

Teacher's Attitude Towards Academic Supervision in the HTTCS in English-Speaking Universities in Cameroon

Asah Jacob Fotoh

Ph.D. Educational Leadership, Science of Education, HTTTC Kumba, University of Buea

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ABSTRACT

The aim of this paper was to examine staff perceptions and attitudes towards Academic supervision in Higher Technical Teacher Training Colleges in English-Speaking Universities in Cameroon. The mixed method research design was adopted for this work which combines elements of qualitative and quantitative research approaches. Two sampling techniques were used in this study - the purposive and simple random sampling techniques. The sample of this study was made up of 70 respondents out of 146 staff from the HTTTCs in the two English-Speaking Universities of Bamenda and Buea. The instruments for data collection were a structured questionnaire and an interview guide. The quantitative data (from questionnaire) was analysed using descriptive and inferential statistics while the qualitative data (from interview guide) was analyzed using thematic content analysis. Findings revealed that 58.4% of the respondents have negative perceptions and attitude towards the practice of academic supervision in HTTTCs in English speaking Universities. The study recommends that administrators should be able to possess high professional qualifications and be better role models to their teachers and students. In addition, because they have the overall responsibility over the school programme, administrators should be offered training on instructional leadership to enable them provide expert leadership with regards to academic supervision, and in all areas of the institutions' programmes.

Introduction

The existing lookup hinges on two of the predominant functions of trainer supervision: advertising the expert increase of teachers, and enhancing students' learning. Teacher supervision is in actuality an administrative characteristic and regularly has poor valence for instructors if no longer conceived as supervisory roles in which consultative and advisory things to do emphasize workforce as a substitute than line functions, and collegial alternatively than authority relationships. The supervisors regularly have to face the opportunity of war between the evaluative and supporting features of his supervision. Historically, the evolution of supervisory questioning at special intervals cuts throughout the specific degrees of training (basic, secondary and tertiary) (Sullivan & Glanz, 2005). The first cause of tutorial supervision was once to decide whether or not new comers acquired coaching as required by way of regulation (educational policies). According to Eye, Netzer, and Krey (1971), this administrative inspection mannequin used to be dominant from 1642 via 1875. Academic

supervision is primarily based on inspecting what instructors did and what beginners had been learning. Teachers in the course of this time had been accountable for instruction, custodial duties, and the everyday administration of inexperienced persons (Tanner & Tanner, 1987).

This inspectorial supervision was to make judgments about the teacher rather than the teaching-learning process. In addition, academic supervisors did not provide professional development to increase a teacher's knowledge about instruction (Anderson, 1993).

Supervision in some establishments regularly inspires a bad connotation due to the fact administrative body of workers and subsequently teachers, usually discover it as emphasizing line features and authority relationships. The advisory element of it is typically back-grounded. Whatever the scenario is, tutorial supervision is integral for teachers' boom and frequently leads to the enhancement of pupil learning. The onus is on how the supervision is conceived, designed and executed. The success of any educational supervision, therefore, relies upon generally on how it is perceived through workforce of the group. If nicely conducted, it will increase teachers' job pleasure and enhance on educational requirements and learning. In its absence, instructor morale is at its lowest and educational requirements are dismally low. Literature posted considering the fact that 1970 in the region of supervision recommends positive supervisory methods and practices as being extraordinarily positive in enhancing the teaching-learning process. However, enhancement of this system looks structured upon administration's perceptions and trainer attitudes in the direction of supervision. Unless instructors are comfortable with the supervision they receive, it will no longer have the preferred results of advertising expert boom and enhancing scholar learning. It is imperative, therefore, that supervisors come to be conscious of and recognize trainer expectations of the supervisory process. Teacher pleasure with supervision may also be conceptualized as one issue of (but awesome from) job satisfaction. In order to lay down the critical framework and fundamental tips for greater schooling in Cameroon Law No. 005 of 16 April 2001 of Higher Education in Cameroon was once introduced. The regulation in its article 32 prescribes that greater training publications shall be situation to periodic assessments. The desires of these assessments shall be to set up a subculture and exercise of comparison and to enhance on the quality, relevance and effectivity of the greater schooling machine (Republic of Cameroon, 2001). This implies that, the purpose of supervision of instructing in greater schooling in Cameroon is to make sure that Higher Education is relevant, quality-oriented and constantly tailored to swimsuit needs. According to Bem (1967), individuals' attitudes are developed from watching every other person's personal behaviour and making a conclusion on what mind-set brought on that behaviour. The concept in addition assumes that humans can result in attitudes barring retrieving their interior states (Guadagno et al., 2010). People are believed to interpret their unconcealed behaviours in the equal manner they interpret others' behaviour. By implication, administrative staffs as supervisors are charged with the accountability to positively impact the perceptions and behaviour of instructors toward tutorial supervision. This ought to be executed by means of carrying out supervisory things to do to confirm the weaknesses and wants of instructors in the trainer coaching system and supply them with the critical didactics and surroundings to successfully have interaction in the teaching-learning procedure in these institutions.

