive sign of the correlation value implies that frequent classroom visitations by principals or pedagogic inspectors would contribute to teachers' effectiveness in the implementation of the CBA in secondary schools. Thus, this confirmed that rejection of the null hypothesis. while, the alternative was accepted. Therefore, it is recommended that the relevant educational authorities and school administrators should evaluate the quality and impact of the current supervision practices, provide professional development for instructional supervisors and foster a collaborative supervision approach.

**Keywords** Classroom Visitations, Instructional Supervisors, Teachers' Effectiveness, Implementation of the Competency Based Approach and Secondary Schools.

**INTRODUCTION**

The implementation of the competency-based approach (CBA) in secondary schools has been a significant educational reform in Cameroon in recent years (MINSEC, 2014). Effective instructional supervision is crucial in supporting teachers' successful implementation of the CBA (Akpa, 1987; Peretomode, 2001). One key aspect of instructional supervision is the practice of classroom visitations, where supervisors observe and provide feedback to teachers (Akum, 2017;

Oyedeji, 2012). The relationship between classroom visitations by instructional supervisors and teachers' effectiveness in implementing the CBA is an important area of research. Studies have shown that instructional supervision, when conducted effectively, can positively influence teachers' pedagogical practices and student learning outcomes (Borich, 2008; Danielson, 2013). However, the impact of classroom visitations on teachers' CBA implementation in the specific context of secondary schools in the

Southwest Region of Cameroon is not well-documented.

The Competency Based Approach (CBA) has gained grounds in the academic world for more than a decade now. In fact, nowadays the purpose of teaching is no longer to transmit knowledge and or apply isolated know-how. It is rather mandatory that learners are confronted with problem situations which they need to solve. Through this approach the learner will not only acquire knowledge but also use it in a meaningful way in various situations of life, work and family, social and even professional situations. According to Wiysahnyuy (2021), CBA has brought about profound changes in teaching practices as the teacher becomes a true mediator between the learner and the knowledge. In order to achieve this competence objective, secondary schools in Cameroon chose, after the experience of programs by content and objective, to follow the path of the CBA. This switch is important, yet it raises a crucial concern on whether or not teachers are equipped to adjust to the demands of the new dispensation because many teachers seem to be sticking to their old ways of teaching which may limit their acquisition of the desired skills as students do not seem to be acquiring the expected skills. In other words, the implementation of the CBA does not seem to be effective, as secondary school's leavers do not seem to have acquired skills that positively transform their lives and contribute to societal development.

One reason that may account for this trend maybe inadequacy in the process of instructional supervision. As cited in Tyagi (2010), instructional supervision provides guidance, support and empowerment of teachers for their professional development in the teaching-learning process. Supervision provides teachers the support, knowledge and skills that enable them to succeed in implementing policy. Moreover, the quality of

instructional supervision develops among teachers, good perceptions and positive attitudes towards the practice (Choy, 2011). According to Oyedeji (2012) the functions of school supervisors for effective supervision includes: making classroom visits, supervising Heads of Departments, and teachers by checking their scheme of work and lesson notes, checking teachers' classroom attendance, checking absenteeism and rewarding hardworking teachers and punishing indolent ones by assigning administrative duties to them as a means of encouraging them to do the right things at the right time, all of which enhance the implementation of educational plans. Instructional supervision according to Olorunfemi (2008) and Okobia (2015) is a helping relationship whereby the supervisor guides and assists the teachers to meet the set targets. Instructional supervision can enhance and reinforce teaching practices, identify areas where the teacher is limited and provide help. The CBA is a different approach from what obtained before and for it to be effectively implemented there is need for instructional supervision. Investigating this relationship is crucial, as the competency-based approach represents a significant shift in teaching and learning, and teachers' successful implementation of the CBA is essential for its ultimate success (République du Cameroun, 2007; MINSEC, 2014). Furthermore, understanding the role of instructional supervision, particularly classroom visitations, can inform policies and practices that support teachers in effectively implementing the CBA in the region.

