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Academic and Administrative Staff Perceptions Attitudes about Academic Supervision

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Abstract. The aim of this study was to examine the perception and attitude of academic and administrative staff on Academic supervision in HTTTC Kumba. Literature was reviewed under conceptual framework, theoretical and empirical frameworks. The sample of this study was made up of 40 respondents out of 106 staff comprising male and female in HTTTC, Kumba. The mixed 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 techniques. Respondents were randomly selected through a raffle and data was collected through questionnaires/interviews, then analysed using descriptive statistics. The interviews were analyzed through content analysis. Findings revealed that majority of the respondents have a negative perception towards the practice of academic supervision in HTTTC Kumba. There is also insecurity on campus, late payment of allowances, too much workload, and lack of motivation as well as poor interpersonal relationship with the administration. The study recommends that administrators should have 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, they should possess superior knowledge about curriculum and instruction and should therefore provide expert leadership in all areas of the school programme.

Introduction

In many institutions, supervision evokes a negative connotation because administrative staff and hence teachers, always perceive it as emphasizing line functions and authority relationships. The advisory aspect of it is usually back-grounded. Whatever the situation is, administrative supervision is crucial for teachers' growth and often leads to the improvement of student learning. The onus is on how the supervision is conceived, designed and executed.

The success of any academic supervision, therefore, depends largely on its perception by administration and teachers. If well conducted, it will boost teachers' job satisfaction and improve on academic standards and learning. In its absence, teacher morale is at its lowest and academic standards are dismally low. Literature published since 1970 in the area of supervision recommends certain supervisory techniques and practices as being highly

effective in improving the teaching-learning process. However, improvement of this process seems dependent upon administration's perceptions and teacher attitudes towards supervision. Unless teachers are satisfied with the supervision they receive, it will not have the desired effects of promoting professional growth and improving student learning. It is imperative, therefore, that supervisors become aware of and understand teacher expectations of the supervisory process. Teacher satisfaction with supervision may be conceptualized as one element of (but distinct from) job satisfaction.

Douglass and Bent (1953) defined 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 supervision as a leadership role in which the supervisor diagnoses workers' performance needs and then guides, directs, assists, suggests, supports, and consults with the worker. Instructional supervision in higher education is a type of school-based supervision carried-out by administrative staff aimed at providing guidance, support, and continuous assessment to teachers for their professional development and improvement in the teaching-learning process (Beach & Reinhartz, 2000; Tyagi, 2010). Frazer (1992) argues that academic supervision in higher education has become increasingly important because of the growing belief that human capital is central to a nation's engagement in the competitive world environment. Koslowski (2006) holds the same opinion that in the age of increasing competitiveness, finite individual and institutional resources and increased demand for universal access have made it necessary to assess the quality of teaching in higher education through academic supervision.

In order to lay down the legal framework and basic guidelines for higher education in Cameroon Law No. 005 of 16 April 2001 to guide Higher Education in Cameroon was introduced. The law in its article 32 prescribes that higher education courses shall be subject to periodic assessments. The goals of these assessments shall be to establish a culture and practice of evaluation and to improve on the quality, relevance and efficiency of the higher education system (Republic of Cameroon, 2001). This implies that, the aim of supervision of teaching in higher education in Cameroon is to ensure that Higher Education is relevant, quality-oriented and continuously adapted to suit needs. However, the issue that bothers the researcher is how academic and administrative staff perceives academic supervision in HTTTC, Kumba.

Titanji (2017) argues that the Cameroon educational system suffers from acute shortage of teachers. As a consequence, there is significant reliance on unqualified individuals. The shortage of teachers compromises the quality of teaching as it leads to overcrowded classes and hurts the ability of teachers to conduct research and be involved in outreach activities. This makes it necessary to implement academic supervision in order to ameliorate the quality of teaching and learning.

Statement of the Problem

To achieve the mission of Higher Education in Cameroon, Law No. 005 of 16 April 2001 states that the state shall permanently supervise academic and pedagogic activities of Higher Education institutions in order to ensure that Higher Education is relevant, quality-oriented and continuously adapted to suit needs (Republic of Cameroon, 2001). In a professional school like HTTTC, Kumba where teachers are trained, academic supervision is even more primordial. The provision of appropriate facilities, both physical and intellectual, is crucial for the proper training of student-teachers. The perception by administrative and teaching staff on supervision has been that of finding fault and punishing rather than teacher development. Despite all the steps towards making supervision friendly, many staff have poor perception which is believed to have a negative impact on supervision. This work therefore

intends to investigate "the Impact of academic and administrative staff perception and attitude towards academic supervision in HTTTC, Kumba".

Main Research Question

What are the perceptions and attitudes of academic and administrative staff towards academic supervision?

Specific Research Questions

What are the perceptions of academic supervision by administrative and teaching staff in HTTTC, Kumba?

What are the challenges faced by academic supervisors as perceived by teachers and administrative staff?

Main Objective

The main objective of this thesis is to examine the perception and attitude of academic and administrative staff on the academic supervision in HTTTC, Kumba.

Identify the challenges faced by academic supervisors as perceived by teachers and administrative staff.

Scope of the Study

Geographically, this study was carried out in HTTTC, Kumba of the University of Buea. This institution of tertiary education was chosen to give the researcher the opportunity to find out the problem under study and also because the researcher is versed with supervisory activities in this higher institution of learning.

Justification of the Study

This study is justified by the fact that little empirical and theoretical data is available on academic supervision in higher education in Cameroon in general and HTTTC, Kumba 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 HTTTC, Kumba.

Academic supervision in higher education enhances teaching and learning through proper guidance and planning, as well as improves teachers' professional knowledge, skills and experiences to make them creative in instructional processes. Academic supervision in higher education is aimed at improving practice, improving student learning achievement, reflection, and improving the overall institution (Harrison and Killion, 2007). Thus, there is utter need for teaching in higher education to be supervised. Although some research has been carried out on academic supervision in higher education in Cameroon, there is yet to be one in the context of HTTTC, Kumba. There is therefore acute need to examine the state of academic supervision in HTTTC, Kumba to determine actors' needs and attitudes in order to propose strategies of implementing academic supervision in this institution.

Definition of Terms

This section comprises the definition of key terms used in the study. These definitions will help the researcher and the reader to better understand the work and to be more focused.

Academic Supervision

Goldhameer and Krajeweski (2015) define academic supervision as a "school scheme that

indicates the procedure of ensuring the policies, philosophies, order, regulations, and approaches of teaching recommended for purposes of applying and succeeding the goals for education and efficiently carried out. Supervision also includes the use of professional knowledge and capability to oversee, assess, and harmonize the procedure of effective teaching-learning in schools".

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.

Perceptions

Perception refers to the senses, feelings, ideas, thoughts, and theories that allow people to see differences (Romanov, 2011). The definition of Randiki (2002) falls within the purpose of this study.

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).

Conceptual Review

This section reviews relevant literature on the following subheadings: academic supervision, model of academic supervision in higher education, roles of perceptions on academic supervision, competencies for academic supervision in higher education, the importance of academic supervision in higher education, teachers' expectations from academic supervision, and the challenges faced in academic supervision.

