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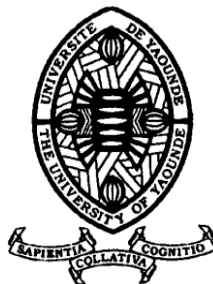*******

CENTRE DE RECHERCHE ET DE FORMATION DOCTORALE (CRFD) EN SCIENCE HUMANES, SOCIALES ET EDUCATIVES

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UNITE DE RECHERCHE ET DE FORMATION DOCTORALE EN SCIENCES DE L'EDUCATION ET INGENIERIE EDUCATIVE

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UNIVERSITY OF YAOUNDE I

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POST GRADUATE SCHOOL FOR SOCIAL AND EDUCATIONAL SCIENCES

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RESEARCH AND DOCTORAL TRAINING UNIT FOR SOCIAL SCIENCES AND EDUCATIONAL ENGINEERING

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SCHOOL INSPECTION AND ITS ROLE IN ENHANCING QUALITY ASSURANCE IN SELECTED SECONDARY SCHOOLS IN YAOUNDÉVI SUB-DIVISION, CAMEROON

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Awards of Master's Degree in Education

Specialty: Inspection of School Life

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Academic Year 2022-2023

DEDICATION

To my family.

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

RPI: Regional Pedagogic Inspector

RDSE: Regional Delegate of Secondary Education

TRC: Teacher Resource Centre

CI's: Coordinating Inspectors

MINESEC: Ministry of Secondary Education

OFSTED: Office of Standard in Education in Britain

SPSS: Statistical Package for the Social Sciences

GBHS: Government Bilingual High School

COSBIE: Complex Scolaire Bilingue Emmause

UNESCO: United Nations Educational and Scientific and Cultural Organization

CIPP: Context, Inputs, Process and Product evaluation

CODESRIA: Council for the Development of social sciences Research

CBA: Competent Based Approach

SMC: School Management Commission

PTA: Parent Teacher Association

HMIE: Her Majesty's Inspectorate of Education

SEF: Self Evaluation Form

URT: United Republic of Tanzania

ABSTRACT

The main purpose of this study was to examine the relationship between school inspection and quality education in Yaounde VI subdivision, Mfoundi division, Centre region, Cameroon. The study employed the convergent parallel research design. The population of this study was 168 respondents; made up of 162 teachers, 4 school administrators and 2 pedagogic inspectors. The researchers used two sampling techniques which are purposive and simple random techniques. Four research questions were answered and four hypotheses tested. Mean scores of the items answered the research questions while   spearman correlation was employed to test the hypotheses at 0.05 level of significance. The following theories guided this study; Scientific management theory, Human Relation Theory, Stufflebeam's CIPP Model of Evaluation and McGregor X and Y Theory. Pedagogic Inspectors confirmed that they carryout pre inspection, post inspection visits to ensure proper planning and implementation of inspection recommendation. The study revealed that there is a strong relationship between pedagogic planning and quality assurance through annual seminars, regular inspections and completion of workload by teachers. Also, we realized that pedagogic communication has a key role to play in ensuring quality administration in education where school inspectors were encouraged to strengthen the communication link with teachers and school principals. Through pedagogic sanction, teachers' behavior and students' academic performance have greatly improved. The Spearman correlation revealed a significant relationship between pedagogic planning and quality assurance; pedagogic communication and quality assurance; pedagogic evaluation and quality assurance and pedagogic sanction and quality assurance. On the basis of these findings, recommendations were made which included that, the Ministry of Secondary Education should ensure that the different modes of inspection be carried out, selection of inspectors should not only be based on academic and professional qualification, and government should provide sufficient funds for the procurement of necessary equipments.

Key concepts: School, Quality Assurance, School Inspection, school supervisio

RESUMÉ

L'objectif principal de cette étude était d'examiner la relation entre l'inspection scolaire et l'amélioration de la qualité de l'éducation dans l'arrondissement de Yaoundé VI, département de Mfoundi, région du Centre, Cameroun. L'étude a utilisé la conception de recherche parallèle convergente. La population de cette étude était de 168 répondants ; composée de 162 enseignants, 4 directeurs d'école et 2 inspecteurs pédagogiques. Les chercheurs ont utilisé deux techniques d'échantillonnage qui sont des techniques aléatoires intentionnelles et simples. Quatre questions de recherche ont été répondues et quatre hypothèses testées. Les scores moyens des articles ont répondu aux questions de recherche tandis que la corrélation de Spearman a été utilisée pour tester les hypothèses au niveau de signification de 0,05. Les théories suivantes ont guidé cette étude, la théorie de la gestion scientifique, la théorie des relations humaines Stufflebeams CIPP Model of Evaluation et McGregor X and Y Theory. Les inspecteurs pédagogiques ont confirmé qu'ils effectuaient des visites avant et après l'inspection pour assurer une planification et une mise en œuvre appropriées des recommandations d'inspection. L'étude a révélé qu'il existe une relation étroite entre la planification pédagogique et l'assurance qualité par le biais de séminaires annuels, d'inspections régulières et de l'achèvement de la charge de travail par les enseignants. Aussi, nous avons réalisé que la communication pédagogique a un rôle clé à jouer pour assurer une administration de qualité dans l'éducation où les inspecteurs scolaires ont été encouragés à renforcer le lien de communication avec les enseignants et les directeurs d'école. Grâce à la sanction pédagogique, le comportement des enseignants et les performances scolaires des élèves se sont grandement améliorés. La corrélation de Spearman a révélé une relation significative entre la planification pédagogique et l'assurance qualité, la communication pédagogique et l'assurance qualité : l'évaluation pédagogique et l'assurance qualité et la sanction pédagogique et l'assurance qualité. Sur la base de ces constatations, des recommandations ont été faites, notamment que le ministère de l'Enseignement secondaire devrait veiller à ce que les différents modes d'inspection soient mis en œuvre, que la sélection des inspecteurs ne soit pas uniquement basée sur les qualifications académiques et professionnelles, et que le gouvernement fournisse suffisamment des fonds pour l'achat d'équipements nécessaires.

Mots clés ; école, assurance qualité, inspection scolaire, supervision scolaire.

CHAPTER ONE
INTRODUCTION

Conceptual Background:

Education is one of the greatest human investments that can ensure and sustain the quick development of the economic, political, social and human resources of a country. Agreeing on this, Nwogu and Nzeako (2007:3) noted "Education advances the well-being of individuals in society. It expands the opportunities available to individuals, enables people to fulfill their potential, underlies economic success, and enhances social cohesion". Thus, Gillies (2010) refers to education as the process, whether planned or not, formal or not, by which humans develop, in ways deemed to be socially acceptable, in terms of their knowledge, understanding, skills, attitudes, and judgments. In this light, good education is important to any society and is often seen as a cornerstone of social and economic development. As a result of this, many countries throughout the world have developed some means of monitoring the quality and standards of their education systems. In this light, Akinkugbe (2003) researching for the Council for the Development of Social Sciences Research (CODESRIA) had noted with regards to the management of education that each level of government has appropriate structures to ensure the effective delivery of educational services, which is in line with the constitutional responsibilities imposed on them. On a similar note, Utouh (2008) remarks that government has a lot of instruments at its disposal for instance able to influence curriculum, number and competence of teachers, training materials, pedagogical practices etc.

A school is a functional unit of the educational system and is a processing devise through which the education meets the aspiration of the society. According to Ogbonnaya (2004), a school is a unique and complex industry in the sense that its raw materials, that is students, are animated and have to be translated into an appropriate product whose quality cannot be judged from their external appearance. Since the product of a school is judged by the way its past students perform in the society, inspection is very primordial so far as holistic education is

Concern. Education is the most effective means that society possesses for confronting the challenges of the future. Indeed, education will shape the world of tomorrow and progress increasingly depends upon the products of educated minds vis-a-vis research, invention, innovation and adaptation (UNESCO, 1997). Through education, knowledge and skills are acquired and this in turn enables the country to develop socially and economically (Ololube 2014a)

According to Adenkule (1981), inspection is the critical examination and evaluation of a school as a place of learning so that necessary and relevant advice may be given for its improvement. Such advice is usually embodied in a report. By this, there is an indication that an inspector probes into the educational environment not only to evaluate how standards are maintained, but also to assist in the teaching and learning process. On a similar note, Oboegbulem and Ogbonnaya (2007) remarked that the purpose for regular inspection on educational institutions is for the Ministry to be sure that public funds are judiciously spent and that all educational institutions are functioning well with all educational institutions following national aims and objectives. Ogbonnaya (2004) also observes that inspection is the process of testing, evaluating, criticizing and assessing the students or the entire school to know how far the objectives of supervision have been achieved. This therefore indicates that the inspector investigates, judges and checks if what is implemented on ground by educational systems is in line with the national formulated objectives. According to Thakral (2015), the academic aims of inspection include; monitoring of instruction, guiding teachers to improve the teaching and learning process, assessment of students learning outcomes, evaluating goals of programs and many others; with the administrative goals aimed at the proper management of school facilities and resources.

Supervision is a complex process that must play a prominent function in all educational systems. Ideally, supervision is a partnership between supervisors and supervisees, in which both partners are actively involved in the planning and direction taken (Ani, 2007). Educational supervision is a positive process, which enables supervisees to gather feedback on their performance, to chart their continuing progress and to identify their developmental needs. It is a forward-looking process that then helps supervisees to select the most appropriate strategies for meeting these needs (UNESCO, 2007)

Contextual Background:

The Cameroon Government has embarked on various programs to achieve an accelerated improvement in secondary schools and one of such institutions put in place to cater and uphold standards is the Inspectorate of Education which undertakes school inspection. According to Gillies (2010), an inspectorate is the formal name for the body of inspectors, set up to report on educational provision and gives advice to government. In the Republic of Cameroon, the department which inspects Secondary Education was under the Ministry of National Education which was   reorganized by Presidential Decree No.2005/139 of

25April2005 to the Ministry of Secondary Education (MINESEC). National Pedagogic Inspectors exist in the Ministry of Secondary Education who coordinate the activities of inspectors at the central service of the ministry. Under them were the Provinces changed to

Regions (Biya 2008) and directly under the Regional Delegate of Secondary Education (RDSE) are Regional Pedagogic Inspectors (RPIs). These are secondary school inspectors appointed by the Minister of Secondary Education to oversee the administrative and pedagogic management of the schools in the Region; making sure the schools are run according to the norms of the state. A Chief of Centre for the Teachers Resource Centre (TRC) heads these panels of inspectors. Directly under the chief of Centre are different Coordinating Inspectors (CI's) who coordinate the activities of the different RPI's of their departments. The Region has nine Coordinating Inspectors in charge of the different subject departments, which include:

• Coordinating Inspector in charge of the promotion of Bilingualism: promotion of English in Francophone secondary and technical schools and French in Anglophone secondary general and technical schools.

• Coordinating Inspector in charge of the sciences and technology.

• Coordinating Inspector in charge of foreign languages (French, English, Latin, Greece, German, Arabic, Spanish, Chinese, Japanese and Portuguese).

• Coordinating Inspector in charge of Technical Industrial.

• Coordinating Inspector in charge of computer studies.

• Coordinating Inspector in charge of Human Sciences: History, Geography, Citizenship, Philosophy, Moral Instruction, and Manual labour.

• Coordinating Inspector in charge of Sciences: Mathematics, Physics, Chemistry, Technology, Life and Earth science, environmental sciences, hygiene et biotechnology.

• Coordinating Inspector in charge of Teachers Education.

• Coordinating inspector in charge of Guidance Counseling and School Life. (Presidency of the Republic of Cameroon, 2005: 43-44).

The Regional Pedagogic Inspectors of the Centre Region before going out on inspections receive information about schools from the principals that will guide them in their tasks. Principals provide the inspectorates with the situation of teachers according to subjects, the individual and general timetables of teachers, and the relevant documents of the school. They are the ones to receive inspectors in their schools. According to Mbappe (1994), Minister of National Education, Republic of Cameroon, pedagogy is the 'raison d'etre' of every educational institution and that where poor results have been diagnosed; heads of institutions may organize in-service training in their institutions, and possibly invite National or Regional Pedagogic Inspectors. On the contrary, this may not be the case in Centre Region as some schools maybe avoiding inspectors to visits their schools because they are not up to national

standards and most schools hardly organize in service training. On a similar note, Mbappe (1996) reiterated that principals are the pedagogic managers of secondary schools who stimulate pedagogic activities and student's creativities. Thus, some principals may lack the skills to stimulate pedagogic activities and students' creativity, thereby affecting quality of education.

The different types of inspections carried out in secondary schools include full inspection, advisory inspection, pre-opening of school inspection, inspection for promotion of teachers etc (Onasanya, 2011). These maybe sparingly carried out in the Centre Region. Common among the inspectors especially around where the inspectorate is located could be the subject-based inspection. There seems to be more concentration on subject based inspection in Centre Region than in other areas where weaknesses are common, for this creates lapses in school inspection. This indicates that the inspection practice on ground in Centre Region could be far from the expected inspection. Inspectoral services are indispensable units in any educational system. Thus, the need for careful selection of inspectors, regular training, the provision of necessary facilities and equipment cannot be overemphasized. Agreeing with this is the Office for Standards in Education in Britain (OFSTED 2005), which noted that inspectors are properly trained and assessed to specified standards with their initial training lasting for several months. It further noted that even when they have been recruited, they still engage in continuous professional development to improve their inspection skills and be abreast with educational developments. Inspectors that are appointed based on longitivity in teaching field rather than background in training and experience may fall into grievous professional blunder so far as inspection is concerned.

Historical Background:

The achievement of independence marked an important turning point in the history of Cameroon Education. Cameroonians felt for the first time that they could determine their own form of Education. Colonial education was accused for being used by the capitalist Western powers to exploit the underdeveloped World.

The participation of communities and other private entities in educational development can be traced as far back as the beginning of formal schooling. Until the 20th century, the role of Government in education was largely dormant as the provision of schooling prior to that period was championed mainly by churches and other voluntary agencies (Cummings and Riddell 1994). During the colonial era, many educational systems in Africa saw community financing in one way or the other. In the British trust territory of Southern Cameroon, for instance where the territory was ruled mainly through local intermediary bodies known as "Native Administration", the provisions and management of formal education was mainly in

the hands of this local administrative authorities. Between 5 to 10 percent of their annual budget were spent on education in the areas of school construction, building maintenance, teachers' salary, school equipment, cost of books, grants to qualified mission schools (Fonkeng, 2010). While the role of the Government significantly increased subsequently, especially after the second world war, following a surge of international advocacy in the provision of education as contained in international resolutions such as the 1948 United Nations Declaration of Human Rights, the 1959 Declaration of the Rights of the child, the 1956 International covenant on economic, Social and Cultural Rights, notwithstanding around the end of the 20th century, there was a policy shift from the Government as the main provider of education, to a renewed and stronger advocacy for a broad base participation in education (Mekolle, 2018).

Instructional Inspection of schools in Cameroon started as far back as 1907, a period during which most schools were owned by the mission. Since education witnessed increase attention in the mid-1990s (Fonkeng, 2010), so too are inspection practices. A key theme running through the reports of both the National Education Forum (MINESEC, 1995) and the draft documents of the Sector Wide Approach to Education (Republic of Cameroon, 2005) is the need to strengthen teacher quality as part of a comprehensive strategy towards efforts aimed at improving the quality of educational services at the secondary level. One of the strategies adopted by the government to improve and guarantee teacher quality is the appointment of Regional Pedagogic Inspectors (RPIs) for effective inspection in the ministries of education. The Ministry of Secondary Education within the framework of its 2012 Road Map for the purpose of quality education for all children of school-going age and in order to meet up with the vision of an "Emerging Cameroon in 2035" emphasized on the function of instructional Inspection at each level in secondary education. In this regard inspectors are required to carry out instructional inspection in order to improve on teachers' output; at the central, regional, divisional, and sub-divisional levels.

Theoretical Background:

The following theories guided the study:

a) McGregor X and Y Theories:

Douglas McGregor deriving inspiration from Abraham Maslow motivation theory on the hierarchy of needs came up with two theories: The X and Y theories. The two theories proposed by McGregor describe contrasting models of workforce motivation applied by managers in human resource management, organizational behavior, organizational communication and organizational development. Theory X and Theory Y are theories of human work motivation and management. Theory X explains the importance of heightened supervision, external

rewards, and penalties, while Theory Y highlights the motivating role of job satisfaction and encourages workers to approach tasks without direct supervision. Thus, this theory ensures frequent inspection and motivation of lazy teachers in order to improve effectiveness and also encourage hardworking teachers. If school managers apply this theory in their institutions, there will be a great improvement in the school outputs.

Theory X is based on assumptions regarding the typical worker. It assumes that the typical worker has little ambition, avoids responsibility, and is individual-goal oriented. Theory X style managers believe their employees are less intelligent, lazier, and work solely for a sustainable income. Managers who believe employees operate in this manner are more likely to use rewards or punishments as motivation. Due to these assumptions, Theory X concludes that typical workforce operates more efficiently under a hands-on approach to management. Thus, teachers and students need to be controlled and threatened with punishment before they can put in their best to improve academic performance.

According to Theory Y, people want to work and can drive a great deal of satisfaction from work. In this view, people have the capacity to accept, even seek responsibility and to apply imagination, ingenuity and creativity to organizational problems. Theory Y managers assume employees are internally motivated, enjoy their job, and work to better themselves without a direct reward in return. These managers view their employees as some of the most valuable assets to the company, driving the internal workings of the corporation.

b) Human Relation Theory:

The theory of Human relation emerged in the 1930s by Elton Mayo who claims that meeting social needs of employees would increase productivity (Sergiovanni and Starratt, 2007). In the 1920s and 1930s, observers of the business management began to feel the incompleteness and shortsightedness in the scientific as well as administrative management movement. The scientific management movements analyzed the activities of workers whereas administrative management focused attention on the activities of managers. The theory gained popularity after the famous study of human behavior in work situations conducted at the Western Electric Company from 1924 to 1933. These studies eventually became known as 'Howthorne studies' because many of them were conducted at Western Electric Howthorne plant near Chicago. Some other Human relation psychologists includes: Keith Davis, Mac Farland and Jack Halloran.

In the broad sense, the term 'human relation' refers to the interaction of people in all works of life – in schools, homes, business, government and so on. In actual practice, the term signifies the relationship that should be cultivated and practiced by an employee or a supervisor with his/her subordinates. From the point of view of management, Human relation is motivating

people in organization to develop teamwork spirit in order to fulfill their needs and achieve organizational goals efficiently and economically. The approach of Human relation deals with the psychological variables of organizational functioning in order to increase the efficiency. Human relation management theory is a research belief that people desire to be part of a supportive team that facilitate development and growth with an institution. Thus, employees should be active members in decision making. This theory depicts that individuals will be self-directed and more committed to work, if their social needs are met. Managers can improve employees' productivity and quality by considering the employees' knowledge and experience of work as starting point (Sergiovanni and Starrat, 2007). Thus, when there is proper communication within an educational institution, there will be high efficiency.

c) Stufflebeam's CIPP Model of Evaluation:

The Stufflebeam CIPP (Content, Inputs, Process and Product) evaluation model was developed in 1971. Though a complex evaluation model, it is one, which has had a lot of influence on evaluation thinking and procedure in recent years. Jenny (2005:5) describes Stufflebeam's CIPP model of evaluation as "one of the most popular in management-oriented evaluation". It is a comprehensive framework for guiding evaluations of programs, projects, personnel, products, institutions, and systems.

Corresponding to the letters in the acronym CIPP, this model's core parts are context, input, process, and product evaluation. According to Stufflebeam (2002), these four parts of an evaluation respectively asks what needs to be done, how it should be done, is it being done, did it succeed? Robinson (2002) then opined that the CIPP framework was developed as a means of linking evaluation with program decision-making.

d) The Scientific Management Theory:

It was developed by Fredrick Winston Taylor in the 1880s. The main idea of this theory was how to organize work professionally and to design the mechanism that could improve labour productivity and save time and monetary resources (Sergiovanni and Starratt, 2007; Hoyle and Wallace, 2005). However, the scientific theory has been criticized for treating workers as machines and killing their creativity. Taylor claims that workers need to follow the instructions of their superior (Hoyle and Wallace, 2005).

Taylor proposes four approaches to advance worker productivity; breaking down the required job into standardized units; selecting employees carefully and enhancing their professional training; using incentives to motivate workers according to their adherence to work; controlling the work process and linking the wages to their work performance.

If teachers follow the school curriculum strictly as it is designed by pedagogic inspectors, it will go a long way to improve academic performance in schools.

Statement of the Problem:

There is need for effective school inspection to be carried out in order to close the gap between what is and what ought to be in an educational institution to ensure quality education. Ehindero (2004) says quality assurance in education focused on the: Learner's entry behaviors, the teacher entry qualification, professional preparedness, the teaching / learning processes including the structure of the curriculum, learning environment, the outputs or products which are defined for different levels in terms of knowledge, skills and attitudes including appropriate and relevant instruments to assess these objectives. For a school to be considered quality, it needs to assure that the above standards are met. According to Grauwe (2007), the working environment of teachers also determines the attitude and behavior of teachers towards their performance. Therefore, teaching in a conducive environment is a factor to guarantee quality assurance in educational system.

However, there may be some schools that do not meet up with the required standards by the states to ensure quality. With such schools, it is sure that their quality of knowledge transmission can never be assured and it may lead to it closure. Also, there may be a lot of administrative lapses in some school management system such as; incompetent administrator, inferiority complex, cultural changes. In such institutions, there will be inefficiency within teachers and the administrator may be sacked due to poor leadership style.

Moreover, there may be some students whose outputs do not reflect the curriculum or inputs obtained from schools. After school, students should be able to implements the knowledge obtained and sustained themselves. Thus, if the outputs of the students after school cannot sustain them, therefore, there was no quality assurance in the school they attained. The coming into place of Competent Based Approach (CBA) has brought a change in school curriculum as students are still adapting to the change and some teachers still find it difficult to implement CBA, thereby affecting students' performance in particular and the school quality as a whole. Furthermore, when there is poor communication link between pedagogic inspectors and school administration/teachers, it will affect knowledge delivery and penalize the students. In such a case, there is likely poor communication network or lack of communication means within some areas. When there is poor communication between the educational actors, it will not assure the quality of education required and pedagogic information cannot flow well.

According to Cuadra and Thacker (2014), the rate of pedagogic inspection is frequent in government schools than in private schools in Dubai. Similar to this context, Cameroon may also

face the same situation while there are more private schools than government schools in Yaounde VI. The ratio of schools is to pedagogic inspectors makes it difficult for pedagogic inspectors to carryout effective inspection in all schools. Thus, many may concentrate in the few government schools in which they are directly attached to and pay less attention in the numerous private schools. With thorough inspection in all schools, pedagogic inspectors may identify some school weaknesses such as unqualified teachers, incompetent administrators, poor teaching/learning processes and poor infrastructures. Through these weaknesses, necessary measures and sanctions will be put in place to ensure quality management. Thus, there is need for all schools to be inspected in order to ensure quality assurance is applied in all institutions.

In our context, there are more private schools than government schools in Yaounde VI sub division, thus pedagogic inspection may vary (Statistics of the Regional delegation of Secondary Education 2022). It is at this note that we deem it necessary to investigate role played by pedagogic inspection in some private and government secondary schools in Yaounde VI sub division. There may be great effects of the disparity between the qualities of education carried out within Yaounde VI Sub Division. Thus, there is need for the quality of education to be assured within this area. A system that ought to be harmonized may be filled with several challenges due to poor administrative skills, incompetent administrators, inferiority complex etc. With such gap or differences between schools of the same area, the effects are seen in the performance of the students during the results of the examination classes, their outputs after school, administrative styles, teachers' behavior etc.