### **Context and Justification of Study**

Contextually, The Sector Wide Approach Draft document (2005) states that the key is to strengthen teacher quality as part of a comprehensive strategy towards efforts aimed at improving the quality of educational services this

is achieved through instructional supervision. Schools exist to help students learn and one of the ways to ensure this happen is to help those who work with students at various levels to become better practitioners, to be the best they can be, more knowledgeable, more sensitive to the needs of different learners, more thoughtful, more resourceful, more flexible, more creative and more intelligent human beings. For these qualities to be achieved, well trained school administrators are needed to play a vital role for school improvement through supervision of instruction. The president of the Republic of Cameroon during his February 2001 message to the youth, called for embracing the competence-based approach (République du Cameroun, 2007). In the National Standard System of Higher Education as well professional and teachers training institutions, the requirements and qualifications are clearly stated, the list of socially and professionally important knowledge, skills and competencies is provided, which are required from the graduate of high institution not only by the national labour market, but also by the Cameroonian Community.

Competence-based approach was introduced in Cameroon in July 2012 with the purpose of moving from rote memorization to a more experiential and practical approach in school. The young Cameroonians are to acquire competences relevant to the job market, attainment of vision 2035 and the learners' smooth integration into the 21st century World MINSEC (2014). Cameroons Ministry of Basic Education had distinguished three main components of the competence to be taught: subject competence (knowledge), transversal competence (knowhow resulting from all the subjects in a child's learning) and life competence resulting from the development of the right attitudes and behavior for real life situations. The decree of the President of Cameroon on measures for priority development of education in Cameroon dated by 2001 determined the number

of measures for introduction the regulations in Cameroon based on competence, aimed at coordination the national system of education quality assurance with the general system of education. Based on modern society requirements and the needs of learner to adapt to changing needs, the education quality assurance should be based on the formation of such competencies and skills in future specialists that enable them to use practically knowledge and skills for the benefit of all Cameroonians that creating job makers not job seekers.

According to Akum (2017), the challenges that teachers face, is as a result of their perception and view of the Competency Based Approach amongst other factors. While some secondary school teachers in the South West Region see this approach as good, others view it as not different from the New Pedagogic Approach (NPA). Presently, there are legislative frameworks in the form of decrees and ministerial circular letters prescribing supervision of instruction in schools. Decree N0 2002/004 OF 4TH January 2002, decree N0 2005/139 of 25th April 2005 are some frameworks governing instructional supervision in Cameroon. At the Ministry of Secondary Education there are Inspectors General of Pedagogy, at the regional level, there are Pedagogic Inspectors and at the divisional level, there are Divisional Inspectors. Furthermore, decree n02002/004 of 4th January 2002, organizing the Ministry of National Education, outlines the functions of the personnel of the ministry and states that the following categories of people are involved in supervision: the pedagogic inspectors, principals and Head of Departments.

In essence, to meet the challenges and expectations of our education institutions in Cameroon, the issue of teachers' effectiveness in the implementation of the competency-based approach has to be treated appropriately. The

implementation of the CBA in the teaching-learning process officially started in 2012/2013 in order to enable students to acquire stated competences which can equip them to contribute towards the attainment of Cameroon Vision 2035. Yet not much has changed despite many pedagogic workshops. Some teachers are still unable to effectively use it to prepare, facilitate and evaluate lessons. They still use the teacher-centered approach with direct lecture and notes dictation. Thus, the learners do not seem to adequately acquire the specific competences in the teaching-learning process. As a result, student achievement is still below expectation. The desired competences which could serve as resources when the students integrate themselves to act competently in life situations are not being acquired through the CBA as expected. One factor that may account for teaching ineffectiveness is instructional supervision. Hoffman and Tesfaw, (2012), say that teachers were convinced on the need of instructional supervisory engagements in order to be more effective. Teachers' welcome supervision if it is done in the right spirit with the aim of improving the learning process. It is also regarded that the quality of supervision practice is a key factor in determining school success. The supervision process usually integrates classroom visitations, to improve on teachers' pedagogic skills that include amongst others lesson planning, lesson presentation, classroom interaction and assessment of students all of which enhance teaching effectiveness. It is against this backdrop that, the study aims at investigating the extent to investigate the influence of classroom visitations by instructional supervisors on teachers' effectiveness in the implementation of the CBA in secondary schools in the South West Region of Cameroon.

This study has as lone objective to investigate the influence of classroom visitations by instructional supervisors on teachers' effectiveness in the

implementation of the CBA in secondary schools in the South West Region of Cameroon.

Based on the above objective, one general hypothesis was tested which verified the significant relationship between classroom visitations and teachers' effectiveness in the implementation of the CBA in Secondary Schools in the South West Region of Cameroon.

