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PEDAGOGIC INSPECTION AND STUDENTS' PERFORMANCE IN SOME SECONDARY SCHOOLS. CASE STUDY: TIKO MUNICIPALITY-SOUTH WEST REGION-CAMEROON.

A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF A MASTER DEGREE IN SCIENCES OF EDUCATION (M.Ed.)

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CERTIFICATION

This piece of work "**Pedagogic Inspection and Students' Performance in Some Secondary Schools, Case Study: Tiko Municipality-South West Region-Cameroon**" has been carried out in the Department of Educational Foundation, Faculty of Education by **AKERENWIE NGU** (Matricule No: 13S567). We hereby certify that it was personally done by him and it is free from all forms of plagiarism and considered fit for public consumption because it meets the standards of our country, Cameroon.

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The Dean of Studies, Faculty of Education……..

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DEDICATION

This research is affectionately dedicated to my parents:

Mr. Ngu Emmanuel Formugom (late)

and

Mrs. Ngu Margaret Akwen (living).

ACKNOWLEDGEMENT

This dissertation has been the product of many efforts from different individuals, although it is not easy to mention them all. First, and foremost, I wish to register my particular gratitude to the Almighty God my sustainer and protector who enabled me accomplish this research report. To Him be all the glory and honor.

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ABSTRACT

This study is based on Pedagogic Inspection and Students' Performance. It has been observed that in most Cameroonian Secondary Schools, there is ineffective teaching leading to falling standard in the educational system. This view is supported by Fonkeng and Tamajong (2009:147), who state that one of the major problems facing the school system in Cameroon is that of inadequate and inefficient teaching staff. This implies that teachers during the teaching/learning process use inappropriate teaching aids, methods and techniques which is blamed on inadequate pedagogic inspections that leads to poor students' academic achievement. In order to maintain the standard of education at the secondary school level; the government recruits, trains and pays teachers, constructs classrooms and provides didactic material, and has also instituted pedagogic inspection as a means of improving or upgrading the quality of instruction and performance of its schools. As a result, the state appointed Regional Pedagogic Inspectors for each subject area, with the responsibility to improve teaching and guaranteeing teacher quality during their frequent school visit. Despite the above mentioned, it has been observed that most parents and educators are worried by the falling standards (students' performance) and the quality of teaching in Cameroon secondary schools which they blame on ineffective teaching due to limited evaluation/control of teachers work. From the above worries, the aim of this study was to investigate the extent to which pedagogic inspection has an impact on teaching and learning in some secondary schools in Tiko Municipality. This is to give some insights to how school inspection should be organized to influence teachers' work and hence students' academic performance. The theoretical framework were grounded on the Scientific Management, Human Relations, and McGregor's theories of X and Y. These theories argue that, though teachers have to follow pre-determined objectives in a defined curriculum, they possess potentials and independent thinking that can shape the teaching/learning process for students' academic excellence hence, a sense of emancipation and ownership of the process.

The study was essentially quantitative with some aspects of it being qualitative in nature. The study employed 277 participants who were gotten through the simple random sampling technique. These were 257 teachers, 10 school inspectors and 10 school principals'. Essential Data was collected through questionnaires for teachers, semi-structured interviews for school inspectors and school principals', and observation guide on pedagogy for teachers. The chi square was the statistical tool used to measure the correlation between variables. Based on the data analysis, the following results were obtained in relation to the hypotheses of the study:

- Based on the first hypothesis, it was observed that X^2 cal. value is 29.410 against the X^2 crit. value of 9.488, which ascertained that, there exist a relationship between the inspection of recommended instructional aids and students' performance.
- In the second hypothesis, it was observed that the X^2 cal. value is 61.144, which was greater than the X^2 crit. value of 12.592, which confirmed that; there exist a relationship between the inspection of teachers' teaching methods and students' performance.
- As to the third hypothesis, it was observed that the X^2 cal. value is 93.963, which was greater than the X^2 crit. value of 9.488, which also confirmed that; there is a significant relationship between the inspection of teachers' assiduity and students' performance.

From the above findings, this researcher recommends; the government to commit more of its resources towards school inspectorate department for effective monitoring of the quality of education provided. For example; provision of transportation facilities to inspectors. Classroom observations should be a central focus of the school inspectors for their impact on teaching/learning to be realized. Moreover, for improvements in teaching and learning to be achieved the educational stakeholders and the Ministry of Secondary Education should make use of the inspection findings and recommendations.

RESUME

Cette étude est basée sur l'inspection pédagogique et la performance des l'élèves. Il a été observé que, dans la plupart des écoles au Cameroun, il y'a un enseignement inefficace conduisant à la réduction des performances du système éducatif. Ce point de vue est soutenu par Fonkeng et Tamajong, (2009:147) qui affirment que l'un des principaux problèmes du système scolaire au Cameroun est celui du personnel enseignant insuffisant et inefficace. Cela implique que les enseignants au cours du processus d'enseignement, utilisent les outils inappropriés, les méthodes et techniques inadéquates. Tout ceci concoure à l'inefficacité de l'inspection pédagogique entrainant l'échec en milieu scolaire. Dans le but de maintenir le niveau de l'éducation au niveau de l'enseignement secondaire, le gouvernement recrute, forme et paie les enseignants, construit des salles de classe et fournit des matériels didactiques ; il a également mis en place l'inspection pédagogique comme un moyen d'améliorer la qualité de l'enseignement et de la performance des élèves en milieu scolaire. En conséquence, l'état a nommé des inspecteurs pédagogiques régionaux pour chaque matière. Ceux-ci ont la responsabilité d'améliorer l'enseignement et de garantir la qualité des enseignements. Malgré ce qui précède, il a été observé que la plupart des parents et des éducateurs sont préoccupés par la baisse du niveau scolaire de leurs enfants et la qualité de l'enseignement dans les écoles secondaires du Cameroun. Cette baisse est causée par le mauvais suivi de l'inspection pédagogique vis-à-vis des enseignants. D'après ce qui précède, le but de cette étude était d'examiner l'impact de l'inspection pédagogique ainsi que son influence sur l'enseignement et apprentissage dans certaines écoles secondaires de la municipalité de Tiko, dans le but de d'améliorer l'inspection sur le travail des enseignants et désormais la performance académique des élèves. Le cadre théorique était fondé sur la gestion scientifique, la relation humaine, et la théorie McGregor de X et Y. Ces théories démontrent que les enseignants doivent suivre les objectifs prédéterminés dans un programme d'études définies bien qu'ils possèdent un potentiel de pensée indépendante leur permettant de façonner l'enseignement pour l'excellence académique des élèves.

L'étude était essentiellement quantitative avec quelques aspects d'une approche qualitative faite sur 277 participants choisis au hasard par simple technique de prélèvement. Il s'agissait de 257 enseignants, 10 inspecteurs d'école et 10 directeurs d'école. Les données empiriques étaient collectées par des questionnaires pour les maîtres et les directeurs d'écoles, et un guide d'observation pédagogique pour les maîtres. Le chi carré était l'outil statistique utilisé pour mesurer la corrélation entre les variables fondées sur l'analyse des données. Suite à cette l'analyse des données, les résultats suivants on été obtenus en ce qui concerne les hypothèses de l'étude;

- Dès la première hypothèse, il a été observé que X^2 cal. valeur est 29.410 contre le X^2crit. valeur de 9.488, lequel constatait qu'il existe une relation entre contrôle de matériel pédagogique de l'enseignant et la performance des élèves.
- Dans la seconde hypothèse, il a été observé que X^2 valeur calculer est 61.144, lequel était plus grand que le X^2 crit. valeur de 12.592, lequel confirmait qu'il existe une relation entre l'inspection sur la méthode d'enseignement et la performance des élèves.
- Pour la troisième hypothèse, il a été observé que X^2 cal. valeur est 93.963, lequel était plus grand le X^2 crit. valeur de 9.488, lequel aussi confirmait qu'il existe une relation entre l'assiduité des contrôles des maîtres et la performance des élèves.

Au delà des recherches, ce chercheur recommande au gouvernement d'engager plus de ressources envers le département d'inspection des écoles afin de surveiller plus efficacement la qualité d'éducation dispensée. Par exemple, mettre à la disposition des inspecteurs des moyens de transport facilitant leur déplacement sur le terrain. De même l'observation des salles de classe doit être un focus central des inspecteurs d'école afin que leur impacte sur l'enseignement/apprentissage soit réalisé. En plus, pour atteindre une amélioration dans l'enseignement et l'apprentissage les partenaires d'éducation et le Ministère de L'Enseignement Secondaire (MINESEC) doivent faire usage des résultats des recherches et des recommandations des inspecteurs.

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LIST OF ABBREVIATIONS AND SYMBOLS

A : Agree

B.E.P.C : Brevet d'Etudes du Prémier Cycle

BAC : Baccaluréat

CKC : Christ the King College

CDC : Cameroon Development Cooperation

C : Total Number of Columns

Cc : Contingency Coefficient

DA : Strongly Disagree

D : Disagree

D*f* : Degree of Freedom

E : Expected Frequency

EFA : Education for All

F*e* : Expected Frequency or Theoretical Frequency

Fo : Observed Frequency

Fr : Frequency of Roll

Fc : Frequency of Column

FSLC : First School Leaving Certificate

FETCOL : Faith Education Trust College

GCE O Level : General Certificate of Education, Ordinary Level

GCE A Level : General Certificate of Education, Advanced Level

G.B.H.S : Government Bilingual High School

G.T.H.S : Government Technical High School

G.H.S : Government High School

G.C.E : General Certificate of Education

Ha : Alternative Hypothesis

Ho : Null Hypothesis

IMP.A.A.S : Imperial Academic of Arts and Science

K. B. I : Koel Comprehensive Institute

MINEDUB : Ministry of Basic Education

MINESEC : Ministry of Secondary Education

MINFI : Ministry of Budget and Finance

MDGs : Millennium Development Goals

N : Number of Frequency

NCLB : No Child Left Behind

OFSTED : Office of Standards in Education

PPIs : Provincial Pedagogic Inspectors

REPACOL : Regina Pacis College

r : Total Number of Rolls

Sis : School Inspectors

S.P.S.S : Statistical Package for Social Sciences

SUFOCOL : Sure Foundation Comprehensive College

SA : Strongly Agree

STARMOTEC : Modern College of Technology

SRS : Simple Random Sampling

UB : University of Buea

UNIYAO I : University of Yaounde I

UNESCO : United Nation Education and Cultural Organization

UNICEF : United Nation Children's Education Fund

$\mathbf{X^2}$: Chi Square

$\sum$: Sum

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GENERAL INTRODUCTION

External evaluation in education through school inspection by national governments is not new in the world education system. School inspection, was conceived as one of the forms of accountability in education (Neave, 1987). Accountability in its literal meaning denotes the obligation that one part gives an account on the work performed to the other (Wilcox, 2000). The underlying idea towards accountability in education is to make the providers of education accountable to the people who pay for the education of their children (the taxpayers) (Sergiovanni & Starratt, 2007). The idea behind this practice is to make teachers more committed towards the task of educating the learners and contributing greatly towards their school achievements and excellences. In recent years, in America, the idea of accountability in education has been connected with the "*No Child Left Behind*" (NCLB) policy. The initiative has been thought to facilitate and ensure the proper policy implementation and to make teachers more sensitive to every learner's learning needs (Sergiovanni & Starratt, 2007). This is due to the belief that accountability in education through school inspection may facilitate the attainment of the desired outcomes and, at the same time satisfy the parents with regard to the type of education provided for their children (Levin, 1989).

Richards (2001:656) for example, defines the term school inspection as the process of "observing work in schools, collecting evidences from a variety of other sources and reporting the judgments". Essentially, there are three main premises that are put forward in both developed and developing countries regarding establishment of school inspections as external evaluation in education. First, it is argued that school inspection is the central frame through which the government can monitor and ensure the quality of education provided in the society. Second, it is also argued that there is no way that the governments can ensure the implementation of national goals and objectives in absence of external evaluation as the counter balance of teachers' accountability in teaching and learning. Third, it is further argued that for countries to prepare a competitive workforce to meet the challenges emerging due to globalization processes, school inspection as external control in education is indispensable and inevitable (Hoyle & Wallace, 2005; Learmonth, 2000). Clearly, therefore, school inspection is seen as playing an essential role in monitoring the quality of teaching and learning and therefore the performance of students in our schools today.

Studies that have been carried out in relation to school inspection and school improvements mostly in England and Wales, the Netherlands and in some African countries, however, portray conflict thinking. Some studies have argued that school inspectors simply find faults thus there have been many inspection visits in schools but, with no or little impact on teaching and learning (Ehren & Visscher, 2006). Others, contend that school inspection is a mechanism that press unnecessary additional burden upon the teachers while, teachers themselves know what to do in their career and that emphasis has been on accountability at the expense of professional growth (Richards, 2001). Some studies have

further argued that school inspection brings about tension and fear to teachers and it diverts their concentration from teaching as their core role to record keeping in order to impress their supervisors/superiors (Webb & Vulliamy, 1996). It is on these grounds that this study intended to examine the impact of pedagogic inspection on teachers specifically at secondary school level affects students' performance in Tiko Municipality in Fako Division, South West Region of Cameroon

Secondary education in Cameroon has witnessed increased attention since the mid-1990s, evidenced by the 1995 National Education Forum and the February 2005 technical committee meeting in Yaoundé, involving all the Ministries of Education (Basic, Secondary and Higher Education), with technical assistance from the Ministries of Economy and Finance, Planning and Regional Development, Labor and Professional Training and UNESCO to reflect on a sector-wide approach to education in the country. A key theme running through the reports of both the National Education Forum (MINEDUC 1995) and the Draft Document of the Sector-Wide Approach to Education (Republic of Cameroon 2005a) is the need to strengthen teacher quality as part of a comprehensive strategy towards efforts aimed at improving the quality of educational services. Law No. 98/004 of 14 April 1998 (based on the recommendations of the National Forum) in its Chapter III, Section 2:1, refers to teachers as the guarantors of quality education (Republic of Cameroon 1998). With this, schools and teachers' activities must be tracked (inspected) so as to ensure that they deliver the recommended education to the Cameroonian youths, under their guidance.

- **Context of the study**

The Millennium Development Goals (MDGs) which was stated to be achieved in the year 2015 posed a number of challenges to many African countries. These MDGs goals include; the eradication of extreme poverty and hunger, achieve Universal Primary Education (UPE), promote gender equality and empower women, reduce child mortality, improve maternal health, combat HIV/AIDS, malaria and other diseases, ensure environmental sustainability and develop global partnership for development. The MDGs, however, are context specific and are tailored according to the priorities of a particular country (Barbarosie & Gremalschi, 2004). It has been argued that provision of quality basic education is the only means through which developing countries can attain these goals, by inspecting the quality of instructions or teaching done by teachers in Primary Schools but also the quality of education at the secondary and even the tertiary level should also be a concern. This is because according to Charis (1989), effective teaching is essentially connected with how best to bring about the desired learner learning by some educational activity. This can go a long way to foster economic growth and their sustainability of each country.

In a bid of achieving these MDGs, the establishment and strengthening of external evaluation policies in education became prominent features of many governments of the world in order to ensure that national goals and objectives are implemented (MacBeath, 2006). Many governments had passed legislation and policies demanding improved academic achievement by all learners including effective teaching where teachers would be evaluated (Sergiovanni & Starratt, 2007). Pedagogic inspection is done by competent personalities called Pedagogic Inspectors with a view of correcting, encouraging and improving the present classroom situations/problems for better output in the future. By the nature of their job, inspectors deal directly with school principals and teachers most of the time. During lesson observation, pre- and post-lesson observation discussion, the inspector and the teacher concerned come face to face. The success of any inspection exercise is dependent on the quality of cooperation between both parties.

Furthermore, as a means of achieving quality improvement in education, most governments have adopted three main aims of which school inspection needs to follow, such as:

- Improvement in teaching and learning methodology
- Provision of good quality teaching and learning materials in schools
- Ensuring the provision of necessary support for maintaining educational standards

Thus, advocating accountability in education through school inspection, has been a strategy towards achieving the following: enhancement of the quality of the education provided, tracking the national goals and objectives, provision of feedback to the government on educational practices, fostering the responsibility and accountability in education, controlling the environment in which education is provided and for maximization of the learners' potentiality for their full participation in the society. Going by each of these rationales for school inspection above, it demonstrates the need for further study to track if at all school inspection can assume its responsibility for enhancing the desired quality in education by making teachers accountable towards their prime role of educating the learners.

Cameroon as other nations in the world aspired to meet the MDGs through the provision of quality education. Teachers' activities are control/evaluation; since teachers are seen as models in the society for they are concerned in molding up young Cameroonians who are regarded as the leaders of tomorrow. On these grounds, several policies and reforms have been introduced in order to improve the quality of education, and one of the main strategy adopted by the government of Cameroon, to improve and guarantee teacher quality and teaching is the appointment of provincial pedagogic inspectors (PPIs) now regional pedagogic inspectors for each subject area. The responsibilities of PPIs are contained in Decree No. 2005/139; organizing the Ministry of Secondary Education (Republic of Cameroon 2005b).This brings up the aspect of frequent pedagogic inspection done by state inspectors in various

schools to ensure that teachers carry out their pedagogic duties diligently, so as to reduce the falling performance of many schools in recent year.

From the above, pedagogic inspection in this study will focus on the teachers' use of instructional aids, teaching methods and teachers' commitment or assiduity. This as a means to assess or evaluate the extent to which such school or pedagogic inspection on teachers' professional consciousness has influence students' performance.

- **Justification of the study**

According to the Draft Document of the Sector-Wide Approach to Education (Republic of Cameroon 2005a), the majority of the population is relatively young, with 45 per cent below 15 years and 64 per cent below 25 years. These demographic changes will translate to increased demand for secondary school education and increased demand for quality teachers. Educators opined that the wealth of a nation or society could determine by the quality of education in that land; emphasizing that a society that is wealthy will establish good schools with quality teachers, learning infrastructures that with such, students may learn with ease thus bringing about good academic achievement. Paying attention to teachers is very important against the backdrop of these demographic and economic changes. Cameroon's educational system, more particularly at the level of secondary education, suffers from an acute shortage of teachers in both numbers and quality. As a result, there is heavy dependence on unqualified individuals. Many of the teachers possess subject-matter knowledge, but lack knowledge of the foundations of education as well as pedagogic content knowledge. As a result, it is observed that, from

> ' *the result which were published on Saturday August 2, 2014, by the Cameroon GCE board, it's seen that general performance in the ordinary level falls from 45.77% of the 2013 session to 34.41% in the 2014 session while in the advanced level, there is remarkable a slight increase in students' performance from 55.97% in the 2013 session to 63.98% in the 2014 session, and in this year, 89,821 candidates sat the English exam at the 'O-Levels' and 77,911 failed (86.74 per cent failed). In mathematical ratios, this means that out of every 100 candidates who sat the English exam, roughly 87 failed. This is very shocking. Another embarrassing statistic is that only 4 candidates in the whole country had an A grade in English language. Also, in mathematics, 86,724 candidates sat the exam and 78,568 failed (90.60 per cent failed), source: Full quantitative and qualitative analysis of results including performances in English and mathematics, quality of grades, ranking of schools in each academic category, overall ranking of schools etc were all done by Fako UK/Fako News Centre of the GCE 2014 results.*

This reality mentioned above reinforces the importance of instructional supervision and most especially inspection. If there is heavy dependence on unqualified teachers (Republic of Cameroon 2005a), it becomes logical not only to have structures aimed at strengthening teacher quality but to ensure that they are indeed performing at expected or superior levels. Education, according to Coombs consists of two components. He classified these two components into inputs and outputs. According to him, inputs consist of human and material resources and outputs are the goals and outcomes of the educational process. Both the inputs and outputs form a dynamic organic whole and if one wants to investigate and assess the educational system in order to improve its performance, effects of one component on the other must be examined. This can be done through the aid of external school evaluation or school inspection.