Statement of the Problem

To attain the mission of Higher Education in Cameroon, Law No. 005 of 16th April 2001 states that the country shall completely supervise educational and pedagogy. Supervision is in order to make certain that Higher Education is relevant, quality oriented and consistently adapted to swimsuit the desires of the state (Republic of Cameroon, 2001). Instructional supervision objectives enhance the average teaching-learning manner through promoting teachers' expert, improvement and increase skills (Sullivan & Glanz, 2009). Teachers may also consider classroom supervision differently. They consider supervisors as inspectors who go to a school on a fault-finding mission, hence, it was once referred to that much less skilled instructors have extra poor attitudes towards the exercise of

supervision than extra skilled instructors (Zepeda & Ponticell, 1998). This conduct of staff, that they do no longer make high quality use of supervisory guide arose the researcher's curiosity to examine. Despite the varied supervisory methods employed by supervisors, staff professional improvement and attitude still remains a call for concerned. Staff perceptions and attitudes in the direction of tutorial supervision

Objectives of the Study

The main objective of this paper was to examine Teacher's attitude towards academic supervision in the HTTTCs in English-Speaking Universities in Cameroon.

Research Questions

What are teacher's attitudes towards academic supervision in the HTTTCs in English-Speaking Universities in Cameroon?

Justification of the Study

This study is justified by the fact that little or no empirical and theoretical data is available on academic supervision in higher education in Cameroon in general and HTTTC, Kumba and Bambili in particular. A reasonable amount of data focuses on academic supervision in primary and secondary education but with little on higher education. More specifically, there is little research in the area of perception of academic supervision by teaching and academic staff, teachers' expectations of supervisors, and the challenges faced by academic supervisors in HTTTCs, under the Universities of Bamenda and Buea.

Significance of the Study

It is hoped that the findings of this study will be useful or beneficial to policy makers/ authorities in higher education, administrators of the HTTTCs, Kumba and Bambili as schools under the administrations of the Universities of Bamenda and Buea, teachers, students, and the research community at large. The results of this study could lead to exposure of vital knowledge on the significance of academic supervision which could create awareness in the lecturers to always ask for supervisory services in order to improve their effectiveness.

Scope of the Study

This study falls within the discipline of Educational leadership and takes interest in investigating Staff perceptions and attitudes towards academic supervision in the HTTTCs in English-Speaking Universities in Cameroon. That is, HTTTCs Kumba and Bambili which are professional schools under the Universities of Bamenda and Buea. Content wise, the study focuses on the perceptions and attitudes of academic and administrative staff towards academic supervision. The variables considered within the scope of the study are: the perception of academic supervision by administrative and teaching staff, teachers' expectations of supervision, the attitude of teaching staff towards academic supervision, the challenges faced by administrative staff in carrying out academic supervision.

Operational Definition of Terms

Academic Supervision

Glickman, et al. (2007) defines academic supervision as a series of activities that help teachers develop the ability to manage the learning process to achieve the learning objectives.

In the context of this study, academic supervision therefore refers to the use of professional knowledge and capability to issue instructions, oversee, assess, and harmonize procedures for effective teaching-learning activities Higher Technical Teacher Training Colleges in EnglishSpeaking Universities in Cameroon, notably; HTTTCs Bambili and Kumba under the

Universities of Bamenda and Kumba.

Attitudes

Anasasi (1990) defined attitude as a tendency to react favourably or unfavourably towards a designed class of stimuli. Attitude is the predisposition to behave either in a positive or negative manner towards a person, an object, event, place or situation (Corsini, 1991). In this study, attitude is the character manifested by Staff towards supervision of instructions – either positive or negative.