### **LITERATURE REVIEW**

To begin with, according to Peretomode (2001), classroom visitation is a procedure by which the educational leader could be of great assistance in aiding the teachers to improve both their instructional strategies/techniques and the learning processes of the student. The main objective of the supervisor's visitation according to the definition is the improvement of the teaching-learning process. He posited that to successfully carry out visitation, the visit must be planned. There is no single set of classroom observation procedures or a single check-list which can suit all schools.

Classroom visitations may have varied informant and may range from episodes to more extended stays. These visits may involve teachers from different school, stages, subjects or levels of responsibility. Staff should agree on their own procedures which best serve their particular circumstances. This can develop the climate and the necessary sense of ownership. Maximizing the benefits of well-planned classroom observation requires that the process be systematic. Key components of systematic process have: A fully discussed and agreed approach to the process, clarity about the purpose of classroom visitations, meaningful feedback to those observed, a direct relationship with the school's priorities as identified in the improvement plan, the frequency of classroom visitations, by peers, line managers or others, is reasonable for the evaluation of process and programme. It is important for teachers to

undertake learning visits to others' classes and to have others visit their class. By doing both they learn from, and with, those around them. All involved need to know the intentions of the lesson or learning activity to be observed, to enable them to discuss the extent to which the experiences led to the intended outcomes for learners (Scott, 2010).

Goldhammer, Anderson and Krajewski (1993) have reviewed nine characteristics of classroom visitation as a concept; it is a technology for improving instruction, it is a deliberate intervention into the instructional process, it is a goal oriented, combining the school needs with personal growth needs of those who work within the school, it requires a high degree of mutual trust, it is systematic although it requires a flexible and continuous changing methodology, it creates a productive or healthy atmosphere for bridging the gap between the real and the ideal, it assumes a professional working relationship between the supervisors and the teachers, it requires preserving training for supervisors especially in observation techniques.

In addition to this, Akpa (1987) stated that, the school administrator faces a lot of challenges as a moulder and developer of human potential. How well he/she responds to these challenges as a necessary ground success requires his/her exposure to a number of supervisory models. It is therefore advantageous in the opinion of Landers and Myers (1977) to develop a broad repertoire of supervisory strategies and skills. Just as classroom teachers seek to individualize instruction, the application of supervisory model should be that which best suits a particular teacher's teaching problem.

Classroom observation/visitation is a basic instructional supervisory practice. The supervisor must prepare a supervision schedule indicating how the teacher maintains class discipline,

provides for learner differences, the lesson presentation, mastery of content, learner involvement as well as teaching methodologies used (Sule et al., 2015). The supervisor can video tape the lesson without being disruptive to the class so as to sit later with the supervisee and discuss the strengths and weaknesses of the supervisee's lesson in an attempt to improve teacher's quality in instructional process

According to Parkway (1992) extensive class visitation makes heavy demand of time from the supervisors/principals. In a planned program, teachers are likely to ask the supervisor/principal to come to the classroom to observe specific practices. Such invitations should not be refused as they can provide opportunities for teachers to improve on their teaching unless the supervisor/principal has other appointments which cannot be broken. Common practice indicates that most classroom visits are very short to the extent that they can be seen as inspection. However, how long a supervisor/principal remains in the classroom depends on the purpose. If the principal comes to observe a recitation which concludes a unit of work, and the recitation requires a full hour, the principal/supervisor should systematically be there to see the whole lesson if possible as this can provide an opportunity for the teacher to fine tune his/her teaching skills.

During classroom visitation, Ogunsaju (2006) suggests that the school supervisor should center his/her observation on planning and preparation, presentation during the lesson, teacher relationship with the learners as well as the teacher's personality in reference to planning and preparation. Furthermore, the supervisor should also lay emphasis on the effectiveness of communication by the teacher (Ogunsaju, 2006). The particular aspects of communication include speech habits, choice of words, voice, the

presenter's subject knowledge and the skills in effecting learners' participation in the course of the lesson. Fonkeng and Tamajong (2003) advised that principals/supervisors should keep pertinent data for subsequent conferences. However, they recommend that supervisors/principals using classroom visitation as a supervisory means should best visit teachers in their class base 'on call' as such visit help to reduce nervous temperament and emotional tension in teachers as that is inadvisable.