Evidence of school inspection to improve the quality of education is seen by UK model under the Office of Standards in Education (OFSTED). This model of school inspection has influenced a number of countries from all over the world. This is particularly the case, because, the United Kingdom has been acknowledged by many countries of the world for its desired quality of education. There is a growing belief that OFSTED as an agent of quality control in education has played a crucial role towards such a success (Wilcox, 2000). It has been documented that due to the establishment of OFSTED as an agent of quality control in education in England, the performance in English and Mathematics subjects have been improved (Sammons, 2006). The national assessment and examination data point to significant rises in pupils' achievement which is an indicator of improved quality in teaching and learning. For example, the report given by Sammons (2006) indicated that there was a rise of performance in English subject from 63 percent in 1997 to 75 percent in 2000 and 77 percent in 2004. The performance in Mathematics subject improved from 62 percent in 1997 to 72 percent in 2000 and 74 percent in 2004. It has been also argued that the performance of English pupils in international comparisons in 2001 at primary school levels age 11 had reached higher levels compared to the earlier surveys (Sammons, 2006). OFSTED makes follow up visits and employs systematized inspections at the same time ensuring that teachers prepare and follow the action plans in teaching and learning (Ehren & Visccher, 2008).

With the above mentioned evidence of OFSTED as an agent of quality control in education in the UK educational system, and with the poor academic achievements of students witness in Cameroonian schools. This researcher decided to carry out a study on 'Pedagogic Inspection and Students' Performance in some Secondary Schools in Tiko Municipality, so as to ascertain the extent to which school inspection services would guarantee an improved standard/ performance in Cameroonian schools. This study will lay emphasizes on the inspection of teacher's use of instructional aids, teaching

methods and their assiduity in performing their pedagogic duties to ensure better achievement of their learners.

STATEMENT OF THE PROBLEM

Education is universally recognized as an instrument that can be used by any nation to bring about positive change in every aspect of life, that is, economic, social, political and even cultural development. Achieving Education for All (EFA) is a fundamental issue for the purpose of ensuring that learners acquire the knowledge they need for better living and for their contribution in the society (UNESCO, 2004). It is with this view that in Cameroon, the goals of education as stated in law N^0 98\004 of April 1998 which lays down the guidelines for Education in Cameroon, part 1; section 4; states that "the general purpose of education shall be to train children for their intellectual, physical, civic and moral development and their smooth integration into society bearing in mind prevailing economic, socio-cultural, political and moral factors". It should be noted that, the problem in the domain of education is that there is often a gap that exists between teaching and learning, which is supposed to be filled. Here, it is seen that students need to listen, see, touch and practice during the teaching-learning process before they can assimilate facts and understand concepts more effectively, in order to acquire values and skills needed for perfect integration into the Cameroonian society. It has been observed that in most Cameroonian Secondary Schools, there is ineffective teaching leading to falling standard in the school system. This view is supported Fonkeng and Tamajong (2009:147), who states that one of the major problems facing the school system in Cameroon is that of inadequate and inefficient teaching staff. This implies that teachers during the teaching/learning process use inappropriate teaching aids, method and techniques. This ineffective teaching is attributed to ineffective pedagogic inspection which leads to poor students' academic achievement. According to Charis (1989), effective teaching is essentially connected with how best to bring about the desired learner learning by some educational activity.

Due to the importance of education mentioned above, the government of Cameroon put in financial resources to education, so as to achieve highly qualified human resources needed for the country's economic and sustainable development. These financial resources are spent by the government in terms of training, recruitment and payment of teachers, construction of classrooms and the provision of didactic material for the smooth functioning of Cameroonian school system. As a means of maintaining standard in Cameroonian schools, especially at the level of secondary schools, for it to be more efficient and productive, the government of Cameroon and other stakeholders, came up with new strategies to enable teachers to be committed in the discharge of their pedagogic duties as professional teachers. These strategies include the creation of research centers, the terminal incentives given to teachers, the introduction of New Pedagogic Approach and compensatory Teaching and most

of all the Decree No. 2005/139, part v, chapter ii, article 9, stating the appointment of Provincial Pedagogic Inspectors (PPIs) now Regional Pedagogic Inspectors for each subject area, with the responsibility to improve teaching and guarantee teacher quality. These PPIs frequently visits schools, all aimed at enhancing effective teaching and learning in secondary schools. These inspectors whose visit focus on instructional aids, teaching methods, teachers qualification, subject content, teachers assiduity, school discipline, just to name a few, to ensure that both the school and students' performance can be better. It is observed that despite all governments' efforts and the frequent pedagogic inspections the gap between teaching and learning is not narrowed and as a result more students keep failing their class exams and even public exams (standards are falling). For example;

> *''the result which were published on Saturday August 2, 2014, by the Cameroon GCE board, it's seen that general performance in the ordinary level falls from 45.77% of the 2013 session to 34.41% in the 2014 session. While; in the advanced level, there is remarkable a slight increase in students' performance from 55.97% in the 2013 session to 63.98% in the 2014 session*''.

And also because of this poor results, there are more students dropping out of school, which if not taken in to consideration would cause an increase in the already existing crime wave in the society (political instability), which would lead to a decline in the economic development of the country, due to limited and inadequate qualified personnel to work in different state institutions.

So, in the advent of achieving the sustainable millennium goals on quality education and the supposed emergence in 2035 in Cameroon, most parents, taxpayers and educators are worried by the falling grades in Cameroonian schools which they blame on the ineffective teaching and limited evaluation/control of teachers work. By this most parents and taxpayers are disturbed, for the fact that, the investment they make in education for quality education of their children is not being attained. This is in discordance with Honorable Solomon Tandeng Muna who once defined Education as "*an investment that yields dividend at the end*". With this unsatisfactory state of affairs, the public is questioning the institution of the Decree No. 2005/139, part v, chapter ii, article 9, concerning external evaluation or pedagogic inspection on school as a mean of maintain standards in education in Cameroon, i.e. influencing teachers and students development/performance. So, with this ongoing state of affairs, this researcher seeks to investigate the extent to which Pedagogic Inspection affects teaching and learning (Students' Performance) in Some Secondary Schools in Tiko Municipality.

LITERATURE REVIEW

One of the developing sectors of education world-wide is the evaluation of teachers (Marshal, 1998). In many developed countries, such as United Kingdom (UK) and United States, much more attention has been given to inspection than school supervision. The Inspectorate of Education had originated from France under Napoleon's Regime at the end of the 18th century, and other European counties followed the idea in the 19th century (Grauwe, 2007). For example, in UK, the first two inspectors of schools were appointed in 1883 and in the Netherlands it was started in 1801. The terms "inspector'' and "inspection" are still being used in various developed and developing countries , including United Kingdom (UK), United States, European countries and some African countries such as Lesotho, Senegal, Tanzania and Nigeria (Grauwe,2007).

School inspection as a concept has been defined in different ways by different persons. It has been sometimes used interchangeably with school supervision. Richards (2001:656) for example, defines the term school inspection as the process of "observing work in schools, collecting evidences from a variety of other sources and reporting the judgments". To Richards, school inspectors are not simply equivalent to the value-free cameras and video recorders that randomly provide snapshots of schools and classrooms. They need to interpret and not just report activities as not everything found in the school during inspection is necessarily inspected and reported. Richards, thus, stresses that only the main features that are deemed relevant to the educational industry are to be examined. Wilcox (2000:15) on his side defines inspection as the process of "assessing the quality and/or performance of the institutional services, programmes or projects by those (inspectors) who are not directly involved in them". The definition indicates that school inspection is an external system of educational evaluation, and in reality school inspectors have no direct control of the teachers but they influence their accountability to their work performance through the publication of the school inspection reports (Ehren & Visscher, 2006).

In general terms, school inspection can be viewed as the process of assessing, examining, collecting information, and analyzing the performance of schools, so as to see if it meets the educational standards that the government intends to achieve through its educational system. As argued by Richards (2001b) school inspection involves making evaluations about the significance and value of what is observed, collected and reported. It is not simply a means of judging a schools compliance with government objectives or directives in any direct way. In this case, school inspection should be developmental and not judgmental (Dimmock & Walker, 2005). It means that it should help the teacher to improve and not just pinpointing his/her weaknesses.

As indicated earlier, the term school inspection is still used in different countries like England and Wales, the Netherlands, Lesotho, Senegal and Tanzania with the reflection of compliance

monitoring of education provided in the society (Grauwe, 2007). Indeed, since school inspection has become more related to offering advices to teachers that can stimulate their creativity, the terminology have been changing in various countries over time. Some countries prefer to adopt the term supervision over that of inspection. As indicated by Grauwe some countries have even developed more specific nomenclature in the position of school inspector. For example, Malawi uses Education Methods Advisor, Uganda Teacher Development Advisor and Mali "animateur pedagogique" (Grauwe, 2007: 710) meaning the Education Advisor.

PURPOSE OF THE STUDY

The purpose of the study is to examine through field work, systematic collection of data and analysis, to evaluate pedagogic inspections on teachers' use of teaching aids, teaching method and assiduity in secondary schools has an impact on the quality teaching and consequently students' academic performance in Tiko Municipality. In order to make suggestions as to ways in which school inspections can be organized to have a more positive impact on both students and teachers, and to the entire Ministry of Secondary Education in Cameroon.

RESEARCH OBJECTIVE

General research objective

The general objective is;

- To evaluate the extent to which pedagogic inspection might influence student's performance in some secondary schools in Tiko Municipality.

Specific research objectives

From the above general objective, the following specific objectives can be deduced as seen below;

- To investigate the extent to which inspection of teachers' use of recommended instructional aids might influence students' performance in some secondary schools in Tiko Municipality.
- To find out the extent to which inspection of teachers' use recommended teaching methods might influence student's performance in some secondary schools in Tiko Municipality.
- To find out the extent to which the inspection of teacher's assiduity might influence students' performance in some secondary schools in Tiko Municipality.

RESEARCH QUESTIONS

A research question is a statement that defines what a researcher wants to learn or understand about a particular problem or study under observation. According to Maxwell (2005), say the research

question, first of all, helps or gives the researcher a focus of his\her study. The following research question will be formulated to guide this study:

General Research Question

The general research question is deduced, as seen below;

- To what extent does pedagogic inspection influence students' performance in some secondary schools in Tiko Municipality?

Specific Research Question

The following specific research questions are deduced as seen below;

- To what extent does the inspection of recommended instructional aids influence students' performance in some secondary schools in Tiko Municipality?
- To what extent does the inspection of teachers' teaching method influence students' performance in some secondary schools in Tiko Municipality?
- To what extent does the inspection of teachers' assiduity influence students' performance in some secondary schools in Tiko Municipality?

RESEARCH HYPOTHESIS

A research hypothesis is a specific, testable prediction about what a researcher expects to happen in his\her study. There are two types of hypothesis, namely; Alternative (Ha) and Statistical (Ho) Hypotheses. The alternative hypothesis denoted by H1 or Ha is a hypothesis or statement that sample observations are influenced by some non-random cause, while null or statistical hypothesis denoted by Ho is a usually the hypothesis or statement that sample observations result purely from chance. The following Alternative (Ha) and Statistical or Null (Ho) Hypotheses will be formulated to guide this researcher in this study:

General research hypothesis

The general research hypothesis is deduced as seen below;

- **Alternative hypothesis (Ha)**

Ha1: There is significant relationship between pedagogic inspection and students' performance in some secondary schools in Tiko Municipality.

- **Statistical hypothesis (Ho)**

Ho1: There is no significance relationship between pedagogic inspection and students' performance in some secondary schools in Tiko Municipality.

Specific Hypothesis

The following specific research hypotheses are deduced as seen below;

Hypothesis one

- **Alternative hypothesis(Ha1)**

Ha1: There is significant relationship between the inspections of recommended instructional aids and students' performance in some secondary schools in Tiko Municipality.

- **Statistical hypothesis (Ho1)**

Ho1: There is no significant relationship between the inspections of recommended instructional aids and students' performance in some secondary schools in Tiko Municipality.

Hypothesis two

- **Alternative hypothesis(Ha2)**

Ha2: There is a significant relationship between inspection of teachers' teaching methods and students' performance in some secondary schools in Tiko Municipality.

- **Statistical hypothesis (Ho2)**

Ho2: There is no significance relationship between the inspection of teachers' teaching methods and students' performance in some secondary schools in Tiko Municipality.

Hypothesis three

- **Alternative hypothesis(Ha3)**

Ha3: There is a significant relationship between the inspection of teachers' assiduity and students' performance in some secondary schools in Tiko Municipality.

- **Statistical hypothesis (Ho3)**

Ho3: There is no significance relationship between inspection of teachers' assiduity and students' performance in some secondary schools in Tiko Municipality

SIGNIFICANCE OF THE STUDY

Thematic Significance

The theme "Pedagogic Inspection and Student's Performance" will aim at exposing the problem of poor performance registered in many secondary schools today, which might be due to ineffective pedagogic inspection done on teachers. Therefore, the purpose of this research, is to create awareness to teachers and other educational stakeholders on the critical role which pedagogic inspection might have

on teachers effectiveness and student's performance and the school as a whole, and thereby, providing different perspectives on how pedagogic inspection might influence effective teaching and learning.

Theoretical Significance

This study will be limited to some organizational or management theories in order to create an adequate framework for school management. These theories will provide general answers and suggestions to specific teachers' inspection thereby allowing educational practitioners to utilize knowledge provided from this study to ensure the smooth running of pedagogic processes in schools to ensure effective teaching and learning.

Contextual Significance

In light of the rationale, this study is expected to contribute to the following: government, educational planners, school administrators, students, parents and the society as a whole as concerns the aspect of school inspection. As seen below,

- **To the Government**

The findings of this study would provide empirical evidence on the impact of pedagogic or school inspection on the teaching and learning process, that is, performance. And with such knowledge on school inspection, the government might consider to inject more resources towards the Ministry of Secondary Education to School Inspectorate so as to monitor the quality of education provided in Cameroonian schools.

- **To Principals**

To the school administrators, the findings of this study would enable principals to identify some mistakes (if any) they have made, in the efficient management of available resources, they are managing at the school under their supervision and so see the need for external evaluation in education from school inspectors so as to evaluate if all of their efforts are actually producing the desired results or not.

- **To the researcher(s)**

Also the findings of this study would be of help to students in that it would contribute to already existing literature and serve as reference for further research in relation to school or pedagogic inspection and the impact it has on teaching and learning in Cameroon.

- **To Educational Planners and School Inspectors**

Finally, to the educational planners and school inspectors, the findings of this study would give them vital information on how they can best support teachers especially in relation to teaching and

learning and also provide them with empirical evidence on the impact of their activities, that is, inspection on teaching and learning process.

DELIMITATION OF THE STUDY

This study is carried out on pedagogic inspection and students' performance in secondary schools. Particularly, the study intends to evaluate the extent to which pedagogic inspection will influence the academic output of students of some selected secondary schools in Tiko Municipality.

- **Thematic Delimitation**

We can certainly find out how the concept of pedagogic inspection can impact the academic output of students in all areas of the educational ladder i.e. Primary, Secondary, and even Higher or University Education, within the National territory as a whole. In a bid to cut down cost and given the time of the research, the study will be scaled down to Pedagogic Inspection and Students' Performance only in Secondary Schools in Tiko Municipality, in Fako Division, of the South West Region of Cameroon. This is due to fact that, despite the frequent visit of school inspectors to secondary school, to inspect teachers with the aim of ameliorating their functioning and ensuring that teachers, remain facilitators of learning, it is observed that students' performance in their class and public exams, is critically not the best.

- **Geographical Delimitation**

This study will be carried out in Tiko Municipality. Tiko Sub Division is located within Fako Division. Fako Division is one of the six divisions that make up the South West Region of Cameroon. Precisely Tiko Municipality is located cartographically between longitude $4^0$4' 30''N and latitude $9^0$21' 36''E of the equator, with an elevation of 64m (210feet) above sea level. It has a population of 78,885 as of year 2012. Tiko Municipality is bounded by Limbe (formally Victoria), 6.2miles\ 10.0km to the West, by Buea some 11.1miles\17.9km to the North West and by Douala to the East with some 21.6miles\37.7km.This Municipality is comprise of smaller towns like Mutengene and villages such as Ombe. For the sake of time and cost and given that Tiko is a vast area, with many schools, that is, above 20 schools which are public, lay-private and missions. This study will be delimited to Tiko central consisting of schools in Tiko town, Mutengene, Ombe, because this particular areas carries the bulk of both teachers and student population. Also this researcher decided to carry out his study in Tiko Municipality, because of the presence of qualified teachers from universities of Buea and Douala, which provides ready teaching personnel's for facilitating learning in the various schools. Also, these areas lodges' some administrative offices like the delegation of basic education, and D.O's office, just to name a few.

- **Theoretical Delimitation**

This researcher decides to limit this study to some organizational or management theories in order to create an adequate framework for school management and its evaluation. This discuss the theories underlying school inspection as an external evaluation in education drawing heavily upon Scientific Management and Human Relations theories and from the McGregor's theory of X and Y point of view. These theories will provide general platform to justify the need for specific teachers' inspection thereby allowing educational practitioners to utilize knowledge provided from this study to ensure the smooth running of pedagogic processes in schools to ensure effective teaching and learning that is students' performance.

Conclusively, inspection in education involves the evaluation of every aspect of the school system ranging from infrastructures, internal rules and regulation, sanitation, pedagogy , administration , just to name a few. So working with all these aspects mentioned above, would have made the work so cumbersome. Thus this study will be focusing on pedagogic aspects of inspection, that is, the teaching learning process. So the pedagogic aspects to be inspected under this study will be aspects such as instructional aids, teaching methods, teachers' assiduity, teachers' qualification and subject content, which are considered enormous in ensuring the academic output of students in all the different levels of education.

METHODOLOGY

Theoretical Framework

According to Kerlinger, (1973) in Amin (2005:10), a theory is "*a proposition that presents a systematic view of phenomena by specifying the relations among variables with the purpose of explaining and predicting the phenomena".* When the purpose of a research is to generate a theory, the phenomena of interest suggest things to look for. But when the purpose is to test the theory then the theory dictates the data to be collected.

The context of this study is that of pedagogic or school inspection and students' performance in secondary schools in Tiko municipality in Fako Division, South West Region of Cameroon. The researcher in order to make his findings clearer and meaningful has used three (3) theories namely:

- Scientific Management Theory by Fredrick Winston Taylor (1880s)
- Human Relation Theory of Elton Mayo (1930s)
- Theory X and Y by Douglas McGregor (1960s)

SCIENTIFIC MANAGEMENT THEORY

Scientific Management theory was developed by Fredrick Taylor an American Engineer, in his book "The Principles of Scientific Management (1911)". Sometimes it is known as Taylorism/Taylor

system of management. It is the theory of management that analyses and synthesizes work flow process in improving labor productivity (Hoyle & Wallace 2005; Wertheim, 2007). The main legacy of Taylor's work was the optimistic assumption that, there could be one best way of leading or managing that will save both time and financial resources (Hoyle & Wallace, 2005). Management was blamed by Taylor for industrial inefficiency and allowing workers to rely on the rule of thumb rather than scientific methods (Hoyle & Wallace, 2005).

Taylor believed that decision based upon tradition and rules of thumb should be replaced by precise procedures developed after careful study of an individual at work. The main argument was that human beings by their nature, and in this case, workers, are lazy and dislike work especially when working in groups. Workers as human beings will deliberately plan to do as little as they safely can. Also, because they have little desire for responsibility they would prefer to be directed (Hoyle & Wallace, 2005; Wertheim, 2007). Taylor felt that the secret to Scientific Management was the compliance of workers and that they did not need autonomy or freedom of thought but instead their role was simply to follow the directions of their superiors (Sergiovanni & Starratt, 1993; Hoyle & Wallace, 2005). From that strand, according to Hoyle and Wallace (2005) Taylor suggested the use of Scientific Management with four strategic and systematic approaches to maximize individual productivity:

- Application of time-and-motion science is required for comprehensive job specification broken down into standardized units.
- Workers are to be carefully selected and trained in order to carry out each unit to replace a rule of thumb.
- Motivate workers by more pay through a bonus scheme based upon earlier analysis. A supervisor is responsible for monitoring workers' performance, training, and ensuring the adherence to the stipulated work conducts.
- Managers are to plan and control the work process. Workers should do as they are told to do otherwise, their wages are to be lowered or they are dismissed.