Conceptual Review

Academic Supervision

Academic supervision according to (Mohanty, 2008; Marecho, 2012; Panigrahi, 2012; and Thakral, 2015) still carries the same old meaning and general concept as in Douglass and Bent (1953). They defined academic supervision to mean to oversee, to superintend or to guide and to stimulate the activities of others, with a view of their improvement. Knoll (1987) defines academic supervision as a leadership role in which the supervisor diagnoses teacher performance needs and then guides, directs assists, suggests, supports, and consults with the teacher. Goldhammer, Anderson, and Krajewski (1980) also suggest that academic supervision is supportive of teacher's growth: —Supervision is the task assigned to certain employees, whether in a line or staff relationship to classroom teachers (or counsellors), to stimulate staff growth and development, to influence teacher behaviours in the classroom and to foster the selection, development, use, and evaluation of good instructional approaches and materials.

Academic supervision in higher education is a type of school-based (in-school) supervision carried out by the administrative staff (Vice-Chancellors, Deans, Directors of schools, Heads of departments, Heads of division and Heads of service) aimed at providing guidance, support, and continuous assessment of teachers for their professional development and improvement in the teaching-learning process, which relies on the system that is built on trust and collegial culture (Beach & Reinhartz, 2000; Tyagi, 2010). Zepeda (2003) states that the purpose of academic supervision in higher education is to promote growth, development, interaction, problem solving, and a commitment to build capacity in teachers. Recent supervisory practices such as collegiality, differentiated and democratic supervision reflect Zepeda's ideas and are more collaborative in nature. Personal Domain (Teacher Knowledge, Beliefs, and Attitudes) Knowledge Consolidation

Teachers' Perception towards Academic Supervision in Higher Education

Njagi (1981) observed that teachers view the climate of the school to be either good or bad based on their perception of prevalent attitudes and psychological qualities of their supervisors as well as their supervisory relationship. Thiongo (2001) opined that teachers 'views on supervision may differ from school to school because of the various ways supervisors perform their supervisory roles. Robinson and Dessler (2002) report that the evaluation of teaching has increased in recent years and teachers, especially through their organizations, have not wholeheartedly embraced current processes of evaluation. They have been raising valid questions concerning the competencies on which they are judged, who does the evaluation, how the evaluation is conducted, and what use is made of the results. Teachers question the reliability of the data collected on their performances and the competence of the supervisors for making assessments.

Teachers Attitude towards Academic Supervision

Reporting an attitude involves making a decision concerning liking or disliking, approving or disapproving as well as favouring or disfavouring a particular issue, object or person. An attitude, when conceptualized as an evaluative judgement, can vary in two important ways. First, attitudes can differ in valence, or direction. Some attitudes that a person possesses are positive, others are negative and yet others are neutral. Attitudes can differ in strength. For example, while one person might feel

very strongly about a particular thing, another person might feel much less strongly about the same thing. Instructional supervision becomes effective when academic supervisors focus their attention on building the capacity of supervisee, then giving them the autonomy, they need to practice effectively, and finally, enabling them develop a favourable attitude for helping students be effective learners (Sergiovanni & Starratt, 2007).

Teachers resist instructional supervisory practices because of the bureaucratic and casuistic nature of teacher assessment brought in by some forms of supervision. Marwanga (2004) observe that teachers have a negative attitude towards supervision hence any guidance given is not taken seriously. Watene (2007) highlights that due to its evaluative propositions; teachers with less experience have more cynical attitudes on supervision practices than highly knowledgeable teachers. Consequently, due to the phobia that supervisors may report their proneness to the hierarchy, most teachers concede supervision as fault finding and unconstructive. The findings point to the fact that teachers 'attitude is crucial to instructional supervision. When teachers and supervisors perceive supervision differently there is bound to be friction and suspicion but when both perceive it positively then there is cooperation, objectivity, and mutual agreement on decisions made (Sergiovanni & Starratt, 2002).

Theoretical Framework

Self-Perception Theory

The self-perception theory is considered to be among the most influential theories that explain how self-knowledge is gained. The theory was developed by Daryl Bem (1972) and has two assertions. The first assertion is that people become aware of their inner states, such as attitudes and beliefs, by assessing their behaviours and circumstances under which these behaviours occur (Bem, 1972). An example of this assertion is that an individual who observes that he or she loves listening to classical music may infer an interest in classical music. The second claim is that individuals who do not have a clue of their internal states are in the same position as external observers who have to rely on external clues of their behaviour to deduce or infer their internal states (Bem, 1972). In short, people depend on their behaviours and the circumstances in which these behaviours occur, to infer their inner states such as beliefs and attitudes.