The Meaning of 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.

In their overview of the literature on academic supervision and staff development, Wanzare

and da Costa (2000) identified nine inter-related purposes of academic supervision which could be applicable in higher education. These include: improving instruction (Beach & Reinhartz 1989; Glickman et al. 1998; Sergiovanni & Starrat 2000); enhancing the professional development of teachers as individuals and groups (Wiles & Bondi 1996); creating awareness among teachers about the potential consequences of their teaching behaviours (Glickman et al. 1998); creating a supportive environment within which teachers, as individuals and groups can experiment with new instructional approaches (Nolan & Francis, 1992); enhancing curriculum development (Glickman et al. 1998); strengthening norms of collegiality among teachers and supervisors (Glickman et al. 1998; Wiles & Bondi 1996); increasing the motivation and commitment of teachers (Glickman et al. 1998); and creating and nurturing norms of collective inquiry among teachers and supervisors (Glickman et al. 1998; Nolan & Francis 1992). In order to meet the purposes of academic supervision by Wanzare and da Costa (2000) in higher education, administrative and academic staff must develop a positive attitude and behaviour towards academic supervision in order to meet learners' expectations. This explains why assessing teachers' attitude within the school system is important.

Barriers and Challenges to Academic Supervision in Higher Education

Academic supervisors (Vice Chancellors, Directors of tertiary institutions, Deans, Heads of Departments) face many obstacles as they carry out their supervisory roles in university institutions. According to Ekundayo et al. (2013), there are various challenges hindering supervision of teaching and learning in most universities in developing countries including Cameroon. These barriers shall be examined under personal barriers of supervisors, barriers from supervisees (teachers), input-process outcome related barriers and institutional barriers.

Personal barriers of supervisors: Lack of required skills by the supervisors for carrying out supervisory processes contributes to the barriers of supervision in higher education. Some supervisors face challenges in development and implementation of approved curriculum and instruction. Nyandiko (2008) carried out research on instructional supervisory challenges and established that supervisors face challenges in the management of teaching staff such as attending to teachers personal and professional needs due to lack of skills and competences. Another major challenge facing supervisors (Vice chancellors, Deans, Heads of departments and Heads of division) is lack of time for instructional supervision as a result of, overwork load caused by many other responsibilities that they carry out in the university. When supervisors fail to be consistent and professional in their instructional supervision process, they are bound to face many problems such that their supervisory skills are not developed and as such meaningful support and feedback as well as follow-up are wanting. Feedback and follow-up support on supervisory matters are lacking. The teachers sometimes lack an environment to share instructional concerns with supervisors because they are not always available (Ekundayo et al. 2013). According to Bernard and Goodyear (1998) a supervisor will not be able to carry out instructional evaluation effectively if he/she is not well qualified and trained in techniques of evaluation; a sound up-date knowledge of the subject matter, a good organizing skill, and the ability to share teachers' ideas and interest.

Barriers from supervisees (teachers): Supervisors do also face resistance to supervision by veteran teachers (lecturers and senior lecturers) who consider themselves experts as a result of experience. As such, they face challenges presented by increased stress on teachers to be accountable to students' academic achievement Nzabonimpa (2009).

Input-process outcome related barriers: Inyienga (1997) observed that the resources and facilities that a school would need for the achievement of its mission are qualified teaching staff, support staff, physical facilities, textbooks, furniture and enough playgrounds. There is

acute shortage of physical facilities and equipment in many higher institutions of learning especially in less developed countries (Olembo et al, 1992). The problem of insufficient educational facilities, equipment and supplies lead to over use of some of the facilities that are available in the institution. Most universities lack enough classrooms which lead to overcrowding of students during learning. Olembo et al (1992) contends that supervisors must ensure that all the physical facilities in the school are available and well maintained. Such facilities include: - classrooms, offices, stores, workshops and sanitation. Supervisors (Vice Chancellors, Deans, Heads of departments and Heads of division) must make plans to repair the existing facilities or erect new ones as per the needs of the university on time. One of the duties of the supervisor is to manage educational facilities bearing in mind where to house the educational programme, the population to be served by the facility and ensure that financial resources are readily available for the expansion of the institution.

A study carried out by Mbaabu (1993) revealed that lack of physical facilities, materials, equipment and tools was a major organizational problem that most instructional supervisors are faced with in most universities in developing countries. Lack of and inadequate resources hinder the fulfilment of curriculum needs in higher education. With sudden increase in the number of students in universities, the Vice Chancellor's role of management of physical facilities becomes complex and hence an impediment to instruction if not well handled.

Institutional Barriers: The majority of authors (e.g., Enaigbe 2009; Eya, & Chukwu, 2012; Ekundayo et al., 2013) are of the view that the government contributes to the problems of academic supervision in higher education through: The poor remuneration of supervisors, insufficient staffing/shortage of supervisors, lack of or inadequate evaluation system, inadequate funding, political instability, constant change in educational policies and politicisation of the appointment of supervisors.

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.

Karagu (1982) found out that teachers perceive effective supervisors as persons who are hardworking, have accurate knowledge of what goes on in the schools and are interested in teachers as individuals, they are approachable, kind, considerate and willing to take advantage of teachers' special skills as well as giving them a share in decision making in the school. Zachariah (2013) observes that for academic supervisors to be effective in their interactions with teachers, they need to exhibit major desirable competences of conducting academic supervisory practices such as; knowledge about public relations, ability to lead by example, high integrity, and competence in the subject matter or technical skills. Stressing on the importance of the academic supervisors exhibiting desirable skills, Kutsyuruba, (2003), Sergiovanni & Starratt, (2007) and Zepeda, (2007) note that, the perceptions and satisfaction of teachers toward instructional supervision depends largely on a harmonious teacher-supervisor relationship and availability of supervisory choices based on teachers' needs, as

well as mutual trust, respect and collaboration among supervisees and supervisors. In this regard therefore, effective academic supervision of teachers can be assessed using the yard stick of teachers' perceptions of supervisors' skills of conducting academic supervision and whether or not it improves the teachers' instructional ability to offer quality education.

According to Oliva (1976), perceptions are important in instructional supervision because they determine the outcomes of the supervision process. Kutsyuruba (2003) reveals that beginning teachers desire more frequent use of academic supervision that meets their professional needs, that promotes trust and collaboration, and that provides them with support, advice and help. Wanzare (2012) found that internal academic supervision was viewed as a process of checking other people's work to ensure that bureaucratic regulations and procedures are followed and that loyalty to the higher authorities is maintained. For academic supervision to have significant effect on the quality of education there is need to exhibit high level of competences in human relations, technical and conceptual supervisory skills (Wanzare, 2012).

Kapfunde (1990) stated that teachers usually associate academic supervision with appraisal, rating, and controlling them. Many teachers resent or even fear being supervised because of the history of supervision, which has always been based towards evaluation or inspection (Haileselassie, 1997). Regarding the challenges of teachers, it is stated in various literatures that beginning teachers face more challenges than more experienced teachers. Glickman, Gordon and Ross-Gordon (1998) stated that teaching has been a career in which the greatest challenge and most difficult responsibilities are faced by those with the least experience. Similarly, Johnson (2001) noted that at least 30 percent of beginning teachers leave the profession during the first two years. For many less experienced teachers, supervision is viewed as a meaningless exercise that has little value than completion of the required evaluation form (Sergiovanni & Starratt, 1998). No matter how capable are designated supervisors, as long as academic supervision is viewed as nothing value to teachers, its potential to improve schools will not be fully realized (Sergiovanni & Starratt, 2007).