It has been indicated that the application of Scientific Management in education in the USA started during 1920s (Hoyle & Wallace, 2005). The model was first used in connection with school inspection in early 1980s where there was a mild renaissance of interest in concept was carried over to school supervision/inspection when teachers were viewed as the key implementers of the highly refined curriculum and teaching system (Sergiovanni & Starratt, 2007). Supervision ranked higher on the agendas of both state policy makers and local school administrators. Supervision appeared to be everything in the American educational system, to the extent that Sergiovanni & Starratt confess that:

> *We were in the midst of a powerful standards movement that fostered a new age of thinking about accountability aimed not at students and what they learn but at teacher and how they teach(2007: xvii).*

The implication of the Scientific Management Theory in this study: Pedagogic Inspection and Students' Performance in Some Secondary Schools in Tiko Municipality is that for school inspectors to limit or eliminate ineffective teaching; they should be able to advice and assist teachers to use appropriate didactic materials, teaching method such as the Competent Based Method, just to name a few, as a way of improving students performance. Moreover, classroom supervision and observation were introduced as approaches for teachers' evaluation together with performance appraisal scheme based on specific targets (Hoyle & Wallace, 2005). The idea behind introduction of close supervision practice was to ensure that teachers were teaching the way they were supposed to and they carefully followed the approved teaching protocol and guidelines (Sergiovanni & Starratt, 2007). For example, they were needed to prepare the schemes of work extracted from the syllabus and prepare the lesson plans that followed the scheme of work. Teachers had to follow the pre-determined objectives and goals of education stated in the national curriculum. School inspectors were to make sure that teachers followed these arrangements for effective teaching and learning. According to Sergiovanni & Starratt, control, accountability and efficiency with the clear cut manager-subordinate relationships are the watchwords of Scientific Management.

HUMAN RELATION THEORY

Human Relations theory had its origins in the Democratic Administration Movement (DAM) most notably by the work of Elton Mayo in 1930s in his classic research study at the Western Electronic Hawthorne plant. Elton Mayo was a social philosopher and professor of business administration at Harvard University (Sergiovanni & Starratt, 1993; 2007). Mayo believed that the productivity of workers could increase by meeting their social needs at work and by promoting their interaction between them. According to Mayo, workers need to be treated decently and should be involved in decision-making processes (Sergiovanni & Starratt, 1993; 2007). Human relations theory assumes that people will be committed to work, if the work conditions are favorable. Also, they can be self-directed and creative at work if properly motivated. People as human beings have their own thinking and they view the world in different ways (Druker, 1991). Accordingly, the need for recognition, security and a sense of belonging is more important in determining workers' morale and productivity (Sergiovanni & Starratt, 2007).

A worker is a person whose attitudes and effectiveness are conditioned by social demands from both inside and outside the work plant (Sergiovanni & Starratt, 2007). A person who deals with people should understand that there is always a social aspect to life. Workers know a great deal about the work they are doing. If a leader wants to address productivity and quality, then she/he should ask them what they think could be the best way to do the job (Druker, 1991). Workers' knowledge of their job is the

starting point for improved productivity, quality and performance. Thus, in making and moving things, partnership with the responsible worker is the best way to increase productivity (Druker, 1991).

Ensuring the continuous professional development of teachers is the primary goal of inspection done on schools and instruction, not as an end in itself but as a means to enhance teaching and student outcomes. Inspection of schools and especially instruction is based on the premise that the knowledge skillsand attitudes educational personnel begin their careers with cannot serve them till they retire. They need to keep abreast with new knowledge, skills and changing attitudes in order to provide quality educational environments for students. To do this will require a comprehensive human development strategy which will be grounded on how school inspectors can assist teachers to improve their productivity, so as to enhance students' performance.

In education and schooling processes, teachers are regarded as whole persons in their own right rather than as packages of energy, skills and aptitudes to be utilized by administrators and school inspectors (Sergiovanni & Starrat, 1993; 2007). School inspectors need to create a feeling of satisfaction among teachers by showing interest in them as people (Sergiovanni & Starratt, 1993; 2007).Teachers are capable of learning new content as long as the conditions are enabling. They learn best when they see the benefits to themselves, their students and the school as an organization (Fullan 2001). For teachers to perform better and committed to work (teaching), their work conditions should favorable. Also, teachers can be self-directed and creative at work if properly motivated.

For above reasons, the implication of the Human Relation Theory in this study is the need for inspectors during school inspection to enhance good working condition by developing an openness of communication with their subordinates (teachers), understanding and show concern for helping them develop and realize their potentials towards the achievement of common objectives (that is school and students performance). It is assumed that a satisfied teacher would work harder and would be easier to work with (Sergiovanni & Starrratt, 1993; 2007). Teachers know better about their strengths and weaknesses whilst the school inspector is simply there as a facilitator for supporting the teacher for better performance. For that reason, teachers need to participate in the inspection/evaluation process by sharing their ideas on the difficulties in teaching and learning with school inspectors and so school inspection methods and its objectives should make teachers feel that they are important and useful to a particular school. There is a need as well to create the "personal feelings" and "comfortable relationship" between teachers and school inspectors (Sergiovanni & Starratt, 2007:16). If this is achieve, teachers will work harder to ensure that their lessons are good and thereby enhancing the transmission of essential skills and values to students welfare and academic performance.

McGREGOR THEORY X AND Y

Douglas McGregor (1960) Theory X and Theory Y developed his ideas of leadership theory and motivation where he compares the two ideal-type of management philosophies along with assumptions which emerge from these views of human nature.

Theory "X"

McGregor based his Theory X on assumption prepositions generally associated with the conventional or efficiency views of management, that is, classical organization school of thought as suggested by adherents of Taylorism. The assumptions of the theory are:

- The average human being has an inherent dislike for work and will avoid it if possible.
- Because of this human characteristic of dislike for work, most employees must be coerced, controlled, directed and threatened with punishment to get them to put forth adequate effort toward achieving organizational objectives.
- The average human being prefers to be directed, wished to avoid responsibilities, has relatively little ambition and wants security.

Theory "Y"

Theory Y assumption represents a much more positive assessment of human behavior. It was based on optimistic philosophy about human nature. McGregor's dissatisfaction with Theory X management and its assumptions' failure to consider certain human needs that relate to self-fulfillment, self-actualization, ego satisfaction and the social needs of man led him to formulate Theory Y whose assumptions are:

- The expenditure of physical and mental efforts in work is as natural as play or rest.
- External control and the threat of punishment are not only means of bringing about effort toward organizational objectives to which are committed.
- Commitment to objectives is a function of the rewards associated with their achievement
- The average human being learns, under proper conditions, not only to accept, but to seek responsibility.
- The capacity to exercise a relatively high degree a relatively high degree of imagination, ingenuity and creativity in the solution of organizational problems is widely distributed in the population.
- Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially realized or utilized.

Glickman (1992) established instructional inspection/supervision as the actions that enables teachers the quality to improve instructions for students, improve relationships and meets both personal

and organizational goals. Instructional inspection/supervision is a mutual activity to effective teaching because teachers want to improve students' behavior, achievement, learning capacity while inspectors/supervisors want to improve teachers' behavior, attitudes and achievement (Glickman et al, 1998, 2001). Sergiovanni & Starrat (2006) emphasized instructional supervision as opportunities provided to teachers to developing their capacities toward contributing towards and for students' academic success. To do this will require a comprehensive human development strategy which will be grounded on research on McGregor's theory X and Y. The implication of this theory in this research is;

As inspectors strive to achieve the educational goals of instruction, they tend to exhibit behavior consistent with assumptions of the theories above. Based on the assumptions of theory X, school inspectors would always feel that average teacher has inherent dislike for work and will eschew it if he can, and so must be encourage to work. So school inspectors would adopt an inspection style which is characterized by a direct closer follow-up of teachers during classroom visit. This entails school inspectors to provide advice and motivational discussions with teachers who exhibit characters of Theory X, so as to enable them fulfill the pedagogic duties to their students. This is evidently seen in the findings of Peretomode (2001) that effectiveness in classroom instructions through high level of frequency and duration of inspection/supervision which will lead to building up the expected values when education administrators always check teachers lesson notes with schemes of work to determine extent of relatedness, completeness of tasks and content of instruction or otherwise. If this follow-up is done frequently, teachers characterized by theory X, may become more productive in the teaching/learning process. However, school inspectors would adopt a leadership style based on the assumptions in Theory Y, would be characterized by openness of communication with their subordinates that is teachers and principals, understanding and show concern for helping them develop and realize their potentials towards the achievement of common objectives of the school. Peretomode (2001) pointed out that school administrators who operate with Theory Y will encourage the following: delegating authority for many decisions to lower level workers; making an effort to make workers' jobless routine and boring; improving the free flow of information and communication within the organization; and recognizing that people are motivated by a complex set of psychological needs, not just money. The implication of this is that school inspector in this category believed that if work is satisfying; it is as natural as play and will cause teachers to exercise self-control and self-direction if well motivated.

From the discussions, it can observed that in every educational organization, there are workers who exhibit characters based on the assumptions of theories X and Y. so for school inspection to have an impact on teaching and eventually facilitate students learning, there is the need for inspectors to carry out proper classroom visit with the aim of motivating teachers and not for punitive reasons.

CONCLUSION

This section has discussed the theories underlying school inspection. It started with Scientific Management theory, followed by Human relations theory and the last section, the McGregor's theory of X and Y was discussed. While Scientific Management stressed on the instituted rules and regulations for teachers to follow in order increase their productivity, Human Relations and McGregor's theory of X and Y advocated for some rooms for teachers' autonomy in the teaching/learning process. In both the later theories teachers are regarded as social beings and they have their own way of thinking and viewing the world.

It is considered that none of the above theories were solely appropriate to provide a framework for a study concerned with the impact of school inspections upon teaching and learning and school improvements. Scholars like Hargreaves (1995) and Sergiovanni and Starratt (2007) in their studies suggest the combination of more than one theory so as to establish a balance between rules and regulations and humanity. To them the combination will serve the inspection/supervision purpose better rather than relying on a single theory because all have strengths and weaknesses.

DATA COLLECTION

This section is concerned with the methodology and seeks to examine the extent to which school or pedagogic inspections on teachers can affect students' performance. Both qualitative and the quantitative research designs would be used in this study. This has to do with the research procedures of the study. It includes the research design, area of the study, population of the study, sample and sampling techniques, data collection. Validity and reliability of research instruments will be presented. At the end of this section a recapitulative table was presented. Data collected using quantitative approach will be cross checked using a qualitative approach. In order to widen the scope of study and secondly to complement the other, the two approaches were used.

RESEARCH DESIGN

A research design is a series of advanced decisions that are taken together, make up a master plan or model for a research study. It is a stated structure and process of conducting a research project, detailing the plan and method for systematically and scientifically obtaining the data to be analyzed (Amin, 2005). In other words, the research design includes an outline of what the researcher did from the formulation of the hypotheses to the final analysis of data. The research design used by this researcher was the Cross-Sectional survey design. A survey design according to Amin (2005:212), are used to gather data from a sample method in social research of a population at a particular time. They are carried out to obtain information about preferences, altitude and practices concerning a group of

people under study. This researcher chooses the survey design because only a part of the population would be studied (sampled) and that the findings would actually represent the entire population. This researcher used triangulation method in collecting data used for analysis and discussion of findings. This method was appropriate for this study, because its main objective was to provide basis for the verification of results from any of the techniques, that is qualitative and quantitative or both, and it was appropriate since it limits researcher bias. According Amin, (2005:64), implementing mixed research method, enables researchers to gather multiple data in a way that combines results to have complementing advantages and no disadvantages. The design used in this study was therefore a School Survey were by the method of collecting data was makeup of questionnaire, interview and observations, in order to address the problem of school performance.

AREA OF THE STUDY

The area Tiko was originally called keka by Bakweris, who first settled there. The settlement grew as a market town for Duala (or Douala) fishermen, Bakweris (Kpwe people) farmers and hunters from Molyko, Bwenga, Bulu, and Bokova. Tiko sub-division is one of the five subdivisions that make up Fako division (i.e. Tiko, Limbe, Buea, Ekona and Muyuka).It has a population of 78,885 as of year 2012. Tiko municipality is surrounded by Limbe (formally Victoria), 6.2miles\ 10.0km to the West, by Buea some 11.1miles\17.9km to the North West and by Douala to the East with some 21.6miles\37.7km.

Tiko found at the foot of Mount Fako, is blessed with fertile volcanic soil, and for this reason almost halve of the municipality is been covered by the Cameroon Development Cooperation (CDC) plantations of palms, bananas, and rubber, which attract many workers from other regions of the country. This municipality is also blessed with many industries like PLANTECAM, STEELCAM as well as, an airport, a seaport, just to name a few. Furthermore, it is worth noting that, this municipality contents many schools and the people have a good attitude towards education, since most of the youths in this area are attending school.

On the part of schools, secondary schools which are the main concern in this study will include some lay private, mission and government schools in the municipality. This municipality was chosen as a case study for this research by this researcher because, he had observed that the performance of students in this area, in the last sessions of Cameroon GCE Exams were not the best as compared to other schools in Fako Division and also because of the high level of dropouts in this municipality was of great concern.

POPULATION OF STUDY

The population of the study refers to the totality of individuals having a common characteristic on which the researcher bases to make inference and also to test his hypotheses (Amin 2005:235). The population of this study was that of secondary school teachers in Tiko Municipality and school inspectors in Fako Division of South West Region of Cameroon. These include individuals of both sexes, qualification, of different categories and from different cultural backgrounds. The results/findings were generalized based on this population, and to the country as a whole.

- **Sampling population**

The sample population for this study was drawn from secondary school teachers and school inspectors in the Municipality of Tiko in Fako Division, South West region of Cameroon. Teachers were the population of this study because, teachers are the principal guarantor of the quality of education, and they have the duty to fill the gap that exist between teaching and learning that is ensuring effective learning in their students. Pedagogic inspectors are seen as the implementers and supervisors of the teaching\learning process and educational goals of the nation. Amin, E. (2005:236) defines sampling as the *"process of selecting elements from a population in such a way that the sampled elements represent the population".* This researcher selected ten secondary schools, whose teachers constituted the sample population and ten pedagogic inspectors.

Table 1: Distribution of Schools and their Teachers.

SCHOOLS	TOTAL NUMBER OF TEACHERS
PUBLIC SCHOOLS	449
CONFESSIONAL SCHOOLS	92
LAY PRIVATE SCHOOLS	235
TOTAL	776

Source: Regional Delegation for Secondary Education, South West Region.

The accessible population was the number of secondary school teachers in Tiko sub-division which were 776. This involved the total number of teachers in all government, mission or confessional, and lay private secondary schools which included; Government Bilingual High School Tiko, Government Technical High School Tiko, Government Technical High School Ombe, Government Bilingual High School Mutengene, Government High School Motombolombo, Imperial Academic of Arts and Science Tiko, Modern College of Technology Tiko, Sure Foundation Tiko, Christ the King College Tiko,

Regina Parcis College Mutengene, SABIBI College Tiko, Koel Secondary School Tiko, Presbyterian Comprehensive Secondary School Mutengene, Oxford college Mutengene, Government High School Mundika, Government High School Misselele, Cambridge Bilingual Comprehensive College Mutengene, Faith Education Trust College Mutengene. It was from this accessible population that the researcher drew the sample of this study. The highest number of teachers came from lay-private schools while a lesser number of them came from mission/confessional schools.

- **Sample**

A Sample according to Amin, (2005:237) is *''a small proportion of a population selected for observation and analysis".* In this study, the sample was made up of teachers' of different sexes, which were male and female. The questionnaires were administered to this sample. These teachers were from various socio-cultural, religious and political backgrounds. Here the valid sample for this study drawn from the population of 776 teachers in Tiko Municipality was 257 teachers as sited in Amin (2005:454), determining sample size for research activities, educational and psychological measurement. These 257 teachers' completed the various items of the questionnaires.

- **Sample and sampling techniques**

Sampling is a process of choosing a population on which generalization will be made. *"The process or technique of selecting a suitable sample for the purpose of determining parameters or the characteristics of the whole population''* (Adams et al, 2007:87). The Simple Random Sampling Technique or Method (SRS) was used to select the sample. This researcher had access to lists of secondary schools in Tiko subdivision. The simple random sampling ''lottery method'' was used so as to eliminate the aspect of researcher's bias in selecting the schools needed by the researcher for the study. He randomly selected ten secondary schools that were; Government Bilingual High School (G.B.H.S) Tiko, Government Technical High School (G.T.H.S) Tiko, Government Bilingual High School (G.B.H.S) Mutengene, Government High School (G.H.S) Motombolombo, Christ the King College (CKC) Tiko, Sure Foundation Comprehensive College Tiko, Imperial Academic of Arts and Science (IMP.A.A.S) Tiko, Koel Secondary School (K.B.I) Tiko, Regina Parcis College (REPACOL) Mutengene, Faith Education Trust College (FETCOL) Mutengene, from the list of schools in Tiko subdivision as mentioned above, whose teachers constituted the sample of this study. The names of the schools were written on tags and placed in a container and the researcher drew one tag after the other. This process was repeated until the required numbers of schools were completely drawn. Also through the same process, form five of each of these secondary schools was also selected to be the class whereby students' performance would be evaluated to see, extent to which pedagogic inspection affects teachers' effectiveness vis a vis students' performance.

RESEARCH INSTRUMENTS

Basically, there were three instruments that were used to carry out data necessary for this study namely: the interview guide, the questionnaire and the observation guide.

- **Interview Guide**

This study employed the semi-structured interviews (Appendix III and IV) as they allowed more probing questions and facilitated interaction between the researcher and the informants (Fontana & Frey, 1994). It is a powerful tool that enables the researcher to understand the fellow human beings (that is the inspectors' inspection of teachers' base on the teaching learning process and school principals' view on the support school inspectors give to teachers on teaching and learning). The choice of the method based on Bryman (2004) who contends that, if one wants to understand peoples' world and their life, she/he should talk with them. Qualitative interview facilitated the researcher to understand the world from inspectors' or informants' point of view, to unfold the meaning of peoples' experience and to uncover their experiences prior to scientific explanations (Kvale, 1996). The method was considered relevant for this study based on its theoretical underpinnings of drawing the best from the participants. This was the case because the researcher believed in the individual uniqueness and differences in perceiving things. The interview helped the researcher to collect data from real lived experience of the informants. It enabled the researcher to learn about teachers' experiences, feelings and the kind of world they live in with the hope they have in school inspection. Through the use of interview, the researcher had an in-depth of what inspectors actually inspect and the purpose of each of these inspections done on teachers during classroom visits. The information collected through interview in study was to report how inspection activities are carried out in schools.

- **Questionnaire**

The questionnaires prepared by this researcher were both opened and closed ended, based on the research problem under investigation. This was used to collect information from the respondents that were teachers. The questionnaire for teachers' was divided into two main parts: the first part included background information; the second part was concerned with questions constructed from the three indicators of independent variable and that of the dependent variable. Each of these questionnaires provided to the respondents was presented with a cover letter. This letter presented the purpose of the study, its subject, and solicited cooperation of the respondents as well as guaranteeing confidentiality of their response. The respondents had to choose among a variety of responses provided. The items of the second part of the questionnaire were responded using the four Point Likert-type scales. These responses were as follows;

1 = Strongly Disagree (DA)

2 = Disagree (D)

3 = Agree (A)

4 = Strongly Agree (SA)

The respondents were required to make honest response on each items of the questionnaire. The use of questionnaire for data collection as viewed by Gay and Airasia has some definite advantage over other methods of data collection because, its less time consuming and also economical and permitting researchers to collect data from a larger sample.

Table 2: Presentation of the variables and the corresponding items on the questionnaire

HYPOTHESES	ITEMS
Independent Variable	7 to 21.
Instructional Aids	7, 8, 9, 10, 11.
Teaching Methods	12, 13, 14, 15, 16.
Teachers Assiduity	17, 18, 19, 20, 21.
Dependent Variable	22, 23, 24, 25, 26, 27.