Based on these discrepancies, we seek to understand to what extent effective pedagogic inspection impacts on school quality assurance in the Yaounde VI sub division. It is in this backdrop that the researcher is out to examine the effects of pedagogic planning, pedagogic communication, pedagogic evaluation and pedagogic sanctions on quality assurance in some secondary schools in Yaounde VI.

Research Objectives:

General objectives:

- To examine the role of school inspection on school quality assurance in Yaounde VI

Specific objectives

- To examine the relationship between pedagogic planning and quality assurance in Yaounde VI
- To verify the relationship between pedagogic communication and quality assurance in

Yaounde VI

    ✓ To investigate the relationship between pedagogic evaluation and quality assurance in Yaounde VI

    ✓ To verify the relationship between pedagogic sanction and quality assurance in Yaounde VI

Research questions:

General research question:

What is the role of school inspection in improving school quality assurance in Yaounde VI?

       Specific research questions:

✓ What is the relationship between pedagogic planning and quality assurance in Yaounde VI?

✓ To what extend does pedagogic communication affect quality assurance in Yaounde VI?

✓ What is the relationship between pedagogic evaluation and quality assurance in Yaounde VI?

✓ How pedagogic sanctions do affects quality assurance in Yaounde VI?

Research Hypotheses:

- **Ha:** There is a relationship between school inspection and quality assurance in Yaounde VI

- **Ho:** There is no relationship between school inspection and quality assurance in Yaounde VI

Specific Research Hypotheses:

- **Ha_1:** There is a relationship between pedagogic Planning and quality assurance in secondary schools in Yaounde VI.

- **Ho_1:** There is no relationship between pedagogic planning and quality assurance in secondary schools in Yaounde VI

- **Ha_2:** There is a relationship between pedagogic communication and quality assurance in secondary schools in Yaounde VI

  Ho_2: There is no relationship between pedagogic communication and quality assurance in secondary schools in Yaounde VI

- **Ha_3:** There is a relationship between Pedagogic evaluation and quality assurance in secondary schools in Yaounde VI

- **Ho3:** There is no relationship between pedagogic evaluation and quality assurance in secondary schools in Yaounde VI

- **Ha3:** There is a relationship between Pedagogic sanction and quality assurance in secondary schools in Yaounde VI

- **Ho4:** There is no relationship between pedagogic sanction and quality assurance in secondary schools in Yaounde VI

Operationalization of variables:

Dependent Variable **(DV)**: Quality Assurance

Independent Variable (IV): School Inspection

Indicators of the IV: - Pedagogic Planning

- Pedagogic Communication
- Pedagogic Evaluation
- Pedagogic Sanction

Scope and delimitation of the study:

Geographical Scope:

The research team deems it necessary to carry out this work within an area in Yaounde. This study was done in Yaounde VI Sub Division. Within this area, the study was carried in two Government schools and two lay private schools. After scrutinizing and examining schools in Yaounde VI, the following schools were selected for this work; Government Bilingual High School (GBHS) Etoug Ebe, Government Bilingual High School (GBHS) Mendong, Complex Scolaire Bilingue Emmaus (COSBIE) Mendong and Mario Secondary School Mendong.

Time Scope:

This study was concept and carried out within a vast framework. The research team started working from January 2021.

Significance of the Study:

The study findings are considered to have the following significances:

(i) School Inspection Processes:

It will stimulate the efficiency of school inspection process and the importance of addressing critical challenges identified in schools during school visits. Through the findings and experienced obtained in the field, it will help to improve the school inspection processes through recommendations thereby assuring quality management.

(ii) Policy makers and planners:

Through this work, policy makers and planners from the ministry will be provided with vital information that will help them when planning. This will enable them to ameliorate and improve on areas that had lapses.

(iii) Teachers and other educational stake holders:

The responses from the different members in the schools will contribute to improve on teachers and other educational stake holders' performance. This will go a long way to improve students' performance. It will also make teachers to understand the rationale of school inspection in relation to quality assurance.

Definition of Key terms:

School:

According to Ogbonnaya (2004), a school is a unique and complex industry in the sense that its raw materials, that is students, are animated and have to be translated into an appropriate product whose quality cannot be judged from their external appearance. Since the product of a school is judged by the way its past students perform in the society, inspection is very primordial so far as holistic education is concerned.

School Inspection:

The concept "inspection" takes its root from the word 'inspect', which according to Oxford Dictionary of English is 'to make official visit to an organization or check on standards'. Wilcox (2000) defines school inspection as "the process of assessing the quality and/or performance of the institutional services, programs or project by those (inspectors) who are not directly involved in them". This definition indicates that school inspection is an external system of educational evaluation. The meaning here is that inspectors do not have direct influence on those they inspect but rather they influence them through the reports they write.

Richard (2001) views the term school inspection as the process of "observing work in schools, collecting evidence from a variety of other sources and reporting the judgments.

According to Nkechi et al. (2013), school inspection is the constant and continuous process of guidance based on frequent visit which focus attention on one or more aspect of the schools and its organization.

Supervision:

Igwe (2001) stated that to supervise means to direct, oversee, guide or to make sure that expected standards are met. Thus, supervision in the school means that the laid down rules, regulations, principles are followed to maintain the minimum standards lay for the schools are carried out effectively and efficiently. Effective supervision is based on identifying certain areas that if well supervise would help improve quality of education while efficient supervision refers to the realization of school objectives with the use of little available resources.

According to Grauwe (2007), supervision is defined as "an art of overseeing the activities of teachers and other educational workers in a school system to ensure that they conform with generally accepted principles and practices of education and the stipulated policies and guidelines of education authority which controls the system of education and providing professional guidelines to them (school personnel) to improve the conditions which affects the learning and growth of students and teachers".

To Onasanya (2011), supervision is a way of persuading people to desist from applying wrong procedures in carrying out certain functions on their jobs and at the same time try to emphasize the importance of good human relations in an organization.

Quality Assurance:

Ajayi and Adegbesan (2007) see quality as the total of the features of a process, product or service on its performance, in customers' or clients' perception of that performance. It is not just a feature of a finished product or services but involves a focus on internal processes and outputs and includes the reduction of wasted and the improvement of productivity.

Arikewuyo (2004) views quality in education to be judged by both its ability to enable the students performs well in standard examinations and relevance to the needs of the students, community, and the society as a whole. He finally concluded that quality serves as determination of gradations based on standard of excellence beneath which a mark of inferiority is imposed or adduced and above which grades of superiority are defined. However, quality assurance is related to quality control, but it functions in a rather proactive manner in the sense that quality control serves as series of operational techniques and activities used to fulfill that requirement are met. While, quality assurance goes beyond that, because it extends the focus from outcomes or outputs to the process which produces them.

One of the features of much quality assurance in secondary school education relates to examination performance. This assumes that examination performance at a school level, area level or national level gives an indication of quality within the school or schools. Indeed, at school levels, the greatest determinant of examination performance seems to be the quality of the intake of the school (Bradley & Taylor, 2003).

CHAPTER TWO
REVIEW OF RELATED LITERATURE

Conceptual Framework:

School:

According to Ogbonnaya (2004), a school is a unique and complex industry in the sense that its raw materials that is students are animated and have to be translated into an appropriate product whose quality cannot be judged from the external appearance. The product of a school is judged by the way its past students perform in the society.

Schools are considered as perfect examples of open system. Open systems are characterized by sets of interacting elements that acquire inputs from the outside or external environment; transform them in order to produce outputs for the environment (Daft, 2001). They basically use four kinds of inputs from the environment which includes human resources, financial resources, physical or material resources and informational resources. Monetary inputs are of particular importance as they can be used to acquire the other forms of inputs. They include investment and recruitment capital and may come from the government through budgetary allocations, from communities in the form of school fees, Parent Teacher Association (PTA) levies, donations, etc (Mbua, 2003). Communities are an integral part of the school environment. Like the other stakeholders, they expect schools operating within them to adequately serve their interests, but often without corresponding resource support.

Tanah (2002) posits "…before this time, teachers in the United Kingdom had enjoyed a degree of control over curriculum and had a level of professional autonomy far beyond that of teachers in most other countries." Downey and Kelly (1987) then remarked that such autonomy was awarded to them when curriculum development was not seen as a burning issue, or, even more cynically, only when they did not use it to do anything, which might be regarded as unusual. Seeing the shift from such freedoms to that of control, they noted major shifts in social, economic and political thinking and attitudes in the industrialized nations over the last 30 years which have swept away such freedoms and independence. Accountability, value for money, competition, stakeholder rights, new technologies and globalization now di ctate the shape and direction of education and schools. Schools are more directly subject to the needs of national social and economic policy and are expected to serve the local communities in which they are situated. Partnership has the notion of the "secret garden" as a thing of the past. Thus, national curriculum became familiar features of many advanced education systems and what is taught

and, in many cases, how it is taught, are always defined. This therefore saw the need for inspection systems structured to help promote and support these developments.

According to Sergiovanni and Starratt (1979), most schools can be viewed as complex organizations containing both bureaucratic and professional characteristics, although schools vary in the extent to which one or more of these characteristics are emphasized. Applying the structural- functionalist approach in sociology, Hage (1965) argues that organizations such as the school can be described in terms of functions as well as by structure. He then proposed an axiomatic theory of organizations based on these relationships. The axiomatic theory consists of eight organizational variables, eight propositions or laws called axioms and twenty-one corollaries (propositions) derived from seven of the eight propositions. The eighth proposition, which sets the limit on these propositions and corollaries, completes the theory. In this regard, every school as an organization needs the head as the principal to function with the various organization such as the student unions and staff unions in the school organization for effective management.

The Structure of the Cameroonian Educational System:

The Cameroonian educational system born out of a double Anglo-French heritage is varied and multifaceted. In addition to its linguistic duality and modalities (English in North West and South West Regions and French in the other eight Regions), is the diversity of the teaching orders. Thus, on one hand there is the public teaching order and on the other hand the private teaching order which comprises the secular private, the catholic private confessional, the protestant private confessional and the Islamic private confessional. Despite of this diversity, the supervision of the Cameroonian educational system is done by the state.

Each subsystem is composed of five levels of education: the nursery, the primary, the post primary such as SAR/SM, the secondary and the higher education. The first level is the nursery which goes for 2 years. The primary level is 6 years for both subsystems. Although the length of time at the secondary for both subsystems is 7 years, each subsystem is segmented differently into sub cycles (5 years for the first cycle and 2 years for the second cycle in the Anglophone subsystem; 4 years for the first cycle and 3 years for the second cycle in the Francophone subsystem). The implementation of the 1998 law on orientation enabled the harmonization of the length of the cycles in both subsystems. Technical education is divided into two cycles of 4 and 3 years respectively. The BEPC marks the end of the first cycle in the Francophone subsystem while the General Certificate of Education Ordinary Level (GCE O/L) marks that in the Anglophone subsystem. On the other hand, the Baccalaureat marks the end of the second cycle in the Francophone subsystem while the General Certificate of Education

Advanced Level (GCE A/L) marks that in the Anglophone subsystem. Access into the higher education is for holders of Baccalaureat and the GCE A/L. Higher education is practiced in six state Universities as well as in a good number of private institutions. The higher education leads to the acquisitions of Bachelor degree (3years), Master (2 years) and Doctoral (3 years). As concerns the vocational training, the sector is not yet well organized.

School Inspection:

The concept "inspection" takes its root from the word 'inspect', which according to the Oxford Dictionary of English is 'to make official visit to an organization or check on standards'. Wilcox (2000) defines school inspection as "the process of assessing the quality and/or performance of the institutional services, programs or project by those (inspectors) who are not directly involved in them". This definition indicates that school inspection is an external system of educational evaluation. The meaning here is that inspectors do not have direct influence on those they inspect but rather they influence them through the reports they write.

Richard (2001) views the term school inspection as the process of "observing work in schools, collecting evidence from a variety of other sources and reporting the judgments. According to Nkechi *et al*. (2013), school inspection is the constant and continuous process of guidance based on frequent visit which focus attention on one or more aspect of the schools and it organization.

Wanga in Wanzare, (2002) conceptualized inspection as overseeing, involving directing, controlling, reporting, commanding, and any other activity which emphasizes and assess the extent to which particular objectives have been accomplished within the limits set by those in authority for their subordinates. In line with this, Akubue (1994) posited that the job of inspection is a state affair conducted from a distance with the inspector coming in as an assessor to investigate, judge and check to see if all is in order or that school activities conform to prescription. All this is in a bid to have an educational system which provides a rich and productive learning environment for the young people. Such aspirations are usually presented as a set of aims supplemented by sets of objectives and statements of expected attainment at various stages of education. Hence to support and monitor the provision of education and attainment of expected standards within these aims and objectives, many countries put in place some form of external supervision often referred to as school's inspectorate (Macnab, 2004). On a similar note, Ogboegbulem and Ogbonnaya (2007) remarked that the purpose for regular inspection on educational institutions is for the Ministry to be sure that public funds are judiciously spent and that all educational institutions are functioning well with all educational institutions following national aims and objectives.

According to Adenkule (1981), inspection is the critical examination and evaluation of a school as a place of learning so that necessary and relevant advice may be given for its improvement. Such advice is usually embodied in a report. By this, there is an indication that an inspector probes into the educational environment not only to evaluate how standards are maintained, but also to assist in the teaching and learning process. Utouh, (2008:7) in support of this says that in Kenya, the purpose of school inspection is to "monitor the delivery of education and the adherence to the stipulated curriculum and the standards set, in order to safeguard good quality in education. They oversee the efficient and effective delivery of education and also supervise the schools. It is also aimed to provide feedback to education agencies, managers, and administration". In the same vein, Aiyepeku (1987) stressed that inspection is assessing the state of teaching and learning with the aim of improving educational standards. Tait (1983) looks at it to be the process through which central authority, represented by inspectors, monitors and evaluates the teaching and administration in the schools.

All these indicate the importance of education in any nation, which therefore requires much control. Thus, Ross (2002:2) notes that: As the economies of nations competes for strong positions with a competitive global market place, many governments have become increasingly inclined to view the relative performance of their education strategies designed to achieve improvements, in national-economic development. This trend, coupled with the enormous expenditures that are devoted to education, has precipitated demands by governments and the public for higher levels of scrutiny and accountability concerning the quality of education.

In his view, Ogbonnaya (2004) also observes that inspection is the process of testing, evaluating, criticizing and assessing the students or the entire school to know how far the objectives of supervision have been achieved. This therefore indicates that the inspector investigates, judges and checks to see if all is in order.

Thus, looking at the definitions from the different authors, one can rightly conclude that inspection involves people coming from outside to examine, investigate, assess, advice on the strengths and weaknesses of the teaching-learning process to make sure they meet up with the prescriptions of the state. Inspection in this sense is conducting school evaluation and that is why Faubert (2009) remarks that in many countries, inspection staff of an education department traditionally conducts external evaluation, particularly if the government is the dominant educational service provider. The definition given by all scholars above have something they share, which is nothing but evaluating the work of school to be able to write a report. The term inspection is alternatively called supervision (Grauwe, 2007), thus the term school inspection and supervision are used interchangeably.

Types of School Inspections:

Onasanya (2011) and the URT (2001) give the following types of school inspections:

i) Routine Visits:

This is short visit made to school on which no formal reports are written but brief comments are made. The aim depends on such inspector on why such inspection is made. It may be to check on punctuality of teachers or how the school is settling down.

ii) Investigation Visits on School Administration:

This is to investigate an aspect of administration organization in the school for example special problem of discipline, investigation of an allegation of fraud.

iii) Special Visits:

This is for an inspection of one or a limited number of aspects of the school for example teaching of English.

iv) Subject Specific Inspections:

This mostly is done in England and Wales. According to SCORES (2010), the Office for Standards in Education (OFSTED) currently carries out subject specific inspections in order to write subject reports, which should inform Government about whether the curriculum and its teaching is effective, and indicate to schools what outstanding practice looks like (for example, appropriate deployment of teachers and a good balance of subject specialist teachers).

v) Follow-Up Visits:

This is followed up of previous visits. The inspector investigates whether the suggestions, corrections and recommendations he or she made during the previous visit have been carried out by affected schools. He or she also ascertains to what those corrections and suggestions are helping in achieving the school objectives.

vi) Full Inspection or Whole School Inspection:

An inspection which consists of a team of inspectors visiting a school for several days usually a week or longer enquiring into every aspect of school program and examining its buildings and surroundings is referred to as full inspection. Such visits are usually followed by a comprehensive report, copies of which are made available to the school.

Principles for Effective School Inspection:

In order to be meaningful and thus yield required results and expectations, school inspection has to follow some principles which are the building blocks. Thus, school inspection

is principle oriented. According to Onasanya (2011), the following are the principles of effective school inspection:

a) Healthy Atmosphere: Healthy atmosphere guarantees proper communication and leads to cooperation between the inspectors and the inspected. Haule (2012) puts that school inspectors treats teachers rudely and as such, they perceive school inspection as an activity that threatens them and as a result, they do not accept the recommendations wholeheartedly. Thus, it is important that there is a healthy atmosphere if inspectors are to be efficient and effective.

b) Staff Orientation: School inspectors have to be very knowledgeable so that they can play their role very effectively and efficiently. Many personnel that are involved in inspection are being deficient in the required skill, pedagogy and orientation for the task (Mathew, 2012). For inspections to be meaningful, inspectors should be aware of the issues that can cause problem especially when they are administering their duty. Staff should be made to understand clear what are or not expected of them while new staff must be given the necessary orientation.

c) Constructive criticism: when an inspector comes across poor work, he/she should criticize constructively. It needs to be stated here that such criticism should be made private and with impartial mind. If a teacher is found with some weakness, the inspector should not stress him/her but instead they should advice and show the best way to perform the duty so that at the end of the day the performance improves and the students who are also affected may achieve well and satisfactorily.

d) Motivation and Encouragement: This is another very important principle of school inspection. Staff should be motivated and encouraged to work to improve their productivity. When inspectors and teachers are motivated, they do their work wholeheartedly and thus academic performance will improve.

e) Immediate Recognition of Good Work: School inspectors should be able to recognize good work from teachers. This implies that the acknowledgement of any good work done must be immediately made public to others which will then serve as inspiration to others. Incentive of merit and recommendation for promotion should be made in such cases.

Inspection Procedures:

Inspection procedure refers to the correct or usual way of carrying on an inspection. Thus, it should be noted that secondary school inspection involves a series of interrelated activities or procedures. Many authors and inspectorates like (Adenkule, 1981; Wilcox, 2000; OFSTED, 2005; and Rono, 2000) have all held to the fact that formal inspection procedures

especially full inspection, should be carried out in three stages namely: pre – inspection procedures, actual inspection procedures and post inspection procedures.

1. Pre-inspection Procedures:

Pre - inspection arrangements should be carried out thoroughly before the inspection day. This phase of the inspection procedure deals mainly with planning on the part of all stakeholders involved. Such a planning stage will help the inspector according to Rono (2000) to focus on the following: objectives of the visit, the type of inspection visit, resources that are required, institutions to be inspected, the program and time of the inspection. Specifically, during this stage, inspectors should be able to do the following:

a) Come out with a schedule of inspection visits:

This could be said for a term and the principals of the schools to be visited are informed of the dates to be inspected. According to Her Majesty's Inspectorate of Education (HMIE), (2006) Scotland, when selecting schools for inspection, many factors are taken into consideration including when the school was last inspected to ensure that a broad range of schools are inspected each year. The fact that principals are to be informed before an inspection visit is carried out does not cancel the fact that surprise visits cannot be made and according to Rono (2000), the decision to inspect an institution with notice requires that it is informed in adequate time and that information on areas to be inspected is also communicated to the institution. Also, the decision to inspect an institution without notice depends on the circumstances prevailing there, especially the special needs or concern of the community or stakeholders on its management, performance or other emerging issues. In fact, OFSTED equally holds this view especially as schools are notified between two and five days before a planned inspection but for most schools the notification is two days. This notwithstanding, where HMIE is concerned about the safety or wellbeing of pupils in a school he will exercise his right to inspect a school without notice.

b) Collect documents and basic information from schools:

After notification and time given for the school to prepare documents demanded, the school should then submit the required documents and information to the inspectorate. The range of documents depends on the scope and purpose of the intending inspection visit. As a general rule, only those documents essential in helping to form an initial overview of the area to be inspected should be sought. In the case of full inspection like in Britain, Wilcox (2000:31) says the range of documents is likely to be comprehensive as follows:

· Any pre-inspection forms and / or questionnaires devised by the inspectors;

· School prospectus;

· School development plan or equivalent planning document;

· Annual report to parents

· Recent minutes of the governing body and /or local authority;

· Other policy documents;

· School timetable;

Other information the school wishes to be considered and by OFSTED (2005),

A password to allow them take a copy of the school's Self Evaluation Form (SEF). They will use the school's Performance and Assessment (PANDA) report and the report from the previous inspection to prepare a pre-inspection briefing about the school.

c) Make preparatory visits:

A few weeks prior to inspection, the team leader and some members of the inspection team pays a visit to the school to:

· Introduce the rationale, coverage, process and procedures to all members of staff.

· Initiate professional dialogue with the school and establish a good working relationship between the school and the inspection team.

· Finalize the inspection program with the school.

· Hold parents meeting etc.

2. Actual Inspection Procedure:

"It is recommended that full inspection should start on Monday. It is advantageous for the inspection team to see the activities of the first working day of the week and asses the way in which the school starts a typical week". (Aiyepeku, 1987:28). The purpose is to start the inspection during the morning assembly, which in secondary schools in the Centre Region of Cameroon, are usually held on Mondays. In this case, the inspectors should be very early enough depending on the time of such an assembly most often, 7.00 and 7.30 am. No matter what kind of assembly is being carried out, on arrival at the school, the team leader should introduce himself and all members of his team to the principal. The team of inspectors should equally be introduced to the students to avoid embarrassing them of strange faces on campus.

During the actual inspection, inspectors collect information through the following activities:

· Observation of lessons and other school activities.

· Scrutiny of documents provided by school.

· Discussion with members of the school community, members of the School Management Commission (SMC), school head, school staff and students. All this is to gather evidence and as OFSTED, (2005:11) informs, Inspectors must collect sufficient evidence to secure the judgments required and to make a fair assessment of the school. Where a school disagrees with a provisional judgment, senior managers should be given the opportunity of presenting further evidence to support their case. Inspectors should be flexible enough to respond to such suggestions and to follow up other important issues as they emerge. Questionnaires are also issued to them for completion for them to express their views about various aspects of the school. It is this that, OFSTED (2005) then opines that during inspection, inspectors must gather and analyze first-hand and other evidence and record judgments on standard.

3. post-inspection arrangements:

These are activities that take place after the end of the inspection and this occurs only when conclusions are distilled from the bulk of the report. This generally occurs when the inspectors' involved meet during inspection and particularly at its end, to consider their detailed findings. Their detailed findings will then lead to trust worthy judgments. Emphasizing on the need of trustworthy judgment, Wilcox (2000) reminds us that the key challenge of all inspections is to ensure that the reports, which are produced, are considered trustworthy. Taking the cue, Richards (2001:657) opined that unless inspection judgments embody clearly articulated aims, values and concepts they are likely to convey little more than overly general and potentially misleading indications of approval or disapproval. Judgments on the effectiveness of schools are, however, empty unless it is clear that aims are being effectively achieved, what values are successfully embodied and which concepts are being used to judge 'effectiveness' and successes.