Writing on beliefs of supervision, Glickman, Gordon and Ross-Gordon (2007) stated that the purpose of supervision is to monitor teachers to determine if their instruction includes the elements of effective instruction. If those elements are observed, the supervisor should provide reinforcement to ensure that they continue to be included in the teachers' lessons. They went further to explain that if a teacher is not using or is incorrectly using the elements of effective instruction, the supervisor has a responsibility to provide remedial assistance by explaining and demonstrating correct instructional behaviour, setting standards of improvement efforts. In short, the supervisor should have primary responsibility for instructional improvement decisions. It is also argued that where teachers are aware of the roles of supervision for professional development, they are likely to view classroom observations positively but where the teachers views on supervision are negative, it is most likely that teachers may view observations as the perfect platform for the supervisor to attack them (Reepen and Barr, 2010).

Glickman et al, (1995) maintained that the purpose of supervision is to engage teachers in mutual inquiry aimed at the improvement of instruction. The supervisor and the teacher should share perception of instructional problems, exchange suggestions for solving those problems and negotiate an improvement plan. The improvement plan becomes a hypothesis to be tested by the teacher with the supervisor's assistance. According to Essiam (2011) a supervisor should not behave as a fault finder or as a bully or a mere critic, but as an advisor, inspirer, modernizer, authority and helper in every way possible in order to attain the desirable standard in schools and to maintain good relationship. Academic supervisors who

show respect for staff, facilitates classroom instruction.

Teachers' Expectation of Academic Supervision

Various authors have defined academic supervision in different ways. Glickman (1992) views academic supervision as the actions that enable teachers the quality to improve instructions for students and as an act that improves relationships and meets both personal and organizational needs. Sergiovanni and Starratt (2002) describe academic supervision as opportunities provided to teachers in developing their capacities towards contributing for student's academic success. In view to provide real meaning to academic supervision, Sergiovanni and Starratt(2002) advocates for teachers involvement in academic supervision, while Hoy and Miskel (1991) considered it as an opportunity for competent teachers to explore the ways for professional developments. It is well indicated in the clinical supervision models by Goldhammer (1969), Cogan (1973), to involve teachers in the planning phase which is referred to pre-conference with teachers, followed by conference and post conference.

To make a school as an outstanding school, the supervisor must be able to analyze school needs, then be able to provide these needs by collaborating with teachers through good communication that is easy to understand and able to motivate them to do the best they can with sincerity (Day et al.: 2016). Also, teachers expect the supervisor to behave well and be an example that should be imitated by teachers and students (Stravakou & Lozgka). The supervisor's behaviour on a daily basis should also be proven to have a positive role in students' achievement, teachers' performance, and the harmony of school organizations (Liebowitz & Porter; 2019).

The demands of the education world continue to grow and become more complex (Gumus et al.; 2018). For this reason, efforts need to be made by the supervisor to improve the quality of school equipment, and most importantly, the quality of teachers. One of the usual efforts at schools to improve teacher quality is through academic supervision. This is in accordance with the supervisor's duties which include supervision of teachers and education personnel (Ministry of Education and Culture; 2019). The objectives of the implementation of academic supervision include professional development, motor development, and supervision of teacher quality (Annía et al.: 2018; Ahmad & Ahmad, 2019; Hartanto & Purwanto: 2019; Villalobos et al.: 2019).

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).

When students are not learning well, and when teachers are not teaching well, one important problem may be the amount (frequency) and quality of academic supervision the school provides. Thobega and Miller (2003) found that teachers who experience collaborative instructional supervision report a slightly but significantly higher level of satisfaction than

teachers who did not experience collaborative supervision. The attitude and satisfaction of teachers toward academic supervision depends largely on several factors such as smooth teacher-supervisor relationship, availability of supervisory choices based on teachers' needs, as well as mutual trust, respect and collaboration among supervisees and supervisors (Kutsyuruba, 2003; Sergiovanni & Starratt, 2007; Zepeda, 2007). In addition, recent studies show that teachers' perception of inadequacies of the amount and quality of academic supervision develops in them the sense of disappointment and forming negative attitudes toward the supervision process (Choy, Chong, Wong & Wong, 2011).

Attitude determines the performance of the concerned bodies. The way teachers view school-based academic supervision influences their ability to collaborate with supervisors in order to achieve professional development (Adeolu, 2012). The way teachers perceive school-based academic supervision, their acceptance and interaction with the supervisory practice as well as their attitude towards the classroom supervision not only provide the catalyst for any supervisory success but also will determine the outcomes of the supervision process (Ajzen, 2001). Understanding the teachers' opinions and expectations about the school-based academic supervision is crucial to ensure successful supervision. In this line Kerio (2004) states that unless teachers perceive academic supervision as a process of promoting professional growth and student learning, the supervision exercise will not have a desired effect.

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 & Starrat, 2002).

Theoretical framework

Social Judgment Theory

Social judgment theory by Sherif and Hovland (1961); and Sherif, Muzafer and Hovland (1965) is based on the premise that the effect of a persuasive message on a particular issue depends on the way the receiver evaluates the position that the message puts forth (O'Keefe 1990). Social judgement theory mainly focuses on the internal processes of a person's own judgment in regards to the relation within a communicated message (*O'Keefe, 2016*). Sherif et al. (1965) claimed that an individual's attitude toward a particular issue or behaviour is not adequately reflected by a single alternative or position among those available. According to this theory, an individual weighs every new idea, comparing it with the individual's present point of view to determine where it should be placed on the attitude scale in an individual's mind (Griffin, 2012).

The social judgement theory is relevant to the present study in that it asserts that attitude change can be influenced by immediate social environment. And that expectations regarding attitude change could be based on the message receiver's level of involvement, the structure of the stimulus and the value (credibility) of the source. This implies that administrative staff of HTTTC, Kumba has as duty to create a conducive environment for academic supervision

in the institution in order a build a harmonious relationship between the supervisors (administrative staff) and the teachers. This could only be possible if administrative staff have a positive attitude towards academic supervision and are embedded with the required knowledge and skills to positive influence the teachers. The credibility of the supervisor is guaranteed when he or she is equipped with appropriate supervisory principles and techniques that can persuade the teacher to develop a positive attitude towards academic supervision. A teacher who develops a positive attitude towards academic supervision will be willing to collaborate with the supervisor in order to improve his/her professional knowledge in the teaching-learning process. In line with this, Okendu (2012) postulates that academic supervision enhances teaching and learning through proper guidance and planning, as well as devising ways to improve teachers' professional knowledge, skills and experiences to make them creative in instructional processes. From the foregoing, it could be said that supervision of teaching in higher education is aimed at improving practice, improving student learning achievement, reflection, and improving the overall institution. These goals can be achieved when teachers learn with and from one another (Harrison & Killion, 2007).