In the traditional context, classroom observation or visitation has been considered to take three main forms (the first one for professional advancement, the second one for reward, and the third one for promotion), researchers and practitioners generally agree that the most effective use of classroom observation is for professional development (Montgomery, 2002). Classroom visitation/observation is a process which provides a means of sharing good practice throughout a school. When used effectively it enables staff to develop greater awareness of their own strengths and area for development as classroom practitioners provides a stimulus for professional dialogue amongst staff. Classroom observation is about development of learning and teaching as a whole. For classroom observation to be effective, it is crucial that a positive climate exists within the school, a culture of openness and all stakeholders should have shared values. It should relate to the expectations of staff. Based on this teacher observation can be regarded as an essential procedure in the teacher training process (Montgomery, 2002)

According to Aubusson et al., 2007; Borich 2008; Gebhard & Oprandy 1999) many teachers even the most experienced one's dislike and even fear being observed, as they find classroom observation stressful and intimidating. Although formal observations and feedbacks are integral to

improving teaching performance and practice (Jonson 2008), many professionals have expressed their anxiety and worry when it comes to classroom observation, as observers in many in many parts of the world tend to exercise top-down authority (Li, 2009). Typically, there are two procedures. The first of these is top-down whereby implementation is designed by experts, many of which are far removed from classroom realities. The second is the bottom-up, whereby the teachers' perspectives are considered first and foremost and it is they themselves who design how the project is to be carried out.

To this effect, there are differences depending on the context, most teachers are not used to being observed and the simple mention of observation provokes uneasiness, nervousness, and tension amongst teachers, in the belief that their professional competence is going to be questioned or judged (Borich, 2008). At this junction, the observed person has to feel comfortable and psychologically balanced before the benefits of observation can ultimately be achieved. Hence, the establishment of a congenial relationship with those to be observed is a basic step, as observation must be built on a foundation of trust. Equally, Borich (2008) firmly believe that teachers' voices need to be heard in order to boost and facilitate their participation in observation activities by straightening out the conditions that may lead to mutual confidence and respect between the person being observed and the observer.

Richards and Rodgers (2001) state that the role of the teacher in a competency-based framework is defined by specific terms whereby the teacher has to provide positive and constructive feedback in order to help the students to improve their skills. She/he needs to be aware of the learners' needs so that everybody feels welcome in class. The different competencies dealt with in class require specific instructions for the various learning

activities. Thus, the teacher has to be clear in their explanations in order to make sure that every student understands the tasks they are going to deal with. But the teacher does not push the students because the instructions are not time-based; instead, the student's progress is most important. Another task of the teacher in competency-based language teaching is to select learning activities and to design a syllabus according to the competency the students are going to acquire.

Besides teacher's role, Richards and Rodgers (2001) state that the learner's role in competency-based framework is to decide whether the competencies are useful and relevant for him/her. This shows that the learner has an active role in the classroom which is underlined by the fact that the students are expected to perform the skills learned. The competencies the student will learn are clearly defined and presented in the public so that the learner knows exactly what needs to be learned and for which purpose she/he has to use the competencies. In this regard it is vital that every competency is mastered one at a time because this makes sure that the learners know what they have already learned and what the next steps will look like. Moreover, the students have to stay in the actual program until they improve. After they have mastered their skills, they move into more proficient group of students. The main goal of the learner in competency-based language teaching is to be able to adapt and transfer knowledge from one setting to another.

## **METHODOLOGY**

The mixed method approach particularly the concurrent triangulation design was used for the study. The population of the study comprise of the teachers and supervisors (principals in the South West Region of Cameroon. The target population of

this study was made up of secondary school teachers and supervisors (principals or supervisors) selected from the three Divisions of the South West Region of Cameroon. The accessible population of this study will be made teachers and supervisors (principals) from; Fako, Meme, and Manyu Divisions of the South West Region. The sample size of the study will be 305 questionnaires administered to teachers and 12 interviewed guides given to supervisors (principals) from the 12 schools in the three Divisions of the South West Region of Cameroon. The instruments use for data collection were a questionnaire (closed ended questions) for teachers and an interview guide for principals. Data from the close ended questions was analysed using SPSS 23.0, with the aid of descriptive and inferential statistical tools while the interview was analysed thematically. The hypotheses of the study were tested using a non-parametric test (Spearman's Rho test) presented at 95% level of confidence interval with alpha set at 0.05 levels accepting 5% margin of error.

## **FINDINGS AND DISCUSSION**

The findings of the study will be presented and supported by literature and the works of other researchers. Quantitative data will be presented first followed by qualitative data.