All these taken into consideration, the Aiyepeku (1987) then says four weeks after inspection, a draft report is sent to the school and such reports are not only sent to principals and staff, but to Board of Governors, to parents following publication. Nevertheless, much emphasis should be laid here on the nature of reports after inspection and as Wilcox (2000) notes, whether or not schools change in any permanent way is a consequence of the extent to which the conclusions of an inspection are acted upon. Thus, all inspections irrespective of their lengths and scope, seek to draw out some general conclusions, which are generally framed in an evaluative form. These may be positive-indications of where things are going well or

negative where attention is drawn to aspects, which are less satisfactory. All emphasis here connotes that reports should be factual, clear and with evidence (OFSTED, 2005).

Challenges Facing School Inspection:

The problem of school inspection is not without problems or in other words it faces a number of challenges that inhibit it from smoothly running it function of overseeing the quality of education. According to Onasanya (2011), the government contributes in the following ways to making school inspection not function well:

a) Poor Remuneration of Teachers:

This makes school inspection not function well in the sense that when the government underpays the teachers, they can definitely not perform their duty of enhancing academic performance and hence will not give full cooperation to the inspectors who provides advice on the way to improve performance. For example, there is an outcry of teachers about poor salaries they get.

b) Insufficient Staffing/Shortage of Inspectors:

It cannot be denied that the number of school inspectors in the country does not meet up with the numerous secondary schools in Cameroon. This means that the ratio of inspectors and schools does not match and hence a big challenge to inspection. The few inspectors cannot attain to all the secondary schools.

c) Poor Funding:

Effective inspection requires adequate fund to purchase and maintain the vehicles that will convey the inspectors to and from schools, the stationery as well as other logistics during the exercise. The issue of lack of stationery makes it very difficult for meaningful report to be prepared after inspection (Mathew, 2012).

d) Poor Working Conditions:

According to the comparative study by Grauwe (2001), countries like Botswana and Namibia have very good working conditions. The working condition includes quality offices, office equipment, support staff and transport.

e) Insufficient Secretarial Services:

This is a great problem that faces the school inspectors in Cameroon and it is noted that the offices lack materials like computers, photocopiers and even duplicating papers for their

daily use. With such difficulty, it is very difficult for inspectors to give consistent report from the field.

f) Shortage of Transport:

This is another challenge that faces school in Cameroon and most of the developing countries in Africa. According to Nketchi *et.al* (2013), lack of vehicles makes it difficult to reach the schools for inspection. With such difficulty, inspectors find it difficult to reach some schools and maybe arrive late.

g) Change of Curriculum:

Many inspectors find it difficult to do their work well because of change in curriculum. The point here comes in that teachers who are to be inspected fine it difficult to implement the unknown curriculum and hence inspectors also face the same problem of what they should inspect.

Why do we need school inspection?

School inspection plays a significant role in ensuring the quality of education, as it is almost the role method by which government can ensure and evaluate the quality of education. Moreover, governments are unable to implements the national policies and goals without school inspection. Nevertheless, by running school inspection, government can meet the challenges of globalization by creating a competitive workforce (Wilcox 2000).

Ehren and Honingh (2012) summarized that the purpose of school inspection is to guarantee that schools meet the legal requirements of the state to ensure the legitimacy of the received financial support. Secondly, school inspection has to encourage schools to provide students with a satisfactory level of education and to increase their capability for students' achievement.

School Supervision:

According to Ikegbusi, & Eziamaka (2016) "There is no way the goal and objective of an organization can be achieved without putting in place certain mechanism towards ensuring its success. In the school, one of the mechanisms to be put in place towards achieving the goals of the school is supervision." And bearing in mind that the success of an educational system lies to a very great extent on the effectiveness of the teachers, there is therefore need for teachers to be supervised in their dissemination of knowledge.

The term supervision originated from the word "super video" meaning to oversee, Onasanya (2011). It is an interaction between two or more persons for the improvement of an activity. It is a combination or integration of processes, procedures and conditions that are consciously designed to advance the work effectiveness of individuals and group in the teaching

milieu. According to Onasanya (2011), school supervision is the process of bringing about improvement in instruction by working with people who are working with the students. It is also a process growth and a means of helping teachers to achieve excellence in teaching.

Igwe (2001) stated that to supervise means to direct, oversee, guide or to make sure that expected standards are met. Thus, supervision in the school means that the laid down rules, regulations, principles are followed to maintain the minimum standards lay for the schools are carried out effectively and efficiently. Effective supervision is based on identifying certain areas that if well supervise would help improve quality of education while efficient supervision refers to the realization of school objectives with the use of little available resources.

According to Grauwe (2001), supervision is defined as "an art of overseeing the activities of teachers and other educational workers in a school system to ensure that they conform with generally accepted principles and practices of education and the stipulated policies and guidelines of education authority which controls the system of education and providing professional guidelines to them (school personnel) to improve the conditions which affects the learning and growth of students and teachers". Educational supervision is a positive process which enables supervisees to gather feedback on their performance, to chart their continuing progress and to identify their developmental needs. It is a forward-looking process that then helps supervisees to select the most appropriate strategies for meeting these needs (UNESCO, 2007).

Tait (1983) postulated that by supervision, supervisors' visit schools to work with teachers and school administrators to ascertain the quality of teaching and administration and provide advice and guidance to teachers and administrators where it may be necessary. In general, according to Mecgley (2015) the major function of the supervisor is to assist others to become efficient and effective in the performance of the assigned duties. For supervision to be effectively carried out the supervisor has to undertake the following activities; make classroom visits, supervising heads of departments and teachers by checking their scheme of work and lesson notes, checking teachers' classroom attendance, checking absenteeism and rewarding hardworking teachers and punishing lazy ones by assigning administrative duties to them as means of encouragement to do the right things at the right time, according Oyedeji (2012).

Inspection and Supervision:

Unlike supervision which is always initiated by internal agents, inspection is always initiated by agents external to the school. These agents called inspectors are always in the division, regional and ministry of secondary education. At the end of an inspection visit,

inspectors write reports in detail identifying strength and weaknesses of the school with appropriates recommendations for improvement.

At a glance, you may take it that inspection and supervision are the same but they are different in practice. Inspection focuses on monitoring and evaluating performance and seeks to answer the question: how well is the school relative to the set standards. While supervision on the other hand focuses on improving performance so as to produce or accelerates development and seeks to answer the: what are the school or individual teacher's strength and weaknesses.

However, considering the above concepts on inspection and supervision, there are clear indications from their practices in different parts of the world that a clear-cut dichotomy between the two may be difficult to draw even though there are some differences. Olele in Peretomode (1995) looks at the difference in terms of numbers as he points out that inspection is collective in nature in terms of how it affects the school while supervision is basically individualist in nature and directed at improving the teaching-learning process.

Aiyepeku (1987), in trying to close the gap between inspection and supervision insinuates that it is just a matter of mentality and choice of words. He says that some countries prefer the word supervision to inspection and others prefer advisers just because of the bad image characterized by the tyrannical "colonial" inspection by inspectors like police inspectors, customs inspectors, and tax inspectors. This of course cannot solve the problem if inspectors do not change their attitudes to work. If on the other hand the inspector does change from the terror to the teachers' friend, then, what is in the name? Others concentrate on inventing new names like "advisers", "supervisors", "superintendent" who is to leave the substance and chase the shadow.

Firz (2006) identified two types of supervision as internal and external supervision. Internal supervision is carried out by the school administrators (headmaster/assistant headmaster or principal/vice principal), while government and delegated agents conduct the external supervision. Modebelu (2008) and Walker (2016) were of the opinion that external supervision is more effective in promoting teacher instructional effectiveness in schools. Eya and Leonard (2012), postulate that internal supervision is more conversant, their reasons being that it helps teachers to be dedicated to their duties and helps the less effective and inexperienced teachers to improve their teaching. Ikegbusi & Eziamaka (2016) observes that "The current two-fold mode of supervision (internal and external supervision) tends to generate conflict in the assessment of the instructional performance of teachers." And that "There have been inconsistency on research into the best mode of Supervision of instruction", but Modebelu (2008)

and Walker (2016) recommended external supervision as the way out to the problem of supervision of instruction. In view of this inconsistency, one cannot just decide on which mode of supervision is more effective to rescue the educational system through improvement of teacher effectiveness. In our opinion, the two types of supervision should be used since they complement each other in rendering the teacher more effective reason being that the backbone of supervision is monitoring and evaluation.

However, for clarity the major areas of differences between inspection and supervision are outlined below

Table 1: Differences between inspection and supervision:

INSPECTION	SUPERVISION
Formal	Less formal
Focuses on the monitoring and evaluation of performance	Focuses on maintaining and improving performance
Usually planned ahead	Sometimes not planned
Less frequent	Frequent
Done as a team	Done individually
Usually carried out by external agent from the divisional or regional inspectorate of secondary education	Usually carried out by internal agent (the principal or manager) or head of departments.
Facilitates and reinforce teaching/learning activities	Explores, encourages and support teaching/learning activities.

Historical aspects of school supervision and inspection:

The significance of historical knowledge in discussing contemporary issues cannot be over emphasized. Historical knowledge not only gives insights into the nature of the supervisory problem but also directs attention to what is going on today as it affects the supervising problem in question (Onasanya, 2011).

Onasanya (2011) outlined five periods in the evolution of the leadership styles employed in the supervision of school personnel as follows:

Administrative Inspection: This era covers 18th, 19th and early part of the 20th century. The focus of inspection was on the personality of the teacher and the effectiveness of classroom management and maintenance of the school plan.

Scientific supervision (1910 – 1930): This coincided with the scientific management and industrial revolution in Europe and America. The concern of the industrialists was the maximization of profit. The view held was that workers are passive and that increase in the pay will boost efficiency and enhance productivity in organizations. Frederick Taylor and other exponents of scientific management were behind this movement and concluded that monetary incentives will attract workers. The approach impinged on the educational system and inspection was autocratic and "snoopervisory" where there was no consideration for teachers Their motivations as well as their welfare were neglected. Teachers had no contribution whatsoever into supervision and curriculum development

Democratic Supervision or Human Relation Supervision (1930 – 1950): This approach to supervision was ushered in by the workers' opposition to the principles and practices of the scientific management. This opposition was supported by Elton Mayo's findings at Hawthorne. The Hawthorne studies among other things found that informal groups to which workers belong affects their behavior and productivity. Likewise, is the relationship between the workers and the organization. The management of personnel thus becomes more humane and democratic.

In the educational system, teachers were well recognized and were given cooperation and assistance as required. This era introduced such ideas as group dynamics, policy making by consultation, diffusion of authority, vertical and horizontal communication and delegation into educational supervision.

The Neo – Scientific Supervision Era (1960 – 1970): The major criticism of the human relation era was that it was too soft on the personnel at the detriment of the school goals and objectives. The focus was on the effectiveness and efficiency of the organization. Various forms of supervisory approaches came into play such as management by objectives, performance objectives, System analysis; cost benefit analysis etc. all affected the mood of inspection during this era. Accountability was the watchword here.

Human Resources Supervision Era (1970s to Date): The motivation of teachers towards enhanced productivity is the concern of this era. All efforts to improve teachers', welfare and job satisfaction are seen as means of improving their performance in the school.

Quality Assurance:

The concern for quality has been at the core of the motivating forces for reforms in education. Ajayi and Adegbesan (2007) see quality as the total of the features of a process, product or service on its performance, in customers' or clients' perception of that performance. Itis not just a feature of a finished product or services but involves a focus on internal processes

and outputs and includes the reduction of wasted and the improvement of productivity. Taking a cue from the above definition, Fadokum (2005) characterized by three interrelated and interdependent strands;

(i) Efficiency in the meeting of its goals.

(ii) Relevance to human and environmental conditions and needs.

(iii) 'Something more' that is the exploration of new ideas, the pursuit of excellence and encouragement of creativity.

Arikewuyo (2007) views quality in education to be judged by both its ability to enable the students performs well in standard examinations and relevance to the needs of the students, community, and the society as a whole. He finally concluded that quality serves as determination of gradations based on standard of excellence beneath which a mark of inferiority is imposed or adduced and above which grades of superiority are defined. However, quality assurance is related to quality control, but it functions in a rather proactive manner in the sense that quality control serves as series of operational techniques and activities used to fulfill that requirement are met. While, quality assurance goes beyond that, because it extends the focus from outcomes or outputs to the process which produces them.

Seymour (1992) points out that the concept of quality assurance was applied to manufacturing between 1950s and 1980s. The process concentrated on the entire production process in order to prevent quality failure (Sallis, 1993) and to ensure that the products are produced to a predetermined specification. The idea for quality assurance started to move across into education in the 1980s but how to define it is uncertain (Aspin *et al*., 1994). There is a wide array of stakeholders and consumers, with many different perspectives while the complexities of the teaching-learning process are extremely difficult to specify.

With apparently endless growth in education at all levels, with insistent demands on more resources, the political pressures in ensuring value for money have increased. However, it is in the interests of every school to offer the highest possible levels of education for this enables the institutions to attract more learners and enjoy positive relationships with satisfied learners (Reid, 2010). It cannot be assumed that every educational institution and every teacher is performing optimally. However, it is in the interests of all to maximize performance. Laine *et al.* (2011) have argued that the school teaching profession requires the best talents available. They look at this in terms of selection and initial training as well as how teachers are supported and rewarded at various stages in their careers. They emphasize affirmative support at all stages, with teachers being valued and resourced. This is a welcome approach and stands in stark contrast to the way some governments have viewed teachers where it seems that every societal problem is blamed on schools.

One of the features of much quality assurance in secondary school education relates to examination performance. This assumes that examination performance at a school level, area level or national level gives an indication of quality within the school or schools. Indeed, at school levels, the greatest determinant of examination performance seems to be the quality of the intake of the school (Bradley and Taylor, 2003).

Perhaps the most common structure for quality assurance is the employment of those who inspect schools at national or regional levels. These people are often drawn from those with teaching experience but some countries allow those who have never taught to be involved in the inspection of schools. In some countries, the procedures can be quite draconian and such inspectors can write reports about schools which are not open to comment or criticism and can more or less condemn a school to be seen as a '*failing school*'. Thus, Paton (2011) reported that the number of schools in England regarded as failing had doubled following reforms in the inspection process. In other countries, the procedures are much more affirmative and drawn teachers into the entire process in a supportive and affirmative way (e.g Chile). In all of this, the quality assurance is focusing on the '*product*'. However, all learners have gone through long years of an educational '*process*'. Quality assurance needs to look far more carefully at the process, the actual experiences of the learners. The '*product*' can be explored by considering how learners see their studies from the perspective of their first job as well as how their employers see their new employees. The overall goal for each subject area might be to develop learners, '*… who know and understand enough in their own discipline to be able to apply their knowledge and skills in the future, with some degree of basic competence and confidence.*' (Reid, 2009).

Ajayi and Adegbesan (2007) argue that, quality assurance is related to accountability which is concerned with maximizing the effectiveness and efficiency of educational systems and services in relation to their contexts, of their missions and their stated objectives. In his own definitions, Ehindero (2004) says quality assurance focus on the;

i)   Learner's entry behaviors, characteristics and attributes including some demographic factors that can inhibit or facilitate their learning.

ii) The teacher entry qualification, values pedagogic skills, professional preparedness, subject background, philosophical orientation.

iii) The teaching /learning processes including the structure of the curriculum and learning environment.

iv) The outcomes which are defined for different levels in terms of knowledge, skills and attitudes including appropriate and relevant instrument to assess these objectives

Finally, Fadokum (2005) sums the definition of quality assurance in education as a programmed, an institution or a whole education system. In such case, quality assurance is all

these attitudes, objectives, actions and procedures that through their existence and use, and together with quality control activities, ensure that appropriate academic standards are being maintained and enhanced in and by each programmed.

Empirical Studies:

The empirical literature review of this work shall be developed under the main variables of the study. Taking the independent variable which is 'School Inspection', further operationalized to have Pedagogic sanction, Pedagogic communication, Pedagogic Planning and Pedagogic evaluation, as its main indicators. Thus, the dependent variable being 'quality assurance'. The views of other authors shall be of interest to this study in order to buttress our findings on the ground which shall subsequently be generalized to the population of our study.

Pedagogic Planning and Quality assurance:

Educational planning was an idea which dates back to Western cultures. Planning was done in order to advance the social progress. Most organizations survive through the existence of objectives which are well designed, understood and appreciated. It is therefore, essential that all organizations have goals which for the interest of social cohesion and moral, must be understood and accepted by all concerned. In 1921, a planning commission of the state was officially established. The purpose and process of educational planning is to state and develop goals. After this is done, educational planners develop strategies that are both effective and efficient in order to reach the goals at hand. In the past, educational planners have been in charge of new building projects planned new schools, and identify problem areas of building. This process was to predict either to increase or decrease in enrolment. Today, modern educational planning is mostly based on budget allocations of districts. Educational systems reflect the economic, cultural and political happenings of the society and its goals. Today, the different branches of planning are the government and mission organizations. They become co- independent of one another and interact with each other on regular basis. To understand educational planning in Cameroon, we need to know what planning is and the various types of planning.

According to Robinson (1972) planning process requires the establishment of purpose, formation of alternatives, the prediction of outcome, the evaluation and selection of alternatives and implementations. It is also the process of laying out a logical structure called a plan which must take into consideration long and short-term planning.

Poor inspection planning has marked many school inspection practices. Plans for the inspection of schools have been over ambitious and consequently, they are rarely carried out. Inspections have at times been marked by impromptu and irregular visit with the objective of

catching teachers underperforming. In addition, some schools are visited and inspected more frequently than others (Ololube 2013).

In the inspection system of England and Wales, the preparation of action plans are obligatory and schools are encouraged to plan for an appropriate range of measures to improve teaching and learning (Ehren and Visscher, 2008). The education authority should prepare an action plan indicating how they would address the main points for actions identified in the inspection report.

Plan of Education in Cameroon:

The need for planning exists at all levels and usually increases at higher level, where it has the greatest potential impact on the school's success. According to Mbua (2002), there are three basic levels of planning which are;

Strategic planning: Plans are designed with the entire organization's mission. This type of planning is done by the board of directors or other government bodies. It is also a top level planning which is extremely long-ranged and associated with long term goals. Strategic plans are designed to arrive at the best approach to the mission and the educational goals of the school.

Tactical planning: It provides details as to how the strategic plans will be accomplished. Tactical plans are concerned with the responsibility and functionality of lower-level departments to fulfill their parts of strategic plan. Tactical planning deals with "how". This means it is involved with planning the deployment of resources to the best advantage.

Operational planning: It is concerned with the departmental managers and supervisors of a school. It confines itself to a very short-term, involving departmental operations and also individual assignment of the school staffs and it establishes performance control. Operational plans can be either single-use or ongoing plans. Single-use plans are those that are intended to be used only once, example creating school monthly budget, while ongoing plans are those plans that are built to withstand the test of time. They are created with the intention to be used several times and undergo changes, when necessary, example, school rules.

Pedagogic Communication and Quality assurance:

According to Mohamad (2018), communication and pre inspection visits are important aspects of the school inspection that can contribute to the usefulness and success of quality assurance. According to him, inspectors are supposed to provides schools with information about the time of school inspection visits and the key indicators and criteria of the inspections. He postulated that the language style between school inspectors and teachers is healthy and friendly. Thus, school inspectors communicate with teachers as friends and facilitators. However, when it

happens and you hear that the language style between a school inspector and a teacher is not friendly, I think it is due to the individual weaknesses they both have (Mohamad, 2018).

According to OFSTED (2005), school inspectors talk with the staff and the administration and even the students. In the course of that discussion, they come to an agreement of improving academic performance. If in the course of school inspection, information can flow well between the inspectors, staff, administration and students then good academic performance will be assured.

Haule (2012) sees the need for school inspections to encourage the staff to build a team work spirit so as the core function of the school is easily realized. Amongst colleagues, there are some that find it difficult to collaborate with others due to self-pride, personal differences and other reasons thereby making academic activities difficult and slow. In such cases, the administration has the right to call such teachers to order. Furthermore, the inspectorate of schools is obliged to disseminate information on acceptable prices and innovation, curriculum implantation and review, identify training needs, organize training close to schools and advice on establishing new schools (URT, 2008).

Communication of the inspection results is a very important aspect of inspection of schools. According to URT (2008), the results of inspection have to be sent to the heads of schools for implementation, to the District Educational Officer and to the chief inspector's office. Teachers have also the rights to see the reports because they are the ones to take the immediate action of implementation.

Pedagogic Evaluation and Qualitative assurance:

The word 'Evaluation' is often confused with testing and measurement. Therefore, many at time teachers who give a test to students think that they are evaluating the achievements of the students. Testing is only a technique to collect evidence regarding student's behavior. Measurement on the other hand, is limited to quantitative description of the people behavior. Evaluation is a more comprehensive term which includes testing and measurement and also qualitative description of the people behavior. It also includes valued judgements regarding the worth or desirability of the behavior measured or access (Gronlund, 1981).

Agrawal (1988) defined evaluation as 'a systematic process of determining the extent to which educational objectives are achieved by students. This definition indicates that evaluation is a systematic process and it omits the casual, informal or uncontrolled observation of the students. The definition also implies that objectives of education have to be identified in advanced. Without predetermined objectives, it is not possible to judge the progress, growth and development of students.

Evaluation is determining the value of something. So, more specifically in the field of education, evaluation means measuring or observing the processes to judge it or to determine it for its value by comparing it to other or some kind of a standard (Weir & Robert, 1994). The focus on evaluation is on grade. It is rather a final process that is determined to understand the quality of the process. Academic performance is the educational goal that is achieved by a student, teacher or institution over a certain period. This is measured either by examination or continuous assessments and the goal may differ from an individual or institution to another (Grauwe, 2007). The most important element in the definition of Grauwe is that performance is measured by examinations or assessments which are continuous.

Two types of evaluation have been distinguished by evaluation specialists known as summative and formative evaluations. Mkpa (1987); Odor (1995) all agree that formative evaluation is the gathering and using of information during the process of doing something or during the process of coordinating, supervising and reporting of assignments. Thus, Smith (2006:12) notes that even during a training program, there is the need for regular appraisals because as he notes, this is: To enable people and agencies make judgments about the work undertaken; to identify their knowledge, attitudes and skills, and to understand the changes that have occurred in these; and to increase their ability to assess their learning and performance. On the other hand, summative evaluation is the evaluation of a total program after it has been fully developed or completed (Odor, 1995). It is conducted to determine how worthwhile the final program is and at the end of a program, it leads to three kinds of decisions whether to continue, to change, or to cancel it. According to Smith (2006), it will enable people and agencies to demonstrate that they have fulfilled the objectives of the program or project, or to demonstrate that they have achieved the standard required. Therefore, while formative evaluation is concerned with an on-going program, summative evaluation is concerned with the total program after it has been fully developed. Nevertheless, both types of evaluation are necessary for the improvement of educational programs thereby quality education. No one type can be sufficient considering the range of decisions taken in education. Wilcox (2000) then concludes that inspection occupies an intermediate position on such a continuum and that it is a hybrid form of evaluation, which incorporates features of both qualitative and quantitative approaches although with more from the latter.

Bolton in Odor, (1995) summarizes the major reasons for pedagogic evaluation as follows:

a. To change goals and objectives. b.
To modify procedures.

c. To determine new ways of implementing procedures. d. To improve performance of individuals.

e. To protect individuals or school system. f. To reward superior performance.

g. To provide the basis for career planning and individual growth and development. h. To validate the selection process.

i. To facilitate self-evaluation

Pedagogic Sanctions and Quality Assurance:

Ehren and Visscher (2008) summarize the effects of school inspections on behavioral change among teachers, school improvement and student's achievement results. Her systematic study of peer reviewed articles that were published after 2000 and include empirical research shows plausible connections between inspection and school improvement and behavioral change among teachers. Luginbuhl *et al.* (2009) found that test scores of Dutch primary students improved by 2 to 3 % of a standard deviation in the 2 years following an inspection visit. This may be referred to as merits and may go with reward. In contrast, Rosenthal (2004) report a decrease in examination results in English secondary schools in the year of the inspection visit.