The social judgement theory also holds that people tend to shift their attitudes to align with those of their significant others. The general picture of social influence thus remains one of conformity and alignment attitudes. The social judgement theory equally suggests that persuasion can occur over time with multiple messages (*Darity, 2008*). A major implication of social judgment theory is that teachers can shift from negative to positive attitude towards academic supervision if they hold their supervisor in high esteem, the message is credible and there is good interpersonal relationship between the supervisee and the supervisor. 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.

Empirical Framework

This section reviews primary studies related to the present study carried out by other researchers in different areas. Empirical framework according to Nsamenang (2005) is that which can be observed or directly experienced not reasoned out, speculated or philosophized. The empirical literature will be reviewed following the various objectives of the study.

Assessing the Perceptions of Academic Supervision by Administrative And Teaching Staff

Dewodo, Dzakpasu and Agbetorwoka (2020) undertook a study to investigate the perception of teachers towards school supervision in the Hohoe Municipality of the Volta Region of Ghana. The main research question was how teachers in the Hohoe Municipality perceived school supervision as basis for classroom instruction. The study used the descriptive survey design to explore the perception of teachers towards academic supervision. The proportional sampling, purposive and simple random sampling techniques were employed in selecting 200 respondents for the study. The survey covered 2 higher institutions in the Hohoe Municipality. A questionnaire was constructed to collect data. Data were analyzed using frequencies and percentages. The study revealed that some teachers perceived school supervision as a mere fault–finding mission and interference in their duties as well as an opportunity to settle personal scores with supervisees. That notwithstanding, other teachers view supervision as an efficient way of enhancing their professional development and an activity basically pointing to the holistic improvement of teaching and learning process. The study recommended that supervisors should not use supervision as fault finding mission but rather fact finding. Teachers should see supervisors as critical partners who complement their

roles. Also workshops and seminars should be organized periodically to sensitize teachers on the usefulness of academic supervision in an effort to curb the negative impression some of them may have about it. The study of Dewodo, Dzakpasu and Agbetorwoka (2020) is relevant to the present study in that it provides information that is useful to the first objective of the study which is on the perception of academic supervision by administrative and teaching staff. The study of Dewodo, Dzakpasu and Agbetorwoka (2020) gives us an idea on teachers' perception of academic supervision in Ghana which informs the present study as it provides the basis for comparing the findings with that of the present study.

Tesfaw and Hofman (2012) carried out a study to examine instructional supervision and its relationship with professional development: Perception of private and government school teachers in Addis Ababa. The purpose of this study was to examine the existing perceptions and preferences of teachers toward instructional supervision, more specifically on the actual and ideal use of selected instructional supervisory approaches (such as clinical supervision, peer coaching, cognitive coaching, mentoring, reflective coaching, teaching portfolios, and professional growth plans) in schools of Addis Ababa, Ethiopia. It also seeks to explore if there are differences between beginning and experienced teachers in their attitudes toward and satisfaction with supervisory practices and (possible) relationships with perceived professional development. The study employed a descriptive survey method. The study was carried out in randomly selected 20 (government and private) schools of Addis Ababa, Ethiopia. The sample included a total of 200 teachers (100 beginners and 100 experienced). Questionnaire was the main instrument of data collection with an overall high Cronbach's alpha reliability of.87. The results reveal that except for peer coaching and portfolios, the selected supervisory approaches were less frequently practiced and beginning teachers prefer the use of mentoring and portfolios more than experienced teachers. No significant differences were found between beginner and experienced teachers in their attitudes and satisfaction toward supervisory processes practiced at their schools. Moreover, significant weak to moderate positive relationships were found of the actual and ideal supervisory approaches, teachers' attitudes and satisfaction with professional development. However, regression analysis showed that teachers' attitudes and teachers' satisfaction are the most important contributors to professional development. It was recommended that instructional supervision should be a priority in schools and given enough time so that improvement in instruction can occur. The study of Tesfaw and Hofman (2012) falls in line with the first objective of this study which is on the perception of academic supervision by administrative and teaching staff. The findings of Tesfaw and Hofman (2012) serve as a blueprint to the present study.

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 Kubang Pasu, Kedah. 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.

Markus and Pohlenz (2018) carried out a study to assess quality assurance in higher education: quality managers' perceptions of effectiveness. The purpose of this study was to assess quality assurance in higher education. The study offers a mixed-method perspective on the investigation of determinants of effectiveness in quality assurance at higher education institutions. Survey data was collected from German higher education institutions to analyse the degree to which quality managers perceive their approaches to quality assurance as effective. Based on this data, an ordinary least squares regression model was developed to explain perceived effectiveness through structural variables and certain quality assurance-related activities of quality managers. The results show that support by higher education institutions' higher management and cooperation with other education institutions are relevant preconditions for larger perceived degrees of quality assurance effectiveness. Moreover, quality managers' role as promoters of quality assurance exhibits significant correlations with perceived effectiveness. In contrast, sanctions and the perception of quality assurance as another administrative burden reveal negative correlations. The study of Markus and Pohlenz (2018) is in line with the second objective of the present study based on quality assurance measures in higher education. This study therefore informs the present study in that it gives information on quality assurance in higher education which can be used to provide relevant literature on the second objective of the present study. Such information is equally useful in drawing conclusions on this objective of the study.

Mgaiwa (2018) carried out a study on operationalising quality assurance processes in Tanzanian higher education: Academics' Perceptions from Selected Private Universities. The purpose of this research was to examine the extent of operationalization of quality assurance processes in Tanzanian Private Universities. A descriptive survey design informed by a mixed research approach was employed to guide this research. Purposive and stratified random sampling procedures were employed to select a sample of one hundred and ninety-five (N = 195) participants in the study who comprised of 191 academics, and 4 quality assurance officials from four private universities. Questionnaires and face-to-face interviews were used for data collection. The findings indicated that Quality Assurance processes such as institutional self-assessment and external examinations were to a large extent conducted by Tanzanian Private Universities. Unlike these findings, internal quality audits and tracer studies were not adequately carried out. Conclusively, the non-regular practice of these processes remains the main challenge in most of the surveyed Tanzanian private universities because they are stipulated in the institutional policy documents without a will to adequately implement them. The study of Mgaiwa (2018) has helped to inform the present study in that the literature reviewed, methodology and findings were a clue to the present study. Relevant information was extracted to enrich the present study as both studies share a common interest; quality assurance in higher education.

The Challenges Faced By Academic Supervisors

Geeral & Onen (no date) in a university institution in Uganda, this research analyzes the roles of heads of academic departments (HODs) and the problems they encounter in revising their units' curricula to increase graduate employability. Despite multiple curriculum revisions taking place in the institution, companies and other stakeholders continue to complain about a lack of employable skills among university graduates in the country, prompting the study. Data was acquired through in-depth interviews from four carefully chosen HODs using the qualitative approach. The study's findings revealed, among other things, that the participants had diverse ideas about what graduate employability is: while some saw it as graduates possessing employable abilities, others saw it as a university student's capacity to complete his or her studies and find gainful employment. Second, the participants revealed that they frequently enable curricula reform to promote graduate employability by, among other things, involving and motivating stakeholders in curricular reviews, providing effective leadership, and providing necessary information and support to their staff during curriculum reviews and development. Finally, survey participants said that reforming the curricula of their units was difficult due to a lack of stakeholder cooperation, quickly changing social needs, and a lack of money to support the process of curriculum reviews and development. As a result, while HODs appeared committed to reforming university curricula to promote graduate employability, their efforts are beset by a slew of obstacles; as a result, we advocate for increased institutional support to enable HODs to effectively play their roles in promoting graduate employability. HODs must be trained in academic department management, and their units must be funded in order to convene stakeholder workshops and pay for additional curriculum reviews and development initiatives such as market research.