The self-perception theory is based on the argument that individuals interpret their actions the same way they interpret others' actions and every individual's action is influenced by social surroundings and not influenced by one's free will (Bem, 1972). According to Bem

(1967), individuals' attitudes are developed from observing another person's own behaviour and making a conclusion on what attitude caused that behaviour. The theory further assumes that individuals can induce attitudes without retrieving their internal states (Guadagno et al., 2010). People are believed to interpret their unconcealed behaviours in the same manner they interpret others' behaviour.

The self-perception theory is appropriate to the present study in that it stipulates that the observer-subject dyad is like the teacher-student dyad in an educational context in which the teacher is able to influence the student's self-perception as well as the student's behaviour.

This implies that administrative staffs as supervisors are charged with the responsibility to positively influence the perception and behaviour of teachers towards academic supervision. Therefore, self-perception is a product of social interaction that calls for mutual academic relationship between the supervisor and the supervisee. This entails that the supervisors should induce teachers with attitudes and behaviours that will influence them have a positive perception towards academic supervision. In a technology-driven educational context, the supervisor strives to induce the teacher to change in his or her self-perception of the educational process, contents and tools in order to improve students' learning.

Empirical Review

Teachers Perceptions on the Relevant Competencies for Academic Supervision

Puteri and Mohd (2017) carried out a study on teaching and learning supervision by school management, attitude of teachers and competency of teaching. This study aimed to identify teaching and learning supervision by school management, the attitude of teachers and their competency in Northern Kedah Kubang Pasu, Kedah district. Specifically, the study focused on the implementation of teaching and learning supervision, attitude of teachers and competency of teachers and differences in attitudes towards demographic teaching experience. The sample involved was 82 teachers. The instrument used was a set of questionnaires containing 66 items on teaching and learning supervisory dimension attitudes, and competency of teaching. Data were analyzed using descriptive statistics and statistical inference, mean, standard deviation, ANOVA and Pearson correlation. The results showed that the level of teaching and learning supervision in schools as a whole is high. However, there was no significant relationship between teaching and learning supervision with an attitude and competency of teaching. In addition, the findings also indicated that there is a difference in attitude with teaching experience. Overall results showed that if the implementation of academic supervision is high then the attitude and competency of teaching can be improved. The study of Birkan (2016) relates to the present study in that it gives us an idea of the methodology used and the findings obtained. This information is used to inform the present study by comparing the findings of Birkan (2016) with the findings of the present study in order to draw conclusions. The study provides information on academic supervision by school management and the attitude of teachers and competency of teaching which is relevant to the fourth objective of the present study. Hence, vital information has been gathered on how academic supervision influences the attitude of teachers to boost the information on the fourth objective of the present study.

Assessing Teachers' Expectations From Academic Supervisors

Namutebi (2019) undertook a scientific study on Instructional Leadership and Lecturers' Job Performance in Public Universities in Uganda. This study was prompted by the background that Uganda's state institutions are still dealing with the problem of underperforming instructors. The goal of the study included (a) establish the current state of lecturers' job performance and analyse the way their heads of departments managed instructional programmes influenced lecturers' job performance (b) define their universities' missions, (c) manage instructional programmes and (d) promote a supportive teaching-climate that influences this job performance. The study employed a cross-sectional correlational survey involving collection of questionnaire data from 341 lecturers and 35 heads of departments (instructional leaders) selected from Makerere University and Kyambogo University using stratified sampling. The data was analysed using descriptive, data transformation, and linear regression analysis. The findings showed that instructional leadership is a strong predictor of lecturers' job effectiveness. These findings imply that providing enough instructional resources to lecturers, as well as efficiently managing and monitoring them, can improve their work effectiveness. The findings further suggested that the way each facet of instructional leadership was implemented at the selected universities did not meet the expectations of respondents. The heads of departments failed to communicate the institutions' missions to professors and failed to manage academic programs in the way that lecturers expected. Furthermore, the instructional environment did not meet the instructors' expectations. As a result, the authors of this research advise the heads of departments at Uganda's public universities to enhance the way they communicate their institutions' missions to academics.