In Netherland, when a school is proved to be underperforming, the school inspectors have a legal basis to sanction but this is only possible if the school does not comply with the legal regulations (Ehren & Visscher, 2008). If the inspectorate identifies serious shortcomings, it submits an inspection report to the Minister on the schools concerned, accompanied by recommendations as to measures to be taken. The Minister may decide to take administrative actions, including penalties such as a funding cut (Faubert, 2009). This is different from what is done in England where the responsibility to take measures lies in the authority of the education. Moreover, the inspectors by laws are required to sit with the school management and agree on the necessity of forging a plan to address the shortcomings detected during inspection. If the school does not improve within a specified period of time, the sanction of closure is applied. It is however optional for the school to prepare a plan of improvement and this openly differentiates inspection in Netherland from those in England where a plan of action is a must (Rosenthal, 2004).

Motivation and Teachers' Effectiveness:

According to Infinedo (2003) employee motivation is a complex and difficult term to define; therefore, a precise definition of this concept is elusive as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual. Goodman and Fandt (1995) assert that organization 's liveliness comes from the

motivation of its employees, although their abilities play just as crucial a role in determining their work performance as their motivation. Motivated and committed staff can be a determining factor in the success of an organization.

The motivation of teachers can therefore be reinforced using monetary and non-monetary means. As far as monetary reinforcement is concerned, the salary, and other performance allowances act as strong incentives to motivate teachers to become more effective at work, given that they will have the possibility of solving issues of financial concern. Therefore, the higher the monetary re enforcement, the higher the motivation, naturally leading to more effectiveness. As for the non-monetary reinforcement, it can take the form of letters of congratulation, decoration, perceived fairness of promotion system, quality of working condition, social relationships and leadership amongst others. Andrew (2004) corroborates this view by saying that "commitment of employees is based on rewards and recognition". Lawler (2003) went further to argue that prosperity and survival of the organizations is determined through how they treat their human resource. Meanwhile Ajila & Abiola (2004) examine that intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the head teacher, and autonomy, while extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits, and promotions. When a teacher is motivated, he will derive job satisfaction, which according to Locke (1976) is "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences." According to Matić-Roško (2014) In order to have a successful and motivated school, it is important to have motivated teachers. In his opinion, Jan Richards, as quoted by Matić-Roško (2014) postulates five things which principals should do in order to motivate their teachers, which include:

1. Respect and value teachers as professionals

2. Support teachers in matters of student discipline

3. Have an open-door policy

4. Be fair, honest and trustworthy

5. Support teachers with parents

Professional Development of Teachers:

The 21st century employment relationship has redefined development and career opportunity. Dibble (1999) asserted that development is now considered as gaining new skills and taking advantage of many different methods of learning that benefit teachers and schools alike. Teachers benefit by experiencing greater satisfaction about their ability to achieve results on the job and by taking responsibility for their career; the school benefits by having teachers with more skills

who are more productive. According to Kreisman (2002), if an organization does not recognize the individual 's need and desire to grow, then development becomes a primary reason for resignation. According to Walsh and Taylor (2007), several studies show that training activities are correlated with productivity and retention. The use of formal training programs is associated with significantly higher productivity growth. Extensive training is more likely to be captured by the school if teachers are motivated to stay and contribute to the institution's success fostered in part by selective hiring, competitive pay packages and team- orientated work environments. Krueger and Rouse (1998) found that general training and specific skills are many times embedded in one another. They found that employees that attended training, regardless of its specificity, became more invested employees. These employees were shown to seek more job upgrades, receive more performance awards, and have better job attendance than those that did not attend training. Burke (1995) found that employees that participated in the greatest number of training programs and rated the trainings they attended as most relevant, viewed the institution as being more supportive, looked at the company more favorably, and had less of intent to quit. One could argue that training was able to enhance the teacher 's sense of debt towards the school and the result is a more committed employee that has a greater desire to remain. In this example, reciprocity holds that the employee received a benefit of training from the institution and will attempt to repay it in the future. According to Scholl (1981), in essence, the employee will need to remain committed to the institution until the benefit is paid off. The main aim of teacher training is to develop educational skills that are compatible with education policies and to enable teachers to deliver these policies.

According to Gustafsson, (2003), it is a complex task to define teaching practices that have an impact on student performance since what counts as an effective teaching strategy varies by student age group, personality, learning ability and social background, and different strategies call for different teacher skills. Hedges & Greenwald (1996) found that easy-to- gather, formal measurements such as student test scores, teacher qualifications and years of teaching experience are insufficient in evaluating teacher competences. Several other factors need to be taken into consideration: the ability to convey knowledge, communication skills, knowledge of the subject matter and professional development attainment. There exists a relationship between teacher productivity and teacher training, including formal pre-service university education, in-service professional development, and informal training acquired through on-the-job experience. While some recent studies of the determinants of teacher productivity continue to employ the gain score approach (Aaronson, et al. (2007), Hill, et. al. (2005), Kane, et al. (2006), the bulk of recent research has shifted away from this methodology. The gain-score studies rely on observed student characteristics to account for student heterogeneity. However, they cannot control for unobserved characteristics like innate ability and motivation. According to Clotfelter, et al. (2006), better

trained and more experienced teachers tend to be assigned to students of greater ability and with fewer discipline problems.

Work Environment of school:

The work environment has a significant impact upon employee performance and productivity. By work environment we mean those processes, systems, structures tools or conditions in the work place that impact favorable or unfavorable individual performance. The work environment also includes policies; rules, culture, resources, working relationships, work location and internal and external environmental factors, all of which influence the ways those teachers perform their job functions in a school thereby affecting quality. According to Clements-Croome (2000), environment in which people work affects both job performance and job satisfaction. The tasks workers perform in modern office buildings are increasingly complex and depend on sophisticated technology; and companies whose occupancy costs are increasing generally seek to reduce them without adversely affecting the workers. Such workspace decisions aspire to create an investment in employees' quality of life, the argument being made that measurable productivity increases will result. Dilani (2004) adds that, researchers are increasingly finding links between employee health and aspects of the physical environment at work such as indoor air quality and lighting. Contemporary literature on stress in the work environment typically focuses on psychosocial factors that affect job performance, strain and employee health. Some theoretical models of stress at work have included the physical environment as a factor. According to Macfie (2002), it is important for management

's effort to create a working environment where everyone is highly motivated and feels valued. He adds that if staff look after their health, they will be better in their own lives and in the business. If people feel better about the way they manage, their lives they will be more creative and more productive in the way they contribute at work.

According to Judge *et. al.* (2001) research studies across many years, organizations, and types of jobs show that when employees are asked to evaluate different facets of their job such as supervision, pay, promotion opportunities, co-workers, and so forth, the nature of the work itself generally emerges as the most important job facet. This is not to say that well- designed compensation programs or effective supervision are unimportant; rather, it is that much can be done to influence job satisfaction by ensuring work is as interesting and challenging as possible. Unfortunately, some managers think employees are most desirous of pay to the exclusion of other job attributes such as interesting work.

Facilities in most schools are dilapidated and inadequate, (Adelabu, 2003). He has recommended that greater attention should be given to improving work-related conditions of

teachers to improve the quality of education. In particular, there should be improvements in the supply of teaching and learning materials and general classroom environment to improve student learning. According to Bishay (1996), the working environment of teachers also determines the attitude and behaviour of teachers towards their work. He indicates that research has shown that improvement in teacher motivation has a positive effect on both teachers and learners. Moreover, within the teaching profession, for example, there are different working conditions based on the past allocation of resources to schools. Thus, if people work in a clean, friendly environment they will find it easier to come to work. If the opposite should happen, they will find it difficult to accomplish tasks. Working conditions are only likely to have a significant impact on job satisfaction. Ngidi and Sibaya (2002) found that, in disadvantaged schools, working conditions are often not conducive to teaching and learning.

Theoretical Frame:

In the social sciences, studies are incomplete without orienting them to some theoretical standpoints. A theory, according to Kimbrough and Nunnery, (1983) is "a set of relevant, internally consistent postulates about a particular observable phenomenon along with definitions to enable the user to move from the abstract to the real in order to describe, explain, predict, and/or advance knowledge". Theories provide administrators the basis for understanding behaviors and events through a systematic view of phenomenon.

McGregor X and Y Theories:

Douglas McGregor deriving inspiration from Abraham Maslow motivation theory on the hierarchy of needs came up with two theories: The X and Y theories. The two theories proposed by McGregor describe contrasting models of workforce motivation applied by managers in human resource management, organizational behavior, organizational communication and organizational development. Theory X and Theory Y are theories of human work motivation and management. Theory X explains the importance of heightened supervision, external rewards, and penalties, while Theory Y highlights the motivating role of job satisfaction and encourages workers to approach tasks without direct supervision. Theory X views human beings to be naturally averse to work and therefore employees need pushing constantly, but theory Y asserts that people are fond of work and derive satisfaction by doing work.

Theory X is based on assumptions regarding the typical worker. It assumes that the typical worker has little ambition, avoids responsibility, and is individual-goal oriented. This type of assumption is traditional and holds that people have an instinctive dislike for work. Although employees may view it as a necessity, they would, if they could, avoid it whenever possible. In this

view, most people prefer to be directed and to avoid responsibility. Consequently, work is of secondary importance and managers must push workers to work, Theory X style managers believe their employees are less intelligent lazier and work solely for a sustainable income. Managers who believe employees operate in this manner are more likely to use rewards or punishments as motivation. Due to these assumptions, Theory X concludes the typical workforce operates more efficiently under a hands-on approach to management. Thus, teachers and students need to be controlled and threatened with punishment before they can put in their best to improve academic performance.

Theory X assumptions are considered to be negative because of the following reasons:

- Employees inherently dislike work and whenever possible, will attempt to avoid it.

- Since employee's dislike work, they must be corrected, controlled or threatened with punishment.

- Most workers place security above all other factors and will display little ambition. Managers who accept theory X assumptions tend to structure, control and closely supervise their employees. These managers think that external control is appropriate with unreliable, irresponsible and immature people.

According to Theory Y, people want to work and can drive a great deal of satisfaction from work. In this view, people have the capacity to accept, even seek responsibility and to apply imagination, ingenuity and creativity to organizational problems. Theory Y managers assume employees are internally motivated, enjoy their job, and work to better themselves without a direct reward in return. These managers view their employees as one of the most valuable assets to the company, driving the internal workings of the corporation. Employees additionally tend to take full responsibility for their work and do not need close supervision to create a quality product. It is important to note, however, that before employees carry out their task, they must first obtain the manager's approval. This ensures work stays efficient, productive, and in-line with company standards. Theory Y managers gravitate towards relating to the worker on a more personal level, as opposed to a more conductive and teaching based relationship. As a result, Theory Y followers may have a better relationship with their boss, creating a healthier atmosphere in the workplace. Although Theory Y encompasses creativity and discussion, it does have limitations. While there is a more personal and individualistic feel, this leaves room for error in terms of consistency and uniformity. The workplace lacks unvarying rules and practices, which could potentially be detrimental to the quality standards of the product and strict guidelines of a given company. Therefore, in the absence of such rules in schools, teachers will not be effective and it will affect performance.

Theory Y assumptions are considered to be positive because of the following reasons:

- Employees can view work as being as natural as rest or play.

- People will exercise self-direction and self-control if they are committed to the objectives.

- The average person can learn to accept, even seek responsibility.

- The ability to make innovative decisions is widely dispersed throughout the population. Managers who accept the theory Y assumptions about the nature of man do not attempt to structure, control or closely supervise the employees. These managers help their employees to mature by subjecting them to progressively less external control and allowing them to assume more and more self-control. Employees derive the satisfaction of social, esteem and self- actualization needs within this kind of environment. Thus, theory Y aims at the establishment of an environment in which employees can best achieve their personal goals by consulting, participating and communicating themselves to the objectives of the organization. In this process, employees are expected to exercise a large degree of internal motivation.

Table 2: Differences Between Theory X and Theory Y of motivation:

Theory X	Theory Y
- Dislike of work.	-- work is natural liked
Unambitious and prefer to be directed by others.	-Ambitious and capable to direct work
- Avoid responsibility.	– Accept and seek responsibility under proper conditions
-External control & close supervision required	-- Self direction and self-control
-centralization of authority	--Decentralization and participation in decision making
.- People lack self-motivation	-- People are self-motivated

Another motivational theory is Hierarchy of Needs Theory by Maslow (1970). To him, people are motivated to achieve certain needs. When one need is fulfilled, a person seeks to fulfill the next one, and so on. Relationships whether positive or negative in nature, have proven to have profound effects on quality of life. The relevance of Maslow hierarchy of needs theory is seen below:

- Self- actualization; personal growth and fulfillment.
- Esteem needs; achievement status, responsibility and reputation.
- Belongings and love need; family, affection, relationships, work group etc.
- Safety needs; protection, security, order, law, limits, stability etc.

- Biological and physiological needs; basic life needs such as air, food, drinks, shelter, warmth, sex, sleep etc.

Maslow wanted to understand what motivates people. He believed that people possess a set of motivation systems unrelated to rewards or unconscious desires. Maslow (1943) stated that people are motivated to achieve certain needs, and that some needs take precedence over others. Our most basic need is for physical survival, and this will be the first thing that motivates our behavior. Once that level is fulfilled the next level up is what motivates us, and so on. The implication here is that the educational administrator or leader has to make sure that the immediate needs of the followers are met before they are moved to put in their best to enhance satisfactory accomplishment of educational goals and objectives.

Limitation of McGregor Theory X and Y in relation to topic:

a) Theory X style of management fosters a very hostile and distrustful atmosphere; An authoritarian organization requires many managers just because they need to constantly control every single employee and the method of control usually involves a fair amount of threat.

b) Theory Y style of management is tough to uphold in reality; The core belief of theory Y is that with the right support and the right environment, self-directed employees will be able to perform their job well.

c) Theory X and Theory Y is very hard to be used with each other; Just because we think that utilizing different theories in order to accommodate different types of employees does not mean that it will be beneficiary to the organization.

d) Theory X and Theory Y makes employment harder; previously, it was better that institutions should use only a single theory at once. The theory that should be used is the one that can effectively manage all employees within the organization.

e) Theory X and Theory Y work on assumptions; Organizations should be careful and not rely too heavily on Theory X and Theory Y because there are a lot of assumptions.

Human Relation Theory:

The theory of Human relation emerged in the 1930s by Elton Mayo who claims that meeting social needs of employees would increase productivity (Sergiovanni and Starratt, 2007). In the 1920s and 1930s, observers of the business management began to feel the incompleteness and shortsightedness in the scientific as well as administrative management movement. The scientific management movements analyzed the activities of workers whereas administrative management writers focused attention on the activities of managers. The theory

gained popularity after the famous study of human behavior in work situations conducted at the Western Electric Company from 1924 to 1933. These studies eventually became known as 'Howthorne studies' because many of them were conducted at Western Electric Howthorne plant near Chicago. Some other Human relation psychologist includes: Keith Davis, Mac Farland, Jack Halloran.

In the broad sense, the term 'human relation' refers to the interaction of people in all works of life – in schools, homes, business, government and so on. In actual practice, the term signifies the relationship that should be cultivated and practiced by an employee or a supervisor with his/her subordinates. From the point of view of management, Human relation is motivating people in organization to develop teamwork spirit in order to fulfill their needs and achieve organizational goals efficiently and economically. The approach of Human relation deals with the psychological variables of organizational functioning in order to increase the efficiency. Human relation management theory is a researched belief that people desire to be part of a supportive team that facilitate development and growth with an institution. Thus, employees should be active members in decision making. This theory depicts that individuals will be self-directed and more committed to work, if their social needs are met. Managers can improve employees' productivity and quality by considering the employees' knowledge and experience of work as starting point (Sergiovanni and Starrat, 2007).

Mayo's views on human relations could be summed up in a statement that "much can be gained by carrying greater personal consideration to the low- level employment". He emphasizes the importance of acquiring social skills that will enable us to get along with one another. He urged that administrators should be tactful by being humane, and they should know the psychology of workers, and be able to handle human beings socially. In a nutshell, human relations have made lots of contributions as far as human beings are concern and their contributions have been criticized. Their contributions go as follows:

- According to them, administrators work with and through people in order to accomplish the purposes of the organization, and therefore sensitivity to the human factor is an important first step in their work. This step is required so as to motivate teachers and others in the school system.

- Administration is shared responsibility and therefore the organization structure should allow a free interplay of ideas in order to minimize the rigidity by hierarchical structures.

- The economic incentive (salaries) is not the only significant motivator. Non- economic social sanctions limit the effectiveness of economic incentives. For example, the teacher who is appointed the head of the department, even when it posts may not be accompanied by financial reward. The

feeling that the principal was confident that he could manage that department may be sufficient incentive for the appointed teacher to do the job.

- All human beings want social recognition and esteem; the attainment of the goals of the school may be difficult; if not possible, if the principal of a school habitually ignores the opinion and feeling of the teachers, as well as those of the students, on matters which affect them.

Mary Parker Follett (1868-1933) was among the first people to recognize the importance of human factors in administration. She wrote several papers, dealing with the human side of administration and she believed that, the fundamental problem in all organizations was in developing and maintaining dynamic and harmonious relationships. Her works set the stage for research efforts of Elton Mayo, F.J. Roethlisbergs, and Williams J. Dickson. She argued that workers should be given enough opportunity to develop through better human relationships. She contended that the process of production is important to the welfare of the society, as the products of production. But that such welfare is not only monetary but also how workers relate to one another. Mary Follett also introduced one of the special areas of administration which deals with conflicts resolution. She outlines three forms in which conflict can be resolved such as;

- Domination: This is a situation, in which victory is unilateral, as administrators, we should be able to come out with a unilateral solution, to a particular problem.

- Compromise: This is the situation in which each side agrees to make concessions and arrive at certain solutions to narrow down areas of disagreement. According to her, this situation is a human relation component because people cannot come to a compromise if the human relation is not smooth.

- Integration: In this case, neither side claims victory. Instead, the administrator comes out with a new idea which in turn becomes useful to both sides and the victory is given to the administrator. The human aspect comes in because the administrator should be able to convince himself and the two bodies involves.

Keith Davis view Human relation approach as treatment towards employees in the organization where he saw the problem of Human relation as a moral and social problem and it main objective is to make 'man–to–man' and 'man–to-group' relations satisfactory. He defined Human relation approach as 'the integration of people into a work situation in a way that motivates them to work together productively, cooperatively and with economic, psychological and social satisfaction'. Keith Davis developed the following features in relation to Human relation approach:

- Social Factors in Organization: An organization is basically influenced by social factors. Elton Mayo has described an organization as a social system of cliques, informal status system, rituals and

a mixture of loyal, non – logical and illogical behavior. Thus, an organization is more than a formal structure and people are socio – psychological beings. These characteristics determine the output and efficiency in the organization.

- Groups: In the organizations, individuals tend to create groups. The group determines their behavior. Thus, management cannot deal with workers as individuals but as members of work groups, subject to the influence of these groups.

- Integrating process: The process of Human relations demands from the management a practice in leadership and communication in order to avoid conflicts among the group and individuals. Its main focus is on motivation. It involves the creation of a healthy and cooperative environment in the organization. Democratic style of leadership is the best style which ensures cooperative and active supports of subordinates.

- Socio – psychological: The Human relation approach is a socio psychological human behavior approach. It concentrates on the study of human needs and the social and psychological aspects of the work. This approach emphasizes upon the fact that a person is diversely motivated and psychological factors play a more important role in his/her motivation.

Howthorne through the illumination experiments postulated his work in the Human relation approach. His experiments involved prolonged observation of two groups of employees making telephone relays and the purpose was to determine the effects of different levels of illumination on workers' productivity. The Howthorne studies provided evidence that an organization is not merely a formal arrangement of people and functions but more to that a social system which can be operated successfully only with the application of the principles of psychology and other behavioral sciences. The main contributions of Howthorne experiments may be generalized as follows:

- Communication: The Howthorne experiment showed that communication in an organization is very important. Through communication, workers can be explained why a particular course of action is taken; participation of workers can be sought in the decision-making process related to the matters of concern to workers.

- Leadership: Leadership is important for directing group behavior. Leadership can come from superiors only as held by the scientific management approach. However, a supervisor is more acceptable as a leader if his/her style is in accordance with the Human relations approach. In this context, the democratic style is the best which provides greater satisfaction to workers.

- Conflicts: The conflicts are generated in the organization because of the creation of groups with conflicting objectives. Thus, groups may be in conflict with organization, though the creation of groups sometimes helps to achieve organizational objectives. Similarly, conflicts may arise because

of maladjustment of individual and organization. Thus, a conflict arises the problem of adjustment of individual to the organization.

- Supervision: The supervisory climate also has an important role to play in determining the rate of output. The friendly to the worker, attentive and genuinely concerned supervision affects the productivity favorably.

- Groups: In the organizations, individuals tend to create groups. The group determines their behavior. Thus, management cannot deal with workers as individuals but as members of work groups, subject to the influence of these groups.

When there is poor communication link between the hierarchy and the subordinates in a school system, there is bound to be ineffectiveness. We have seen situations where some pedagogic inspectors go to the field and prove to be bosses by imposing and not giving listening ears to colleagues. Thus, in such case, there is tension and knowledge transmission cannot be smooth. Some pedagogic inspectors also have difficulties with school administrators because of lack of communication. They just go to schools without prior notification thus some Principals will refuse to receive the inspectors. From the above cases, the effects will be seen with a poor performance from the students.

In a school, there are a number of human relation factors that needs to be kept constant so as to improve results. Communication is one of the main Human relation factors that help to improve efficiency. With the Educational system existing in a hierarchical manner, there is the need for there to be smooth communication between the superior and the subordinates and vice versa. Thus, proper information is supposed to flow from the pedagogic inspectors to the administrators, to the teachers and to the students. When there is smooth communication between hierarchy and subordinates, working atmosphere will be conducive for learning, teacher's satisfaction is attained, conflict is prevented and efficiency is improved. It is the duty of the administrators to ensure that there is good communication link between the different actors in the school system. Therefore, each actor in a school system must ensure that there is good communication link between his/her close collaborators in a school system.

The criticisms of the human relation Theory

The human relation theory was criticized as follows;

- According to the critics, the humanist seems to have considered management as being soft and made an assumption that the happiest organization was the most productive.

- They said the humanist approach is exploitative in the sense that they make the workers very happy but do not allow them to participate in decision- making. Through the manipulation of being happy, the workers forget to realize their role in the decision- making, which is also affecting them.

- They argue that, because of the soft attitude to administration, workers become happy, and become easy to manipulate by the administrator.

- They argued that the human relationists paid no attention to the external environment affecting the life of an organization.

- Finally, the humanists were criticized because they treated the organization as a family.

Despite the criticisms made by people to the humanist, it can still be concluded however that, their contributions to the organization are so great and very important to the wellbeing of organizations if they want to survive.

The Scientific Management Theory:

It was developed by Fredrick Winston Taylor in the 1880s. The main idea of this theory is how to organize work professionally and to design the mechanism that improves labour productivity and saves time and monetary resources (Sergiovanni and Starratt, 2007; Hoyle and Wallace, 2005). However, the scientific theory is criticized for treating workers as machines and killing their creativity. Taylor claims that workers need to follow the instructions of their superior (Hoyle and Wallace, 2005).

Taylor identified 4 principles of scientific management as follows;

- Develop a science of work: The science of work would be achieved by measuring outputs and by performing detailed studies of time and human movement. With this study, improvement could be made to the tools and workstation designs used by workers which would increase effectiveness. This principle says that workers should not get stuck in a set routine with the old techniques of doing work but rather should be constantly experimenting to develop new techniques which make the work much simpler, easier and quicker.