Dimici et al (2016) relied on the argument that departmental heads in higher education seldom take interest to pursue career development as professional departmental administrators to carry out their study. The purpose of this study is to fill a gap in the literature by evaluating department heads' assessments of their level of professionalization in their responsibilities as department heads at public and private institutions in Turkey. The study was meant to provide answers to: (1) "What are the perceptions of department heads on the development of professionalization in their roles as the leader of their departments?" and (2) are there any differences in the professionalization of department heads in their roles in terms of university type (public/private. The authors adopted in-depth face-face interviews on fourteen individuals from four universities in Istanbul using a qualitative technique. A thematic approach was employed for the analysis. Based on the statements of the participants, thematic analysis is utilized to discover the main and sub-themes. The findings of this study revealed that being a department head in Turkey is not a professionalized area, and that department heads in general have adverse attitudes toward the post as a result of a variety of issues that arise or are associated to the position. The participants in this study generally indicated reluctance to take on this position due to a heavy workload and a lack of motivation. Furthermore, they mentioned the issues of absence of pre-service training, no room for practical experience, and disrespect from staff members. According to the conclusions of this study, department leaders typically face a number of issues linked to their position, including a lack of incentives for this post, a heavy workload, responsibility with insufficient authority, and the legal requirement to be assigned as department heads. More engaged and professional department heads are desired, however the participants in this study do not yet meet that standard of professionalism. As a result, some regulations regarding the scope of this job in Turkey are required. Based on this conclusion by Dimici et al (2016), it is expected that similar challenges might be identified by academic supervisors at HTTTC Kumba in the current study.

Al-Kiyumi and Hammad (2020) presented the findings of a wider study effort examining instructional supervision in the Sultanate of Oman. Its goal was to find out how teacher supervisors felt about their preparation for the present reforms in education. The study used a qualitative research approach to achieve this goal. 19 teacher supervisors (those who centrally monitor teachers' work), four senior supervisors (those who supervise the work of teacher supervisors), and two interim senior supervisors were included in the sample (those who do the work of senior supervisors but are not formally appointed). Two senior executives from the directorate were also interviewed as part of the investigation to provide a different perspective. Semi-structured interviews with a sample of teacher supervisors in the Muscat Educational Supervision Directorate were used to obtain data. Reading the transcripts carefully, categorizing, and coding the data generated were all part of the analysis. The findings revealed three primary themes: the necessity for supervision preparation, supervisors' assessments of the preparation offered, and the supervisors' reported influence of supervision preparation on their performance. The data show that the supervisors thought their preparation was inadequate, citing the fact that the majority of the training programs offered were brief theoretical conferences or lectures with little or no opportunity for practice. Supervisors expressed a desire for more appropriate and sufficient training in order to fulfil their expanded supervisory responsibilities. According to this study, instructional supervisors in higher education encounter obstacles such as insufficient supervisory preparation, short training periods, and limited opportunities for supervisors to practice in order to obtain necessary skills and professional competence. Similar to the studies above, Al-Kiyumi and Hammad (2020) highlight the challenges of supervisors in higher education to include insufficient training, no avenues for practical experience. This is suggestive that the power that be ought to first train staff before appointing them as supervisors.

METHODOLOGY

The methodology covers the research design, area of study, population and sample of the study, instruments for data collection, validation and reliability of the instrument, administration of the instrument, method for data analysis and ethical considerations. The methodology was carefully mapped out and is presented systematically below.

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).

Population of Study

The population of this study included all the administrative staff, auxiliary staff, and teaching staff of HTTTC, Kumba.

Table 1: The Population of The Study

Top Administrative staff	4
Heads of division	8
Heads of service	12
Heads of departments	14
Teaching staff	47
Total	**85**

Source: Field Survey (2020)

Accessible Population

The accessible population was drawn from the target population in HTTTC, Kumba. It comprises the category of respondents the study was particularly interested in and for the sake of this study, focus was laid on teaching and administrative staff of HTTTC, Kumba.

Table 2: Accessible Population of the Study

Teaching staff	36
Heads Of Department	14
Director of the school and his deputy	2
Director of studies	1
Program coordinator	1
Total	53

Source: Field Survey 2020/2021 Academic Year

3.4 Sample and Sampling Technique

The sample of this study was made up of 36 teaching staff drawn from all levels and departments, 14 Heads of Departments and 4 administrative staff of HTTTC Kumba giving a total of 40 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 had a total of 106 staff comprising males and females (field survey, 2020). From this number of staff, a total sample size of 40 respondents were selected. The sample size of this study is summarised in table 3.

Table 3: Sample of the Study

Category of respondents	Accessible Population	Sample size
Teaching staff	36	23
Heads of Department	14	14
Director and his deputy	2	2
Program coordinator	1	1
Total	**53**	**40**

Source: Field Survey (2020)

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 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.

Instruments for Data Collection

To collect data to answer the stated research question, the researcher used a questionnaire and an interview guide. The questionnaire was a set of questions related to the aims or objectives of the study to which the respondents according to the sample were required to answer by writing their responses. The questionnaire was employed because it saved time, was easy to code and could be used to collect detailed information from respondents in a short time. The questionnaire and interview guide were administered to teaching and administrative staff of HTTTC, Kumba.

The questionnaire was composed of quantitative questions which were designed to be responded to using a four-point Likert scale (SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree). This was made up of purely closed-ended questions in which participants were expected to select responses per question of their choice from the above scale. The construction of items in the questionnaire was done following the objectives of the study and literature reviewed. The questionnaire for teachers was divided into five sections with the first section having six items sampling demographic characteristics of respondents and the other four sections corresponding to the various research variables. Section 'B' had eight items sampling the perception of academic supervision by teachers', section 'C' had eight items based on teachers' expectation of academic supervision, section 'D' had seven items sampling the attitudes of teaching staff towards academic supervision. The questionnaire for administrative personnel had three sections. The first section had five items sampling the demographic characteristics of respondents; the second section had eight items corresponding to the perceptions of administrative staff and the last section equally had eight items sampling the knowledge of administrative staff on quality assurance measures in higher education. The questionnaire is attached in appendix 1.

As far as the qualitative component of the study is concerned, the researcher made use of an interview guide. The interview guide was as well designed for both teaching staff and administrative personnel. The interview for teachers was devised to sample the perceptions of academic supervision by teachers', teachers' expectation of academic supervision, the attitude of teaching staff towards academic supervision and teachers' job satisfaction. The interview guide for administrative personnel on the other hand was based on the perception of administrative staff towards academic supervision, the knowledge/competencies of administrative staff on quality assurance measures in higher education and the challenges faced by administrative staff in carrying out academic supervision. The interview was used in order to give room to respondents to provide in-depth questions like what are the challenges you face in academic supervision. What is your perception about academic supervision?