This will allow the lecturers to fully appreciate the purpose and work toward its completion. The degree to which department heads control the academic programs given in their individual departments should also be improved. They should give special attention to how they manage, monitor, appraise, and provide feedback on the work of the lecturers under their supervision. This

study by Namutebi (2019) demonstrate that teaching staff of higher education expect their administrative supervisors to provide them with sufficient teaching resources, as most importantly giving them sound guidance and mentorship. Based on this, it can be stated that one of the top expectations by the teaching staff of HTTTC Kumba and Bambili from their supervisors could be sufficient teaching resources and guidance.

RESEARCH METHODOLOGY

Research Design

In this study, the mixed research design (that is qualitative and quantitative) was adopted. A mixed research design is a type of study in which the researcher employs elements of both qualitative and quantitative research approaches (e.g., the use of qualitative and quantitative viewpoints, data collection, analysis, and inference techniques) to achieve a broad and deep level of understanding and corroboration (Greene, 2007). Johnson and Onwuegbuzie (2004) believe that this approach provides the researcher with opportunities to compensate for inherent method weaknesses, inherent method strengths, and offset inevitable method biases.

Sample and Sampling Technique

The sample of this study was made up of 40 teaching staff drawn from all levels and departments, 22 Heads of Departments and 8 administrative staff of HTTTC Kumba and Bambili giving a total of 70 respondents. The number selected was due to COVID19 restrictions and considering the fact that some of the teaching staff are part- time. During the period of research, HTTTC, Kumba and Bambili had a total of 146 staff comprising males and females (field survey, 2020). From this number of staff, a total sample size of 70 respondents were selected.

Two sampling techniques were used in this study: the purposive sampling technique and the simple random sampling technique. These sampling techniques were deemed most appropriate by the researcher. Purposive sampling technique is a non- probability sampling method that occurs when elements selected for the sample are chosen by the judgment of the researcher (Kerlinger, 1973). The purposive sampling technique was used to select HTTTC, Kumba and Bambili as the case study based on the judgement of the researcher. The simple random sampling technique was used because it gives equal opportunity for each object from the population to be selected. Through this technique, 23 teachers were randomly selected to take part in the study.

FINDINGS

Presentation of Findings in According to Research Objectives

This section presents and analyses the findings for this study in relation to the research questions.

Table 1: Attitude of teaching staff about academic supervision in HTTTCs of English speaking Cameroon (N=70)

	Stretched			Collapsed			Mean
	Strongly agree (SA)	Agree (A)	sagree (D)	Strongly disagree (SD)	SA/A	D/SD	
You have a positive attitude towards academic supervision in HTTTCs	13 (18.6%)	18 (25.7%)	25 (35.7%)	14 (20.0%)	31 (44.3%)	39 (55.7%)	2.43
You feel academic	15 (21.4%)	20 (28.6%)	22 (31.4%)	13 (18.6%)	25 (35.7%)	45 (64.3%)	2.53



supervision is rightly done in HTTTCs							
You feel the way supervision is done in HTTTCs enhances your effectiveness	16 (22.9%)	17 (24.3%)	25 (35.7%)	12 (17.1%)	33 (47.1%)	37 (52.9%)	2.53
You are in the opinion that the academic supervision done in HTTTCs has promoted your professional growth	12 (17.1%)	17 (24.3%)	27 (38.6%)	14 (20.0%)	29 (41.4%)	40 (58.6%)	2.39
You feel that the academic supervision done in HTTTCs has motivated you to put in your best in the teaching process	15 (21.4%)	22 (31.4%)	22 (31.4%)	11 (15.7%)	37 (52.9%)	33 (47.1%)	2.64
You generally like the way academic supervision is done in HTTTCs	12 (17.1%)	18 (25.7%)	28 (40.0%)	12 (17.1%)	30 (42.9%)	40 (57.1%)	2.43
You feel that the academic supervision in HTTTCs, has improve your way of teaching	14 (20.0%)	17 (24.3%)	25 (35.7%)	14 (20.0%)	31 (44.3%)	39 (55.7%)	2.44
Multiple response set	97 (25.5%)	129 (28.6%)	149 (33.0%)	76 (16.9%)	226 (50.1%)	225 (49.9%)	2.55

The result in table 2 indicates that about an average (50.0%) of the respondents generally have an even split in attitude between negative and positive. While 50.1% of them were found to have a positive attitude toward academic supervision, 49.9% of them had a negative attitude. The mean agreement on attitude was observed to be 2.55 which slightly greater than the critical mean of 2.50. This means that the attitude of teachers towards academic supervision is only slightly positive.