- Scientific selection and training: Workers should be scientifically selected and trained. Frederick Taylor theorized that workers had different aptitudes and that each worker should be fitted to the job. The task of management was therefore to select the workers fitting to the specific job and also to scientifically train every worker in the most productive way of performing the specific task. By doing this correctly, every worker would be selected and trained to achieve his/her utmost potential.

- Educate workers and managers in the benefits of scientific management: Both workers and managers should be educated in understanding the benefits of scientific management.

- Specialization and collaboration between workers and managers: Managers should focus on developing, designing and supervising improved systems, whereas workers should concentrate on performing their manual duties. If everyone fulfills their respective role, no conflicts would arise between management and workers, since scientific management approach would find the best solution for all parties concerned. Thus, there should be total collaboration between management and workers in planning and delivery.

Taylor, a mechanical engineer by training seeks to apply a positivistic, rational perspective to the inefficient work organization. Positivist apply to social theory perceive in organization as a rational bureaucracy with an appropriate hierarchy. Organizations were seen as machines and people were viewed as appendages to those machines (Carlson, 1996). But organizations and people need to be carefully controlled and monitored. This examination of the organization and the people in it is done through a rational, objective process that reduces the functioning of the organization to a logical scientific method that can be replicated.

According to Pfeffer in Shafritz and Ott (1996), the role of power in decision making process of the rational/bureaucratic organization is centralized and control is exercised over goals so as to be consistent with rules of logic like Taylor's scientific principle. Decisions are made to increase efficiency in the Taylor model. Social systems such as schools often confront ambiguous situations requiring flexibility. There can be no 'one best way'. When confronted with decision making in a complex social organization, political power can be expected to influence coalition and cause conflicting interest, create disorder, cause disagreement, bargaining and struggle for position. All aforementioned effects of political power in a complex social organization are unacceptable and unthinkable in the rational model represented by Taylor.

Bolman and Deal (1997) offer four frames with which to view organizations; structural, human resource, political and symbolic. The structural frame has the greatest application to the Taylor's model of work in an organization. Authority imposes the structure, experts scientifically the context of work with no regard for unexpected change. By attending to a tightly organize structure of rational authority, managers leave no opportunity to consider the motivation of workers, the need of healthy human beings or the possibility of sharing responsibility for leadership. The other three frames represented by Bolman and Deal have little or no alignment with the Taylor model. The Taylor's model does not take into consideration the need of human beings regarding motivation and security. Political power is not distributed and remains with the expert authority that exercise control over the one best way for the worker to function in the work organization. Finally, the symbolic frame offers no alignment with the Taylor model; symbols in the Taylor's model are either strategically constructed or reorganized.

The scientific supervision (1910 - 1930) era coincided with the scientific management and industrial revolution in Europe and America. The concern of the industrialists was the maximization of profit. The view held was that workers are passive and that increase in the pay will boost efficiency and enhance productivity in organizations. Frederick Taylor and other exponents of scientific management were behind this movement and confined that monetary incentives will attract workers. This approach impinged on the school system and inspection was autocratic, thus there was no consideration for teachers.

In the Educational system, if Taylor's principle is properly applied, academic performance will improve. The different members in the school have separate tasks to perform, they attend pedagogic seminars and training and are supposed to work in collaboration in planning and delivery of academic activities for this will assure better results. Schools that do practice the above principles can be seen in their excellent end of year exams.

Criticism of Scientific Management Theory by Taylor

According to Taylor, scientific management in its essence primarily involves a complete mental revolution on the part of workers and management as to their duties, towards their fellow workers and towards all of their daily problems. It demands the realization of the fact that their mutual interest is not antagonistic and mutual prosperity is possible through cooperation. The revolution was needed in mental attitudes of workers and managers. However, application of scientific management sometimes fails to account for two inherent difficulties as follows;

a) Individuals are different from each other. Thus, the most efficient way of working for one person may be inefficient for another.

b) The economic interest of workers and management are rarely identical, so that both the measurement process and the retraining required by Taylor's methods are frequently resented and sometime sabotaged by the workers.

Stufflebeam's CIPP Model of Evaluation:

The Stufflebeam CIPP evaluation model was developed in 1971. Though a complex evaluation model, it is one, which has had a lot of influence on evaluation thinking and procedure in recent years. Jenny (2005:5) describes Stufflebeam's

CIPP model of evaluation as "one of the most popular in management-oriented evaluation". It is a comprehensive framework for guiding evaluations of programs, projects, personnel, products, institutions, and systems.

Corresponding to the letters in the acronym CIPP, this model's core parts are context, input, process, and product evaluation. According to Stufflebeam (2002), these four parts of an evaluation respectively asks what needs to be done, how it should be done, is it being done, did it

succeed? Robinson (2002) then opined that the CIPP framework was developed as a means of linking evaluation with program decision-making.

This program was based on a cycle of four decisions namely: planning decisions, structuring decisions, implementing decisions, and recycling or revising decisions. Planning decision determine the goals and objectives which the program will serve. Structuring decisions are concerned with the procedure or means that will be adopted to achieve the desired objectives. Implementing decisions deal with how the procedure is utilized and implemented while recycling decisions record achievements and make decisions as to whether the program will be modified, terminated, or discontinued. From the above, planning and structuring decisions deal with intended ends and means while implementing and recycling decisions deal with actual means and ends.

Robinson (2002) from his investigation into the CIPP program equally affirms with that the four aspects of context, inputs, process and output answer four basic questions such as what should we do? How should we do it? Are we doing it as planned? And did the program work?

With regards to the question of what should we do, it involves collecting and analyzing needs investment data to determine goals, priorities and objectives. For example, a context evaluation of a literacy program might involve an analysis of the existing objectives of the literacy program, literacy achievement test scores, staff concerns, literacy policies and plans, community concerns, attitudes and needs.

On the question on how should we do it, Robinson says it will involve the steps and resources needed to meet the new goals and objectives. This might include identifying successful external programs and materials as well as gathering information.

Then, on the aspect of whether we are doing it as planned. This stands out as process evaluation. At this level, evaluation is carried out during the period of program implementation. This provides decision-makers with information about how well the program is being implemented. By continuously monitoring the program, decision makers learn such things as how well it is following the plans and guidelines, conflict arising, staff support and moral, strengths and weaknesses, of materials, delivery and budgeting problems. Aspects of process evaluation include: evaluation of teaching-learning methods, evaluation of management of schools, evaluation of attainment of educational goals or standards etc.

Pertaining to whether the program succeeded, this relates to product evaluation. Here, there is need to find out how effective the program is in achieving the objectives and goals. Thus, by measuring the actual outcomes and comparing them to anticipated outcomes, decision-makers are better able to decide if the program should be continued, modified, or dropped altogether.

The CIPP model is therefore an attempt to make evaluation directly relevant to the needs of decision-makers during the different phases and activities of a program. Stufflebeam was of the opinion that this model gives room for appraisal to take place at any stage or any aspect of a program and could equally be holistic. In this light, Robinson (2002:3) summarizes the four aspects of the CIPP evaluation model that supports the different types of decisions and questions in a tabular form as in table 1 below:

Table 3: The CIPP evaluation model showing aspects of evaluation, types of decision and kind of question answered:

Aspect of evaluation	Type of decision	Kind of question answered
Context evaluation	Planning decisions	What should we do?
Input evaluation	Structuring decisions	How should we do it?
Process evaluation	Implementing decisions	Are we doing it as planned? And if
Product evaluation	Recycling decisions	not, why not?
		Did it work?

Source: Robinson, (2002:3)

From the forgoing, this method though complex, is considered suitable for such an appraisal study on secondary school inspection in the Yaounde VI Sub Division, Mfoundi Division and Centre Region of Cameroon. Inspection itself is a process and product evaluation. This appraisal study therefore, will specifically adopt the process evaluation of the Stufflebeam's CIPP model as its focus is on the assessment of how well the job of secondary school inspection is undertaken in the Yaounde VI Sub Division

CHAPTER THREE
RESEARCH METHODOLOGY

Research Design:

Research design is concern with the collection and analysis of qualitative and quantitative data (Creswell 2003). The convergent parallel design was used for this study. This design was used because we collected quantitative and qualitative data at the same time, analyze them separately and mixed the two databases by merging the results during interpretation. We used quantitative and qualitative research approach. The design was used for this study because quantitative data were collected from the teachers through questionnaires and qualitative data from pedagogic inspectors and school administrators through interview guide. These approaches are applied in our research work. We made use of observation and description of facts, through the use of descriptive statistics. According to Brewer (2000), descriptive study is concerned with conditions, practices, structures, differences or relationships that exist, opinions held and processes that are going on or trends that are evident.

The study area:

According to Gall and Borg (2003), the careful selection of a research site for a study will help to ensure the success of the research study. This study was carried out in Yaoundé VI subdivision of the Mfoundi division of the center Region of Cameroon. Yaoundé VI subdivision forms one of the seven subdivisions under Mfoundi, positioned at 3^0 50'25' North and 11^0 29'12' East. This locality covers a surface area of 22.16km^2 and has a total population of about 268,428. Yaounde VI has three public secondary schools; two bilingual high schools, one technical college and 16 lay private schools (Statistics of the Regional delegation of Secondary education 2022). It is bounded to the north by Yaounde VII (Nklbisson) and Yaounde II (Tsinga), to the south/east by Yaunde III (Efoulan) and to the west by Mbankmo council.

Research Population:

Joan (2009) defines research population as a collection of individuals or objects which is the main focus on scientific inquiry. There are two types of research population which are target population and accessible population. The population of our work includes some selected teachers in some secondary schools in Yaounde VI, some pedagogic inspectors and some school administrators within this area.

Target Population:

This refers to the population to which the researcher wants to generalize the results (Amin 2005). It refers to the entire group of individuals to which researchers are interested in generalizing conclusion and it usually consists of varying characteristics. Yaounde VI has 3 Public secondary schools and 16 lay private secondary schools. This area has over 10 Divisional and Regional inspectors covering the Yaounde VI Sub Division (Statistics of the Regional delegation of Secondary education 2022)

Accessible Population:

The target population may not necessarily be accessible. Accessible population is the population from which the sample is actually drawn (Amin, 2005). The accessible population of our study comprised of four schools in Yaoundé VI subdivision: Government Bilingual High School (GBHS) Etoug-Ebe, Government Bilingual High School (GBHS) Mendong, Mario Academic Complex Mendong and Complex ScolaireBilingue Emmaus (COSBIE) Mendong.

50 teachers were targeted from each school with varying accessible population as shown in table 5 where, 162 teachers were accessed from the above schools, 4 school administrators and 2 pedagogic inspectors were accessed during this study.

Sample and Sampling Techniques:

The Sample:

Chery (2009) defines a sample as a sub set of a population that is used to represent the entire group as a whole. Table 4 shows the sample that was used during data collection;

Table 4: The sample size:

Respondents	Number
Teachers	162 out of 750 representing 21.6%
School Administrators	4 out of 19 representing 21%
Pedagogic Inspectors	2 out of 10 representing 20%
TOTAL	168 out of 779 representing 21.6%

Amin (2005) defines sampling as the process of selecting elements from a population in such a way that the sampled elements selected represent the variables of interest within the population.

In the philosophy of Kothari (2004), a sample is one part of the population. This is the representation of the total population. We used this segment of the population in our work, to draw conclusion that may represent the entire population of the work. The sample established was 162 respondents composed of teachers, two inspectors and four administrators. The respondents per school retained were as follows: 38 teachers from GBHS Etoug Ebe, 40 teachers from GBHS Mendong, 45 teachers from COSBIE Mendong and 39 teachers from Mario Academic Complex. This can be illustrated as follows.

Table 5: Sample représentatives in questionnaire:

Schools	Questionnaire Administered	Copies Of Questionnaire retained	Percentage
GBHSE	50	38	76%
GBHSM	50	40	80%
COSBIE	50	45	90%
MARIO	50	39	78%
TOTAL	200	162	81%

Sampling Technique:

Amin (2005) defines the concept sampling as the process of selecting elements from a population in such a way that the sampled elements selected represent the variables of interest within the population. The researchers used two sampling techniques which are purposive and simple random techniques. In purposive sampling, the researcher uses personal judgements to choose on those best for the purpose of the study. Purposive sampling was used to select 2 pedagogic inspectors and 4 school administrators that responded to the interview guide. The simple random sampling technique was used to select teachers randomly from these selected schools. We therefore believed that this sampling technique can save the purpose of our findings.

Sources of Data:

The researcher used both primary and secondary data. According to Kothari (2004), primary data are those collected from the respondents while secondary data represents pieces of information gathered from published and unpublished reports, literature reviews and others. The reason for using both the primary and secondary data is to enable the researcher to triangulate information which would eventually lead to confirmation of the information.

Instrument used for data collection:

Questionnaire and interview guides were the instruments used for data collection. According to Kothari (2004), a questionnaire is a set of questions printed or typed in a definite order that require the respondents to answer. A well-structured questionnaire was used for the quantitative analysis and interview for the qualitative analysis. Questionnaire was used to cope with the constraints of limited time. Contents of the questionnaire and interview used in this research were taken from various researchers' work i.e. the instrument was adapted. The researcher made use of closed ended questions which involves providing alternative responses in a four Likert scale of Strongly Disagree (SD), disagree (D), Agree (A) and Strongly Agree (SA). Where the continuum SD=1, D=2, A=3 and SA=4. For example, respondents place a tick in a box against their opinion. These questions were directly handed over to the teachers by the researcher. The interview guides were more explicit as respondents were given opportunities to explain certain contents in details and in their own words.

Validity and Reliability of Instruments:

These are two concepts which are very important in the acceptability of the use of an instrument for research purposes. Below show the different ways in which the concepts were ensured.

Validity of Instruments:

When an instrument is capable of measuring what it is supposed or intended to measure it is said to be valid. The participants from the schools shared characteristics especially with respect to the independent and dependent variable. Also, to do away with doubts and confusion from teachers, the researcher explained the study to them. There was also follow up visits to the respective respondents to ascertain whether what the researcher had written was the true reflection of the views and sentiments that they intended to give during the questionnaire guide that the researcher had with them. Based on our observation, this study was conducted in naturalistic settings in the respective schools where it was carried out without any interruptions.

Face validity:

After constructing the questionnaire and interview guide, copies were presented to our classmates to scrutinize and corrected the items. Also, they were distributed to some colleagues for peer review. The corrections made by them helped to improve the quality of the instrument

Content and Construct validities:

In this study, the content validity was censured by sampling the opinions or perceptions of a targeted group of teachers about the main interest; it was checked to address the appropriateness of the content, the comprehensiveness of the instruments and the logicality of the instruments in getting at the intended variables. The adequacy of the sample of items or questions in representing the complete content that was intended to be measured and the appropriateness of the format of the instrument was equally verified.

The interview guide and questionnaire were constructed based on the research questions which reflected the research hypothesis. By so doing, there was construct validity since the questionnaire and interview guide were seen and validated by some mates.

According to Amin (2005), content validity focuses upon the extent to which the content of an instrument corresponds to the content of the theoretical concept it is designed to measure. In order for this study to ensure its content validity, questions set in the instrument had a close indicator concerned. Thus, content validity was mathematically appreciated using the inter judge coefficient of content validity index (CVI) = number of judges declared item valid/ total number of judges. The result showed a 0.80 which is above the 0.75 minimum level. This implies that the instruments were valid where,

CVI = Coefficient of validity index
Total number of judges =5
Number of judges declared item valid =4
CVI =4/5=0.80

Reliability of Instruments:

According to Amin (2005) reliability is the dependability or trust worthiness of a measuring instrument. It is the degree to which the instrument consistently measures whatever it is measuring. When an instrument is repeatedly used and it produces the same results, it implies that it is reliable. He further explained that while validity talks about the appropriateness of a test, reliability talks about the consistency of the scores produced.

The researcher administered similar questionnaires to four different schools with 162 teachers as respondents. Thus, the responses registered from the four schools had some similarities. The results obtained from the schools were compiled and analyzed using Spearman correlation.

Procedure for administration of instruments for data collection:

The self-delivery method was used to collect data. First, the researcher obtained a written authorization which gave them the go ahead to visit the schools. The researcher proceeded to the school and personally administered the questionnaire and interview guide. After presentation to the school authorities, the questionnaires were given to teachers to be collected the following day. The instrument was accompanied by a cover letter assuring the respondents that the information needed from them will be treated confidentially and that it will be used for research purposes only. This enabled the researcher to create a good relationship with respondents before administering the instruments.

Method of Data Analysis:

According to Johnson (2011), data analysis is a process used to transform, remodel and revise certain information (data) with a view to reach a certain conclusion for a given situation or problem. The method of descriptive analysis was used to justify the data collected from the questionnaires, where the respondent will be expressed in frequencies and percentages and illustrated using tables. We equally used Spearman correlation analysis to test the hypothesis. This was done with the use of computer programs such as statistic packaged for social science (SPSS). Equally, the data was entered in the Variable view of the SPSS program and then analyses were done in the data view. Conclusions were drawn from the observations made. SPSS Version 20 was used in the analysis of data.

For the purpose of this study the following statistical techniques would be use.

- Mean; the arithmetic mean of a sort of observations is the average of all observations in the study. It is denoted by x

- Simple percentages: simple percentages will be used to analyze the personal profile of respondents in section A of the questionnaire

- Standard deviation: it can be defined as the root of the mean of square of deviations from the common mean of a set of values. It is also the square root of variance.

- Spearman Correlation: it would be used to analyze the relationship between multiple independents variable to the dependent variable.

Decision rule:

If the level of significance of the hypothesis is below 0.05 the null hypothesis is rejected while the alternative hypothesis is retained. On the other hand, if the level of significance is above 0.05 the alternative hypothesis is rejected while the null is retained. Furthermore, if the calculated value for the hypothesis is greater than the critical value the null hypothesis is rejected while the alternative is retained. On the other hand, if the calculated vale for the hypothesis is less than the critical value the null hypothesis is retained while the alternative hypothesis is rejected.

Ethical considerations:

Ethical considerations were made for the sake of feasibility, clarity and significance. Firstly, the researcher sought the consent of the school head in order to work freely with respondents. In this case, the researcher met the principals of the schools, explained the purpose of the research and the set of teachers which the researcher wished to work with.

The issue of confidentiality was raised and discussed with the respondents and school authorities. The researcher avoided deception of both teachers and administration promising them of respecting academic ethics.

Variables of the Study:

The following variables were used in the study. These include;

Dependent variable: Quality assurance which was guided by the following indicators; Motivation, Teacher's effectiveness, Professional development and Work environment.

Independent variable: School Inspection; which was operationalized to have the following indicators: Pedagogic planning, Pedagogic communication, Pedagogic evaluation and Pedagogic sanction.

Table: 6: Synoptic table

The main hypothesis	Specific hypotheses	Independent Variable	Indicators	Dependent variable	indicators	Statistical model and tool	scale
There is a relationship between school inspection and quality assurance in secondary schools in Yaounde VI.	.	**SCHOOL INSPECTION**		**QUALITY ASSURANCE**	-Time allocation -In-service/ seminars Infrastructure Class size Management styles	Spearman Correlation analysis SPSS version 20	Likert scale

	1)There is a relations hip between pedagogi c planning and quality assuranc e in secondar y schools in Yaounde VI	**Pedagogic Planning**	-Yearly inspection -School calendar -Annual seminar Informatio n/docume nts needed Ready for inspection	**Motivation**	-Incentives -Certificates of recognition -role model		Strongly disagree Disagree. Agree Strongly agree
	2)There is a relations hip between pedagogi c commun ication and quality	**Pedagogic communi cati on**	-Friendly -Call before coming -Pre-inspection visits - motivation al /role model	**Teachers effectiveness**	-Syllabus coverage		

			- call back				
	assuranc e in secondar y schools in Yaounde VI						
	3)There is a relations hip between pedagogi c evaluatio n and quality assuranc e in secondar y schools in Yaounde VI	**Pedagogic Evaluation**	-Report -Access to report - CBA evaluation -academic performan ce - scores Follow up	**Professional development**	**-**In service training		

	4)There is a relationship between pedagogic sanction and quality assurance in secondary schools in Yaounde VI	**Pedagogic Sanction**	-Change behavior - Follow up -Freedom of innovation - Recommendation - identify faults	**Work environment**	**-** Class size -Infrastructure -Management style		

Style sheet APA 7th edition: In this study we adopted APA 7th edition for the in text citations and reference. This abbreviation stands for American Psychological Association. This organization prescribes the norms which are to be respected in scientific writing in the social and educational sciences.

CHAPTER FOUR
DATA ANALYSES AND PRESENTATION OF FINDINGS

Descriptive statistics on demographic information:

Table 7: the distribution sample according to age:

		Frequency	Percent	Valid Percent	Cumulative Percent
	Age				
Valid	20-30	21	13.0	13.0	13.0
	3I-40	87	53.7	53.7	66.7
	4I-50	30	18.5	18.5	85.2
	5I-60	21	13.0	13.0	98.1
	61 and above	3	1.9	1.9	100.0
	Total	162	100.0	100.0	

This table shows the distribution sample of the age of teachers in the four schools. This data presents the frequencies and the percentages of the various age groups. They will be presented as follows. The respondents of the age group 20-30 have a frequency of 21 with a percentage score of 13.0%, 31-40 has a frequency of 87 with 53.7%, 41-50 has a frequency score of 30 with a percentage of 18.5%, 51-60 with a frequency of 21 giving a percentage of 13.0% and above 61 years we had frequency score of 3 with a percentage of 1.9.

Table 8: Distribution sample according to status:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SINLE	66	40.7	40.7	40.7
	MARRIED	96	59.3	59.3	100.0
	Total	162	100.0	100.0	

This table presents the sample distribution of status of the respondents. 66 respondents are single with a percentage of 40.7%, 96 of the respondents are married giving a percentage of 59.35. Based on percentages, most of the respondents are married.

Table 9: The distribution according to sex:

	frequency	Percent	Valid percent	Cumulative frequency
male	75	46.3	46.3	46.3
female	87	53.7	53.7	100
total	162	100.0	100.0	

This table presents the sample distribution of sex of the population. This sample was made of male and female. 75 of the respondents are male with the percentage of 46.3% and 87 of the respondents are female with the percentage 53.7%. This indicates that most of the respondents for this study are female

Table 10: Distribution sample according to schools:

	Frequency	Percent	Valid Percent	Cumulative Percent
GBHSE	38	23.5	23.5	23.5
GBHM	40	24.7	24.7	48.2
Valid COSBIE	45	27.8	27.8	76.0
MARIO	39	24.0	24.0	100.0
Total	162	100.0	100.0	

This table presents the distribution sample of selected schools. 38 of respondents are GBHSE with the percentage of 23.5%, 40 respondents from GBHSM scoring a percentage 24.7 %, 45 respondents from COSBIE with 27.8% and 39 respondents from MARIO giving percentage of 24.0%. From the table COSBIE is the most represented of all the schools.

Table 11: Sample distribution according to work experience:

	Frequency	Percent	Valid Percent	Cumulative Percent
I-5YEARS	18	11.1	11.1	11.1
6-I0 YEARS	78	48.1	48.1	59.3
Valid 11-20YEARS	48	29.6	29.6	88.9
2I and above	18	11.1	11.1	100.0
Total	162	100.0	100.0	

This table present the distribution of the respondent work experience according to duration.18 of respondents have a work experience of 1-5 years with the percentage of

11.1%.78 of the respondents has the work experience of 6-10 years scoring a percentage of 48.1%, 48 of the respondents have the work experience of 29.6% and 18 of the respondents have a work experience of 21 and above with the percentage of 11.1%. The respondents with most work experience range between 6-10 years with percentage 48.1%.