- **Observation as pertinent data**

The purpose of classroom visitation done by pedagogic inspector during their visit to secondary schools is to evaluate the level of the application of state rules and regulation on the curriculum. State rules and regulations on the curriculum like the use of recommended instructional aids such as textbooks, charts, maps etc, and the implementation of the new pedagogic approach teaching method. Finally, on the behavior of teachers toward students, colleagues, principal and especially to their job, and most of all, check on how the teaching learning process between teachers and students is unfolding. Most importantly, these classroom visitations are done to identify difficulties faced by teachers in performing their professional duties as facilitators of learning and thereby providing teachers with advice and support to ensure that they became effective and efficient.

This researcher used an observation guide as an instrument for data collection, which served as a mean to evaluate the extent to which teachers use recommended instructional aids, instructional methods and their professional consciousness in spite persistent advice given by pedagogic inspectors of the importance of the above mentioned in the facilitating learning and performance. According to Beach and Reinhartz (2001), observed that the aim of observation is to collect pertinent data about classroom procedures, teachers, or specific teaching episodes. So the observation guide was constructed based on the purpose of the study and scores were given according to their effectiveness in the teaching

learning process. The information collected through classroom observation in study would be usedto report how teachers use instructional aids and methods in the teaching learning process.

VALIDATION AND RELIABILITY OF RESEARCH INSTRUMENTS

After constructing the questionnaire, this researcher gave the questionnaire to some of his colleagues to read and make comments or contributions on them. The researcher then handed the questionnaire to the supervisor of this project to scrutinize and ensure its validity. Validity is the ability of a test instrument to measure what it is supposed to measure. She viewed it in terms of their clarity and appropriateness to the needs of the study. After due consideration, the supervisor confirmed the representativeness and relevance of the items of the questionnaire in relation to the scope of the investigation. This exercise was to ensure that a pre-test or a pilot test be carried out. This procedure ensured the face and content validity of the instrument.

A pilot test or study was later undertaken to evaluate the effectiveness of the items of the questionnaire to check on its validity and reliability. According to Amin (2004), a pilot test is a preliminary trial of research measures and techniques essential to the development of a sound research plan. Nicky and Sue (1998), state that the pilot study should be tested out on a group of people who are typical of the ones who will be asked to answer the final questionnaire for the research. A pilot test was carried out by the researcher using 20 respondents from schools not included in the sample, but which were part of the targeted population and had characteristics as those of the sample. After the questionnaires were collected from the 20 respondents, their responses were used to identify whether the items on the questionnaire were valid and whether the items of the questionnaire measures what it intended to measure. According to Amin (2004), an instrument is reliable when it measures what it's intended to measure. Hence, the reliability of the instrument was established.

Reliability is the degree to which the instrument consistently measures whatever it is measuring. The advantages derived from the pilot test were that new insights were obtained, the errors pointed out were corrected, and the total understanding of the questionnaire was measured, which helped enrich the final questionnaires. In addition, the face and content validity of the research instrument were ascertained by some test and measurement experts.

DATA COLLECTION PLAN

To collect data from the field, the researcher got a research approval letter from The Department of Science of Education, University of Yaounde 1 (UNIYAO 1), to conduct this research in some secondary schools in Tiko Municipality. After receiving the research approval, he then proceeded to the various secondary schools, to administer the questionnaire to the respondents, which in this case were teachers of the various secondary schools in Tiko Municipality. Administering the questionnaire

was done only after obtaining authorization from the various school principals respectively. The honest response of teachers was highly solicited by this researcher in completing the questionnaire. After administering the questionnaires, the researcher then collected the questionnaire, and also observed the teachers for about 30 minutes during the teaching learning process. It should be noted that, the observation done by this researcher on the teachers was done without this researcher disclosing the objective of his observation. But during the observation, he's intention was to investigate on the extent to which the inspected teachers, used recommended instructional aids like textbooks, charts, instructional methods, efficient mode of communication, interaction with students and colleagues, and finally students' participation in the teaching learning process were seriously taken in to account by this researcher.

STATISTICAL OR DATA ANALYSIS TECHNIQUE

The main techniques of data analysis includes; descriptive and inferential analysis. Data from the questionnaires and observation guide was analyzed for positive correlations and relationships between pedagogic inspection and students' performance in different secondary school settings. The Statistical Package for Social Sciences (SPSS) program was used in interpreting the data in the form of bar charts, to express the positive correlation coefficient relationship between the independent and dependent variables using the chi test, for independence of the two variables.

Chi-square test for independence of two variables was used to measure the correlation between the two variables. It has a formula as seen below;

Formula $$X^2 = \frac{\sum (Fo - Fe)}{Fe}$$

Where $\sum$= Sum

Fe=Expected frequency or Theoretical frequency

Fo =Observed frequency

The degree of freedom is described as:-

$$E = \frac{Fr \times Fc}{N}$$

Where**:** **E** = Expected frequency

Fr= Frequency of roll

Fc= Frequency of column

N= Number of frequency

After the frequencies were obtained, they were squared and divided by the expected frequency after which they were summed up. The error margin or level of significance was 5% or an alpha of 0.05.

To calculate the degree of freedom, the following formula was used

$$df = (r-1)(c-1)$$

Where **df** = degree of freedom

r = total number of rolls

C = total number of columns

APPLICATION OF CHI SQUARE

Whenever the calculated chi square value is more than the critical value of chi square or the chi square read, the null hypotheses (Ho) will be rejected and the alternative hypotheses (Ha) will be retained. Alternatively, if the calculated chi square value is less than the critical value, the alternative hypothesis (Ha) will be rejected and the null hypotheses (Ho) retained.

The contingency coefficient denoted Cc and the contingency maximum; Cmax were calculated. This was done in order to determine the magnitude of the relationships between the variables.

The contingency coefficient is calculated as:

$$\mathbf{Cc} = \sqrt{\frac{\mathbf{x^2}}{\mathbf{x^2 + n}}}$$

Here when the coefficient is at 0, it means that there is no relation between the variables. When the calculated coefficient is less than 0 (between -1 and -0.1) it means that there is a negative relationship between the variables. When the calculated coefficient falls between 0.01 and 1 there is positive relationship between the variables. Thus the general lies between -1 and 1. To determine the various ranges to judge the magnitude or the strength of the relationship the following scale is used.

$$\mathbf{Cmax} = \sqrt{\frac{\mathbf{k-1}}{\mathbf{k}}}$$

Where k= lowest level of contingency (row or Column)

Comparism scale for correlation coefficient to measure the correlation magnitude can be shown below.

0.0 – 0.59 = low relationship

0.59 – 0.6 = moderate relationship

0.6 - 1.0 = high relationship

Conclusively**,** this section has illustrated the research methodology employed in this study. It also discussed the study location and the reasons for choosing it. The sampling of selected Secondary schools and research participants was also been examined. This section further explained the data collection methods and instruments; these were the interview guide, questionnaires and observation guide. It also provided the research procedures in this particular study. The data validity and reliability was examined together with data analysis plan. In the last part of the chapter, ethical considerations that were observed by the researcher in the field setting were provided.

OPERATIONAL DEFINITION OF TERMS

- **Pedagogic inspection**

It can be defined as an official visit made by school inspectors to carefully evaluate every aspect in the smooth running of the educational system (school) is correct and legal according to the goals of education set by the state.

According to the Encyclopedia Britannica, the concept "inspect" is defined as "to look at something carefully in order to discover information especially about their quality".

Wanzare (2002), School inspection is conceptualized a kind of management, which involves directing, controlling, reporting, commanding, and other such activities that emphasize the task at hand and assess the extent to which particular objectives have been accomplished system.

In this study, school inspection will be done by state owned pedagogic inspectors, inspecting both public, lay private and mission school to ensure the quality of education is excellent.

- **Pedagogy**

It is defined as the science of teaching whereby there is the interaction between teacher, the learner, and subject matter.

According to Tchombe (1997:20), pedagogy is defined as "the methods and principles of teaching".

Abah (2000:15), sees pedagogy "*as the science and art of teaching and learning"*

It can equally be seen as the science that attempts to apply ideas and principles developed in the education-relation disciplines in helping people to improve their performance as teachers (Yongho, 2007:2).

The definition of Tchombe and Yongho fall within the context of this study because they focus largely on teaching and learning in the classroom.

- **Pedagogic inspectorate**

It is defined as an office which is in charge with assigning of school inspectors to educational institutions to ensure that, these educational institutions provide the best quality of education.

According to the Cambridge Advanced Learner's Dictionary, an inspectorate is "an official organization which sends inspectors to visit places and organizations in order to make certain they are in good condition and that the rules are being obeyed''.

- **Secondary school**

Tambo (2003:88) defines a school as an agency which specializes in educating the young in the more complicated skills and ideas that for effective functioning of society.

Hornby (2010:1162) defines a school as a place where children go to be educated.

According to the Cambridge Advanced Learner's Dictionary, secondary in education domain is "relating to education of children approximately between the ages of 11 and 18 years old.

A secondary school can thus be defined as one in which pupils enroll for further education after completing or graduating from primary school(Tambo,2003:89).

All the above definitions fall in line with the context of this study, as they provide a detail description of the organization where this researcher would carry out his or her study.

- **Instructional aids**

It's also known as teaching aids or materials. It refers to anything or material that can be used by the teachers or learners to facilitate the teaching learning process. These includes: textbooks, computers, printers, televisions and radio sets etc.

According to (Morris, 1963) as cited in Tambo, (2003:233), educational media/materials are tools for teaching and avenues for learning.

Also, according to Kay (1968), who defines learning aids as those things which are intended to help the learners to learn more easily.

The definitions of Kay and Morris fall in context with what this researcher will be referring as instructional aids in this study.

- **Teachers' assiduity**

It refers to the ability of the teacher to pay or show attention, care, and hard work to details concerning his or her job as a teacher ranging from the subject matter, and the student's abilities and performance within the school settings.

- **Teaching**

Tchombe (2003), defines teaching as activities done before, during and after interaction with learners in order enable learning take place.

Ayeni (2011), teaching is a process that involves bringing about desirable changes in learners so as to achieve specific outcomes.

From the above definitions, that of Tchombe which is important to this study because teaching involves a wide range of activities that must be planned in order to ensure that learning is effective and efficient.

- **Learning**

Hornby (2010.845), defines learning as "*the process of gaining knowledge and skills from experience from being taught"*

Learning can equally be defined as a relatively permanent change in behavior due to past experience and practice (Tanyi, 2009:8).

The definitions above falls in line with this study, since the performance of students can be seen from their abilities in carry out different tasks and exercises based on what they have learned.

- **Teaching Methods**

Tambo, (2003:156), defines teaching method as a standard procedure for presenting subject matter and organizing teacher-student interaction during a lesson.

This definition above is in line with this study, since students' performance will depend on whether appropriate teaching methods are used during the teaching/learning process.

CONCLUSION

Achieving quality education and maintaining standards in education can be realized through pedagogic inspection being a controlling factor to ensure teachers effectiveness in performing their pedagogic duties. This chapter has elaborated on the research problem, the research question, the hypothesis, the objectives, and the significance of the study, the delimitation of the study and the definition of key concepts. The research hypothesis would be used to establish the relationship that exists between the independent and the dependent variables after the collection and the analysis of data. So, the essence of this study is to evaluate how pedagogic inspections influence the standard or quality of education i.e. school and students' performance as a whole.

Division of work

This study will be divided into three chapters as follows;

- Chapter one deals with the review of literature related to the problem under study.
- Chapter two is the representation of results and data analysis done using the Statistical Package for Social Sciences(S P S S) and using Pearson Chi Square to show the relationship between pedagogic inspection and students' performance.
- Chapter three is the interpretation of results and discussion of findings.

CHAPTER ONE
LITERATURE REVIEW

INTRODUCTION

This chapter will be concerned with the review of literature of information related to school or pedagogic inspection. More particularly on aspect such as; why is pedagogic inspection needed in schools today, the roles of school inspection in improving the teaching and learning process. It will also examine, problems related to pedagogic inspection in Africa, forms of pedagogic inspection in Cameroon secondary schools, the organization and structure of the Ministry of Secondary Education in Cameroon and inspection visits and procedures. Finally, the review of related literature on instructional aids, teaching methods, and teachers' assiduity or commitment on how they influence the academic performance of students due to pedagogic inspection, which is the main concern of the researcher of this study.

1.1 Why School Inspections in Cameroon?

This section is an extension of the discussion in some depth on why the need for school inspection in educational systems around the world and in Cameroonian educational system in particular. The major concern is; in this globalization era, when the individual's competence skills in the labor market (knowledge based economy) are demanded than ever (Sergiovanni & Starratt, 2007), what kind of education should be provided in the Cameroonian society or the world's educational institutions. It is registered that education should prepare learners to meet daily life and future challenges. Education provided should also help the learners think for themselves, be able to analyze, reason and communicate effectively (Nkinyangi, 2006). Indeed, the education provided during the compulsory period of schooling should help the individual learner acquire the knowledge and skills essential for full participation in their society as adults. Although secondary education around the world and in Cameroon in particular, is not enough to make individual child compete in the labor market, it is argued, in this study, at least, that secondary education is a place where the learner (student) is prepared for handling future challenges including a solid foundation for her/his further studies. So, intriguing the minds of the learners will make them better participants in the development of their society. This according to UNESCO (2004) developed through the process of teaching and learning and strongly dependent on the quality of education provided in schools.

In many countries of the world including Cameroon, school inspection is a major way in which schools are held accountable (Richards, 2001; Sergiovanni & Starratt, 2007). It has been the efforts towards making education provided to meet societal needs including the challenges of the Millennium Development Goals and suppose emergence in 2035. Indeed, as noted earlier school inspection has been regarded as a mechanism through which governments can ensure how financial resources injected in education produce desired outcomes.

To Coombe, Kelly and Carr-Hill (2006) teaching and learning is what ultimately make a difference in the mind of the learner and thus affecting knowledge, skills, attitudes and the capacity of young people to contribute to the contemporary society. From this perspective then, the role of educational policy in Cameroon and that of other countries across the world should be to provide guidance, resources and accountability to support high quality of teaching and learning in their various countries. The main question is; ‘‘Do school inspection in Cameroon as elsewhere aid this end of maintaining the standard of education that is the quality of teaching and students’ performance’’?

1.2 Reasons/Purpose of School Inspection

SI is an integral part of education systems globally, and has maintained the same purpose irrespective of its historical development in different parts of the world. Fonkeng and Tamajong (2009:167), pinned that, in inspection, the state makes emphasis on its dominance or control over educational matters while striving to safeguard efficiency and promote better achievement in educational provisions. Briefly, inspection is an important weapon for the preservation of educational standards. According to Wanzare (2002), some of the reasons that inspection is carried out in schools include:

- To acquire an overview of the quality of education: This is done in accordance with performance indicators for an education system. Report findings are sent to the educational institutions involved to enable them to plan improvement strategies.
- To ensure minimum standards: This is done to verify that minimum standards are being adhered to. This thus helps to guarantee relatively equal educational opportunities for all by ensuring that the same school standards are maintained across the country.
- To offer purposeful and constructive advice: This is done to create a forum where purposeful and constructive advice can be given for the sake of improving the quality of teaching and learning in schools.
- To supervise the implementation of Curriculum: Curriculum implementation is an interaction between those who have created the curriculum and those who are charged to deliver it. The supervision of its implementation ensures that teachers are following the school curriculum effectively. There have been real concerns that some schools do not implement their curriculum and that some teachers do not know what is expected of them. Curriculum must be delivered properly if it is to have impact on student learning.
- To identify discipline problems: In this situation, inspectors attempt to identify some of the discipline problems encountered in schools. Inspections, for example, ensure that prudence is maintained as expected and that the public funds that are provided for running schools are used responsibly.

- To monitor and improve Teaching and Learning: In this situation, school authorities may wish to know the true position of a school's human and material resources. Inspectors thus determine staff strengths, the appropriateness of the teaching qualifications of teachers, and the state of facilities in schools.
- To stimulating and providing Guidance: This is to ensure that schools are stimulated and guided as to how to improve and achieve educational goals through desirable practices.

1.3The Role of School Inspection in Improving Teaching and Learning

This section discusses the role of school inspection in improving teaching and learning. It discusses four main roles as follows; inspection role and classroom observation, professional support, advisory role and provision of feedback. It is argued in this study that these roles of school inspection if properly observed will facilitate the work of the teacher and enhance the students' achievement or performance in schools.

1.3.1 Inspection Role and Classroom Observation

School inspectors are also expected to provide a continuous monitoring, reviewing and assessing the attainment and progress of learners (Nkinyangi, 2006). Just as teaching and learning activities are the teachers' core functions, school inspectors' core function is to inspect the schools. It is meaningless for inspectors to visit the school, without checking what is going on in classrooms setting. School inspectors are to ensure that teachers are doing their job and that learners are receiving what they are supposed to acquire as learning experiences. Learmonth (2000:6) contends "we have the responsibility to provide all children with best possible education and school inspection is an important source of information about how successfully this aim is being achieved". Learmonth believes that school inspection is both a tool for accountability and as a powerful force for school improvements.

In this regard, Cameroonian school inspectors have to play that role by ensuring the quality of students' learning. They also need to assess whether the school successfully meets its targets in terms of learning outcomes and learners experiences that lie at the heart of quality assurance in schools (Matthew & Smith, 1995). The area of concern of school inspectors should be on teaching and learning and direct classroom observation in order to witness how learning is operationalized (Chapman, 2001b). But, this should be done with care as school inspectors cannot change teachers just for two or three days of their stay in school inspections.

As argued by Black and Wiliam (2001) classroom is a black box where someone may not see what takes place inside until she/he goes in. This is the borrowing of the knowledge from the engineering and business world, of inputs, process and outputs into classroom setting (Black & Wiliam, 2001). Stressing the importance of classroom observation Black and Wiliam argue that:

> *Learning is driven by what teachers and learners do in classrooms. A focus on standards and accountability that ignores the processes of teaching and learning in classrooms will not provide the direction that teachers need in their quest to improve (2001:1).*

Although the statement faces the problem as learning does not necessarily take place in classroom setting alone. Students learn in various ways such as through emulation on what is considered good behavior from teachers and other people/members in the society. Yet, it is admitted that school inspectors are to fulfill this obligation of making classroom observation so as to offer a support to teachers where they can discern the need to improve and the areas of weakness. This does not mean that school inspectors know better than teachers, but it is argued that the process will enhance the sharing of what should be the solutions of the identified problems.

Moreover, school inspection is designed to assess whether the school successfully meets its targets in terms of learning outcomes and pupils experiences (Matthew & Smith, 1995). To Matthew and Smith, assessment in classroom lies at the heart of quality assurance in schools. For that purpose, the emphasis is stressed on classroom evaluation and the way teaching and learning is to be operationalized to ensure the quality of what is delivered to the students by teachers.

1.3.2 Professional Support for Teachers

School inspectors, in whichever education system, and in the Cameroonian education system in particular, are expected to provide professional support to teachers. They are also supposed to ensure that teachers use different teaching and learning approaches appropriate to the Cameroonian students' needs. Moreover, they are to develop learners' knowledge, understanding and skills in all curriculum areas (Nkinyangi, 2006). But, to what extent school inspectors are competent enough in all curriculum matters? This is a big challenge to them. In addition, they need to encourage learners to develop a positive attitude towards learning. In this regard, as stated earlier, learners should be encouraged to learn how to learn (Lomax, 1996; Coombe et al., 2006). The other challenge is to see the extent to which school inspectors have the opportunity to talk with learners. The process may encourage the learners to learn so as to unfold their fullest potentiality rather than concentrating too much upon teachers. Since learning involves learners then talking with them too may reveal some of the ways in which their learning could be improved.

However, as observed by Nkinyangi (2006) school inspectors and quality assurance bodies have been limited in terms of professional support to teachers. To Nkinyangi, quality assurance officers go about their duties as fault finders, seeking to find mistakes rather than checking if there are problems affecting curriculum implementation and suggesting the way to overcome them. Also, Nolan and

Hoover (2005) contend that many school inspectors tend to emphasize accountability at the expense of professional growth which results in poor or marginal teacher performance. It is the role of school inspectors in Cameroon, that they become facilitators and supportive entities in the curriculum implementation and not concentrating on the weak points of teachers without supporting them on how to solve problems.