A further exploitation of the results showed that 55.7% of the respondents generally disagreed that they had a positive attitude towards academic supervision carried in their colleges while 44.3% of them stated that they had a positive attitude towards this supervision process. This could be explained by the fact that more than three-quarters (64.3%) of the respondents think that academic supervision is not rightly done in the Higher Technical

Teacher Training Colleges and as a result they think their effectiveness is not enhanced (neither is their motivation for the job) by the process as attested to by 52.9% of the respondents.

The findings presented and analyzed above generally reveal that teachers have only an average positive attitude towards academic supervision in their respective higher technical teacher training colleges of Bamenda and Kumba. To compare the attitudes of these two samples towards academic supervision in English Speaking Cameroon, an independent two tailed t-test analysis was conducted and the findings presented in table 3.

Table 3: Independent t-test analysis of teachers’ Attitudes towards Academic Supervision in HTTCS of English-speaking Cameroon (N=70)

Teachers’ Attitudes about Academic Supervision in English Speaking Cameroon	N	MeanSD	t-value
Teachers of HTTTC Bamenda	30	2.515.01	2.03**
Teachers of HTTTC Kumba	40	2.495.72	
Total	70	2.505.37	

The result of the analysis in table 3 reveals that the calculated t-value of 2.03** is higher than the critical t-value of 1.67 at a 0.05 level of significance with 70 degrees of freedom. With this result, we conclude that there is a significant difference between the mean attitudes towards academic supervision scores of teachers of HTTTC Bambili and HTTTC Kumba. Teachers of HTTTC Bambili were observed to have a slightly more positive attitude (mean of 2.51) because their average mean perception is greater than it is (2.49) for their peers of HTTTC Kumba. Their attitudes are however observed not to be too different since them both locate just on either side of the critical mean (2.50).

As seen on table 3 informants raised their expectations of the academic supervision they offer and two concepts were highlighted from the responses; effective and regular.

Effective

All the informants mentioned that they expect subsequent academic supervision to be effective in enhancing the teaching and learning process. It should be able to make the teachers/supervisees be aware of what they are expected of them in teaching and learning and should be eager to undertake it. As such, the quality of supervision should really be the best.

This is evident in statements like this:

- ✓ *The quality of supervision should really be the best* (An informant mentioned)
- ✓ *It should spur the supervisees/teachers to be more performant and effective* (Another informant state)
- ✓ *Enhances teaching and learning, create awareness and make teachers eager to work*.

(Views of another informant)

Regular

Informants equally mentioned that another hope they have about academic supervision is that it should be done regularly such that the teachers can be guided to teach effectively. As two of them mentioned “*Supervision would be done regularly.* (An informant stated) —*Regular sessions of supervision should be able to guide the teachers* (According to another informant).

More Resources Devoted

Another prospection raised by the administrative staff about academic supervision was the devotion of more resources towards this academic activity. These resources should be devoted to enhancing teaching and learning in the school milieu. An informant presented

- ✓ *More resources should be devoted to teaching and learning to enhance academic supervision* (An informant mentioned)

Professional

The last anticipation noted from these informants was the view that academic supervision should be done in a professional way. As such it should be able to properly address the needs of teaching and learning. This was derived from responses like

- ✓ *Academic supervision should be properly done.* (An informant's views)
- ✓ *Academic supervisors should be done in a professional way* (Another informant mentioned)

Findings further demonstrate that most of the teachers had a negative attitude towards academic supervision in the English-Speaking Universities. This negative attitude is because academic supervision in the HTTTCs is not practical, there is a lack of infrastructures, facilities and the required human resource needed to carryout academic supervision.

The most apparent challenges of academic supervision in HTTTC, Kumba and Bambili were: Insufficient infrastructures; too much workload; lack of time; insufficient personnel (supervisors) and lack of collaboration between the teachers and the supervisors.