Table 12: The distribution sample according of school inspectors are friendly during and after inspection:

	Frequency	Percent	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	9	5.6	5.6	5.6
DISAGREE	51	31.5	31.5	37.0
Valid AGREE	90	55.6	55.6	92.6
STRONGLYAGREE	12	7.4	7.4	100.0
Total	162	100.0	100.0	

The study examines the views of the respondents on school inspectors' friendliness during and after inspection. 9 respondents strongly disagree scoring a percentage 5.6%, 51 respondents disagree giving percentage of 31.5%, 90 respondents agree with a percentage of 55.6 and 12 respondents strongly agree scoring percentage of 7.4%. From the table, the results show that most of the respondents agree that inspectors are friendly during and after inspection. 55.7

Table 13: Distribution sample of school inspector's call before coming for inspection:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	18	11.1	11.1	11.1
	DISAGREE	60	37.0	37.0	48.1
	AGREE	69	42.6	42.6	90.7
	STRONGLE AGREE	15	9.3	9.3	100.0
	Total	162	100.0	100.0	

From this table the statistic distribution shows that 18(11.1%) strongly disagree on the fact that school inspectors call before coming for inspection, 60(37.0% of the responden disagree, 69(42.6%) of the respondents agree and 15(9.3%) strongly agree. The results indicate that majority of the respondents agree on the fact school inspectors call before coming for inspection but the statistics on disagree are so close that we can deduce a mixture of contention on this point. It may seem that some teachers are always informed and other not informed.

Table 14: Distribution of pre-inspection visits are carried out by school inspectors:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	33	20.4	20.4	20.4
	DISAGREE	54	33.3	33.3	53.7
	AGREE	69	42.6	42.6	96.3
	STRONGLE AGREE	6	3.7	3.7	100.0
	Total	162	100.0	100.0	

This study examines the opinion of the respondents on pre-inspection visits carryout by school inspectors. The results from the descriptive statistics are presented as follow: 33 of the respondents turn to strongly agree with the percentage of 20.4%, 54 (33.3) disagree, 69(42.6%) agree and 6(3.7%) strongly agree. From individual scale level most of the respondents agree to that fact pre-inspections visits are carried out by the school inspectors. On the cumulative based the percentages turn to give a negative perception, meaning that most of the respondents disagree on the fact that there are pre-inspection visits in schools

Table 15: Distribution sample of school inspectors are motivational and role model during inspection visits:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	6	3.7	3.7	3.7
	DISAGREE	42	25.9	25.9	29.6
	AGREE	105	64.8	64.8	94.4
	STRONGLYAGREE	9	5.6	5.6	100.0
	Total	162	100.0	100.0	

This table presents the statistical distribution sample of the respondents' perception of school inspectors in terms of motivation and role modeling. There various respondents have the varied opinions. 6(3.7%) respondents strongly disagree, 42(25.9%) disagree, 105(64.8%) agree and 9(5.6%) strongly agree. There are about 28% of the respondents who disagree or strongly disagree with this statement and about 6 9% of the respondents turn to agree or strongly agree on this statement. Therefore, we can conclude that most of the respondents are of the opinion that school inspectors are motivational and role models.

Table 16: Inspectors call back to follow up teachers after inspection:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	45	27.8	27.8	27.8
	DISAGREE	60	37.0	37.0	64.8
	AGREE	39	24.1	24.1	88.9
	STRONGLYAGREE	18	11.1	11.1	100.0
	Total	162	100.0	100.0	

This table describes the opinion of the respondents on the inspectors follow up activities after inspection. 45 (27.8%) strongly disagree, 60(37.0%) disagree, 39(24.1%) agree and

18(11.1%) strongly agree. From the statistical analysis, most of the respondents disagree and strongly disagree on this view. A limited number agree. It is evident most of the respondents are of the opinion that inspectors do not called back as means of follow up after inspection.

Table17: Distribution sample of, are you inspected yearly by pedagogic inspectors:

		Frequency	Percent	Valid Percent	Cumulative Percent
	STRONGLY DISAGREE	27	16.7	16.7	16.7
Valid	DISAGREE	30	18.5	18.5	35.2
	AGREE	66	40.7	40.7	75.9
	STRONGLYAGREE	39	24.1	24.1	100.0
	Total	162	100.0	100.0	

This study examines the statistic sample distribution on the notion that school inspectors carry out yearly pedagogic inspection. 27(16.7%) strongly disagree, 30(18.5%) disagree, 66(40.7%) agree and 39(24.1%) strongly agree. From the results, about 40% of the respondents do experience yearly pedagogic inspection and about 60% of the respondents do experience yearly pedagogic inspection. Therefore, it is clear that most of the respondent's experience yearly pedagogic inspection.

Table 18: Sample distribution on the several public holidays in the school calendar which leads to several days off, affect the completion of the scheme of work:

		Frequency	Percent	Valid Percent	Cumulative Percent
	STRONGLY DISAGREE	6	3.7	3.7	3.7
Valid	DISAGREE	18	11.1	11.1	14.8
	AGREE	75	46.3	46.3	61.1
	STRONGLY AGREE	63	38.9	38.9	100.0
	Total	162	100.0	100.0	

This table presents the statistic results of the sample distribution to understanding the teachers' opinions on the management of the several holidays on school calendar and how it affects the completion of the scheme of work. 6(3.7%) strongly disagree, 18(11.1%) disagree, 75(46.3%) agree and 63(38.8%) strongly agree. Almost 85% 0f the respondents turn to agree or strongly agree that the many holidays on the school calendar affect the completion of the scheme of work allocated to them.

Table 19: Show the sample distribution of inspectors organize annual seminars:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	18	11.1	11.1	11.1
	DISAGREE	15	9.3	9.3	20.4
	AGREE	75	46.3	46.3	66.7
	STRONGLYAGREE	54	33.3	33.3	100.0
	Total	162	100.0	100.0	

This table present statistics on the respondent's views which seek to understand if school inspectors organize annual seminars. 18(11.1%) strongly disagree on this fact, 15(9.3%) disagree, 75(46.3%) agree and 54(33.3%) strongly agree. There is limited number of respondents who disagree with this view. The majority of the respondents agree at almost 90% that pedagogic inspectors organize annual seminar. This seminar is to ensure professional development of teachers.

Table 20: Distribution sample on school inspectors inform teachers of the documents they will need during inspection:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	27	16.7	16.7	16.7
	DISAGREE	45	27.8	27.8	44.4
	AGREE	69	42.6	42.6	87.0
	STRONGLYAGREE	21	13.0	13.0	100.0
	Total	162	100.0	100.0	

This table presents the respondents views on school inspectors inform teachers of the documents they will need during inspection, 27(16.7%) strongly disagree, meaning that they are not always inform of the required document, 45(27.8%) disagree, 69(42.6%) agree and 21(13.0%) strongly agree. A considerable disagree but a majority of the respondents agree on the fact they are always inform of the documents that will be need during inspection.

Table 21: The distribution sample on, are you always prepared to
be inspected at any time:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	15	9.3	9.3	9.3
	DISAGREE	33	20.4	20.4	29.6
	AGREE	75	46.3	46.3	75.9
	STRONGLE AGREE	39	24.1	24.1	100.0
	Total	162	100.0	100.0	

This table presents the results on teachers' preparedness towards inspection.15 (9.3%) strongly disagree, 33(20.4%) disagree, 75(46.3%) agree and 39(24.1%) strongly agree. A lesser percentage of the respondents disagree on the fact they are not also ready to be inspected. We conclude that almost 70% of the respondents are always ready or prepared to be inspected.

Table 22: The sample distribution on school inspection
change teachers' behavior:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	3	1.9	1.9	1.9
	DISAGREE	27	16.7	16.7	18.5
	AGREE	96	59.3	59.3	77.8
	STRONGLE AGREE	36	22.2	22.2	100.0
	Total	162	100.0	100.0	

This table presents statistics on the respondents' views which seeks to if school inspection change teachers' behavior. 3(1.9%) strongly disagree, 27(16.7%) disagree, 96(59.3%) agree and 36(22.2%) strongly agree. From the statistics, the results show that about 80% of the respondents strongly and agree on the view that school inspection change teachers' behavior. This indication school inspection is very important in teachers' professional development.

Table 23: The sample distribution on inspectors come back to school after inspection to ensure recommendations are implemented:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	24	14.8	14.8	14.8
	DISAGREE	66	40.7	40.7	55.6
	AGREE	57	35.2	35.2	90.7
	STRONGLE AGREE	15	9.3	9.3	100.0
	Total	162	100.0	100.0	

This table presents statistical distribution sample on the element that school inspectors also come back after inspection to ensure that recommendations are implemented. The views of the various respondents with help understand better. 24(14.8%) strongly disagree, 66(40.7%) disagree, 57(35.2%) agree and 15(9.3%) strongly agree. The evidence from the statistical analysis shows that majority of teachers disagree and strongly disgrace. It expresses a negative impression about school inspectors ensuring the implementation of the recommendations of the inspection.

Table 24: The sample distribution on you are given the freedom to try innovative methods for better learning:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	19	11.7	11.7	11.7
	DISAGREE	33	20.4	20.4	32.1
	AGREE	86	53.1	53.1	85.2
	STRONGLE AGREE	24	14.8	14.8	100.0
	Total	162	100.0	100.0	

This element seeks to understand that teachers are given the opportunity to try innovative methods in their teaching experience.19 (11.7%) strongly disagree, 33(20.4%) disagree 86(53.1%) agree and 24(14.8%) strongly agree. The results show that about 68% of the respondents agree and strongly agree on the view that teachers are opportunity to try innovative method. The 32% negative is indicative that school inspectors promote innovative teaching to a greater extent and there still improvement to made in this direction.

Table 25: The sample distribution on through inspection recommendations, inspection visits have improve academic performance in your school:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	12	7.4	7.4	7.4
	DISAGREE	15	9.3	9.3	16.7
	AGREE	108	66.7	66.7	83.3
	STRONGLE AGREE	27	16.7	16.7	100.0
	Total	162	100.0	100.0	

This statistical sample distribution seeks to understand if inspection recommendations help to improve academic performance. 12(7.4%) of the respondents strongly disagree, 15(9.3%) disagree, 108(66.7%) agree and 27(16.7%) strongly agree. About 82% of the respondents affirm that inspection recommendation help in improve academic performance. The 28% of the respondents who disagree help us to understand that the school inspectors have to give recommendation that will improve on the school performance.

Table 26: The sample distribution on inspectors always identify faults from teachers during inspection visits:

		Frequency	Percent	Valid Percent	Cumulative Percent
	DISAGREE	9	5.6	5.6	5.6
	AGREE	93	57.4	57.4	63.0
Valid	STRONGLY AGREE	60	37.0	37.0	100.0
	Total	162	100.0	100.0	

This table presents distribution statistic sample of the respondent's opinions on the school inspectors always identify faults from teachers during inspection visits. 9(5.6%) disagree on this statement, 93(57.4%) agree and 60(37.0%) strongly. Most of the respondents agree and strongly at about 85% that school inspectors also identify faults from teachers. It is based on these faults that recommendations are always made to the school or teachers for them to improve or carried out corrective measures in the respective areas of faults.

Table 27: The sample distribution on school inspectors always give inspection report to your school after inspection:

		Frequency	Percent	Valid Percent	Cumulative Percent
	STRONGLY DISAGREE	36	22.2	22.2	22.2
	DISAGREE	45	27.8	27.8	50.0
Valid	AGREE	63	38.9	38.9	88.9
	STRONGLE AGREE	18	11.1	11.1	100.0
	Total	162	100.0	100.0	

This table presents statistics on the view that school inspectors always give inspection report to your school after inspection. 36(22.2%) strongly disagree, 45(27.8%) disagree, 63(38.9%) agree and 18(11.1%) strongly agree. Based on this result, the individual scales show that most of the respondents turn to agree but cumulative percentages between negative and positive views are 50%. This shows that the respondents' responses balance and none is weighing to one side.

Table 28: The sample distribution on teachers have access to their inspection reports:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	72	44.4	44.4	44.4
	DISAGREE	51	31.5	31.5	75.9
	AGREE	30	18.5	18.5	94.4
	STRONGLE AGREE	9	5.6	5.6	100.0
	Total	162	100.0	100.0	

This table reports the statistic result of the distribution sample on teachers' access to their inspection reports. The frequencies and percentages will help us understand the respondents' opinions on the element. 72(44.4%) strongly disgrace, 51(31.5%) disagree, 30(18.5%) agree and 9(5.6) strongly agree. From the statistical results about 75% of the respondents disagree and strongly disagree insinuating that they do not always have access to their inspection reports. That makes us to doubts the responses of the 25% indicating that they always access. We conclude that most teachers do not have access to their inspection reports.

Table 29: Sample distribution on school inspectors use CBA standards in inspection evaluation method:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	9	5.6	5.6	5.6
	DISAGREE	12	7.4	7.4	13.0
	AGREE	105	64.8	64.8	77.8
	STRONGLE AGREE	36	22.2	22.2	100.0
	Total	162	100.0	100.0	

This study examines the sample distribution statistics on school inspectors use CBA standards in the inspection evaluation method. The view of the various respondents will be presented as follows: 9(5.6%) strongly disagree, 12(7.4%) disagree, 105(64.8%) agree and 36(22.2%) strongly agree. Most of the respondents agree and strongly at 90% that school inspectors use CBA standards during inspection. This approach can go long way to improve on teachers' skills and competences.

Table 30: The sample distribution on through pedagogic evaluation by inspectors, they have help to improve students' academic performance:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	9	5.6	5.6	5.6
	DISAGREE	27	16.7	16.7	22.2
	AGREE	96	59.3	59.3	81.5
	STRONGLE AGREE	30	18.5	18.5	100.0
	Total	162	100.0	100.0	

The statistics from this table help us to understand teachers' views on the role of pedagogic evaluation in students' performance. 9(4.6%) strongly disagree, 27(16.7%) disagree

96(59.3%0 agree and 30(18.5%) strongly agree. From individual scale level the respondents agree and strongly that the pedagogic evaluation improve students' performance. When teacher professional competences are improved upon, they will a long way to replicated in their performance and as such education achievement.

Table 31: The sample distribution on inspectors release the
scores teachers earn after pedagogic evaluation:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	39	24.1	24.1	24.1
	DISAGREE	87	53.7	53.7	77.8
	AGREE	24	14.8	14.8	92.6
	STRONGLE AGREE	12	7.4	7.4	100.0
	Total	162	100.0	100.0	

This table presents the statistics of distribution sample to probe the respondents' views concerning the release of teachers' scores after pedagogic evaluation. 39(24.1%) strongly disagree on this view, 87(53.7%) disagree, 24(14.8%) agree, 12(7.4%) strongly agree. From the results indicate that 77% of respondents disagree or strongly disagree on this. Therefore, we conclude that scores of pedagogic evaluation are not always released after pedagogic evaluation.

Table 32: The sample distribution on the allocated time per period is
enough for teachers to cover the lessons to be taught:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	12	7.4	7.4	7.4
	DISAGREE	36	22.2	22.2	29.6
	AGREE	75	46.3	46.3	75.9
	STRONGLE AGREE	39	24.1	24.1	100.0
	Total	162	100.0	100.0	

This table shows the frequencies and percentages of the sample distribution on the allocation time per period. This is to understand if the time allocated is enough for teachers to cover their course work. 12(7.4%) of the respondents strongly disagree, 36(22.2%) disagree, 759 46.3%) agree and 39(24.1%) strongly. From the results, 29 % of the respondents disagree that on the view that the time allocated is per period is enough to cover the lessons to be taught. About 70% 0f the respondents agree or strongly agree on this view. We conclude that effective planning take place in the school to ensure time allocation.

Table 33: The sample distribution on the frequency of in- service training and seminars are adequate to guarantee your professional development:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	12	7.4	7.4	7.4
	DISAGREE	42	25.9	25.9	33.3
	AGREE	72	44.4	44.4	77.8
	STRONGLE AGREE	36	22.2	22.2	100.0
	Total	162	100.0	100.0	

This table presents statistical distribution on the views on that frequency in-service training and seminars are adequate to guarantee teachers' professional development. 12(7.4%) of the respondents strongly disagree with the view. 42(25.9%) disagree, 72(44.4%) agree and 36(22.2%) strongly agree. The results indicate that 66.6% of the respondents agree or strongly agree that the frequency of in-service training and seminars adequately guarantee teachers' professional development, only about 33% of the respondents strongly disagree and disagree with view. This shows that regular in-service training programs will improve academic performance of students.

**Table 34: The sample distribution on the infrastructures in
your school are adequate to foster effective teaching:**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	12	7.4	7.4	7.4
	DISAGREE	30	18.5	18.5	25.9
	AGREE	90	55.6	55.6	81.5
	STRONGLE AGREE	30	18.5	18.5	100.0
	Total	162	100.0	100.0	

This table presents sample distribution statistics on the statement that infrastructures in your school are adequate to foster effective teaching .12(7.4%) respondents strongly disagree, 30(18.5%) disagree, 90(55.6%) agree and 30(18.5%) strongly agree. 74% of the respondents agree and strongly agree on the fact there are adequate infrastructures that foster effective teaching. 26% of the respondents think that there are inadequate infrastructures to foster effective teaching. This proves that the institutions are making tremendous efforts but ameliorations have to be made to ensure adequate infrastructures so as to promote effective teaching.

**Table 35: The sample distribution on the class sizes are good
enough to encourage effective teaching:**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	21	13.0	13.0	13.0
	DISAGREE	39	24.1	24.1	37.0
	AGREE	63	38.9	38.9	75.9
	STRONGLE AGREE	39	24.1	24.1	100.0
	Total	162	100.0	100.0	

This table presents statistical sample distribution on how class sizes affect or encourage effective teaching. 21(13.0%) 0f the respondents strongly disagree on the fact that class sizes are good enough to encourage effective teaching, 39(24.1%) disagree, 63(38.9%) agree and 39(24.1%) strongly agree. 37.1% of the respondents strongly disagree and disagree on this view

while 63% of the respondents agree and strongly agree that class sizes are good enough to encourage effective teaching. The majority of respondents express a positive view but the respondents with negative perceptions calls for concern from the quality assurance perspective. The school management has to ensure that improvement carry on so as to provide class that of standard as means of ensure effective teaching and learning.

Table 36: The style of management makes teachers to consider working interesting:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	18	11.1	11.1	11.1
	DISAGREE	54	33.3	33.3	44.4
	AGREE	72	44.4	44.4	88.9
	STRONGLE AGREE	18	11.1	11.1	100.0
	Total	162	100.0	100.0	

This table looks at the statistical distribution on management style as motivating factor for teachers to be more interested in their work.18(11.1%) of the respondents strongly disagree on the management style, 54(33.3%) disagree, 72(44.4) agree and 18(11.1%) strongly. The results reveal that 55.5% of the respondents are satisfied with the management in their various and 45.4% are not satisfied with the management style. The overall view is positive but the school's establishments have to improve on their management styles.

Inferential statistics:

This section presents the correlation between the independent and dependent variables as means of hypotheses testing. The inferential statistics will be presented according to the hypotheses of the study. This is a bivariate correlation where two variables are analysis to determine the correlation.

H01: There is no relationship between pedagogic planning and quality assurance in secondary schools in Yaoundé VI municipality:

Ha1: There is a relationship between pedagogic planning and quality assurance in secondary schools in Yaoundé VI municipality:

Table 37: Spearman correlation between pedagogic planning and quality assurance:

Correlations

				PP	QA
Spearman's rho	PP	Correlation Coefficient		1.000	.534[**]
		Sig. (2-tailed)		.	.000
		N		159	159
		Bootstrap[b]	Bias	.000	.000
			Std. Error	.000	.000
			95% Confidence Interval — Lower	1.000	.534
			95% Confidence Interval — Upper	1.000	.534
	QA	Correlation Coefficient		.534[**]	1.000
		Sig. (2-tailed)		.000	.
		N		159	159
		Bootstrap[b]	Bias	.000	.000
			Std. Error	.000	.000
			95% Confidence Interval — Lower	.534	1.000
			95% Confidence Interval — Upper	.534	1.000

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

b. Unless otherwise noted, bootstrap results are based on 1000 stratified bootstrap samples

This table presents the spearman correlation of pedagogic planning (PP) and quality assurance (QA). The calculated value of 0.534 at a PV 0.01(0.000) was obtained which is also significant at 0.05(95%) confidence interval. 0.534<0.01 (0.000) 2-tailed. This is based on sample of 162 teachers randomly selected from the four schools in Yaoundé VI municipality. This result indicates that there exists a statistical significant relationship between pedagogic planning and quality assurance in secondary schools in Yaoundé VI municipality. This result rejects our null hypothesis that there is no relationship between pedagogic planning and quality assurance in secondary schools in Yaoundé VI municipality. Pedagogic planning has a significant effect on quality assurance in secondary school management.

H0$_2$: There is no relationship between pedagogic communication and quality assurance in secondary schools in Yaoundé VI municipality:

Ha$_2$: There is a relationship between pedagogic communication and quality assurance in secondary schools in Yaoundé VI municipality:

Table 38: Spearman correlation between pedagogic communication and quality assurance:

Corrélations

				QA	PC
Spearman rho	**QA**	Correlation Coefficient		1.000	.248[**]
		Sig. (2-tailed)		.	.002
		N		159	159
		Bootstrap[c]	Bias	.000	.001
			Std. Error	.000	.031
			95% Confidence Interval Lower	1.000	.185
			Upper	1.000	.310
	PC	Correlation Coefficient		.248[**]	1.000
		Sig. (2-tailed)		.002	.
		N		159	159
		Bootstrap[c]	Bias	.001	.000
			Std. Error	.031	.000
			95% Confidence Interval Lower	.185	1.000
			Upper	.310	1.000

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

[*]. Correlation is significant at the 0.05 level (2-tailed).

c. Unless otherwise noted, bootstrap results are based on 1000 stratified samples

This table presents the Spearman correlation of pedagogic communication (PC) and quality assurance (QA). The calculated value of 0.248 at a PV 0.01(0.000) was obtained which is also significant at 0.05(95%) confidence level. 0.248<0.01(0.000) 2-tailed. This is based on sample of 162 teachers randomly selected from the four schools in Yaoundé VI municipality. This signifies that there is a statistic significant between pedagogic communication and quality assurance in secondary schools in Yaoundé VI municipality. Therefore, our null hypothesis that there is no relationship between pedagogic communication and quality assurance in secondary schools in Yaoundé VI municipality is rejected.

H0$_3$: there is no relationship between pedagogic evaluation and quality assurance in secondary schools in Yaoundé VI municipality:

Ha$_3$: there is no relationship between pedagogic evaluation and quality assurance in secondary schools in Yaoundé VI municipality:

Table 39: Spearman correlation between pedagogic evaluation and quality assurance:

Correlations

				QA	PE
Spearman's rho	QA	Correlation Coefficient		1.000	.356[**]
		Sig. (2-tailed)		.	.000
		N		159	159
		Bootstrap[b]	Bias	.000	.000
			Std. Error	.000	.033
			95% Confidence Interval Lower	1.000	.289
			Upper	1.000	.420
	PE	Correlation Coefficient		.356[**]	1.000
		Sig. (2-tailed)		.000	.
		N		159	159
		Bootstrap[b]	Bias	.000	.000
			Std. Error	.033	.000
			95% Confidence Interval Lower	.289	1.000
			Upper	.420	1.000

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

b. Unless otherwise noted, bootstrap results are based on 1000 stratified bootstrap samples

This table presents the Spearman correlation of pedagogic evaluation (PE) and quality assurance (QA). The calculated value of 0.356 at a PV 0.0 1(0.05) which is also significant at 0.05(95%) confidence interval. 0.356<0.01(0.05) 2-tailed. This is equally drawn from the sample of 162 teachers randomly selected from the four schools in Yaoundé VI municipality. The statistical data analysis reveals that pedagogic evaluation has a statistical signification relationship with quality assurance in the Yaoundé VI municipality. This implies that our null hypothesis on the view that there is no relationship between pedagogic evaluation and quality assurance in secondary schools in Yaoundé VI municipality is discarded. We in effect conclude that the pedagogic evaluation has a great relationship in influencing quality management of teachers in secondary schools in Yaoundé VI municipality. Improving on pedagogic evaluation is improving in quality assurance.