### **4.2 Teachers Opinion on how classroom visitations by instructional supervisors influences teachers' effectiveness in the implementation of the competency-based approach in secondary schools**

The table below depicts lecturers' opinion on how classroom visitations by instructional supervisors influences teachers' effectiveness in the implementation of the competency-based approach in secondary schools.



**Table 1: Teachers Opinion on principals' classroom visitation**

Test items	Stretched				Collapsed	
	SA	A	D	SD	SA/A	D/SD
The supervisor visits my classroom often	130 (43.3%)	151 (50.3%)	12 (4.0%)	7 (2.3%)	281 (93.7%)	19 (6.3%)
The supervisor informs me before coming	92 (30.7%)	163 (54.3%)	32 (10.7%)	13 (4.3%)	255 (85.0%)	45 (15.0%)
The supervisor sits and observes the whole lesson	134 (44.7%)	127 (42.3%)	24 (8.0%)	15 (5.0%)	261 (87.0%)	39 (13.0%)
The supervisor takes down notes as he observes	85 (28.3%)	187 (62.3%)	21 (7.0%)	7 (2.3%)	272 (90.7%)	28 (9.3%)
The supervisor does not interrupt the lesson no matter the situation	77 (25.7%)	163 (54.3%)	45 (15.0%)	15 (5.0%)	240 (80.0%)	60 (20.0%)
I do not hand a copy of my lesson plan to the supervisor when he/she visits	19 (6.3%)	68 (22.7%)	163 (54.3%)	50 (16.7%)	87 (29.0%)	213 (71.0%)
The supervisor does not have a pre-conference with me before the lesson	19 (6.3%)	49 (16.3%)	151 (50.3%)	81 (27.0%)	68 (22.7%)	232 (77.3%)
<b>Multiple respond set</b>	<b>556</b> <b>(26.5%)</b>	<b>908</b> <b>(43.2%)</b>	<b>448</b> <b>(21.3%)</b>	<b>188</b> <b>(9.0%)</b>	<b>1464</b> <b>(69.7%)</b>	<b>636</b> <b>(30.3%)</b>

*n=300*

In aggregate, majority of the teachers (69.7%) strongly agreed and agreed that classroom visitation by their principals influence their effectiveness in the implementation of the CBA in secondary schools in the South West Region of Cameroon meanwhile (30.3%) of the teachers said classroom visitation by their principals do not influence their effective implementation of the CBA in secondary schools. Specifically, 281(93.7%) of the teachers agreed that the supervisor visits their classroom often. The findings aligns with research on the relationship between instructional supervision and educational reform implementation. Effective supervision can help teachers overcome challenges, clarify expectations, and adopt new instructional strategies aligned with the reform (Fullan, 2007; Wallace, 2009). According to Glickman, Gordon, and Ross-Gordon (2018), effective instructional supervision is crucial for supporting teachers and improving classroom instruction. Supervisors who regularly observe lessons and provide constructive feedback can help teachers refine

their practices and ensure successful implementation of new educational approaches, such as the competency-based approach. Studies have shown that frequent and meaningful classroom visitations by instructional supervisors are associated with enhanced teacher effectiveness and improved student learning outcomes (Sergiovanni & Starratt, 2007; Zepeda, 2017). The high frequency of classroom visits reported by the teachers in this study suggests that the supervisors in the region are actively engaged in the supervision process.

Among the teachers who agreed that classroom visitation by their principals influence their effectiveness in the implementation of the CBA in secondary schools, 272(90.7%) of the teachers agreed that the supervisor takes down notes as he/she observes. Fonkeng and Tamajong (2003) advised that principals/supervisors should keep pertinent data for subsequent conferences. However, they recommend that supervisors/principals using classroom visitation as a supervisory means should best visits teachers

in their class base 'on call' as such visit help to reduce nervous temperament and emotional tension in teachers as that is inadvisable. This is in tandem with Glickman, Gordon, & Ross-Gordon (2014) who discuss the importance of supervisors taking notes during classroom visitations to provide specific and constructive feedback to teachers. Note-taking allows supervisors to capture observations accurately and provide meaningful guidance in post-observation discussions.