1.3.3 Advisory Role

Various studies like that of Coates et al., (2005); Lopez, 2007) suggest the need for school inspectors to encourage the staff to build a team work spirit so as the core function of the school to be realized. They also need to advise teachers to make the best use of the available facilities both within the school and in the wider community and encourage self-evaluation with the support of teaching and learning process. Ehren and Visscher (2006:53) contend that, if the primary aim of school inspection is school improvement, the school inspectors are more likely to act as "critical friends", getting to know well and offering advice and strategies for development. The challenge as well is to what extent Cameroon school inspectors provide the constructive recommendations and not just mere comments. Their credibility and acceptance to teachers will heavily be dependent upon their reliable and attainable comments (Chapman, 2001b).

Earley (1998) witnesses that teachers tend to value inspectors who behave professionally and who are in tune with school's aims, purposes and values and who can understand the context. Although this as well should not be taken for granted for school inspector to comply with whatever the teachers have. They need a critical self, wider understanding and wisdom when dealing with teachers. Also, it will be of value if school inspectors illustrate both the causes of bad performance as well as its remedy as suggested by (Ehrenet al., 2005). This could be the value-added kind of support as argued by MacBeath and Martimore (2001) and Wilcox (2005). Teachers will be able to respond to the findings and track the strategies for change and improvement when their problems are clearly pinpointed and supported. In this case the likelihood that a school will succeed in teaching and learning depends on such internal features such as cooperation between teachers and the organization of learning and the context of the school (Ehren et al., 2005).

1.3.4 Providing Feedback

In actual sense school inspectors have the responsibility to provide the feedback both to the government and the school stakeholders. These are school owners, teachers, parents and other people responsible for education in a particular setting. Various scholars have different views on how feedback from the school inspection can be of use for school improvement purpose (see for example, Wilcox, 2000). It has been argued that; the feedback provided by the school inspectors do not necessarily lead to school improvement, there are a number of pre-requisites for feedback to have positive results. These

include among other things that; the school needs to experience the feedback as relevant, understandable, clear and useful. Again, it is argued by Gray and Wilcox, (1995) cited by Ehren et al., (2005:70) that the "feedback from school inspectors has a larger chance of being used when teachers are involved in recommendations and when support is given to school" rather than recommending without any support. According to Chapman (2001b), for feedback from school inspectors to impact on classroom improvements, it relies heavily on three factors. First, the ability of school inspectors to identify areas for improvement, second, the effective communication with the teacher during interaction and third, the teacher should be willing to the suggestions and be able to implement the recommendations.

In principle, feedback will work towards improvement in teaching and learning when schools have insights in their own strengths and weaknesses. This is why scholars such as MacBeath and Martimore (2001) advocate the self-assessment and evaluation for the schools. However, studies like that of Wilcox (2000) share the common view about what type of school inspection that should be carried out. To them the most effective school inspection of a school comes by neither internal self-evaluation nor external inspection. Some combination of both probably serves the purpose and does the job better in promoting school improvement than either alone. Moreover, Learmonth (2000) consider school inspection as external monitoring/evaluation as the mechanism to complement the internal procedures such as self-evaluation and staff appraisal. Both promote school improvement and satisfy the demands for accountability. For a government to be true to its educational philosophy, school inspectors should report on how schools see themselves, not just on how the school inspectors judge the schools (Hargreaves, 1995).

Although it is very difficult sometimes for a person to reveal all her/his weaknesses when she/he knows that her/his work is evaluated. To MacBeath (2006) in order to have a standardized perspective of determining a successful school, there is a need of an external evaluation to provide the criteria that can aid the comparison with internal self-evaluation. According to MacBeath (2006) self-evaluation should be a servant of school inspection (external) that set a comparative standardized perspective.

Conclusively, the surveyed literature indicated that there is a great need for controlling the environment in which education of the children takes place by making those who teach accountable for their work. This has been the case as a result of the globalised world where competence skills are needed more than ever so as to ensure individual learners can compete in the labor market. Also, the literature has greatly concentrated on what kind of communication style should be in place so that school inspectors can facilitate the work of the teacher.

It has also indicated the prime role of school inspector that it should be professional support and not mere criticism to teachers. The literature also suggested that if school inspection is to lead to school

improvement, there should be a combination of both external and internal evaluation so that teachers have the opportunity to evaluate themselves upon their strengths and weaknesses. Again, the literature stressed its emphasis on the classroom observation as a core function of school inspectors. This is because a classroom is a place where the teacher can fulfill her/his obligation of educating the pupils and since school inspection's main target is to monitor the quality of education provided, classroom observation is argued to be the prime focus of any inspection process.

Although the surveyed literature discussed extensively school inspection and school improvements, there was insufficient empirical evidence on how school inspections can impact upon the process of teaching and learning in Cameroonian secondary schools. Many of the studies were carried out in developed countries and little has been done in developing counties including Cameroon. Indeed, school inspection was a less researched field in Cameroonian educational system. Moreover, the studies basically concentrated on how school inspection can lead to school improvements in general and minimize the conflict between school inspectors and teachers. How school inspection impact teaching and learning has not been clearly studied and properly documented. This study, therefore, attempted to fill this gap.

1.4 Problems of School or Pedagogic Inspection in Most African Countries.

Inspection is connected with the accountability of teachers and its main purpose is to ensure that the standards in education are satisfied. Goddard and Emerson (1997) supported the fact that inspection should promote high educational outcomes, particularly high attainment, good progress, and a positive response from learners. This judgment should be based on the extent to which teachers have a secure knowledge and understanding of the subjects or areas they teach; set high expectations so as to challenge learners and deepen their knowledge and understanding; plan effectively; employ methods and organizational strategies which match curricular objectives and the needs for all learners; manage learners well and achieve high standards and discipline; use time and resources effectively; assess learners' work thoroughly and constructively, use assessment to inform teaching; and use homework effectively to reinforce and/or extend what is learned in school. Despite all these, School Inspection (SI) is often criticized because of its limitations as an examination of school activities that searches for lapses and wastages. If it generally fails to prevent these lapses and wastages, it is often referred to as being a costly approach to problems solving. Among the many challenges facing SI in most African countries, including Cameroon, Ogunu (2001, 2005); and Wanzare (2002) has identified the following:

Inadequacy of inspection: School inspection in most developing countries is highly inadequate and does not meet the needs of schools and parents. Given the falling standard of education in most African societies today, one might assume that SI is hardly carried out at all. The lack of SIs by the Inspectorate Department of the Ministry of Education and the many Schools Boards is indeed a major

concern. Among the possible causes of inadequate inspections are the understaffing of inspectors, heavy workloads and time constraints (Enaigbe, 2009).

Attitudes and commitment: Over the years, school inspectors have tended to exhibit negative attitudes towards inspection and a lack of commitment to their responsibilities. According to Nakitare in Wanzare (2002), a number of teachers felt that inspectors were not dedicated to their inspectoral duties. This absence of a positive and committed approach may be attributed to a lack of appropriate incentives for inspectors in most of the African countries.

Lack of collaboration: School inspectors tend to evaluate teachers based on their own perceptions of teaching and teacher performance without considering official standards. Teacher involvement in matters of school inspection has been minimal. Teachers do not understand and do not participate in designing the instruments that are used to evaluate them. Opportunities for meaningful dialogue between teachers and inspectors, especially after inspections, are limited (Enaigbe, 2009).

Cost of inspection: School inspection is expensive and has serious implications for education. Most African countries are poor and struggling economies make the funding of inspection difficult (Enaigbe, 2009). Budgetary allocations for inspections, aside from the one that is meant for the entire education system, are very limited. Allowances and benefits due inspector are rarely paid, making inspection an unattractive task (Ololube, 2013).

Education system/bureaucracy: In most developing countries, especially in Cameroon, the inspectoral system is highly bureaucratic. It shares all other aspects of the education bureaucracy in that it is top-down, hierarchical, and authoritarian in character. This hierarchical set up has created communication problems between school inspectors and education authorities. Inspectors on the ground, for example, are often unable to make decisions on matters pertaining to school inspection without consulting authorities who may have little or no knowledge of the situation or school (Eya, & Chukwu, 2012).

Feedback and follow-up: Productive feedback and follow-up initiatives are lacking in the inspection system. There is thus little opportunity for discussing findings such as the need for more in-service training of teachers and whether new initiatives satisfy the identified need. Given this lack of follow-up, there is no way to ensure that inspection will contribute to school development in a cost-effective way. Dearn in Wanzare (2002) found, for example, that the lack of feedback from inspectors frustrated teachers and their efforts to improve.

Inappropriate inspection: Many school inspections lack a proper, appropriate, and uniform structure. School inspectors have the tendency to focus on school buildings and administrative systems rather than on teaching and learning (Enaigbe, 2009). This results in minimal attention being paid to the identification and improvement of educational standards. It thus seems that the present system is control-oriented rather than service-oriented and tends to focus on maintaining the status quo by

regulating institutional functions and by ensuring that bureaucratic rules and regulations are adhered to (Ololube, 2013).

Inspection reports: School inspectors are expected to prepare inspection reports with detailed recommendations and to submit these reports to school authorities, the Permanent Secretary at the Ministry of Education, and the Secretary of the Teachers Service Commission. There is, however, no clear indication of the accessibility of these reports by teachers, parents, and other interested parties. Furthermore, there seems to be a deliberate neglect of school context in the process of inspection and in inspection reports (Wilcox & Gray in Wanzare, 2002).

Inspector recruitment, selection, and deployment: Most Africans, particularly teachers in Cameroon, have long criticized the recruitment, selection, and job assignment of school inspectors. Some seem to be highly incompetent and are unable to apply desired practices of school inspection and to distinguish between effective and ineffective schools (Wanzare, 2002). There is no clear policy for identifying suitable candidates to be recruited as school inspectors and so many unsuitable personnel find their way into the Inspectorate thereby rendering the integrity of entire system questionable.

Inspectorate autonomy: The Inspectorate in most of the developing nations lacks autonomy to execute its services and as a result is unable to implement recommendations based on inspections. Presently, school inspectors inspect schools, point out concerns, make recommendations to the boards for implementation, and very little ever changes.

Inspectorate-university partnerships: There is no clear formal relationship between Colleges of Education, universities and the Inspectorate of the Ministry of Education or schools boards on matters related to SI. Given the lack of collaboration between the Ministry of Education and universities, the Inspectorate tends to only involve university teaching personnel as facilitators during the inspection in-service training programs (Wanzare, 2002). The personnel and other resources of universities should be accessed more routinely so as to enhance the training of inspectors and the inspection process (Ololube, 2013).

Inspection planning: Poor planning has marked many school inspection practices. Plans for the inspection of schools have been over-ambitious and, consequently, they are seldom carried out. Inspections have at times been marked by impromptu and irregular visits with the objective of catching teachers underperforming. In addition, some schools are visited and inspected more frequently than others (Ololube, 2013).

Pre-service and in-service training: At present, there are no courses that specifically address school inspection in the pre-service training programs for teachers in most African universities and Colleges of Education. Correspondingly, in-service training opportunities for school inspectors and teachers on the subject of school inspection are completely inadequate (Wanzare, 2002).

Professionalism: The major concern here is that most inspectors are not professionally qualified as inspectors. They conduct themselves in an unprofessional manner that has serious implications for teaching and learning (Ololube, 2013). A number of inspectors have been criticized for being overly harsh with teachers and for harassing teachers in front of their students. Many teachers have, not surprisingly, developed negative attitude towards inspectors (Wanzare, 2002).

Human and material resources: School inspection, especially in remote areas in most African countries including Cameroon, is frustrating by the lack of essential facilities, such as offices, accommodation, clerical services, support staff, equipment, and stationary. A persistent shortage of stationery and inadequate secretarial services make it difficult for the inspectors to prepare meaningful reports. Support for school inspection, especially in terms of staff, equipment, accommodation, and advisory services is often not matched to the tasks to be discharged (Wanzare, 2002).

Transport/movement: School inspectors are often faced with the problem of lack of transport, especially those inspectors deployed to remote areas in most developing countries. There are some geographical regions in most country whereby visits to schools are impossible even by most mechanized means. Additionally, there is a lack of sufficient funds, especially traveling and subsistence allowances, provided to inspectors to meet expenses associated with transport and accommodation. These challenges have affected the regular and efficient inspection of schools in different parts of most these countries.

Evaluating inspection: There is a lack of appropriate post-inspection evaluation by school inspectors at the end of each inspection to gather the views of head teachers and other school personnel on the practice and process of inspection.

All in all, despite all the various problems faced by pedagogic or school inspection in most African countries and particularly Cameroon, it should be noted that, school inspection still continues to be a worthwhile venture which is been taken by every government, in order to ensure that quality of education provided by its schools is of the best standard.

1.5 Secondary School Education in Cameroon.

Secondary education in Cameroon has witnessed increased attention since the mid-1990s, evidenced by the 1995 National Education Forum and the February 2005 technical committee meeting in Yaoundé, involving all the Ministries of Education (Basic, Secondary and Higher Education), with technical assistance from the Ministries of Economy and Finance, Planning and Regional Development, Labor and Professional Training and UNESCO to reflect on a sector-wide approach to education in the country. A key theme running through the reports of both the National Education Forum (MINEDUC 1995) and the Draft Document of the Sector-Wide Approach to Education (Republic of Cameroon 2005a) is the need to strengthen teacher quality as part of a comprehensive strategy towards efforts

aimed at improving the quality of educational services. Law No. 98/004 of 14 April 1998 (based on the recommendations of the National Forum) in its Chapter III, Section 2:1, refers to teachers as the guarantors of quality education (Republic of Cameroon 1998).

According to Tambo (2003), secondary school in Cameroon is one in which pupils enroll for further education after completing the primary school as holders of a First School Leaving Certificate (F.S.L.C.). Also, according to the Cambridge Advanced Learner's Dictionary, secondary in education domain is "relating to education of children approximately between the ages of 11 and 18 years old. The access to Secondary Education in Cameroon is through an entrance examination which is run and organized by Regional Authorities of Education. Secondary Schools Education in Cameroon operates under the Ministry of Secondary Education (MINESEC) under the leadership of a principal who is appointed by the Minister of Secondary education for government schools and chosen by the proprietors in lay private and mission schools. Furthermore, Atabe (1999) also notes that secondary schools in Cameroon are generally run by both the Government and Private authorities. Location of Private Secondary Schools are determined by the convenience of their proprietors, whereas Government Secondary Schools are distributed by a policy attaching a school to each government administrative centre such as region, division, sub-division, district and local council areas with attractive school population.

Secondary schools education in Cameroon are organized in accordance with educational policy as stipulated in law N_o 98\004 of 14 April 1998 which lays down guidelines for education in Cameroon, with section 4 of this law, stating the general purpose of education which is the Cameroonian philosophy of education across all the educational ladder, indicating that the national philosophy shall be to train children for their intellectual, physical, civic, and moral development and their smooth integration into society, bearing in mind prevailing economic socio-cultural, political and moral factors. Going by this Cameroonian educational philosophy, section 5, outlines the objectives or aims of education which are to:

- Train citizens who are firmly rooted in their cultures but open to the world and respectful of the general interest and the common weal;
- Inculcate the major universal ethical values which are, dignity and honor, honesty and integrity as well as a sense of discipline into pupils and students;
- Promote family life;
- Promote national languages;
- Provide as introduction to the democratic culture and practice, respect for human rights and freedoms, justice and tolerance, the fight against all forms of discrimination, the love of peace and dialogue, civic responsibility and the promotion of regional and sub-regional integration;
- Cultivate the love of effort and work well done, the quest for excellence an team spirit;

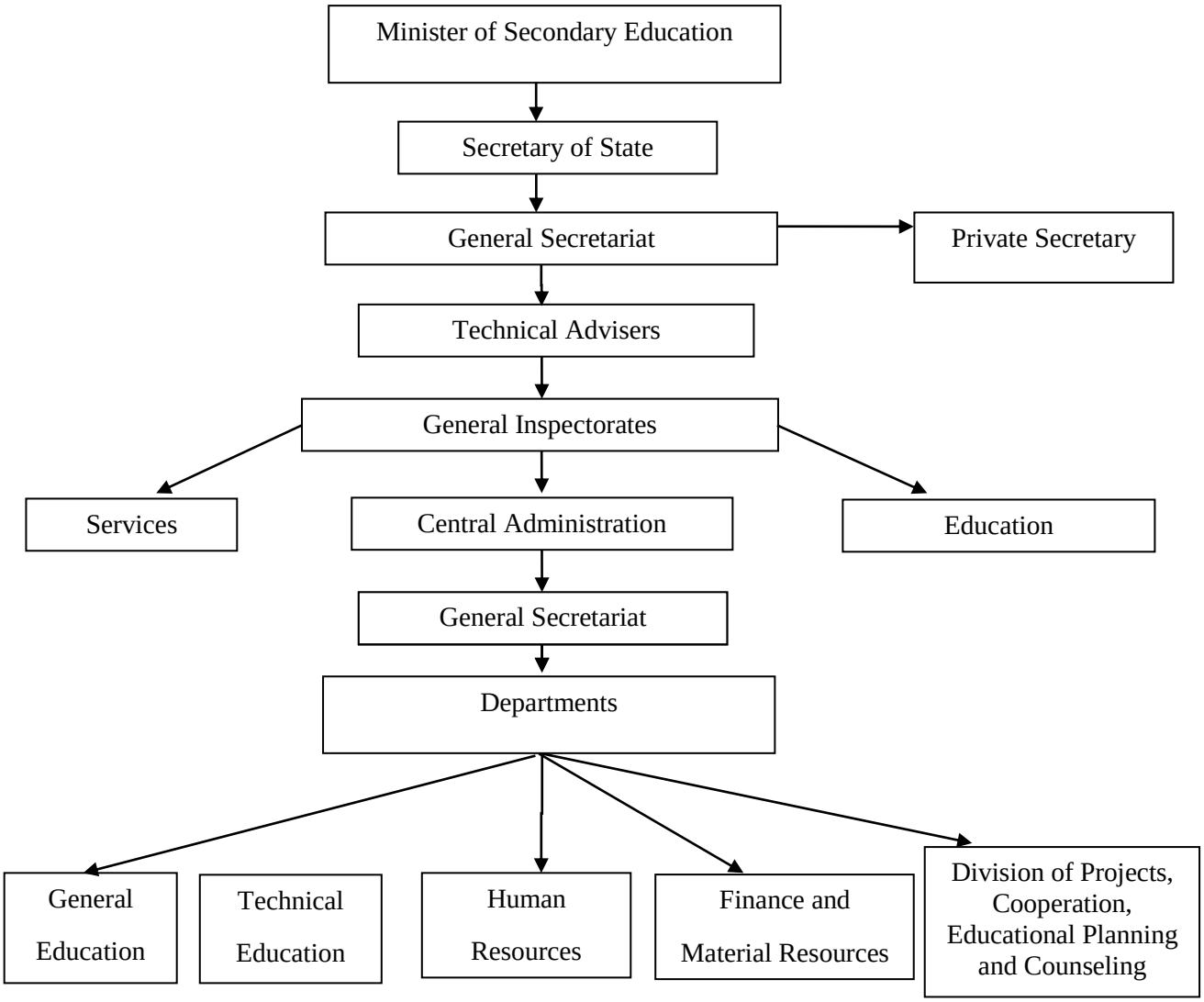
- Develop creativity, a sense of initiative and the spirit of enterprise;
- Provide physical, sports, artistic and cultural training for the child;
- Promote hygiene and health education.