H0₄: there is no relationship between pedagogic sanction and quality assurance in secondary schools in Yaoundé VI municipality:

Ha₄: there is no relationship between pedagogic sanction and quality assurance in secondary schools in Yaoundé VI municipality:

Table 40: Spearman correlation between pedagogic sanction and quality assurance:

Correlations

				QA	PS
Spearman's rho	QA	Correlation Coefficient		1.000	.257**
		Sig. (2-tailed)		.	.001
		N		157	157
		Bootstrap^c	Bias	.000	-.002
			Std. Error	.000	.022
			95% Confidence Interval Lower	1.000	.210
			Upper	1.000	.298
	PS	Correlation Coefficient		.257**	1.000
		Sig. (2-tailed)		.001	.
		N		157	157
		Bootstrap^c	Bias	-.002	.000
			Std. Error	.022	.000
			95% Confidence Interval Lower	.210	1.000
			Upper	.298	1.000

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

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

c. Unless otherwise noted, bootstrap results are based on 1000 stratified bootstrap samples

This table presents the Spearman correlation of pedagogic sanction (PS) and quality assurance (QA). The calculated value of 0.257 at a PV 0.0 1 (0.000) which is also significant at 0.05(95%) confidence level. 0.257<0.01(0.000) 2-tailed. This is based on sample of 162 teachers randomly selected from the four schools in Yaoundé VI municipality It is evident from that results that there exist a statistical significant relationship between pedagogic sanction and quality assurance. Confirming the alternative hypothesis while rejecting the null. In this light, pedagogic sanction plays a significant role in improving quality school management in the Yaoundé VI municipality

From descriptive and inferential statistics, it is proven that school inspection has significant role in enhancing school quality assurance in the Yaoundé VI municipality. Therefore, integrating school inspection indicators such as pedagogic planning, pedagogic communication, pedagogic evaluation and pedagogic sanction will tremendously enhance quality educational management in Cameroon secondary schools.

Interview from school administrators:

KEY: R1: Response from GBHS EtougEbe: R2:

Response from GBHS Mendong:

R3: Response from COSBIE: R4: Response from MARIO:

Table 41: Pedagogic communication in relation to Quality

Assurance:

Questions	Responses	Analyses
1) How is the communication link between school administrators and pedagogic inspectors?	R1: "Very Good" R2: "Cordial" R3: "Moderate" R4: "Not smooth"	Majority of the respondent indicated that there is a good communication link between pedagogic inspectors and school administrators. This will help to strengthen the bond between teachers and inspectors.
2) Do pedagogic inspectors always call before coming for inspection?	R1: "At times" R2: "At times" R3: "At times" R4: "Not all but some do"	Most indicated that the pedagogic inspectors call at times before coming for inspection. Not calling before coming may handicarp the inspection process.
3) Do pedagogic inspectors always call back to ensure recommendations are implemented?	R1: "Yes, in most cases" R2: "Not in all subjects" R3: "Very rare" R4: "Hardly"	Averagely indicated that pedagogic inspectors don't call back to ensure recommendations are implemented. The public schools showed strong responses while the private schools signal the follow up from pedagogic inspectors is very weak.

Table 42: Pedagogic Planning in relation to Quality Assurance:

Questions	Responses	Analyses
4) Is there regular inspection in your school?	R1: "Yes" R2: "Yes" R3: "Not in all subjects" R4: "To a lesser extent"	Average respondents showed that the inspection rates in the schools are regular while others showed weak rate of inspections. The public schools showed strong positive response while private schools indicated poor rate of inspections. There should be equity.
5) Are all your teachers involved in pedagogic seminars organized by inspectors?	R1: "Not all, but majority" R2: "Not all" R3: "No", with few absences recorded. R4: "Not all"	Majority of schools indicated that not all teachers are involved in pedagogic seminars organize by inspectors. Severe sanctions should be given to teachers that do not attend pedagogic seminars.

6) Do pedagogic inspectors always inform the administration about the required documents needed for inspection before coming?	R1: "At times" R2: "At times" R3: "At times" R4: "Some do at times"	All schools confirmed the fact that pedagogic inspectors at times do inform the administrators about the required documents needed for inspection before coming. It ought to be compulsory.

Table 43: Pedagogic Sanction in relation to Quality Assurance:

Questions	Responses	Analyses
7)Have pedagogic inspection improve on teachers' effectiveness?	R1: "Yes", to a greater extent. R2: "Yes" R3: "Abit" R4: "Yes", as can be seen in good results.	All the schools confirmed that pedagogic inspection has improved on teachers' effectiveness. This will go a long way to improve students' performance, thereby enhancing quality assurance.
8) Have your institution been sanctioned for not respecting national pedagogic program or do not meet up with national school standards?	R1: "No" R2: "No" R3: "No" R4: "No"	No school has ever been sanctioned for not respecting national pedagogic program or do not meeting up with national school standards. This help to give more credits to secondary schools in Yaounde VI.
9) Is your school's infrastructure adequate enough to foster effective teaching?	R1: "Yes" R2: "Yes" R3: "Yes" R4: "Yes"	All the schools indicated that their school infrastructures are adequate enough to foster effective teaching. Quality study environment ensure better teaching/learning process.

Table 44: Pedagogic Evaluation in relation to Quality Assurance:

Questions	Responses	Analyses
10)Do your institution always receive inspection report after inspection?	R1: "Sometimes" R2: "At times" R3: "Rare" R4: "Hardly"	Average schools (public) indicated that they receive inspection report after inspection while below average schools (private) indicated that inspection reports are hardly send to them after inspection.
11) How have the intervention of pedagogic inspectors improve students' academic performance?	R1: "Great improvement of students' performance" R2: "Yes, greatly" R3: "Improve GCE performance" R4: "At the level of exam classes, improvement at GCE results while at the non-exam classes, there is no major improvement"	All schools confirmed that the intervention of pedagogic inspectors have improved students' academic performance, especially in examination classes which are seen during the end of year evaluation. This can be confirmed from the outputs of the students after graduation.
12) Do the inspectors respect the CBA standard during school inspection?	R1: "Yes" R2: "To a great extend" R3: "Yes" R4: "Yes"	All schools indicated that the inspectors respect the CBA standard during school inspection.

Table 45: Quality Assurance from school administrators:

Questions	Responses	Analyses
13) How does the school administration motivate hard working teachers?	R1: "Increased financial incentives at the end of term" R2: "Verbal at times and financial incentives" R3: "Money given at end of every month to hard working teachers for that month. Also, certificate of recognition at end of year party" R4: "Certificate and money"	All schools confirmed motivation of teachers through increase financial incentives, verbal, money given at the end of month and also certificate of recognition. Through such motivations, other teaches are forced to work hard so that they can also be recognize. This will help to improve teachers' professionalism thereby improving quality assurance through motivation.
14) Is the frequency of pedagogic inspection sufficient enough to improve your institution?	R1: "Yes" R2: "Yes" R3: "No" R4: "No"	Half of the schools said the frequency of pedagogic inspection is sufficient enough to improve their institutions while half also indicated that the frequency of pedagogic inspection. All Public schools confirmed, indicating that there is more inspection in public schools than in private schools.
15) Do teachers in your school always cover their syllabus on time frame?	R1: "Yes" R2: "Majority do" R3: "Not all", though majority R4: "Some and not all."	Here, it was indicated that majority of teachers do cover their syllabus on time frame.

Interview for school inspectors:

KEY:

R1: Response from first inspector:

R2: Response from second inspector:

Table 46: Pedagogic communication in relation to Quality

Assurance:

Questions	Responses	Analyses
1)How is the communication link between school administrators and the inspectorate?	R1: "Very good. At the beginning of year, information is send to the schools and they send their documents for treatments". R2: "Very good".	The inspectors confirmed that they have very good communication link with school administrators within this area.
2) How is the relationship between teachers and school inspection team?	R1: "Very good", they receive, entertain and motivate us. R2: "Very good"	They confirmed that their team have a very good relationship with teachers.
3) Is the inspectorate (working environment) well equipped to facilitate proper communication with school administration and teachers?	R1: "Yes to an extend with each inspectorate having the basics" R2: "Yes, though highly disturbed with no network in some schools"	The inspectorate is well equipped to facilitate proper communication with school administrator and teachers.

Table 47: Pedagogic Planning in relation to Quality Assurance:

Questions	Responses	Analyses
4) What plans are made during pre-inspection, inspection proper and post inspection process?	R1: - "Pre inspection: Organize themselves, conceive an inspection letter to head of schools and also inspection guide". - "Inspection proper: first, there is contact with school head, show inspection letter and use inspection guide to carry out inspection". - "Post inspection: Issue letters to schools, make a report and send to the MINESEC". R2: - "Pre inspection: Make programming to visit schools, produce inspection protocol". - "Inspection proper": Meet school administration and brief them on their mission, inspects school documents and infrastructures. - "Post inspection": Produce and send reports to ministry, issue letters to schools.	- During pre-inspection, inspectors organize, conceive an inspection letter, make programs to visits schools and produce inspection protocol. - At the level of inspect proper, meeting with school administrator to give the objectives of their visits, use inspection guide (protocol) to carry out inspection. - Post inspection involves sending reports to the ministry and also issue letters to schools.
5) What measures are put in place by the inspectorate to ensure that recommendations from school inspection are implemented by school management?	R1: "Send administrative letters calling on them to respond. For recasitrant administrators, we propose that they should be replaced" R2: Send repeated administrative letters to schools. Threatened to close some schools if they don't implement the recommendations".	For proper follow up of the implementation of recommendations, the inspectorate sends repeated administrative letters to schools, threatens to close some schools and also propose replacements of some administrators.
6) What are the measures put during inspection to improve teachers' effectiveness?	R1: "Go to schools, evaluate teachers, empower those with short comings". R2: "Organize seminars, follow up implementation of inspection report, evaluates teachers".	In order to improve teachers'

Table 48: Pedagogic Sanction in relation to Quality Assurance:

Questions	Responses	Analyses
7) What are some of the sanctions given to schools that do not respect the national pedagogic program or do not meet up with national school standards?	R1: "For public schools, they request that the head of the schools be change while in private schools, they either close the schools or request that their authorization for opening should be withdrawn". R2: "Closure of schools, request change of administrator".	Recasitrants schools are sanctioned as follows; funding cut, closure of schools, change of administrators, withdrawal of their authorization for opening.
8) In what way has school inspection affected the behavior of teachers?	R1: "Improves teachers' quality, enable teachers to be discipline, enable follow up of the new CBA approach, also enable completion of programs. R2: "Positively, improve CBA standard of teacher, teachers are more efficient".	Teacher's behavior has been affected by school inspection positively as follows; improve CBA application by teachers, teachers have become disciplined and improve teachers' quality.
9) How does school inspection affects teachers' professional development?	R1: "Positively" through behavioral change and work efficiency. R2: "Positively" through seminars and constant follow up.	Through pedagogic seminars organize by inspectors and constant follow up of teachers by inspectors; teachers professional development has been affected positively which can be seen in their behavior and work efficiency.

Table 49: Pedagogic Evaluation in relation to Quality Assurance:

Questions	Responses	Analyses
10) What is done to the evaluation report that is gotten from the field after school inspection?	R1: analyze, administrative letters issued to school administrators and later follow that they are implemented". R2: "analyze and follow up implementation of report. Forward report to MINESEC".	After inspection the evaluation report is analyzed and administrative letters are send to the school and to the ministry.
11) How do teachers and schools react to inspection reports after evaluation?	R1: "Many accepts their faults and implements required measures while few rejects the report decision". R2: "Some ignore the reports while others implement and ameliorate".	Some teachers accept their faults in their inspection report after evaluation while others under look the inspector and ignore their reports after evaluation.
12) How are teachers adapting to the implementation of Competent Based Approach (CBA)?	R1: "Adapting well but physical education is still problematic". R2: "Adapting well though with some weaknesses like limited didactic materials".	Majority of teachers are adapting to the implementation of the CBA, though a few still face difficulties.

Table50: Quality Assurance from school inspectors:

Questions	Responses	Analyses
13) How can you compare school inspection in a public secondary school and a private secondary school?	R1: In public secondary schools, inspection is absolute but in private secondary schools, inspection is inefficient with insufficient teachers, unqualified teachers and some proprietors cannot pay teachers". R2: "Inspection in public school is effective than in private schools with unqualified staff. Also, public schools are obligatory to be inspected while private schools are not obligatory".	Inspectors pay more attention in public schools than in private schools. This may be due to the fact that the private schools are far more than the public schools and also some difficulties like insufficient teachers, unqualified teachers; thereby making inspection difficult.
14) What should be done by school management to ensure quality school inspection?	R1: "Put the necessary documents at the disposal of the inspectors such as internal rules and regulation, terminal reports, disciplinary report, school project. Also, ensure good communication with the inspectorate and ensure implementation of inspection reports decisions". R2: "Ensure good communication link with the inspectorate. Also have all your required documents updated and handed to the inspectorate on time".	In order to ensure quality school inspection, school management should ensure good communication link with inspectorate, puts all necessary documents in order and respect the inspector's evaluation reports.
15) What are the challenges you faced in the field during school inspections?	R1: Poor work ethics, poor control of school managements, low level of accountability in schools, poor support for teachers, school managements do not put the necessary information required to their disposal". R2: "Bad roads to schools, poor work relationship, poor communication access to some areas, poor control of school management".	To ensure quality assurance in school inspection, the government and other stakeholders should look into the following difficulties faced by inspectors: bad roads to schools, poor work ethics, poor control of school management.

CHAPTER FIVE
DISCUSSIONS, CONCLUSIONS& RECOMMENDATION

Discussions:

Pedagogic planning is an efficient strategy of determining school quality assurance:

Educational planning exists at all levels within an educational institution in order to ensure quality assurance. From the results above (Table 17), about 35% of the respondents do not experience yearly pedagogic inspection and about 65% of the respondents do experience yearly pedagogic inspection. This gives faire result that teachers are inspected yearly by pedagogic inspectors. This is not that good because there is no major difference between the respondents for and those against. This could be due to the fact that information does not always flow well from inspectors to teachers, thereby preventing some teachers from being inspected. Our study is proposing that the pedagogic inspectors should improve their level of interaction and contact with teachers to ensure that every teacher is inspected at least once a year. Therefore, it is clear that most of the respondent experiences yearly pedagogic inspection.

Average respondents from school administrators showed that the inspection rates in the schools are regular while others showed weak rate of inspections. The public schools showed strong positive response while private schools indicated poor rate of inspections. This is in correlation with Ololube (2013), who says 'Some schools are visited and inspected more frequently than others. The question here is that 'what could have sparked this disparity There are very few governments secondary schools compared to the several private secondary schools in Yaounde VI, therefore giving the inspectors to access the government schools. This is in line with the fact that the ratio of school inspectors and schools is very uneven, making it difficult for the limited inspectors to go through all the schools. Therefore, to solve such problem, the government should appoint more inspectors for this will reduce the workload and ensure quality inspection to better the education of our children.

In the course of planning the documents concern need to be made known by the inspectors to the school. It is in this light that a considerable disagree but a majority of the respondents agree on the fact they are always inform of the documents that will be needed during inspection. With a considerate number of correspondents disagreeing to the above fact, it is a reawaken to the inspectors to pre informed the teachers of the required documents required. It is often said that 'effective preparation is a guarantee of successes. There is need

for teachers and schools to be pre informed of the required documents needed for inspection. This will enable and facilitates the work of the inspectors.

Table 18 presents the statistic results of the sample distribution to understanding the teachers' opinions on the management of the several holidays on school calendar and how it affects the completion of the scheme of work. Almost 85% 0f the respondents turn to agree or strongly agree that the many holidays on the school calendar affect the completion of the scheme of work allocated to them. According to Robinson (1972), planning process requires the establishment of purpose, formation of alternatives, the prediction of outcome, the evaluation and selection of alternatives and implementation. Thus, since majority of the respondents agree on the fact that the several public holidays in the school calendar affects the completion of the scheme of work, the curriculum developer should review the school calendar with respect to the purpose and outcome of these several public holidays. As these public holidays affects completion of scheme of work, the results are clearly seen on the students' performance. When the purposes and outcome of these public holidays are reviewed with respect to improving quality, the teachers will cover their syllabus and the students' results will be improved upon.

On organization of annual seminars, 90% of the respondents accepted the fact that inspectors organize pedagogic seminars annually. According to Ikegbusi and Eziamaka (2016), there is no way the goal and objective of an organization can be achieved without putting in place certain mechanism towards ensuring its success. Thus, the pedagogic inspectors use the annual seminars to ensure that the goals and objectives are met through the teaching/learnin process. Also, Burke (1995) found out that employees who participated in the greatest number of training programs and rated the training they attended as most relevant, viewed the institution as being more supportive, looked at the company more favourably and had less of intent to quit. This is in line with this study where 90% of the respondents confirm the fact that pedagogic inspectors organize annual seminars to improve professional development of teachers (Table 19). This is also in accordance with Walsh and Taylor (2007) that several studies show that training activities are correlated with productivity and retention. The pedagogic seminar is meant to equip the teachers with recent professional development and re enforced on that their strength in the teaching field.

Inspection warrants some level of preparedness from both teachers and inspectors. This study revealed that majority of the teachers are always prepared to be inspected at any time (Table 21). As a teacher, you need to be prepared that at any time an inspector can pass around. Through such preparation, all the necessary documents should be in order and lessons well prepared. For the respondents that are not prepared to be inspected at any time, they may be

some teachers that see inspection as a means of threats and also underlooks at the inspection reports. For a teacher to be effective in his/her profession, they must always be prepared to be inspected at all time. Teachers that are scared to be inspected; one may doubt their competent.

From interview with the inspectors, they revealed that during pre-inspection, they organize, conceive an inspection letter, make programs to visits schools and produce inspection protocol. These activities prepare the pace for the inspection proper. At the level of inspection proper, meeting with school administrator to give the objectives of their visits, use inspection guide (protocol) to carry out inspection. This is the stage where inspection activities are carried out and there is direct contact with students, teachers and students. Post inspection involves sending reports to the ministry and also issue letters to schools. During inspection, each stage has its own objective that must be met in order to ensure quality assurance.

According to the correlation, there is a statistical significant relationship between pedagogic planning and quality assurance in secondary schools in Yaoundé VI municipality. This indicates that there is an influence of pedagogic planning in ensuring quality assurance. With the correlation value being 0.534, shows a very strong relationship between pedagogic planning and quality assurance. The better the planning is done; the greater will be the quality assurance in education. Thus, Pedagogic planning has a significant effect on quality assurance in secondary school management.   The scientific management theory is focus on how to organize work professionally and to design the mechanism that improves labour productivity and saves time and monetary resources (Hoyle and Wallace, 2005; Sergiovanni and Starrat, 2007). This theory states that workers should be scientifically selected and trained. It also stipulates that managers should focus on developing, designing and supervising improved systems whereas workers should concentrate on performing their duties. If everyone fulfils their respective role, no conflicts would arise between management and workers since scientific management approach would find the best solution for all parties concerned. Thus, there should be total collaboration between management and workers in planning and delivery. Therefore, in a school, there should be total collaboration between teachers and inspectors at the level of planning and delivery of knowledge. This will go a long way to improve educational quality.

Effective pedagogic communication is a tool of school quality assurance:

The results from teachers indicate that majority of the respondents agree on the fact that school inspectors call before coming for inspection but the statistics on disagree are so close that we can deduce a mixture of contention on this point (Table 13). This is in the same line with the responses from the administrators where majority of the administrators responded that

inspectors call at times before coming for inspection (Table 41). It may seem that some teachers are always informed and others not informed. In a school, there ought to be constant communication between inspectors and teachers. With the high value of those that disagree indicates that for the quality of education to be improved pedagogic inspectors should endeavor to always call teachers before coming for inspection. This is not in total confirmation with OFSTED (2005), which says that school inspectors talk with the staff and the administrators and even the students constantly. In the course of this constant communication, they come to an agreement of improving school quality. In our context, the school inspectors are called to always call the teachers to keep them updated before coming for inspection. Through such calls, the inspection process will be smooth as all required documents will be made available, teachers will be present and the inspectors will be received properly.

On pre-inspection visits carryout by school inspectors in schools in Yaounde VI, we had a negative perception, meaning that most of the respondents disagree on the fact that there are pre-inspection visits in schools (Table 14). Pre inspection is one of the stages of inspection that are supposed to be carried out by inspectors but from our results, it shows that many inspectors neglect this stage and move directly to inspection proper. According to Rono (2000), the decision to inspect an institution with notice requires that it is informed in adequate time and that information on areas to be inspected are also communicated to the institution. Also, the decision to inspect an institution without notice depends on the circumstances prevailing there, especially the special needs or concern of the community or stakeholders on its management, performance or other emerging issues. Due to the negative perception from respondents with respects to pre inspection visits, it may be in accordance to Rono (2000), which may be dependents on the circumstances prevailing here in Yaounde VI. Failure in pre inspection visits may be due to poor network connection or bad roads. The main essence of pre inspection visits is to collect basic information on schools, make preparatory visits, informed schools in adequate time and come out with inspection schedule. When pre inspection visits are effective, it is going to improve the quality of administrative style, teaching and learning process and ensure proper school documents. The pedagogic inspectors in Yaounde VI should re enforce their efforts towards pre inspection visits to help boost the quality assurance in education within this municipality.

According to our study, it showed that 69% of the respondents turn to agree or strongly agree on the facts that pedagogic inspectors are motivational and serve as role model during school inspection. This showed that inspectors' in Yaounde VI are very friendly to teachers and many teachers and administrators look up to them for advice and academic growth. Therefore, we can conclude that most of the respondents are of the opinion that school inspectors are

motivational and role models. This is in contrary to Haule (2012) who puts that school inspectors treats teachers rudely and as such, they perceive school inspection as an activity that threatens them and as a result, they do not accept the recommendations wholeheartedly.

The statistical analyses also revealed that majority of the respondents are for the facts that pedagogic inspectors do not call back to follow up teachers after inspection. This is against Aiyepeku (1987) who says four weeks after inspection, a draft report is sent to the school, teachers and parents. In our context, there is need for the inspectors to identify these hindering barriers preventing proper follow up after inspection. In Yaounde VI sub division, some of the factors preventing proper follow up by inspectors could be; poor network connection, insufficient fund to mission or numerous schools at their disposals. Therefore, the pedagogic inspectors within this area should re enforce their efforts to call teachers for follow up after inspection.

From interview with inspectors, they confirmed that their inspection team had a very good relationship and communication link with teachers and administrators (Table 46). Also, the inspectorate is well equipped to facilitate proper communication with school administrator and teachers. With the proper equipping of the inspectorate to facilitate proper communication, there ought to be a good pre inspection visits and post inspections follow up. The inspectors should use the facilities at their disposal sufficiently to enhance quality assurance and if possible, request for more from the hierarchy.