Validation of Research Instruments

This section describes the procedures that were adopted to ensure that the instruments were appropriate for the study. This was done in the two phases outlined below.

During the construction of the questionnaire and the interview guide, appropriate measures were taken to ensure that the resulting instruments would elicit exhaustive information from respondents/interviewees. This was done by pivoting around the dependent and independent variables and also making sure that the language was clear and easily understood. We also took into consideration the prescription in the literature about academic supervision, attitudes and perceptions so that these could be evaluated. After construction of the instruments, copies were first distributed to colleagues who suggested some adjustments before being forwarded to the supervisors for further scrutiny and corrections. The supervisors restructured some items in the questionnaire and the interview guide, eliminated irrelevant items and added the relevant ones.

Content wise, the researcher sought to determine whether the instruments measured what they intended to measure in terms of specified scope. By so doing, the research instruments were taken to the supervisors who critically examined it to make sure that the instruments measured what they intended to measure. Upon examination, the supervisors suggested necessary corrections on the organization of the questionnaire items. The supervisors also suggested that questionnaire items should be made elaborate to assess the entire content of the study. These corrections were affected, thus making the instruments valid for

administration.

3.5.2. Reliability of the Instruments

Anja (2004) asserts that, reliability is the degree of consistency with which an instrument measures what it is supposed to measure. It is the extent to which an instrument gives consistent results. In order to test the reliability of the instruments, test-retest reliability was done through a pilot study conducted with 5 administrators and 5 teaching staff giving a total of 10 respondents who took part in the pilot study. The instruments were administered to the above-mentioned sample at two different sessions. The results from these studies were correlated and the reliability coefficient of 0.84 was gotten using the spearman brown formula. This value shows that the items on the instruments were quite reliable. It was therefore found that the respondents understood the questions and had no problem answering them. The aim of this pilot study was to test the feasibility and practicability of the tools, to identify the proper method for collecting data and to access the consistency of the responses. The instruments were then printed and administered.

Administration of Instruments

In order to enhance the process of data collection for the study, the researcher obtained a written authorization from the Department of Educational Leadership, University of Bamenda which gave the permission to collect data from HTTTC, Kumba (see authorization at the appendix). The researcher presented it to the authorities of HTTTC, Kumba who gave permission to collect data in the institution. The researcher used this authorization to approach each of the participants in the school campus. Firstly, presented the cover letter, which explained the purpose of the study, sought participants voluntary participation and gave assurance about confidentiality and privacy rules. More so, the research instruments also contained a statement by the researcher pledging commitment to observing confidentiality in handling information provided by participants. After assuring them of the confidentiality of their information, the instruments were personally administered. This enabled the researcher to create a good rapport with respondents before administering the instrument.

The entire exercise required contacting respondents on phone as well as meeting them physically to make sure their responses were gotten. Some questionnaires were collected on the spot while others on a later date agreed upon by the various respondents. The Direct Delivery Technique (D.D.T.) used by the researcher was meant to save time and to reduce the risk of questionnaires getting lost or delayed while on transit if posted or sent through other people.

Method of Data Analysis

This sub-section explores the data analysis techniques that were employed in the study. The researcher adopted questionnaire and interview as instruments for data collection. The data collected from the field by means of questionnaire was analysed using Microsoft excel and SPSS version 25.0 to produce descriptive statistics.

 The quantitative data that was obtained and coded firstly into excel sheets systematically using defined codes which were carefully cross-examined(mined) by a statistician to assure they were without errors and imported to SPSS statistical software for further analysis. SPSS analytical software helped in the labelling and computation of descriptive analysis which were presented using tables, charts, frequencies, and percentages. Microsoft excel also helped in the generation of the charts used in presenting findings.

On the other hand, the interviews were transcribed and processed using content analysis.

Firstly, key items were identified, categorised to obtain a given pattern. The generated content was presented systematically alongside the quantitative findings. According to Patton (1990) content analysis is the process of identifying, coding, and categorizing key patterns in the data. This was done to impose some form of order onto the data in order to make sense and contribute to the understanding of the research problem.

FINDINGS

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

What are the Administrative and Teaching Staff's Perception about Academic Supervision in HTTTC, Kumba?

The first research question sought to assess the perceptions of administrative and teaching staff about academic supervision in HTTTC, Kumba. To answer this question, Likert scale questions containing eight items were to teaching staff as well as administrative staff who were expected to express their opinions rating on a scale of 4 ranging from Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) and Neutral (N). Besides frequencies and percentages, means with mid points (2.5) were equally used to show the average responses from the two set of respondents. Also, to strengthen the responses obtained from the Likert scale, two open ended questions were asked to both the teachers and administrative staff respectively to express their opinions as to their opinions. In essence, this section contained 10 questions each for the teachers and administrative staff to express their opinions about academic supervision in HTTC, Kumba. Table 6 and 7 present these results.

Table 4: Teachers Perceptions about Academic Supervision by Teaching Staff

Items	Response Options				
	SA	**A**	**D**	**SD**	**Mean**
Academic supervision is regularly carried out in HTTTC, Kumba	8 (20%)	10 (25%)	13 (32.5%)	9 (22.5%)	*2.425*
You are aware of the practice of academic supervision in HTTTC, Kumba	10 (25%)	10 (25%)	13 (32.5%)	7 (17.5%)	*2.575*
You think academic supervision is done well in HTTTC, Kumba	6 (15%)	8 (20%)	16 (40%)	10 (25%)	*2.25*
You always observe teachers and the lesson taught is supervised	7 (17.5%)	7 (17.5%)	15 (37.5%)	11 (27.5%)	*2.25*
You observe that teachers are provided with the necessary instructional materials for teaching	5 (12.5%)	8 (20%)	16 (40%)	11 (27.5%)	*2.175*
You think the way academic supervision is done in HTTTC, Kumba, enhances the effectiveness of teachers	8 (20%)	10 (25%)	13 (32.5%)	9 (22.5%)	*2.425*
You observed that teacher's attendance is regularly checked to make sure they are doing their job	8 (20%)	11 (27.5%)	14 (35%)	7 (17.5%)	*2.5*
You are aware that teachers are regularly supervised to make sure they cover their course contents	6 (15%)	11 (27.5%)	15 (37.5%)	8 (20%)	*2.375*

SA=Strongly Agree, A=Agree, D=Disagree and SD=Strongly Disagree, M = Mean
Source: Field survey, 2022

Table 6 shows that, less than half of the respondents (45%) agreed that academic supervision is regularly carried out in HTTTC, Kumba resulting in a mean of 2.425 on the scale of 5. This shows a tendency towards disagreement that academic supervision is regularly carried out in HTTTC, Kumba. From the Liker item scale, Also, half of the respondents (50%) indicated that they are aware of the practice of academic supervision in HTTTC, Kumba (M = *2.575).* A less significant proportion of the teachers think the academic supervision done in this educational establishment is appreciative (M = *2.25),* because they always observe teachers and their lessons supervised (M = *2.25),* they equally observe teachers has provided with the necessary instructional materials for teaching (M = *2.17).* Timidly, some of these teachers agree that their attendance is regularly checked to ensure efficiency in performance make sure they are doing their job and all syllabuses are fully covered*. (M =2.375).* In essence, most of these teachers hold negative perceptions about the academic supervision carried out in HTTTC Kumba; based on the theoretical framework. E.G. According to the theory of individual perception this 45% indicates that teachers think that academic supervision is not done in HTTTC. This opinion is similar with respondents' responses when they were asked if academic supervision was done in HTTTC with only 49.5 agreeing etc. When you finish with all the items, you can then treat the cumulative scores and interpret them to answer the research question for this set of data. The regularity of the supervision, the quality of its practice, and the efficiency obtained from the supervision of instructional materials for teaching.