On teachers' expectations, most teachers were of the opinion that academic supervision should bring an improvement to their teaching (and learning by students), boost their motivation, improve their working conditions and above all provide them the necessary instructional resources needed to effectively do their job.

DISCUSSION

Introduction

The main objective of this paper was to examine the perceptions and attitudes of academic and administrative staff on the academic supervision in the HTTTCs in English-speaking Universities in Cameroon.

The findings of this study have been discussed in themes adapted from the specific objectives of the study.

Attitude of administrative and teaching staff towards academic supervision

This research examined several areas of academic supervision by the Administrative

Staff according to Administrators and the Teaching Staff in the English- Speaking Universities in Cameroon. Slightly more than half of the participants agreed on irregular supervision. This study found no evidence of regular academic supervision, and many teachers thought that they were not provided with the essential instructional materials for teaching resulting from poor academic supervision.

These findings then revealed that the current approach to academic supervision done at HTTTC, Kumba and Bambili, does not improve teacher effectiveness. In justification, administrators mentioned that supervision in Kumba and Bambili is based more on coverage and not on content, there is lack of facilities for teaching and learning, students at the thesis writing stage are often not in contact with their supervisors, meanwhile there is lack of expertise and collaboration between the teachers and the supervisors. This was confirmed further by a strong disagreement from teachers with respect to constant verification of teachers' attendance to ensure they are doing their job, and teachers are also regularly supervised to ensure they cover their course topic. Another study by (Rahabav, 2016) trying to justify why academic supervision at times fails as we have seen in this study stated that supervisors lack sufficient competence as a prerequisite for performing academic supervision resulting in academic supervision not been done properly. He tried to identify two sources of the

challenges: first, from the supervisor he stated that time constraints as they are charged with many administrative tasks that must be completed and activities not programmed in a participatory manner; a lack of understanding of the scientific supervisor of the concept, theory, and practice of supervision; and a lack of understanding of the scientific supervisor of substance related to the field of study is taught by each teacher. Also, the second from the teacher: 1) a dedication to low quality; 2) the motivation of many teachers who labour exclusively for financial gain were challenging in the process.

In sum, from the overall perception from the academic supervision by administrative and teaching staff in HTTTC, Kumba and Bambili revealed a negative perception. More than half of the respondents disagreed on effective academic supervision in the school citing with views such irregular academic supervision, teachers' activities not supervised as indicated by majority, teachers and their lessons not supervised and the acceptance of didactic material. Worthy of note is that the study did not find enough evidence in the views of teachers and administrative staff as perception of the academic supervision by administrative and teaching staff in HTTTC, Kumba and Bambili is done.

Teacher's expectations of supervision

The results obtained suggest that teaching staff attitude towards academic supervision is negative as well and the current academic supervision practices do not significant enhances teaching effectiveness. These they associate to the poor academic supervisory practice resulting from inadequate infrastructure, more of a theoretical principle than an effective practice and ineffective trained staff on academic supervision in HTTTCs.

The bolter the current perceptions and attitude of the respondents, they advanced some challenges plaguing academic supervision practice in HTTTCs prominent among them were insufficient infrastructures; too much workload; lack of time; insufficient personnel (supervisors) and lack of collaboration between the teachers and the supervisors. But the present study has only explored the views of teachers and administrative staff on this.

In this respect, if balanced progress means effective academic practices, the optimal assurance of quality, the provision of the needful resources and skills to staff and teachers and in higher institutions in Cameroon in general. It is to be hoped that the paper has made a contribution in that regard, although it is clear that, having established some of the impediments to effective academic supervision. Also, teachers' attitude towards academic supervision could easily be cultivated if supervisory practices are effective and recurrent. This will influence them (teachers) to develop interest and embrace academic supervision thereby improving their professional practice to better impart the students (Asah Jacob, 20222).

Recommendations

To address the issue of insufficient competence identified in the findings, proper and ongoing training programs on the importance of supervision and how it can be created and implemented at the institutional level should be organized and distributed to academic supervisors and teachers. The administration can address this issue by broadening the scope of training possibilities for employees, including acquiring sponsorships to help teachers enhance their abilities in order to improve their performance. In addition, the working atmosphere should be enhanced to make it more conducive. It is necessary to provide enough and secure space, logistics/equipment and furniture, a standby generator, office consumables, and safety measures. In addition, the mentorship program and fair academic progression regulations for all employees at the school should be taken into account.

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