As stipulated in law No 004\98 of 14 April 1998, part III, chapter I, section 15:1 states that the educational system shall be organized into two sub-systems: the English-speaking sub-system and the French-speaking sub-system, thereby reaffirming our national option for bi-culturalism. Also, it is stated in this same law that, secondary school education in Cameroon shall last for seven (7) years for both English and French speaking sub-systems, with the school year lasting for at least 36 (thirty-six) weeks of effective classes or studies and the educational regime shall comprise study periods and holiday periods. Furthermore, first cycle in the English-speaking occupies the first five years and the second cycle, the last two years. Secondary schools in Cameroon are classified into general, technical\vocational, and comprehensive schools. The secondary school course in Cameroon ends certificate; General Certificate of Education (G.C.E.) Ordinary and Advanced Levels for the English sub-system, while the Brevet d'Etudes du Prémier Cycle (B.E.P.C.), Probatoire and Baccaluréat (BAC) for the French sub- system. Finally, the state shall evaluate the educational system regularly, to ensure that the stated purpose and objectives of education is been achieved, which serves as base for this study.

1.6 Organization of the Ministry of Secondary Education in Cameroon.

According to Fonkeng and Tamajong (2009), the term organization denotes the structuring of the various parts of a system which through independent in themselves, they are arranged to function as a whole. They further observed that when used in reference to human beings or an organization that constitutes human action, the term becomes roles. To them, the success of this social organization like a school would depend on the efficiency in organizing the various resources employed in education in order to achieve certain educational objectives. The secondary school education in Cameroon is a system or an organization that functions to achieve the goals of education stated in law No 98\004 of 14 April 1998, and following this law, the Decree 2005\139 of 25th April 2005, stating the organization of the Ministry of Secondary School Education in Cameroon. This decree stated how this ministry will be organized and stipulated the various roles to be played by the different educational stakeholders to achieve the goals of education stated in the law of April 12, 1998. Below is the Organizational Chart of Ministry of Secondary Education in Cameroon.

Figure 1: The Organizational Chart of the Ministry of Secondary Education (MINESEC) in Cameroon.



Source: Adapted from: *The Organization of the Ministry of Secondary Education*. Decree no 2005\139 of 25th April 2005 to organize the Ministry of Secondary Education

Formal education in Cameroon used to operate under the then Ministry of National Education, until the Presidential decree no 2004\320 of 8th December 2004 which separated the ministries into Basic Education, Secondary\Technical Education and Higher Education. This decree of 8th December 2004, showing separating the then Ministry of National Education, was then followed by another decree, that is, decree no 2005\139 of 25th April 2005, organizing the Ministry of Secondary Education. The following this decree, the following recommended were stipulated, as seen below;

Going by the general provisions, part I, article I, of the law states among others that, the Ministry of Secondary Education shall be placed under the authority of a Minister who shall be assisted by a Secretary of State who is responsible for designing, implementing, and evaluating government policy in the area of General Secondary, Technical and Teacher Education. There is a Private Secretary who is responsible for the private affairs of the Minister and the Secretary of State. Besides, the Minister has

three Technical Advisers who have the function to perform any duty assigned to them by the Minister or Secretary of State.

Under the authority of an Inspector-General of services, there is the Inspectorate-General of services which is responsible for evaluating the performances of services as per the goals set, in conjunction with the internal control and evaluation of functioning of the services of the ministry.

The Inspectorate-General of Education on its part, still under the inspector-general has as function the outlining of research programs, the coordination, supervision and follow-up of activities assigned to the inspectorates of pedagogy.

There is the central administration which comprises the General Secretariat, the Department of General, Technical and Teacher Education, Examination and Certification, Human Resources, Financial and Material Resources and the Division of Projects Cooperation, Educational Planning and Counseling. It is therefore with guidelines from MINESEC that secondary schools in Cameroon are organized.

1.6.1 The Organization and Missions of Pedagogic Inspectors in the Ministry of Secondary Education in Cameroon

Going by the decree N° 2005/139 of 25 April 2005, organizing the Ministry of Secondary Education in Cameroon, it's stated that this ministry shall be placed under the authority of a Minister, who shall be assisted by a Secretary of State. They shall be responsible for designing, implementing and evaluating government policy in the area of General Secondary, Technical and Teacher Education. In the discharge of these duties, the Minister of Secondary Education shall have: private Secretariats, 3 (three) Technical Advisers, an Inspectorate-General of Services, an Inspectorate General of Education, a Central Administration, de-concentrated Services, secondary Educational Establishments and Advisory Bodies, for these type and level of education.

According to article 7(1) of this decree, the Inspectorate-General of Education is under the authority of the Inspector-General. Inspectorate-General of Education shall be responsible for: coordinate, supervise and follow-up of activities assigned to Inspectorates of Pedagogy and outlining research programmes. Also, he shall be in charge of the follow-up of the activities of structures in charge of examinations, the control and evaluation of Cameroon's system of education, the constant adaptation of pedagogy to the progress of science. Furthermore, he shall be in charge in the application of Government policy on the textbook and other instructional material, relations in research and in the training programme, designing in-service training programmes and the Distance Training of Teachers.

The Inspectorates of Pedagogy is the next educational administrative office that is under the Inspectorate-General of Education. Placed under the authority of Pedagogic Inspectors, Inspectorates of Pedagogy shall be responsible for:

- The outlining and development of programmes and the methods of teaching the various subjects
- The follow-up, control and constant evaluation of programmes, teachers, textbooks and instructional material
- Pedagogic surveys in Provincial Delegation and outlining pedagogic research programmes
- The follow-up and evaluation of the Distance Training of Teachers and in-service training of teachers, in conjunction with the Department of Human Resources
- The compilation of notes of lessons, writing of semester reports of evaluators of educational activities, polishing and checking examination questions, in conjunction with Provincial Inspectorates of Pedagogy
- Giving technical advice on the pre-service training of teachers and pedagogic supervision officials and on proposal of examiners, charges de mission and moderators of official examinations, in conjunction with the structures in charge of examinations.

Each Inspectorate of Pedagogy shall have 2 (two) to 3 (three) National Pedagogic Inspectors per subject or group of subjects. Each under the authority of a Pedagogic Inspector, the Inspectorates of Pedagogy provided for under article 9 (2) of the above decree shall be responsible for supervising and coordinating the activity of National Pedagogic Inspectors.

The National Pedagogic Inspectors perform the same duties as the Inspector General of Pedagogy(I.G.P), but their scope of action is first their subject area and of course the national territory. National Inspectors are directly under the control of the Inspector General. All that has been said about the I.G.P is relates to the NI, but with the only exception being that he is limited to his subject area.

At the regional level, there are Regional Pedagogic Inspectors, who are in charge of the Regional Pedagogic Inspectorates. They are the field people and their duties are in the schools within their jurisdiction. They perform similar duties as those of NI with the only difference being that they are limited to the regional level (regions). They are charged with the responsibility to visit both Public and Private Secondary Schools within the region and inspect lessons, discuss with teachers and write reports. Furthermore, they provide advices to principal on matters relating to teaching and inspect teaching aids. Finally, these inspectors have the responsibility to hold meetings with teachers concerning teaching and research.

Finally at the Divisional level, there are Divisional Pedagogic Inspectors who are in charge of the Divisional Inspectorate or Delegation of Education. These inspectors are also field workers and perform similar duties as to those of Regional Pedagogic Inspectors but for the fact that they carry out their duties within the division and sub-divisions under their jurisdiction.

Conclusively, the above mentioned inspectors are responsible for the growth, implementation and innovation of Cameroon's educational system, because are in charge of the pedagogic and administrative roles of the educational institutions in their jurisdiction. If these inspectors carry out their duties to the letter, the goals of education stated in law No 98\004 of 14 April 1998, part 1; section 4 will be attained.

1.7 Forms of School or Pedagogic Inspection in Secondary School in Cameroon.

The smooth running and productivity of each organization or system of every society depends on how well, such an organization is been monitored and also on the proper implementation of the different forms or kind of monitoring by the competent authority of this organization, and in this case, the Cameroonian school system is not an exception. There are divert forms of inspection used by school inspectors in Cameroon, to ensure that, the best teaching learning process and the smooth running of Cameroonian schools and most especially the academic performance of students through this school system is of the best quality. The unique forms and types of inspection have been classified by Ojelabi in Olole (1995) as follows:

- Clinical Visit: During and after this visit, the inspectors analyses the data/information and discuss his analysis with the teachers for the improvement of instruction.
- Creative Visit: In this type of visit, both the teacher and the inspector feel open-minded. This system promotes freedom flexibility and encourages freedom of exchange of ideas. In this situation, teachers and the inspectors, work together, collaborate, evaluate and describe each other's work. This encourages teachers in all respects. This can be called the best type of inspection.
- Follow-Up Visits: In follow up of previous visits. The inspector investigates whether the suggestions, corrections and recommendation made during the previous visit have been carried out by affected schools. The visit is to ascertain to what extent the corrections and suggestions provided are helped in achieving the educational objectives.
- Full Inspection: Full inspection consists of a team of inspectors visiting a school for several days for a fact-finding mission. They enquire into every aspect of the school program. Such visits are usually followed by a comprehensive report, copies of which are made available to the

school and Ministry of Education or Schools Board. The interval between inspections is usually 2 to 4 years or more.

- Investigative Visit: This is to investigate an aspect of administration in the school e.g. special problem of indiscipline, and/or investigation of an allegation of fraud.
- Preventive Visit: In this type visit, the inspectors beforehand anticipate problems, as such, try to assist teachers avoid those problems/shortfalls/deficiencies. This type of inspection helps teachers to meet situation with confidence as they predict the problems beforehand and act as friend and guide. Therefore, this type of inspection is more useful and helpful in every respect as compared to the traditional type.
- Routine visits: Routine visits are short visit made to schools in which no formal reports are written but brief comments are made. The aim depends on why an inspection is made. It may be to check on the punctuality level of teachers. One of the aims of such supervisory visits is to look into what is happening, the work being done, the human relationships and the appropriate use of the school building and equipment (Onasanya, 2008).
- Sampling and Survey Visits: This type of visit samples people opinion on the approval for the opening of a new school. Such visits are made to new schools to find out whether they satisfy the condition necessary to obtain approval for opening.
- Special Visit: This type of visit is for the inspection of one or a limited number of aspects of the school. For example, if there is a problem in the teaching and learning of a special subject such as the teaching of English or mathematics.

1.8 School Inspection Visits and Procedures

Instructional supervision or inspection is widely recognized as an important component of a comprehensive strategy for the continuing professional development of teachers (MINEDUC 1996). The primary goal is to provide support to teachers so that, in turn, they can provide more enabling learning environments for students (MINEDUC 1996). Sergiovanni (1992: 204) vividly summarizes the reasons why instruction should be regularly supervised or inspected:

> *We supervise for good reasons. We want schools to be better, teachers to grow, and students to have academically and developmentally sound learning experiences; and we believe that supervision serves these and other worthy ends. But all the benefits that we seek can be obtained more easily and in enhanced ways in the natural course of events as teachers and students live and learn together in schools. Supervision, in other words, can just as easily come from the inside as the outside.*

Going by decree 2005\139 of 25th April 2005 organizing the Ministry of Secondary Education in Cameroon, One of the strategies adopted by the government to improve and guarantee teacher quality is the appointment of provincial pedagogic inspectors (PPIs) now Regional Pedagogic Inspectors for each subject area. Before school inspectors visit the school, the District or Regional Chief Inspector of Schools has to write a letter notifying the school of the visit with at least 2 weeks' notice. The letter indicates how many school inspectors are expected to visit the school and the number of the days of their stay in a particular school. School inspectors carry out the inspection in 2 or 3 days on average, or even 4 days per school, depending on the size of the school in terms of the number of teachers and learners. The core function of school inspectors is to assess the academic progress of the learners and how teaching and learning is being operationalized. This is supposed to be done through assessment by observing lessons in the classroom setting.

Apart from classroom observation, they inspect the school leadership and management, school environment, various policies such as the school rules and regulations, school uniforms, availability of food in school, availability of teaching and learning materials, and number of classrooms, desks and toilets/latrines available in the school. They also, assess the teacher/student ratio, incomes and expenditures of the financial resources of the school both from the government and from the school projects. Moreover, they assess the performance of the school committee, whether it is active or not and how it has been involving itself in school development plans, including the classroom construction and procurement of the teaching and learning materials such as books, chalks, maps and many other learning materials.

The other important things for school inspectors to observe includes the teachers' attendance, learners' attendance, work of the teacher in relation to lesson plans, schemes of work, subject log books and quantity and quality of exercises provided to learners'. They further have to assess the promotion rate, truancy practice among the learners, repetition rate, promotion rate from one grade to another and the transition rate from secondary education to higher education. They must also assess the action plans that indicate how the school is going to implement the national goals and objectives especially in teaching and learning and other school development plans including extracurricular activities like school discipline, school songs, national anthem, school culture and relationship with the community and athletics.

After classroom observations, school inspectors have to discuss issues that arose during the lesson presentation in the classroom with individual teachers. The teacher is given a room to outline what she/he thinks are the strengths and weaknesses in her/his lesson presentation and what she/he thinks are the solutions to the problems encountered in teaching and learning . Then, the school inspector takes time to discuss with the teacher on the suggestions she/he has on how the lesson could

be improved. They have, as well, to discuss what methods could best fit that particular topic and class and the teaching and learning materials that could facilitate the learners' understanding during lesson delivery.

School inspection reports have to reach all the respective stakeholders in two weeks after the inspection date. This is done to allow a quick response for the burning issues or felt needs such as lack or breakage of the toilets or any other problem like that of excessive shortage of teachers and allow the inspection findings to be acted upon by the respective authorities.

1.2.0 Review on indicators of the independent variable

1.2.1 Research on Instructional Aids

The review of literature in education shows that students' ability to learning depends on the environment which they are exposed to. Therefore, for learning to take place students are supposed to be exposed to materials that will capture their interest to permit them to learn. Luma (1983), states that bright objects and interesting books with illustrations are some important learning aids to the learner. According to her, variety of materials which are interesting and satisfying to the learner such as attractive pictures, drawings, sketches, illustrations, puppets specimens, experiments, films have a positive effect on learners as learning aids. So, in our schools today, teachers use various teaching aids or materials during the teaching learning process to facilitate learning in students. Instructional aids can be referred to as anything use by the students and teachers to facilitate learning. According to (Morris, 1963) as cited in Tambo, (2003:233), educational media/materials are tools for teaching and avenues for learning. These includes: textbooks, boards, maps, newspapers, magazines, computers, printers, televisions and radio sets etc. There are four (4) main types of instructional aids or materials. They include; audio aids, visual aids, audiovisual aids, and simulation devices. All the above mentioned instructional aids are been viewed by different authors and researchers as being important in influencing students' learning capacity as fellows;

One of the most instructional aid used around the world are boards, and more precisely the chalkboard. Boards are made of different shapes and sizes and they include; chalkboard, bulletin board, cloth board, and flap board, just to name a few. The chalkboard is the oldest teaching aid and it is been used across all levels of the educational ladder for teaching different subjects. By this, Farrant (1985) describes the chalkboard which lies in front of learners as a testimony of the teacher's work. So it is worth taking note of a few simple rules that can help even the most inexperienced teachers to get very good results. Also Tambo, (2003:235), pines that, it is the most commonly used type of display board and one would find it difficult to think of a classroom without a chalkboard of one kind or colour. It ease teaching in such a way that just swiping of the earlier work you are ready for something new to learn or teach.

Furthermore, instructional aids like textbooks plays important role in students learning capabilities. Textbooks are the most useful means of storing and communicating of information's and it is virtually impossible for a teacher to carry out his duty of teaching without it, since he will not have sufficient information to past to his learners. It is seen that when prescribe textbooks and work books which are produced based on the objectives for different subjects are judiciously used by students and teachers during learning, results of students will be good. This view is heavily supported by Tambo (2003: 249), who stated that, children using textbooks, can proceed at their own rates and to some extent according to their interest. Also Marvis (1986) gives a rehearsal of reawakening of interest in the concern about children's textbooks. He explains the fact that educators have recognized that children are influence not only by their teachers and peers, but also by reading materials to which they are expose to them. Further, that many of the attitudes and cultural values that are slowly emerging during the early school years are directly shaped by the content of themes of these textbooks, hence plays an important role in determining the child's attitudes towards the task of reading itself, particularly for the children to have little encouragement to read before entering school and thereby ensuring their learning and better performance. Squire (1991), writing on teachers reliance on textbooks, stated that those seeking to improve the quality of education believed that improvements in instructional materials would inevitably lead to changes in actual teaching. For many teachers, textbook can provide an excellent and useful resource, without usurping the position of the teacher. Fuller (1985) revealed that students who had used more than two textbooks were almost three times as likely to pass 67 per cent graduating examination compared to students who had no textbooks in schools (only 24 per cent graduating).

Media aids like television, radio, magazine and newspaper are the modern teaching materials. When teachers organize selected activities that are related to the expected learning outcomes, the results of the use of these aids will be good. Also, they ensure that, some daily life experiences introduce learners to a greater number of visual experiences on which the teacher can draw for his\ her teaching. Farrant (1985) defines television as all types of broadcasting in which sounds and actions may be received by microphones and cameras and turned into electric impulses. He further states that a television has been proved to be an effective aid in learning all kinds of subjects. For example; learning Algebra, dress making, composition or psychology. Television can aid learning all round the clock that is morning, afternoon and at night. Research into television learning has shown that, its effects upon learners and retention of subject matter by them compares very favorably with traditional learning methods. Yet very few teachers and schools system have made optimum use of its opportunities. However, the radio is also an important learning aid if used correctly. Tambo, (2003:263), states that the radio is a relatively cheap audio medium and is very suitable for providing learning experiences to large numbers of learners spread out in large areas or concentrated in smaller areas . According to him,

radios do not only bring music, speeches, plays and other dramatic devices to the class but can also be used to support learning in many social studies areas. They can be used to record one's own performance so that one can criticize his own work, such recording is essential in the study of language and speech. Tambo also includes the following under the uses of radios;

- Radios develop a useful plan
- Prepare the children for listening
- Engage children in following up activities
- Evaluate learning from the listening experience

Finally, Medias like newspapers and magazines are also very important learning aid. Newspapers and magazines are printed publications usually issued every day, weekly, bi- weekly or monthly. Tambo (2003) includes newspapers and magazines as learning aids. He agrees that they can contribute to the improvement of classroom learning in many ways;

- For the study and analysis of current events, they provide background information on important local national and world problem.
- Help improve reading skill as well as the quality of classroom discussion.
- Foreign language papers provide students with the opportunity to practice reading and comprehension in the foreign language being studied.
- Useful as a means of introducing children to the controversial and emotional issues of adult world.

Furthermore, charts and pictures fall under visual aids (graphic materials). Tambo, (2003:240), states that pictures and charts are also important learning aids and learning with these, is most effective when learners actively produce the graphic materials rather than viewing it. When using pictures, remember that they are second best as learning aids. So it is also better to show the real thing. They train children in careful observation when they are given things to look for in the pictures and charts that they are been taught with. Charts may be produced in the form of pictorial representation, maps, diagrams, or a combination of all. They are essentially visual summaries. In a generalized statement, chart represents learning materials in a condensed form, therefore a particular value for recapitulation and revise in lesson.

1.2.2 Research on Teaching Methods

Quite remarkably, regular poor academic performance by the majority students is fundamentally linked to application of ineffective teaching methods by teachers to impact knowledge to learners (Adunola, 2011).A study conducted by Dunn (1983) found that student leaning achievement was significantly related to the instructional methods used by teachers. To facilitate the process of

knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives and level of expected outcomes. In any teaching, learning or examining situation, information is being processed by teachers and students. The teacher tries to present material which he/she understands in a way in which students will also understand. As noted by Ayot and Patel (1992), the main objective of teaching is to bring about desirable learning in students. However it is unlikely that anyone can transmit material from his understanding to the understanding of another person intact. The current view is that knowledge has to be reconstructed as it passes from one person to another. Substantial research on the effectiveness of teaching methods indicates that the quality of teaching is often reflected by the achievements of learners. According to Ayeni (2011), teaching is a process that involves bringing about desirable changes in learners so as to achieve specific outcomes. In this process, the factors such as prior knowledge, cognitive styles, attitudes, teaching styles etc, play an important role. There are varieties of teaching methods such as; discussion method, lecture method, library method, demonstration method, illustration method, explanatory method, drill method, laboratory method, experimental method, field trip method, etc and all these methods are under different approaches or methods such as; student-centered, teacher-centered, and teacher-student interactive approach\method used by teachers depend on the size of class, age and the objective of his\her lesson to ensure that students' performance are the best.