Table 5: Independent Sample on Teachers Perception on Academic Supervision

	Group	N	Mean	Std. Deviation	Std. Error Mean
Perception	Positive	8	16.6250	2.61520	.92461
	Negative	8	23.3750	2.61520	.92461

t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% *CI*	
					Lower	Upper
-5.162	14	.000	-6.75000	1.30760	-9.55453	-3.94547
-5.162	14.000	.000	-6.75000	1.30760	-9.55453	-3.94547

The independent sample t test was used to examine if there is significant differences on the perception of academic supervision among participants who positive and those who with negative views. The findings revealed that on average, those had a negative perception was higher, 23.3750±2.61520 as compared to those with positive perception 16.6250±2.61520. This revealed a statistical mean difference of 6.75000. Thus, there is enough evidence to reveal that there is significant difference in the perception of academic supervision among the teachers with a higher proportion holding a negative view.
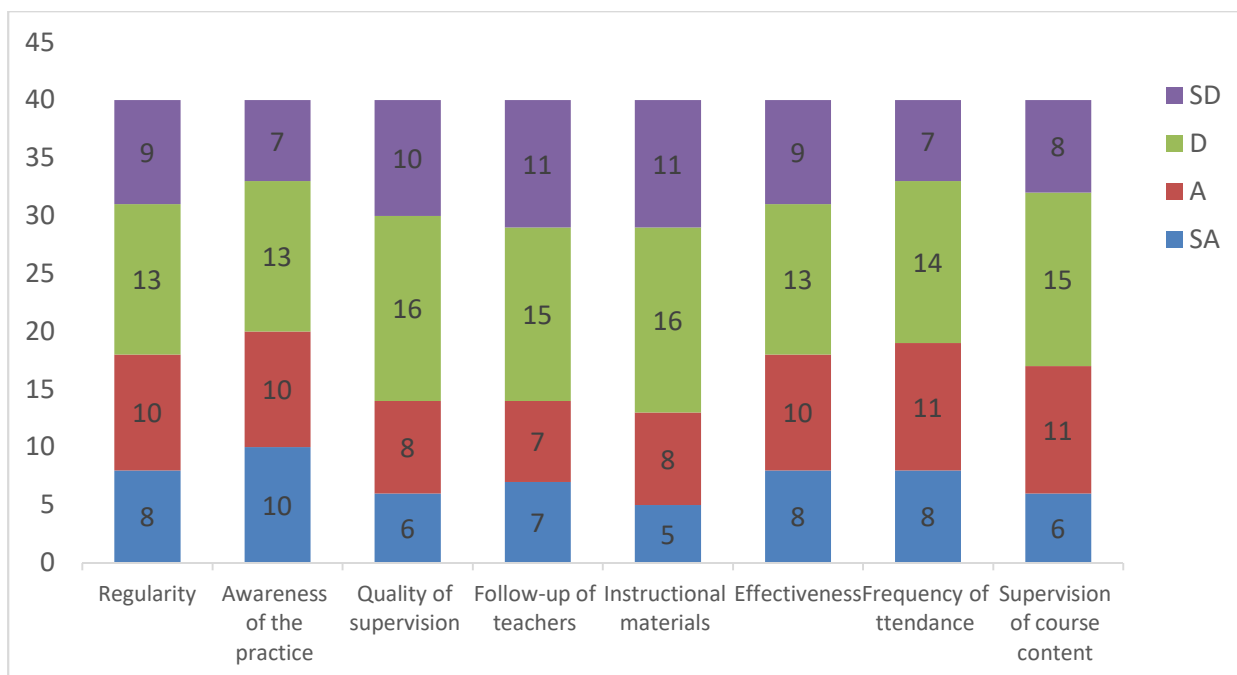
Source: Field survey, 2022

Figure 1: Representation Teachers' Perceptions about Academic Supervision in HTTTC, Kumba

Figure 4 shows that most of these teachers held a disagreement(negative) perception about most of the aspects of academic supervision considering the variables: regularity, quality, follow-up of teachers, instructional materials made available for teaching, and likewise the supervision of the course content.

infrastructure, and facilities with time.

Table 6: Relationship Between Staff Perception And Academic Supervision

Statistical test	Test statistics	staff perception	Academic supervision
Spearman's rho	R-value	1.000	.328**
	P-value	.	.000
	N	40	40

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

Statistically, findings showed that there is a very significant, positive and moderate relationship between **staff perception** and academic supervision (P=0.000, far less than 0.05). The positive sign of the correlation value (R= 0.328**) implies that improving teachers' positive perception has a positive bearing on academic supervision and vice versa.

Qualitative Results

To validate the quantitative views, qualitative data was also collected and the following findings emerged. In this light, teachers raised issues like: the lack of personnel and infrastructure; inadequate follow-up by the administration to make sure attendance, course outline, and course contents are checked and teachers are not given guidance on their professionalism.

What are the Challenges of Academic Supervision in HTTTC, Kumba?

The last objective of the study was designed to examine the challenges faced in implementing

academic supervision in HTTTC, Kumba. Both teachers and administrators were requested to express their opinions in opened ended questions; 01 for teachers and 01 for administrators.

Table 7: Teachers and Administrators' views on the Challenges of Academic Supervision

Themes	Quotations	Groundings
Insufficient infrastructure	"The quality of supervision is poor because of insufficient infrastructures". "The absence of some infrastructures is making it difficult for us teachers to carry out teaching and learning"	4
Too much workload	"Supervisors/administrators do neglect to carry out supervision because they are charged with too much work". "I think that some administrators really like to do their jobs but are tight up with some other activities"	1
Insufficient personnel (supervisors)	"Academic supervision can only be carried out when the supervisors are there, but I don't think this school has the supervisors". "The lack of qualified supervisors makes it difficult for the teachers to be guided properly even when they are not doing 2well."	3
Lack of collaboration between the teachers and the supervisors	Some of these supervisors do not have good working relationships with some teachers, making it difficult"	3

Source: Field Survey, 2022

Teachers advanced various challenges that supposedly hinder the carrying out of effective academic supervision in HTTTC Kumba. These include insufficient infrastructure, too much workload, insufficient personnel (supervisors) and the lack of collaboration between the teachers and the supervisors.