Finding shows that the majority of teachers 261(87.0%) reported their supervisors sit and observe the entire lesson aligns with the literature on effective instructional supervision practices. Zepeda (2017) emphasizes the importance of supervisors conducting full-length classroom observations to gain a comprehensive understanding of the teaching and learning process, rather than brief, intermittent visits. Observing the entire lesson allows supervisors to better assess the flow of the lesson, the teacher's instructional strategies, and the students' engagement and learning. Also, the finding that a majority of teachers 255(85.0%) stated their supervisors inform them before coming to observe the lesson is also supported by the literature on instructional supervision. Researchers suggest that pre-notification of classroom visits can help foster a collaborative relationship between teachers and supervisors, allowing for open dialogue and joint planning (Sergiovanni & Starratt, 2007). This approach can also help teachers feel more comfortable and prepared, which can positively impact their instructional effectiveness.

Furthermore, 240(80.0%) of teachers reported their supervisors do not interrupt the lesson during the observation is noteworthy. Effective instructional supervision emphasizes the importance of minimizing disruptions to the

learning environment and allowing the lesson to unfold naturally (Zepeda, 2017). By refraining from interruptions, supervisors can observe the lesson in its authentic context, which can provide more meaningful insights and feedback to teachers. These findings suggest that the instructional supervision practices in the secondary schools of the Southwest Region of Cameroon align with some of the recognized best practices in the field. The supervisors' approach of conducting full-length, pre-announced observations without interrupting the lesson can contribute to a more constructive and collaborative supervision process, potentially supporting teachers' effectiveness in implementing the competency-based approach.

On the other said majority, 232(77.3%) of teachers disagreed to the fact that the supervisor does not have a pre-conference with me before the lesson. Finally, 213(71.0%) of the teachers disagreed that they do not hand a copy of their lesson plan to the supervisor when he/she visits. These findings suggest that teachers value pre-conferences and sharing lesson plans as important components of effective instructional supervision. To buttress his views, Harrison, & Killion, (2007) discuss the role of teacher leaders in facilitating professional growth and collaboration. They mention that sharing lesson plans with supervisors or colleagues is a valuable practice. This sharing of plans fosters a culture of transparency, feedback, and continuous improvement. The supervisors pay a visit to the classroom from time to time in order to observe teachers and students in action. According to Nwaogu (1980), the purpose of such visits whether scheduled or unscheduled should be to aid teachers to be effective teachers. Also, the supervisor goes as far as identifying a particular teacher whose teaching he or she wants to observe. This however gives the teacher the opportunity to prepare the best classroom environment of which he is capable during the teaching-learning process.

The teacher develops confidence and as such is not nervous. The teachers concerned prepare themselves for the supervision. They are aware of the visit and most especially what they need to be observed on. It is also an avenue to study the nature and quality of students learning and the means by which the teacher guides or directs it. Classroom visitation allow the supervisor to assess the curriculum in the teaching-learning process.

#### **4.3 Principals' interview responses on how classroom visitations by instructional supervisors influences teachers' effectiveness in the implementation of the competency-based approach in secondary schools**

With respect to principals' response if they visit classes to observe teachers all of them categorically said "YES" they visit classes to observe teachers during the teaching learning process. With most of them indicating that they visit the classroom to observe teachers at list three times a year. Others said they visit the classroom to observe teachers mostly at the beginning of each term. While some of the principals printed out that they visit classes to observe teachers during the teaching learning process thrice a year. In the same vein, Darling-Hammond, Wei, Andree, Richardson, & Orphanos (2009) highlight the significance of ongoing professional learning for teachers. That effective professional development includes opportunities for observation, feedback, and collaboration. Regular classroom visitations by principals or inspectors can serve as a form of job-embedded professional development, supporting teachers' implementation of the competency-based approach. Sule et al. (2015), investigating the relationship between instructional supervisory practices and teachers' role effectiveness in public secondary schools and revealed that there was a significant positive relationship between instructional supervisory practice of classroom observation and teachers' role effectiveness.

Furthermore, the principals interviewed testified all of them inform teachers before coming. Even though not all the times. Ebako (2016) carried out a study on the impact of head teachers' instructional supervisory practices on teachers' performances and revealed that head teachers' classroom visits, checking of records and provision of teaching/learning resources has a positive impact on teachers' performance. The responses from respondents proved that all the principals discuss with teachers to know their concerns before observing them during the teaching learning process. With the some highlighted that they sometimes discuss with teachers to know their concerns before observing them in class. Lee Chi Shing (2010), revealed that there was a significant positive relationship between instructional supervisory practice of classroom observation and teachers' role effectiveness. The result also revealed that, there was a significant positive relationship between instructional supervisory practice of checking of teachers' lesson notes and teachers' role effectiveness. It was concluded that a closer, regular and continuous instructional supervisory practice rather than snappy, unscheduled and partial supervision is what is urgently needed especially now that a lot of changes have been introduced into the school curriculum.