Firstly, students are expected to develop appropriate knowledge and skills, which are necessary for solving problems and improving human life. In most cases, the teacher initiates communication and influences students to think in a particular ways as guided by the syllabi. However, whether the teacher authoritatively leads communication throughout the instructional process or whether the teacher takes up facilitation role is a matter of choice. Teacher-centered methods are also known as traditional instructional methods, where teachers are at the center of classroom activities, including explanations and discussions (Ahmad & Aziz, 2009). Teacher centered method is behaviourist in nature. Teacher-directed learning that follow the instructivist approach which involves careful and meticulous planning of the curriculum and purposeful instructional procedure employed by the teacher. Under such circumstances, students have a definite and fixed perception of their roles as listeners, while teachers are expected to be the talkers and 'custodians of knowledge'. This implies that students' active participation is minimal, until the teacher authorizes them. Tanner (2009) found that teachers dominated classroom talk and students talked only when called upon to answer questions. Teacher-centered methods are however, associated with a number of shortcomings. For instance, Adeyemi (2008) notes that lecture, which is the most common method, does not stimulate students' innovation, inquiry and scientific thinking but rather encourages students to cram facts, which are easily forgotten. McDowell (2001), notes that instructional methods that encourage memorization and reproduction are short of knowledge that can be used to solve problems in new situations. Tella, Indoshi and Othuon

(2010) noted that teacher-centered methods often result to students not enjoying lessons and missing the benefits of intellectual discovery. In this method, students simply obtain information from the teacher without building their engagement level with the subject being taught (Boud & Feletti, 1999). The approach is least practical, more theoretical and memorizing (Teo& Wong, 2000).It does not apply activity based learning to encourage students to learn real life problems based on applied knowledge. Since the teacher controls the transmission and sharing of knowledge, the lecturer may attempt to maximize the delivery of information while minimizing time and effort. As a result, both interest and understanding of students may get lost. To address such shortfalls, Zakaria, Chin &Daud (2010) specified that teaching should not merely focus on dispensing rules, definitions and procedures for students to memorize, but should also actively engage students as primary participants. Considering with the persist control of the teacher in the teaching learning process, with less student participation and contribution, learning might be achieved due to memorization but student might not be able to express their knowledge in different situation in life, whereby they might be expected to used their initiatives.

Furthermore, Teaching is an interactive process through which knowledge and skills are shared with students, with a view to improving students' understanding and ability to manipulate the social, economic, political and physical environment to enhance their survival (Brown, Oke & Brown, 1982). As noted by Ayot and Patel (1992), the main objective of teaching is to bring about desirable learning in students. Learner-centered methods actively engage students in the learning process for effective mastery of the subject matter and promotion of a positive attitude towards the subject. In a learner-centered class, students take a participative role by leading discussions and teachers become facilitators. In this regard, teachers facilitate student's discussion and interject only when necessary, allowing students to put the language to use and explore aesthetics of learning materials (Ahmad & Aziz, 2009).With the advent of the concept of discovery learning, many scholars today widely adopt more supple student-centered methods to enhance active learning (Greitzer, 2002). Most teachers today, apply the student-centered approach to promote interest, analytical research, critical thinking and enjoyment among students (Hesson & Shad, 2007). This teaching method is regarded more effective since it does not centralize the flow of knowledge from the lecturer to the student (Lindquist, 1995). Also, this approach motivates goal-orientated behavior among students, hence the method is very effective in improving student achievement (Slavin, 1996). Furthermore, Learner-centered methods are advantageous in a number of ways, for instance, they promote democratic participation in the learning process, encourages critical thinking, meets student's communication needs and improves performance (Cummins, 2007). The positive impact of such methods have also been documented by Chika (2012), who indicate that interactive methods are more powerful in enhancing learning achievement than teacher-centered pedagogy. Kumar (2006) also indicates that interactive methods

have higher impact in overall learning achievement than didactic classrooms. As noted by Arends (1997), learner-centered methods can be used to teach complex academic materials and can help teachers accomplish important social learning and human relations goals. According to Froyd (2007), the standard features of a learner-centered pedagogy include collaborative learning, connecting new information to previous knowledge and critical thinking. Some scholars refer to learner-centered pedagogy as interactive learning. According to Dufresne, Gerace, Leonard, Mestre and Wenk (2010), interactive learning process within classrooms involve facilitating presentation of questions for small group work. Interactive pedagogy may also include the use of media and involvement of students in fieldwork activities. Furthermore, interactive teachers allow for diverse learning styles among their students and encourage active involvement of all students, while helping them to improve in individual weaknesses (Curtin, 2005). Students are also encouraged to ask questions, define problems and lead conversations (Chika, 2012). Besides, such methods connect students' world with learning pursuits in the classroom (Bush, 2006; Kumar, 2006). However, it is not sufficient to have an experience, if such is not discussed and shared, they may be forgotten rapidly. Sharing of experiences through group discussions improves the application of acquired knowledge and skills (Kumar, 2006).

Another, important teaching method that influences significantly students' performance is the constructivist method. Advocates of a constructivist approach suggest that educators should first consider that the knowledge and experiences that the learner brings to the learning tasks are paramount. It is such knowledge, skills and attitudes that is built upon and expanded by connecting them to new learning (Huitt, 2003).An aspect of learner centered pedagogy that that has been in vogue in the age of electronic learning is the constructivist method. Constructivism, drawing from cognitive and behavioural psychology, is a theory that the individual learner processes stimuli from the environment and the resultant cognitive structures that the learner builds produce adaptive behavior. As noted by Roblyer (2006), constructivists believe that knowledge is generated by students through experience-based activities rather than directed by instructors. In the process, the learner attains a level of self-regulation, which surpasses mere memory recall and explanations and fits the conceptual framework of the learner. This is done by providing the learner with opportunities to uncover facts and discover idea s in either a real world setting or case-based environment through own efforts in a regulated manner. Cummings (2007) found that when constructivist approaches are employed in learning, students post an improvement in their academic performance. The teacher's role is facilitative, coaching, stimulative and provocative in ways that allow the learner to engage in critical and creative thinking, analysis and synthesis of ideas during the learning process as the teacher assumes the role of a co -learner. The constructivist teacher provides learning tools and activities that encourage problem-solving and inquiry-based learning activities with which students formulate and test their ideas, draw conclusions and inferences, and convey and pool their knowledge in a collaborative learning environment

(Sunderman, 2006). It is in this sense that constructivist theory is friendly to technology assisted learning through the Internet using virtual learning environments or web-based course management systems. To this end Open and Distance and Electronic Learning (ODeL) which seems to be the future of education and learning has continued to take root as the teacher is able to manage the learning environment remotely through synchronous or asynchronous collaboration with learners.

Conclusively, there is empirical evidence that instructional methods adopted by teachers influence learning achievement significantly. Whereas appropriate instructional methods would facilitate grasping of new concepts, inappropriate methods are likely to constrain knowledge retention and application (Chang, 2010). Consequently, it is important for teachers to align their instructional methods with the needs and preferences of students to enhance effectiveness of the process in terms of learning achievement. Students whose learning preferences are mismatched with instructional methods are less likely to develop interest in the subject matter, prompting some to drop out altogether (Odundo, 2003; Zeeb, 2004).

1.2.3 Research on Teachers' Commitment or Assiduity

The strength of any profession depends upon the degree of commitment or assiduity of its members. Teaching is no exception. Its stature depends on the degree of commitment of its members to the goals and purposes of her system of education. The aspect of teachers' commitment is very important to the educational system, for teacher, in performing his\her professional duties as the main or principal guarantors of the quality of education as in the case in Cameroon. Teachers' commitment or assiduity in discharging their professional skills will include; syllabus coverage, punctuality, methods, students' evaluation, teachers' creativity, creativity thinking, and teacher parent relationship just to name a few. A committed teacher or pedagogue deliberately teaches his/her learners (pupils) a body of positive knowledge, skills and attitudes with the intention that the learners learn in a conducive atmosphere. An assiduous teacher sets the goal and avenues to reach them. Elmeire and Nicklaus, (1999), observe that "*commitment is part of teachers' affective or emotional reaction to their experience in the school setting"*. With this in mind many researchers see teachers' commitment or assiduity as an important influence in academic performance in our schools today, as can be seen below;

Teacher's commitment reflects the degree of internal motivation, enthusiasm, job satisfaction, efficacy and effectiveness. The degree of teachers' commitment is one of the important aspects of increasing performance and quality of school staff (Reyes 1990; Rowan 1990). Commitment is defined as a degree of positivity, affective bond between the teacher and the school. The improvements in the commitment of teachers are one of the outcomes that is likely to be positively affected by the new teacher reform efforts. Researchers argued that increasing the commitment of teachers is an important

step in the process of school reform. Moreover, professionalization of teachers will result in higher commitment, which will positively affect teachers' performance and students' proficiency that will ultimately lead to improvements in student learning (Darling-Hammond 1995).

Creative teaching is defined in two ways: firstly, teaching creatively and secondly, teaching for creativity. Teaching creatively can be described as teachers using the imaginative approaches to make the learning process to be more interesting, motivating, attracting, thrilling and effective. Teaching for creativity is defined as using the forms of teaching, which are intended to develop and improve the students' creative thinking and behavior, but it also involves creative teaching. Teachers cannot develop the creative abilities of their students if the students' creative abilities are undiscovered or suppressed. Teaching with and for creativity are included in all the characteristics of effective teaching such as high motivation, high expectations, the ability to communicate and listen and the ability to notice, engage and motivate (Morris, 2006).Creative teachers need capability in particular, fields because it can show whether the teacher is familiar with that particular subject and able to teach well. They need to use some techniques that inspire their interest and raise their self-esteem and confidence. In other words, teaching for creativity is not an easy option, but it can be enjoyable and deeply fulfilling. It can involve more time and planning to generate and develop ideas and to evaluate whether they have worked. It involves confidence to improvise and take detours, to pick up unexpected opportunities for learning; to live with uncertainty and to risk admitting that an idea led nowhere. Creative teachers are always willing to experiment, but they recognize the need to learn from experience. All of these require more, not less, expertise of teachers (Morris, 2006).

The degree of interaction and participation between teachers and students during the learning process is essential for ensuring students achievement. All teachers want to have positive interactions with students in the classroom where students are motivated, engaged, and positive about learning, but not all teachers are able to create such an environment. Swearer and Espelage (2004) note that Bronfenbrener (1979) purport that ‘‘all individuals are part of interrelated systems that locate the individual at the center and move out from the center to include all systems that affect the individual’’ (p.3). Following Bronfenbrener's view (1979), Swearer and Espelage argue that the relationships of student to one another and the teacher within classroom affect the behaviors of everyone in that environment, creating a dynamic context and culture. According to Lookheed and Verspoor (1991), in the successful classrooms, each individual factor (teacher and student) seemed to feed the other, creating an overall environment, or ‘‘classroom atmosphere’’ conducive to success. This positive classroom atmosphere cannot be legislated; it must be created by the teacher and students together. Although the teacher is the dominant figure in the classroom, he or she needs to come down to the level of the students in order to maintain a positive relationship with them. A positive relationship is one of mutual support, of give-and-take, of trust and not of fear and mutual suspicion. Without getting closer

to the students, the teacher cannot really understand them and therefore cannot effectively direct their learning. It is noticed that many behavior problems are caused by conflicts among learners. Teachers who teach effectively can give students fitting and helpful feedback. Research has found that academic achievement and students' behavior are influenced by the quality of the teacher-student relationship (Jones & Jones, 1981). In order to ensure discipline in classrooms, the teacher should develop methods and activities that reduce peer conflict and encourage cooperation to ensure an effective classroom that enhance learning in students and also performance.

1.2.4Students Performance

1.2.4.1Effective Participation in classroom activities

During the teaching learning process, the teacher and students share and exchange ideas between themselves, and this action that exist between the teacher and students where students give their ideas is referred to as classroom participation. This sharing of ideas and view-points occurs mainly through the process of discussion. Pedagogues often give priority to the role of discussion in the classroom. Discussion helps to improve student thinking and communication skills, to promote their involvement in the lesson, encourage tolerance for others' views as well as fairness and open mindedness. Classroom participation therefore helps learners to use the ideas, experiences, insights, and knowledge provided by the teacher or learners to develop different ways of thinking and feeling. To ensure effective learning, however, the discussion should be well planned before hand; and teachers should do their best to master the mechanisms involved in using it. According to Tambo (2003), in conducting a discussion lesson, the teacher should state and explain the objectives of the discussion and get the students ready to participate; focus and hold the discussion; bring the discussion to a close and debrief or evaluate the discussion (p.167). He equally purport that most good communication in the classroom should be in three steps for better understanding of the students. That is, by introducing a lesson, presenting and summarizing the lesson. But this is almost lacking in many secondary schools characterized with untrained staff.

John Dewey (1974) on his part suggested that questioning should be used as a core of teaching in the classroom (p.226). Questioning is an important aspect of teaching and necessary for students to engage themselves largely in the classroom lesson. It is in fact a teaching strategy that comprises dialogue in the classroom and helps to improve classroom interaction as well as the shift from teachability to learnability. But are the questions asked consistent to the objectives of the lesson? If so, this may enhance classroom management and render learning more effective. A task can be defined in terms of the goals to be achieved and the activities in which the students engage in order to achieve that goal. Therefore, teachers should not just use questioning as a core of teaching as suggested by John

Dewey. They should be able to distinguish or identify good and bad questions. It is important that the teacher prepare the questions before hand. Questions that have not been prepared or asked just to fill time have a depressive effect on the students. They are thus pointless since the students would think they are incapable as far as the entire lesson is concern. Questions should be asked if they are part of the lesson; is it to test understanding? Also, questions asked should be patient and civil; this is because questions ask on a violent tone conveying a threat that if the student does not know the answer of the question, it would distort his or her psychology. Questions should be asked only about matters which are within the knowledge and understanding of the students. They should not left only for the best students to answer since the average students would not learn because they would border to reason or think.

Besides questioning, the teacher would encourage students' participation in the classroom if he or she prepares and conducts lessons that are interesting, that gains students attention, motivate them and prevents boredom. Following a critical overview of our classroom, it is obvious that History teachers often use storytelling to introduce their lessons; the definition of terms that are unfamiliar is imperative so as to easily move from one activity to another. The place of story in History is very important because any teacher at any level who can introduce the lesson as a story will catch the attention of the students. The question here is wherein lies the power of story in History lessons? A story no matter what, is History itself since it is the past. Thus, any story without illustration from past events is not History. No story should occupy the whole lesson period. Less than five minutes may be too short because we need to give facts and details about the story without which the story will not come to live. It is worth noting that story telling cannot only be used to introduce classroom lessons; it can equally be used at interlude (intervals) as well as a conclusion.

1.2.4.2Effective capability of task completion

In the classroom situation, teachers judge students' performance from written, oral or practical work. There are other students who have learned some skills and the teacher does not know about them. This is discovered during performing an assigned task. At this moment, the child is using his or her experience. In order to achieve a better students' performance in the teaching learning process; teachers should use oral, written and practical methods of evaluation. Hence, Wilkins (1976) affirms that performance refers to output results and their outcomes obtained from processes, products, and services that permit evaluation and comparison relative to goals, standard, past results, and other organizations. In educational institutions, success is measured by academic performance, or how well a student meets standards set out by the government and the institution itself. Borg and Shapiro (1996) state the contrary that, the ability to attain high scores on standardized entrance exam does not guarantee high student performance in all areas of academics. Areas of achievement and make full use of the learning

process. According to Figlio and Kenny (2006), performance in school is evaluated in a number of ways. Academic performance is measured by the use of achievement tests. These tests show the level of knowledge attained as a result of learning. For regular grading, students demonstrate their knowledge by taking written and oral tests, performing presentations, turning in homework and participating in class activities and discussions.

Determinants of students' performance have been the subject of ongoing debate among educators, academics, and policy makers. It is in this spectrum that Nasri (1997) affirms that there have been many studies that sought to examine this issue and their finding points out teachers, hard work, previous schooling, parents' education, family income, and self motivation as factors that have a significant effect on the student GPA. The concept academic performance will designate school achievement or attainment after some learning. In other words, it refers to some measurable accomplishment in intellectual skills that have been mastered after a teaching process. Woolfolk (1990), holds that academic performances is defined as how well students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. It is the ability to study and remember facts and beings able to communicate your knowledge verbally or down on paper. It is also the measurement of a school's educational performance. Woolfolk (1990) says it must be noted that academic performance is not knowledge acquisition. This is because a new skill can be acquired but until we perceive it performed, we cannot know what the intellect has in the repertoire. Performance can be perceived and observed with the senses, that is, it is overt while acquisition is a covert phenomenon. Recent studies have tried to determine the factors that are attributed to high performance. A study by Borg and Shapiro (1996) tried to predict the student's performance based on the personality type of the instructor. The results found that a student would do better in the in the class if the student and teachers had similar learning styles and close contact. Apart from attendance, memory and note, taking had been shown to positively affect students' performance (Cohn, Cohn & Bradley, 1995). Thus, the achievement processes have been supported by the characteristics of students, their environments, utilization of teaching-learning models, and instructional materials as well as the structural ability of the students to perform better in their learning process.

CONCLUSION

The surveyed literature indicated that there is a great need for controlling the environment in which education of the children takes place by making those who teach accountable for their work. This has been the case as a result of the globalised world where competence skills are needed more than ever so as to ensure individual learner or student can compete in the labor market.

It has also indicated the prime role of school inspector that it should be professional support and not mere criticism to teachers. Again, the literature stressed its emphasis on the classroom observation as a core function of school inspectors. This is because a classroom is a place where the teacher can fulfill her/his obligation of educating the learners or students and since school inspection's main target is to monitor the quality of education provided, classroom observation is argued to be the prime focus of any inspection process.

Finally, this chapter has examined the various literatures in relation to the problem of study and also the various variables on which this study is based. They include school inspection on the use of instructional aids, teaching methods and teachers' assiduity. These are the three (3) main variables the researcher thinks can influence students' performance in secondary schools.

Table 3: Recapitulative Table of Variables and their indicators

Hypotheses	Independent Variable	Indicators	Dependent Variable	Indicators	Modalities	Items	Test
There is a significant relationship between pedagogic inspection and students' performance in some secondary schools in Tiko Municipality	Pedagogic inspection	-instructional aids -teaching method -teachers' assiduity	Students' performance	-accurate responses - high class participation -high performance	1-strongly agree 2-agree 3-strongly disagree 4-disagree	1 – 27	Chi square (x^2)
There is significant relationship between the inspection of recommended instructional aids and students' performance in some secondary schools in Tiko Municipality.	-instructional aids	-computers -textbooks -charts and maps -tv's and radio - boards etc	Students' performance	-accurate responses - high class participation -high performance	1-strongly agree 2-agree 3-strongly disagree 4-disagree	7, 8, 9, 10, 11.	Chi square (x^2)
There is a significant relationship between the inspection of teaching methods and students' performance in some secondary schools in Tiko Municipality**.**	-teaching method	-student centered -teacher centered -teacher student interactive	Students' performance	-accurate responses - high class participation -high performance	1-strongly agree 2-agree 3-strongly disagree 4-disagree	12, 13, 14, 15, 16.	Chi square (x^2)
There is a significant relationship between the inspection of teachers' assiduity and students' performance in some secondary schools in Tiko Municipality.	-teachers' assiduity	-subject coverage -punctuality -classroom control -assessing students -mastery of subjected etc	Students' performance	-accurate responses - high class participation -high performance	1-strongly agree 2-agree 3-strongly disagree 4-disagree	17, 18, 19, 20, 21.	Chi square (x^2)

CHAPTER TWO

DATA PRESENTATION AND ANALYSIS

2.0 INTRODUCTION

This chapter focuses on the presentation of data and analysis from the field. Data collected were analysed using both descriptive and inferential statistics. Data collected has been presented using frequency tables, pie charts and percentages. The second part deals with the verification of the hypotheses and analysis of data using Pearson Chi-Square of the SPSS software.