Insufficient Infrastructure

The major challenge noted in both the responses of teachers and administrators is the insufficient infrastructure. All the respondents complain that they find it difficult to effectively carry out academic supervision because the required resources are not available. This was noted in statements like this:

"*The quality of supervision is poor because of insufficient infrastructures".* (A teacher stated)

"The absence of some infrastructures is making it difficult for us teachers to carry out teaching and learning." (An Administrator mentioned)

Too Much Workload

Another challenge mentioned by both the teachers and the administrative staff was the heavy workload. Teachers mentioned that the supervision is often hampered or done inefficiently because those assigned to undertake this vital activity are equally in charge of other activities of the administration. This was further supported by the administrators themselves who mentioned that the workload assigned for administrators in HTTTC Kumba is heavy, limiting their dedication to ensuring effective academic supervision. Both respondents justified in

statements like:

"*Supervisors/administrators do neglect to carry out supervision because they are charged with too much work*". (An Administrator explained)

"*I think that some administrators really like to do their jobs but are tight up with some other activities*"

Lack of Qualified Supervisors

The lack of qualified supervisors makes it difficult for the teachers to be guided properly even when they are not doing well.

Insufficient personnel (supervisors)" (An Administrator explained)

"*Academic supervision can only be carried out when the supervisors are there, but I don't think this school has these supervisors*". (A teacher stated)

Lack of Collaboration

Another challenge identified by teachers is the lack of collaboration between the teachers and the supervisors. One of them explains

"*Some of these supervisors do not have good working relationships with some teachers, making it difficult*" (A teacher explains).

In essence, in HTTTC Kumba the most apparent challenges of academic supervision raised by both teachers and the administrators were: insufficient infrastructures; too much workload; lack of time; insufficient personnel (supervisors) and lack of collaboration between the teachers and the supervisors.

5.4. The Challenges of Academic Supervision in HTTTC, Kumba

The last objective of this study was designed to identify the Challenges of Academic Supervision in HTTTC, Kumba. According to both the administrative and teaching staff in HTTTC, Kumba the most apparent challenges of academic supervision in HTTTC, Kumba are insufficient infrastructures; too much workload; lack of time; insufficient personnel (supervisors). This is consistent with the findings of Vijayaamalar and Suhaida (2013) who found that the implementation of academic supervision has not been carried out optimally; this is due to the absence of a strong desire to advance education with the same vision and mission between the educational apparatus and the government. This is influenced by various factors such as weak competence, inadequate human resources, and lack of professionalism, indiscipline, poor leadership and recruitment of employees in advancing education at higher levels.

The study found that one of the challenges of academic supervision in HTTTC, Kumba is lack of collaboration between the teachers and the supervisors. This concedes with the findings on Kutsyuruba, (2003), Sergiovanni & Starratt, (2007) and Zepeda, (2007) note that, the perceptions and satisfaction of teachers toward instructional supervision depends largely on a harmonious teacher-supervisor relationship and availability of supervisory choices based on teachers' needs, as well as mutual trust, respect and collaboration among supervisees and supervisors. In this regard therefore effective academic supervision of teachers can be assessed using the yard stick of teachers' perceptions of supervisors' skills of conducting academic supervision and whether or not it improves the teachers' instructional ability to offer quality education.

These findings are also consistent with Rashid's (2001) contention that a number of issues have had a negative impact on the effectiveness of instructional supervision in higher

education. Untrained staff, insufficient staffing, a lack of commitment, and insufficient supervisory follow-up are just a few of the issues. As well, Rashid (2001), mentioned that supervisory practice in most educational institutions is hampered by a lack of supervisory training, a strained relationship between teachers and supervisors, and a lack of support from higher-ups. According to Merga (2007), a lack of a continuous training system for supervisors to update their educational knowledge and skills is an impediment to the practice of supervision.

From the results, it was understood that these stakeholders do not only agree that there are some challenges of academic supervision in HTTTC, Kumba but also highlighted some of the most noticeable challenges that constraint academic supervision in HTTTC, Kumba. Without proper educational materials, there can be no effective oversight of instruction (Enaigbe, 2009). Materials such as supervision guides and manuals have an effect on supervision work. Inadequate finances for the acquisition of materials and the development of in-service training programs for teachers and supervisors are additional issues (Merga, 2007; UNICEF, 2007). According to Ekundayo et al. (2013), there are a variety of problems that impede monitoring of teaching and learning in most developing nations, including Cameroon. These hurdles are classified as personal barriers of supervisors, barriers from supervisees (teachers), and impediments relating to input-process outcomes.

Conclusion

This study constitutes the first attempt to investigate academic and administrative staff perceptions and attitude towards academic supervision in HTTTC, Kumba in HTTTC Kumba. The findings demonstrate the importance of investigating perceptions in order to gain a better understanding of supervisory attitudes, experiences, and actions. These findings indicated that perception of staff is a significant indicator of the quality of academic supervision in HTTTC Kumba.

This study specifically examined the perceptions of academic supervision by administrative and teaching staff; establish administrative personnel knowledge on the existing quality assurance measures of higher education in Cameroon; assess teachers' expectations of supervisors of teaching and establish the challenges faced by academic supervisors as perceived by teachers and administrative staff in at HTTTC, Kumba. The study adopted the triangulation method and from the findings, key conclusions were drawn following the specific objectives of the study.

The results from this first objective examine perceptive which was classified in both negative and positive, the state of academic supervision practice and teachers view on academic supervision effectiveness. Based on these findings, the administrative and teaching staff perceived the current academic supervision from a negative perspective and they felt that no regular academic supervision is done in HTTTC Kumba; many teachers are not provided with the essential instructional materials for teaching resulting from poor academic supervision. The current approach to academic supervision at HTTTC, Kumba, does not improve teacher effectiveness and a strong disagreement that teachers' attendance is constantly verified to ensure they are doing their job, and teachers are only supervised to ensure they cover their course and nothing as the content is concerned.

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 present research has made a contribution in that regard, although it is clear that, having established some of the impediments to effective academic supervision.

Recommendations

The negative perception and ineffective academic supervision in HTTTC Kumba resulted from many factors and one was huge workload for those charged with supervision. The workload of school administrators should be decreased so that they may focus on both their administrative responsibilities and their instructional supervision tasks.

This can be accomplished by the government guaranteeing that staffing in HTTTC Kumba meets the required level, ensuring that teachers in each department are not overworked. Administrators should have advanced degrees in order to be better role models for their teachers and pupils.

They also have ultimate responsibility for the school program, therefore they are required to have superior understanding of curriculum and instruction, as well as give expert leadership in all aspects of the school program.

When carrying out assessments, academic supervisors should provide a friendly environment for the teachers. They should also address instructor ideas in a way that makes students feel as if their opinions are valued. Those who have been assessed should be provided feedback to help them understand their areas of weakness and where they need to improve. This should be combined with debriefing discussions following the evaluation sessions.

Teachers have a negative attitude toward academic monitoring, according to the findings of this study. To address this, academic supervisors should encourage teachers to take an active role in school-based instructional supervision by encouraging them to work in groups to solve instructional problems, initiating professional activities such as mentoring and coaching, assisting them in the evaluation and production of instructional and curricular materials, and conducting action research to solve instructional problems.

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.

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