The findings are also in congruence with Vygotsky's idea of communication and interaction, scaffolding amongst the more competent (older) and less competent (younger) persons is similar to cooperative teaching-learning amongst students, teachers and local community personnel required in a typical CBA lesson. Vygotsky said that when such ideas are effectively implemented, the level of competences will increase hence, it can be applied during planning and presenting a lesson that is in line with the CBA.

**Verification of Hypothesis:** There is no

significant relationship between classroom visitations by instructional supervisors and teachers' effectiveness in the implementation of

the CBA in Secondary Schools in the South West Region of Cameroon.

**Table 5: Relationship between classroom visitations by instructional supervisors and teachers' effectiveness in the implementation of the CBA in Secondary Schools in the South West Region of Cameroon**

Tests	Statistics	Classroom visitations	Teachers' effectiveness in the implementation of the CBA in Secondary Schools
Spearman's rho	R-value	1.000	.117*
	p-value	.	.043
	N	300	300

**\*Correlation is significant at the 0.05 level (2-tailed)**

To verify whether there is any relationship between the two variables, the Spearman's rho hypothetical statistics was calculated. These test statistics showed that there is a positive significant relationship between classroom visitations and teachers' effectiveness in the implementation of the CBA in Secondary Schools in the South West Region of Cameroon with (R-value =0.117\*, p-value < .043 < 0.05). The positive sign of the correlation value implies that frequent classroom visitations by principals or pedagogic inspectors would contribute to teachers' effectiveness in the implementation of the CBA in secondary schools. Thus, this confirmed that rejection of the null hypothesis which state that there is no significant relationship between classroom visitations and teachers' effectiveness in the implementation of the CBA in secondary schools in the South West Region of Cameroon. while, the alternative which states that there is no significant relationship between classroom visitations and teachers' effectiveness in the implementation of the CBA in Secondary Schools in the South West Region of Cameroon was accepted. The findings are in line with Danielson (2013) who emphasizes the importance of classroom observations and feedback in improving teacher effectiveness. Regular visitations by administrators can provide

valuable feedback and support for teachers implementing new approaches like the competency-based approach. Joyce, & Showers, (2002) also emphasize the importance of coaching and feedback in supporting teacher growth and implementation of new approaches. Frequent classroom visitations by principals or inspectors align with the coaching model, providing opportunities for observation, feedback, and support.

**CONCLUSION AND RECOMMENDATIONS**

Based on the findings, the study suggests that there is a significant relationship between classroom visitations by instructional supervisors (principals) and teachers' effectiveness in the implementation of the competency-based approach (CBA) in secondary schools in the Southwest Region of Cameroon. This indicates that the instructional supervision practices in schools are positively contributing to teachers' ability to effectively adopt and implement the competency-based approach. The findings reveal that the supervisors in these schools are engaging in recognized best practices in instructional supervision, such as: Conducting full-length classroom observations, with 87.0% of teachers reporting that their supervisors sit and observe the

entire lesson. Providing pre-notification of classroom visits, with 85.0% of teachers stating that their supervisors inform them before coming to observe. Minimizing disruptions to the learning environment, with 80.0% of teachers reporting that their supervisors do not interrupt the lesson during the observation. These supervision practices, which align with the literature on effective instructional leadership, may contribute to the positive influence of classroom visitations on teachers' CBA implementation, as perceived by the majority of teachers in the study. However, it is important to note that a significant proportion of teachers (30.3%) do not believe that classroom visitations influence their CBA implementation. This suggests that there may be room for improvement in the quality and impact of the supervision process, and further research is needed to explore the nuances of this relationship. Overall, the findings of this study indicate that instructional supervision, as manifested through classroom visitations, plays a crucial role in supporting teachers' effectiveness in implementing educational reforms, such as the competency-based approach, in the secondary schools of the Southwest Region of Cameroon.

To further enhance the effectiveness of instructional supervision in supporting teachers' implementation of the competency-based approach (CBA) in secondary schools in the Southwest Region of Cameroon, it is recommended that the relevant educational authorities and school administrators should evaluate the quality and impact of the current supervision practices, provide professional development for instructional supervisors and foster a collaborative supervision approach.

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