Human relation refers to the interaction of people in all works of life. According to human relation theory by Elton Mayo, meeting social needs of employees will increase productivity (Sergiovanni and Starratt, 2007). This theory belief that people's desire to be part of a supportive team that facilitate development and growth with an institution. Thus, employees should be active members in decision making. The theory shows that individuals will be self-directed and more committed to work, if their social needs are met. The human relation approach is a socio physiological human behavior which concentrates on the human needs and the social and psychological aspects of the work. The Howthorn experiment showed that communication in an organization is very important. This is in line with the Pearson correlation where we realized that there is a relationship between pedagogic communication and quality assurance in secondary schools in Yaoundé VI municipality. This could be possible because of the facts that the social needs and human needs of the staff were met within this area.

The Spearman correlation of pedagogic communication (PC) and quality assurance (QA) revealed a calculated value of 0.248. The calculated value of 0.248 at a PV 0.01(0.000) was obtained which is also significant at 0.05(95%) confidence level based on sample of 162

teachers randomly selected from the four schools in Yaoundé VI municipality. This signifies that there is a statistic significant between pedagogic communication and quality assurance in selected secondary schools in Yaoundé VI municipality.

Pedagogic evaluation is an indispensable tool in enhancing school quality assurance:

Evaluation means measuring or observing the processes to judge it or to determine it for its value by comparing it to other or some kind of a standard (Weir and Robert, 1994). It is rather a final process that is determined to understand the quality of the process.

From the statistical evaluation, 50% of the respondents agreed that school inspectors always give inspection reports to schools after inspection while 50% disagreed (Table 27). This indicates that the rates of inspection report to schools after inspection is very poor. Equally, from the interview with school administrators, average schools indicated that they receive inspection report after inspection while average schools indicated that inspection reports are hardly send to them after inspection. The responses from teachers and school administrators are similar. Thus, the inspectors within Yaounde VI are call upon to ensure that inspection reports are forwarded to schools after inspection. Such reports will re-awaken schools to amend their wrongs and even improve on their performance. Still on school reports 75% of respondents disagree to having access to their inspection reports. This gives a very weak and poor signal on the part of the inspectors. Carrying out inspection without delivering the report is of no value because weaknesses will not be identified by the teachers and recommendations not known by the teachers.

Majority of the respondents supported the fact that inspectors used CBA standard in evaluation methods (Table 29). This supports the implementation of the CBA standard in schools within this area. 78% of the respondents also agreed that through pedagogic evaluation by inspectors, they have helped to improve students' academic performance (Table 30). Also, from interview with administrators, all the schools indicated that the inspectors respect the CBA standard during school inspection. Therefore, pedagogic inspectors play a very key role in this area of the country. This is a clear signal that if more efforts are put by pedagogic inspectors, Yaounde VI and Cameroon as a whole would be an area to reckon with in terms of quality assurance in education. On an interview with pedagogic inspectors on how teachers are adapting to the implementation of CBA, majority of the teachers are adapting to the implementation though a few are still facing difficulties. This shows that inspectors still have much work to do as far as CBA implementation is concern.

The Spearman correlation of pedagogic evaluation (PE) and quality assurance (QA) revealed a calculated value of 0.356 at a PV 0.0 1(0.05) which is also significant at 0.05(95%) confidence interval (Table 39). This is equally drawn from the sample of 162 teachers randomly selected from the four schools in Yaoundé VI municipality. The statistical data analysis reveals that pedagogic evaluation has a statistical signification relationship with quality assurance in the Yaoundé VI municipality. This implies that our null hypothesis on the view that there is no relationship between pedagogic evaluation and quality assurance in secondary in Yaoundé VI municipality is discarded. We in effect conclude that the pedagogic evaluation has a great relationship in influencing quality management of teachers in secondary schools in Yaoundé VI municipality. Improving on pedagogic evaluation is improving in quality assurance.

The pedagogic inspectors responded on 'what is done to the evaluation report that is gotten from the field after school inspection. They assure and responded that after inspection, the evaluation report is analyzed and administrative letters are send to the school and to the ministry. Through the letters send to the schools, they are obliged to ensure that recommendations are implemented as stipulated in the letter. At the level of the ministry, such letter helps to make the ministry to be aware at what is happening in the field. Such reports are analyzed at the ministry and sanctions are taken based on the reports.

The Stufflebeam's CIPP model of evaluation is a comprehensive framework of guiding evaluation programs, projects, personnel, products, institution and systems. This model's core parts are context, input, process and product evaluation. According to Stufflebeam (2002), these four parts of an evaluation respectively ask what needs to be done, how it should be done, is it being done, did it succeed? According to this study, we realized that the context evaluation is very good as teachers and inspectors agreed that CBA is well respected during teaching and inspection processes. This ensures that the context of required knowledge is implemented properly within this area to assure good quality. Also, the product evaluation can be confirmed at the level of students' performance where we realized that 78% of the respondents agreed that through pedagogic evaluation by inspectors, they have helped to improve students' academic performance (Table 30). Therefore, this theory helps to guide during educational evaluation to ensure that the context and input of knowledge should follow a procedure that will give the expected product or result.

Pedagogic sanction as good mechanism in ameliorating school quality management:

Through school inspections, pedagogic sanctions can be carried out as remedy to better improve education. Majority (80 %) of the respondents agreed and strongly agreed that school

inspection change teachers' behavior (Table 22). Also, in an interview with inspectors on teachers' behavior, they said teacher's behavior has been affected by school inspection positively by improving CBA application by teachers, teachers have become disciplined and improve teachers' quality. This result is in accordance with Ehren and Visscher (2008) who summarizes the effects of school inspections on behavioral change among teachers, school improvement and student's achievement results. Their systematic study of peer reviewed articles that were published after 2000 and include empirical research shows plausible connections between inspection and school improvement and behavioral change among teachers. Therefore, school inspection has improved and developed the behavior of teachers thereby contributing to improving students' academic performance.

In the course of inspection, one of the major functions of the inspectors is to identify teachers' faults and ameliorates them for the purpose of improving performance. It is in this light that this study revealed that 94 % of the respondents agreed and strongly agreed that inspectors always identify faults from teachers during inspection visits. According to interview with the inspectors, when faults are identified, they are puts into writings and forwarded to the ministry and recommendations send back to the school and the teacher concern. This will go a long way to improve the teacher professional development thereby assuring quality standard of education.

In an interview with the school administrators, all the schools agreed that their school infrastructures are adequate enough to foster effective teaching. According to Clements-Croome (2000), environment in which people work affects both job performance and job satisfaction. The tasks workers perform in modern office buildings are increasingly complex and depend on sophisticated technology and companies whose occupancy costs are increasing generally seek to reduce them without adversely affecting the workers. Such workspace decisions aspire to create an investment in employees' quality of life, the argument being made that measurable productivity increases will result. Dilani (2004) adds that, researchers are increasingly finding links between employee health and aspects of the physical environment at work such as indoor air quality and lighting. Contemporary literature on stress in the work environment typically focuses on psychosocial factors that affect job performance, strain and employee health. Some theoretical models of stress at work have included the physical environment as a factor. According to Macfie (2002), it is important for management 's effort to create a working environment where everyone is highly motivated and feels valued. He adds that if staff look after their health, they will be better in their own lives and in the business. If people feel better about the way they manage their lives they will be more creative and more productive in the way they contribute at work. In contrary to the study, Ngidi and Sibaya (2002)

found that in disadvantaged schools, working conditions are often not conducive to teaching and learning.

Sanctions given to schools depend on the reports forwarded to the ministry through inspection reports. During an interview with pedagogic inspectors on what are some of the sanctions given to schools that do not respect the national pedagogic program or do not meet up with national school standards? According to their responses, recasitrants schools are sanctioned as follows; funding cut, closure of schools, change of administrators, and withdrawal of their authorization for opening. Faubert (2009) stipulate that the minister may decide to take administrative actions, including penalties such as funding cut. Moreover, the inspectors by laws are required to sit with the school management and agree on the necessity of forging a plan to address the shortcomings detected during inspection. If the school does not improve within a specified period of time, the sanction of closure is applied. But the results of this study revealed that no school within our range has ever been sanction after inspection.

The Spearman correlation of pedagogic sanction (PS) and quality assurance (QA) gave a calculated value of 0.257 at a PV 0.0 1 (0.000) which is also significant at 0.05(95%) confidence level. It is evident from that results that there exist a statistical significant relationship between pedagogic sanction and quality assurance. In this light, pedagogic sanction plays a significant role in improving quality school management in the Yaoundé VI municipality.

Pedagogic sanction can be guided by the McGregor X and Y theories. This theory describes contrasting models of workforce motivation applied by managers in human resource management, organizational behaviour, organization communication and organizational development. The theory X style managers believes their employees are less intelligent, lazier, avoids responsibilities, dislike work, work solely for sustainable income and are more likely to use punishment as motivation. The theory Y style managers, believes that their employees want to work, are internally motivated, enjoy their job, creative and work to better them without a direct reward in return. Therefore, our study has shown that the teachers and inspectors enjoy their work, do not need close supervision to create a quality product, better relationships with their boss and are internally motivated. Thus, theory Y style management is the better form of motivation with focus on rewards.

Conclusion

On the whole, the task we had in this work consisted in carrying out research on the role played by school inspection in enhancing quality assurance in some secondary schools in Yaounde VI municipality. In the course of the study, the independent variable (school

inspection) was further broken to obtain variables as pedagogic planning, pedagogic communication, pedagogic evaluation and pedagogic sanction which were correlated with the dependent variable (quality assurance). We began our work by presenting a background of the study, we then presented the problem, the review of literature, methodology then data presentation and analysis. From the data we collected from a couple of teachers, school administrators and inspectors we took as case study and its analysis using Spearman correlation analysis and SPSS, we arrived at the following conclusion.

The Spearman correlation of pedagogic planning (PP) and quality assurance (QA) revealed value of 0.534 at a PV 0.01(0.000) was obtained which is also significant at 0.05(95%) confidence interval. This indicates that there is a strong relationship between pedagogic planning and quality assurance in secondary schools in Yaoundé VI municipality. This showed that when planning, inspectors ensures that seminars are organize annually, teachers are inspected regularly, teachers are informed ahead of time of the required documents needed for inspection. With the application of these by pedagogic inspectors, it will go a long way to ensure quality education in Cameroon. Majority of the school administrators also accepted that teachers are involved in pedagogic seminars while average respondents indicate that inspection are averagely carried out. Teachers should continue attending pedagogic seminars to improve their professional development while inspectors should improve the rate of carrying out inspection in order for quality assurance in schools. Therefore, pedagogic planning has a key role to play in ensuring quality assurance in secondary schools in Cameroon.

Average of the teachers that responded revealed that the communication link between teachers and inspectors is moderate. This was analyzed based on the facts that inspectors are friendly during inspection, they call before coming for inspection and also call back to follow teachers after inspection. With this poor link, inspectors are call to sit up and improve their communication connection with teachers within Yaounde VI and Cameroon as a whole. On the part of the school administrators, majority respondents indicated that there is a good communication link between school inspectors while the inspectors also confirmed that they share a good communication link with teachers and administrators. The Pearson correlation of pedagogic communication (PC) and quality assurance (QA) revealed a value of 0.248 at a PV 0.01. This shows that there is a relationship between pedagogic communication and quality assurance. Thus, pedagogic inspectors are call to improve on the rate of communication to follow up teachers and school administrators in order to assure quality education in Cameroon.

On pedagogic evaluation, all administrators confirm that inspection have facilitated and improve students' academic performance. Thus, schools with low rate of inspection should follow up the inspectors to come to their school for this will equip the teachers thereby improve students' performance. Both inspectors and teachers confirmed the application of competency-based approach (CBA) in teaching and during inspection evaluation. This gives more credit to the application of the new education system in Cameroon. Majority of the teachers revealed that they don't have access to their inspection reports after inspection. This shows weakness on the part of the inspectors. Thus, inspectors are call to ensure that teachers should have access to the inspection report after inspection for this will help them identify their faults and follow the recommendations from the reports to ensure quality. The spearman correlation shows that there is a relationship between pedagogic evaluation and quality assurance. From this study, it can be concluded that the evaluation method in secondary schools in Yaounde VI and Cameroon as a whole is up to standard and has a greater impact on impacting quality evaluation in Cameroon.

Through pedagogic sanction, educational actors respect and follow the required norms. It is in this light that during this study, all the school administrators revealed that pedagogic inspection have improve on teacher's effectiveness while the inspectors confirmed that inspection have a positive effect on teacher's behavior. Majority (94%) of the teachers said that inspectors always identify faults from teachers during inspection visits. This indicates that nobody is perfect in the teaching/learning process, thus all teachers should be involved in inspection for they will learn in one way or the other. Moreover, all school inspectors revealed that the school infrastructures are good enough to foster effective teaching. This shows that the schools in Yaounde VI are constructed with respect to the national standard of constructing schools. Also, schools within this area of the country are of good standard in terms of infrastructures, implementation of inspection recommendations, teachers' behavior and effectiveness thereby enhancing quality education in the country. Therefore, through pedagogic sanctions, many schools in Yaounde VI have been called to order thereby ensuring quality educational system.

Recommendation:

The following recommendations have been proffered based on the findings of this study:

1. The Ministry of Secondary Education (MINESEC) Cameroon should ensure constant follow up that all inspection reports are delivered in schools. This will help schools to make amendments and respect national standards.

2. The communication link between teachers, administrators and inspectors should be strengthened through the provision of more communication facilities in schools and inspectorate.

3. Since school inspection is completely in the hands of government, they should provide sufficient funds for the procurement of necessary equipment and stationeries and for the organization of workshops and seminars. This is necessary since funds will enable the inspectors' grapple with their defined tasks.

4. The frequency of pedagogy inspection should be increased. This will help teachers to improve CBA implementation and output.

5. The national inspectorate should ensure that all schools are inspected by pedagogic inspectors. Through this means, it will ensure that all schools are updated with the necessary and recent pedagogic information.

Limitations of the Study:

In the course of carrying out this study, the researcher experienced some limitations. The following are inherent in this study:

1. Some of the respondents were reluctant in providing the needed information as a result of the fact that they were not certain of the use to which their responses were to be put in spite of the researcher's explanations of the purpose to which their responses were going to be made. This might have resulted to some of the respondents faking their responses.

2. The researcher faced difficulty in selecting the two private schools amongst the numerous private schools in Yaounde VI.

However, despite the above limitations, this study was deemed successful because the purpose, for which it was designed, has been achieved.

Suggestions for Further Research:

1. This study should be further extended that it can cover the entire Mfoundi division.

2. Similar studies should be carried out in other divisions of Centre Region to better understand some comparative analyses.

3. Similar studies should be replicated between the inspectorates of secondary and basic education.

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APPENDIX A: QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

My name is Binda Marcel Andigma, a student in the Faculty of Education, University of Yaounde 1. I am doing research on **SCHOOL INSPECTION AND ITS ROLE IN IMPROVING SCHOOL SYSTEMS IN SOME SECONDARY SCHOOLS IN YAOUNDÉ VI SUB-DIVISION.** This research is part of the requirements for the award of the degree of Master of Education(M.Ed) in Educational management of the University of Yaounde 1. I thank you for your collaboration and availability. I will like to have your opinion on this work by answering and returning this questionnaire as soon as possible. I guarantee you that all the answers you give will be strictly confidential and used for academic purpose only. I count on your sincere answers to these questions.

Insert a tick across the correct box: StronglyDisagree (SD), Disagree (D), Agree (A), and StronglyAgree (SA).

Demographic information

1. **Age:**   20-30 ☐   31-40 ☐   41-50 ☐   51-60 ☐

2. **Status:** single   married │   divorced│   │   widow(er) ☐
3. **Sex:** male   │female ☐

4. **School:** GBHS EtougEbe ☐   GBHS Mendong ☐ COSBIE ☐ Mario ☐

5. **Work Experience:** 1-5 Yrsy☐ 6-10 Yrs ☐   11-20 Yrs ☐ Above 21 Yrs ☐

QUESTIONNAIRE ON INDEPENDENT VARIABLE (SCHOOL

INSPECTION) Pedagogic Planning

SN	Elements	SD	D	A	SA
1	Are you inspected yearly by pedagogic inspectors				
2	The several public holidays in the school calendar which leads to several days off, affect the completion of the scheme of work.				
3	Inspectors organize annual seminars				
4	School inspectors inform teachers of documents they will need during inspection				
5	Are you always prepared to be inspected at any time				

Pedagogic Communication:

SN	Elements	SD	D	A	SA
6	School inspectors are friendly during and after inspection				
7	School inspectors call before coming for inspection				
8	Pre inspection visits are carried out by school inspectors				

9	School inspectors are motivational and role model during				
10	Inspectors call back to follow up teachers after inspection				

Pedagogic Evaluation

SN	Elements	SD	D	A	SA
11	School inspectors always give inspection report to your school after inspection.				
12	Teachers have access to their inspection reports.				
13	School inspectors used CBA standard of inspection in evaluation methods.				
14	Through pedagogic evaluation by inspectors, they have help to improve students' academic performance.				
15	Inspectors releases the scores teachers earn after pedagogic evaluation.				

Pedagogic Sanction

SN	Elements	SD	D	A	SA
16	School inspection change teachers behavior.				
17	Inspectors come back to schools after inspection to ensure recommendations are implemented.				
18	You are being given the freedom to try innovative methods for better learning.				
19	Through inspection recommendations, inspection visits have improved academic performance in your school.				
20	Inspectors always identify faults from teachers during inspection visits.				

QUESTIONNAIRE ON DEPENDENT VARIABLE (QUALITY ASSURANCE)

SN	Elements	SD	D	A	SA
21	The allocated time per period is enough for teachers to cover the lesson to be taught				
22	The frequency of in-service training and seminars is adequate to guarantee your professional development.				
23	The infrastructures in your school are adequate to foster effective teaching.				
24	The class sizes are good enough to encourage effective teaching.				
25	The style of management makes you to consider working as interesting.				

APPENDIX B: INTERVIEW GUIDE FOR SCHOOL INSPECTORS

Dear Respondent,

My name is Binda Marcel Andigma, a student in the Faculty of Education, of the University of Yaounde 1. I am doing research on **SCHOOL INSPECTION AND ITS ROLE IN ENHANCING QUALITY ASSURANCE IN SELECTED SECONDARY SCHOOLS IN YAOUNDÉ VI SUB-DIVISION OF CAMEROON.**This research is part of the requirements for the award of the degree of Master of Education (M.Ed) in Educational management of the University of Yaounde 1. I thank you for your collaboration and availability. I will like to have your opinion on this work by providing answers to the questions raised as sincere as possible. I assure you that all the answers you give will be strictly confidential and used for academic purpose only. Thank you for granting me audience. The questions for the interview are:

1. How is the communication link between school administrators and the inspectorate?
2. How is the relationship between teachers and school inspection team?
3. What plans are made during pre-inspection, inspection proper and post inspection process?
4. What measures are put in place by the inspectorate to ensure that recommendations from school inspection are implemented by school management?
5. What are some of the sanctions given to schools that do not respect the national pedagogic program or do not meet up with national school standards?
6. In what way has school inspection affected the behavior of teachers in the schools where they work?
7. What is done to the evaluation reports of the inspectors from the field after school inspection?
8. How do teachers and schools react to inspection reports after evaluation?
9. During inspection, how does school management motivate the inspection team?
10. How are teachers adapting to the implementation of the Competent Based Approach (CBA)?
11. Are the funding provided for inspection sufficient to cover all inspection requirements?
12. How does school inspection affect teachers' professional development?
13. Is the inspectorate (Working environment) equipped with all the necessary equipment to facilitate quality school inspection?
14. How can you compare school inspection in a public secondary school and private secondary school?
15. How often does the inspectorate general organize in-service training for inspectors?
16. What measures are put in place during inspection to improve on teachers' effectiveness?
17. How is school inspection beneficial to the students, teachers and the school as a whole?
18. What are the challenges which you faced in the field during school inspection?
19. What should be done in the inspectorate general that will go a long way to improve on the school systems operating in Cameroon?
20. What should be done by school management to ensure quality school inspection?

APPENDIX C: INTERVIEW GUIDE FOR SCHOOL ADMINISTRATORS

Dear Respondent,

My name is Binda Marcel Andigma, a student at Faculty of Education, University of Yaounde 1. I am doing research on **SCHOOL INSPECTION AND ITS ROLE IN ENHANCING QUALITY ASSURANCE IN SELECTED SECONDARY SCHOOLS IN YAOUNDÉ VI SUB-DIVISION OF CAMEROON.** This research is part of the requirements for the award of the degree of Master of Education (M.Ed) in Educational management of the University of Yaounde 1. I thank you for your collaboration and availability. I will like to have your opinion on this work by providing answers to the questions raised as sincere as possible. I assure you that all the answers you give will be strictly confidential and used for academic purpose only. Thank you for granting me audience. Please, kindly identify your school below by underlining appropriately.

Schools: GBHS EtougEbe   GBHS Mendong   COSBIE   Mario

The questions for the interview are:

1. How is the communication link between school administrators and pedagogic inspectors?
2. Do pedagogic inspectors always call before coming for inspection?
3. Do pedagogic inspectors always call back to ensure that recommendations are implemented.
4. Is there regular inspection in your school annually?
5. Are all your teachers involved in pedagogic seminars organized by inspectors?
6. Do pedagogic inspectors always inform the administration about the required documents needed for inspection before coming?
7. Have pedagogic inspection improved on teachers' effectiveness?
8. Has your institution ever been sanctioned for not respecting national pedagogic programs or not meeting up with national school standards?
9. Does your institution always receive inspection reports after inspection?
10. How have the interventions of pedagogic inspectors improved students' academic performance?
11. Do the inspectors respect the CBA standards during school inspection?
12. Does your school always motivate the inspection team after inspection and how if yes?
13. How does the school administration motivate hard working teachers'?
14. Is the frequency of pedagogic inspection sufficient enough to improve your institution?
15. Do teachers in your school always cover their syllabus on time frame?
16. Is your school infrastructure adequate enough to foster effective teaching?

APPENDIX D: RESEARCH AUTHORISATION

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REPUBLIQUE DU CAMEROUN Paix-Travail-Patrie *********** UNIVERSITE DE YAOUNDE I *********** FACULTE DES SCIENCES DE L'EDUCATION *********** DEPARTEMENT DE CURRICULA ET EVALUATION .... Option : MANAGEMENT DE L'EDUCATION		REPUBLIC OF CAMEROON Peace-Work-Fatherland *********** UNIVERSITY OF YAOUNDE I *********** FACULTY OF EDUCATION *********** DEPARTEMENT OF CURRILUM AND EVALUATION .... Option: EDUCATIONAL MANAGEMENT

N° 204/20 UY1/FSE/VDSSE/

RESEARCH AUTHORISATION

I the undersigned , **Professor MOUPOU Moïse**, Dean of the Faculty of Education, University of Yaoundé I, hereby certify that **BINDA MARCEL ANDIGMA,** matriculation N° **18X3454,** is registred in Masters II, the Faculty of Education, Department : **Curricula et Evaluation**, option**: Inspection of school Life (ISL).**

He is carrying out a research work in view of obtaining a Master's degree, precisely in field of **EDUCATIONAL INSPECTION**. His work titled: **"school inspection and the role it plays in improving student academic performance in secondary schools in Yaounde VI sub Division",** is under the supervision of Professor **Einsten Moses Egebe Anyi**, University of Bamenda.

I would be grateful if you provide him with every information that can be helpful in the realization of his research work.

This Authorization is to serve the concerned for whatever purpose it is intended to.

Ngong Kum
PLEG-Hors Echelle

Done in Yaoundé on 12 0 AOUT 2020

For the Dean, by order

Eyikeshi Saminy
B.Ed (Biology)
Tél: 673 58 08 73

Fidelis Atembeh Form
PLEG - Hors Echelle

Mme Tebud
PLEG-Eng.Lang / Lit