2.1 DEMOGRAPHIC DATA

This researcher distributed questionnaires to some 257 teachers in some government, lay-private and confessional secondary schools in Tiko Municipality, to determine the extent to which Pedagogic Inspection on teachers' influence students' performance. Three types of participants were involved in the study and these were teachers (the main implementers of the curriculum), the school inspectors (the quality assurance officers) and some secondary school principals' of the different educational institutions in Tiko Municipality. The findings presented were in relation to the information collected the field based on the three research questions indicated in the earlier part of this study.

Table 4: Demographic data for participating Secondary Schools

Secondary schools	Number of teachers represented	Number of questionnaires distributed	Number of questionnaires returned	Percentage of questionnaires responded
G.B.H.S TIKO	38	38	36	94.7%
G.B.H.S MUTENGENE	38	38	36	94.7%
G.H.S MOTOMBOLOMBO	37	37	35	94.6%
G.T.H.S TIKO	36	36	34	94.44%
SUFOCOL TIKO	20	20	20	100%
IMP.A.A.S TIKO	20	20	19	95%
K.B.I TIKO	19	19	18	94.74%
FETCOL MUTENGENE	19	19	18	94.74%
REPACOL MUTENGENE	15	15	15	100%
C.K.C TIKO	15	15	14	93.3%
TOTAL	257	257	245	95.33%

Source: field data (2015)

Table 4 above indicates that a total of 257 questionnaires were distributed to some 257 teachers to four (4) government, four (4) lay-private and two (2) confessional secondary schools in the Tiko Municipality. Also it can be seen that out of these 257 questionnaires that were distributed; 38 was given to teachers in Government Bilingual High School (G.B.H.S) Tiko, 36 to Government

Technical High School (G.T.H.S) Tiko, 38 to Government Bilingual High School (G.B.H.S) Mutengene, 37 to Government High School (G.H.S) Motombolombo, 19 to Faith Education Trust College (FETCOL) Mutengene, 15 to Christ the King College (CKC) Tiko, 20 to Sure Foundation Comprehensive College (SUFOCOL) Tiko, 20 to Imperial Academic of Arts and Science (IMP.A.A.S) Tiko, 19 to Koel Comprehensive Institute (K. B. I) Tiko and 15 to Regina Pacis College (REPACOL) Mutengene. In all 257 questionnaires were administered but the researcher was able to collect just 245 questionnaires, giving a returned percentage or rate of 95.3%. This is because absence from school of some teachers or did not deposit their answered questionnaires to the vice principals or dean of studies as they were requested to do by the researcher.

2.2 DESCRIPTIVE STATISTICS OR DATA

The data presented and analyzed here, is in relation to the information that was collected from the field through the questionnaires, interviews and observation from respondents (teachers) based on the three research questions indicated in chapter one of this study. This descriptive data is to permit us to have a clear understanding of the respondents' views based on the impact of Pedagogic Inspection on Students' Performance presented in frequencies and percentages and further in pie charts presentation.

Table 5: Identification of respondents (teachers) according to institution

		Frequency	Percent
Valid	-Government Secondary School	150	61.2
	-Lay Private Secondary School	76	31.0
	-Mission Secondary School	19	7.8
	Total	**245**	**100.0**

Source: field data (2015)

Figure 2: A pie chart showing the identification of teachers according to institution

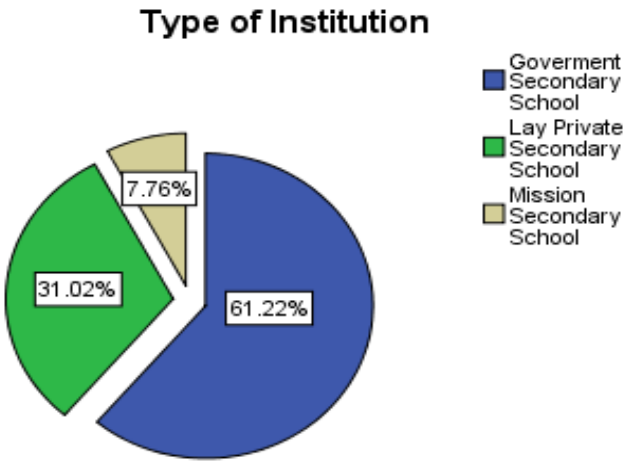


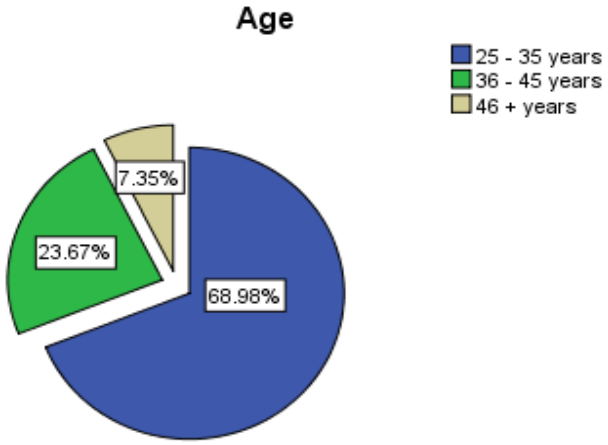
Figure 2 above presents the various institutions in which the study was carried out, and gotten through simple random sampling technique. This figure shows that the study was carried out in government, lay-private and confessional institutions. One hundred and fifty (150) teachers were used as respondents for government schools giving a percentage of 61.22, 76 teachers for lay-private schools giving a percentage of 31.02 and 19 teachers for confessional schools giving a percentage of 7.76. It is seen that most teachers of this study came from public school and this indicated that fact that more inspection is done in the public school as compared to lay-private and confessional secondary schools.

Table 6: Identification of teachers according to age

		Frequency	Percent
Valid	-25 - 35 years	169	69.0
	-36 - 45 years	58	23.7
	-46 + years	18	7.3
	Total	**245**	**100.0**

Source: field data (2015)

Figure 3: A pie chart showing the age identification of teachers



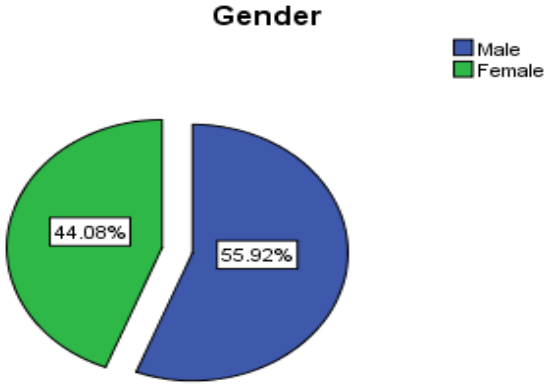
From the figure above, it is observed that a majority of the respondents (teachers) in the various institutions fall within the age range of 25-35 years giving a percentage of 68.98, while 23.67 percent of the respondents fall in the range of 36-45 years and 7.35 percent are in the ages of 46 years and above. It is seen that the large majority of these respondents fall within the ages of 25 to 45 years may be because this range makes up the active working age and lesser respondents with ages 46 years and above show person who are preparing for retirement. This implies the presents of active and younger teachers who are physically and mentally capable of carrying out effective teaching.

Table 7: Identification of teachers according to gender

		Frequency	Percent
Valid	-Male	137	55.9
	-Female	108	44.1
	Total	**245**	**100.0**

Source: field data (2015)

Figure 4: A pie chart presenting the gender of teachers



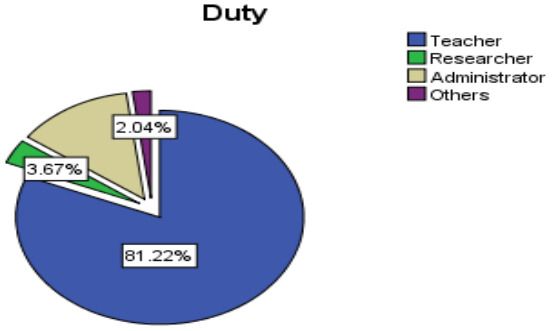
The table and pie chart above presents the gender (sex) distribution of respondents (teachers) of the various institutions. This shows that 137 respondents of the institutions were males giving 55.92 percent, as to 44.08 percent representing females, i.e. 108 respondents, of the sample size. This implies that in terms of the total number of teaching staffs of the various institutions which this study was carried out men outnumbered women but both possess skills which makes them instrumental in the teaching/learning process.

Table 8: Identification of respondents according to duty

		Frequency	Percent
Valid	-Teacher	199	81.2
	-Researcher	9	3.7
	-Administrator	32	13.1
	-Others	5	2.0
	Total	**245**	**100.0**

Source: field data (2015)

Figure 5: A pie chart presentation of the respondents' duty



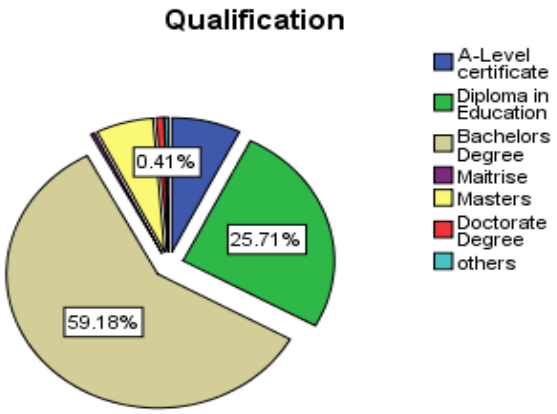
The correspondent table and pie chart above present detail information on the duty of the respondents (teachers). This information shows that 81.22% of the respondents have duty as classroom teachers, 13.1% of the respondents were teachers who occupy administrative duty (administrator), also 3.67% of the respondents were teachers who are researchers and finally 2% of the respondents on the teachers who occupy other duties like library keeping etc. From the above information it can be notice that the majority of the respondents are classroom teachers and they are considered to be the guarantors of the quality of education i.e. they has the mastery teaching/learning process. That is why were considered the targeted population of this study. Whereas, administrators are the coordinators of teachers activities and the school as a whole.

Table 9: Identification of teachers according to educational qualification

		Frequency	Percent
Valid	-A-Level certificate	18	7.3
	-Diploma in Education	63	25.7
	-Bachelors Degree	145	59.2
	-Maitrise	1	.4
	-Masters	15	6.1
	-Doctorate Degree	2	.8
	-Others	1	.4
	Total	245	100.0

Source: field data (2015)

Figure 6: A pie chart presenting the various educational qualifications of respondents (teacher)



The table and pie chart above indicates information about teachers' educational qualification, which are the main targeted population of this study. From this information it is seen that 7.3% and 25.7% of the respondents have obtained Advanced Level Certificates and a Diploma in Education respectively; 59.18% have obtained a Bachelor Degree and 0.4% obtained a Maitrise, while 6.1% are holders of a Masters Degree and also 0.8% are holder of Doctorate Degree, finally 0.4% of the respondents are holders of DIPES II. Going by this information above it is indicated that the number of teachers who are holders of Bachelor degree outnumbers that of the other educational

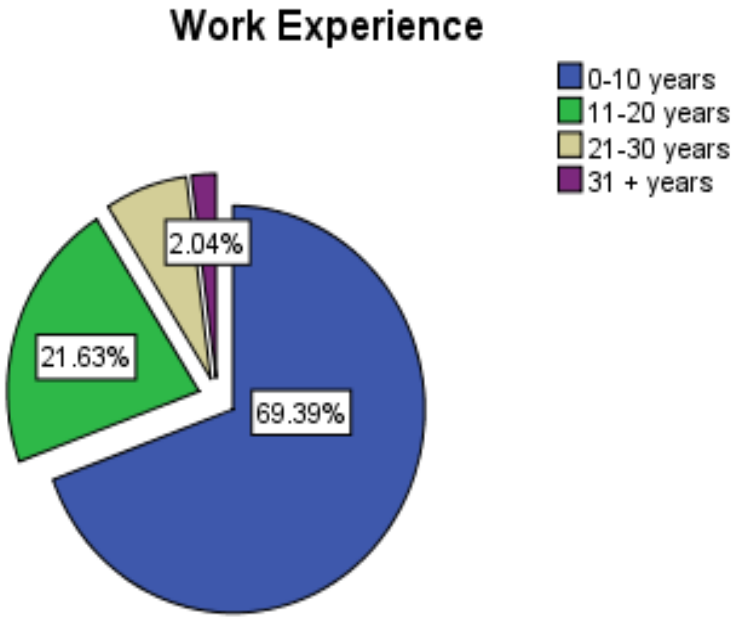
qualification. All of the above educational qualification acquired by teachers provides them with necessary skills and knowledge to teach in secondary schools, but it's considered that the higher the academic qualification the better the performances of teachers in the teaching learning process.

Table 10: Identification of teachers according to work experience

		Frequency	Percent
Valid	-0-10 years	170	69.4
	-11-20 years	53	21.6
	-21-30 years	17	6.9
	-31 + years	5	2.0
	Total	245	100.0

Source: field data (2015)

Figure 7: A pie chart representing the work experience of respondents



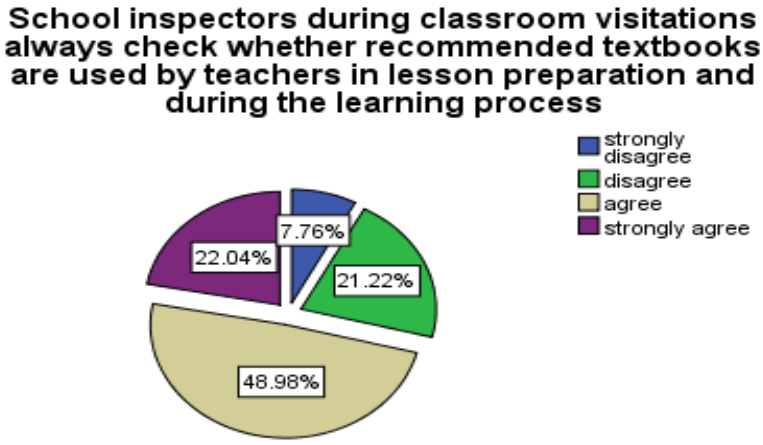
According to the table and pie chart above, 69.39% (170) of the respondents (teachers) have had teaching for zero to ten years, 21.63% (53) of these respondents have had a work experience for about 11-20 years and 6.9% (17) of these teachers have taught for 21-30years, and finally 2.04% (5) of teachers have each taught for 30 years and above. As it can be noted on the Table 10, most teachers had worked between 0-10 years. This implies that most teachers had less experience on their teaching profession which is a witness as well that they do not possess some of the qualities that are required from the teachers. Because teachers were the target group of the study, the researcher expected to learn much from them based on their experience, especially in connection to the impact or effect of school inspection on their work performance.

5.2.1 Descriptive Analysis of Data Collected as regards Pedagogic Inspection on teachers' as a factor that influence Students' Performance.

Table 11: Distribution of teachers' responses according to Pedagogic Inspection and the use of recommended textbooks by teachers' in the teaching learning process

		Frequency	Percent
Valid	-strongly disagree	19	7.8
	-disagree	52	21.2
	-agree	120	49.0
	-strongly agree	54	22.0
	Total	245	100.0

Figure 8: A pie chart showing Pedagogic Inspection and the use of recommended textbooks by teachers' in the teaching learning process

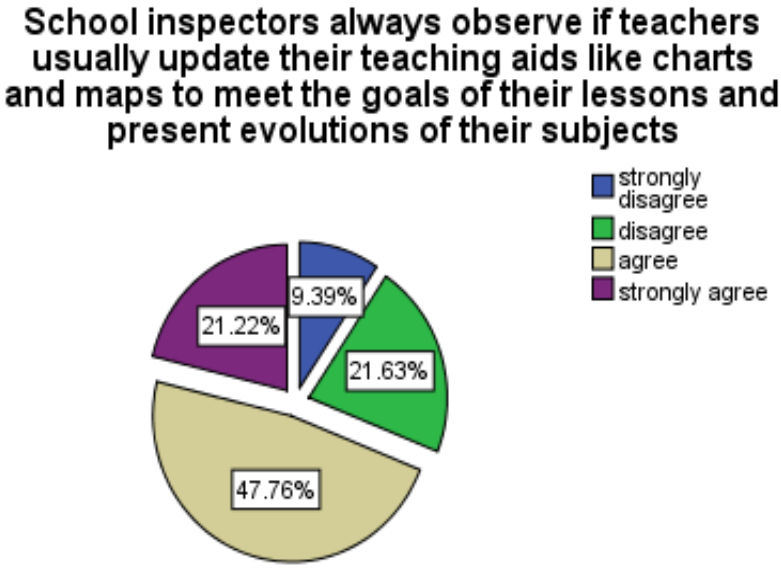


Textbooks are the most useful means of storing and communicating of information. And it is virtually impossible for a teacher to carry out his duty of teaching without it, since he will not have sufficient information to past to his learners. That is why inspectors always inspect to see if teachers produce teaching aids for their lessons. The table and table above shows that 174 (71.02%) out of the 245 teachers accepted that during classroom visit, pedagogic inspectors usually verify if recommended textbooks are used in the teaching learning process, while 71 (28.98%) refused that they do not inspect these recommended teaching aids. It should noted that different forms of teaching aids are very important in the teaching learning process because it ease learners' understanding.

Table 12: Distribution of teachers' responses according to whether School inspectors always observe if teachers usually update their teaching aids

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-strongly disagree	23	9.4	9.4	9.4
	-disagree	53	21.6	21.6	31.0
	-agree	117	47.8	47.8	78.8
	-strongly agree	52	21.2	21.2	100.0
	Total	245	100.0	100.0	

Figure 9: A pie chart showing teachers' responses on whether School inspectors always observe if teachers usually update their teaching aids

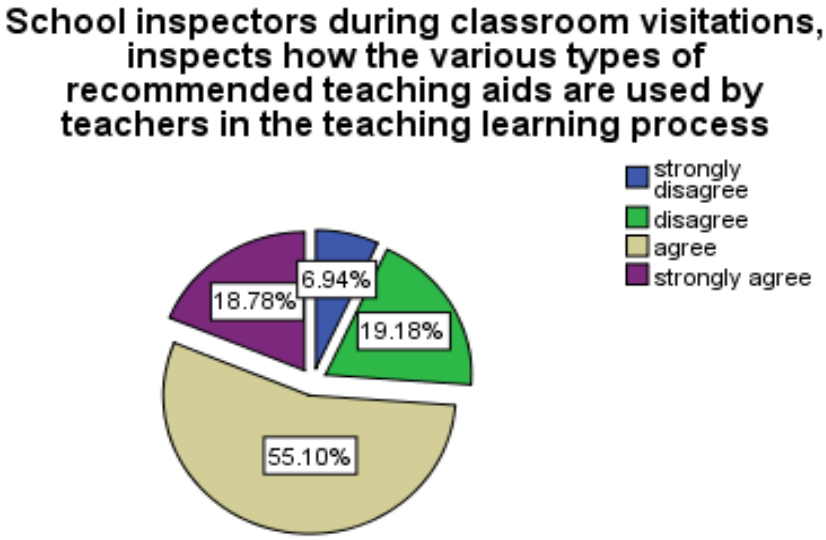


It should be noted that if classroom observation is not carried out, there is no way that the school inspectors can give valid data about how the school is performing especially in the use of new and updated teaching aids in teaching and learning which is the core function of the school inspection. By this, inspectors always request that teachers teaching aids are up to date and not outdated, so as to keep informed their students of the changes in their environment and the world at large. From the above table and pie chart, it's seen that 68.98% of the teachers clearly acknowledge that school inspectors usually inspect to ensure that teachers use updated teaching aids to meet the intended learning outcome of their learners, while 31.02% refuted that school inspectors are not even concerned with that during their classroom visit.

Table 13: Distribution of teachers' responses as to how School inspectors inspect the various types of recommended teaching aids that are used by teachers in the teaching learning process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-strongly disagree	17	6.9	6.9	6.9
	-disagree	47	19.2	19.2	26.1
	-agree	135	55.1	55.1	81.2
	-strongly agree	46	18.8	18.8	100.0
	Total	245	100.0	100.0	

Figure 10: A pie chart on teachers' responses to how School inspectors inspect the various types of recommended teaching aids that are used by teachers in the teaching learning process

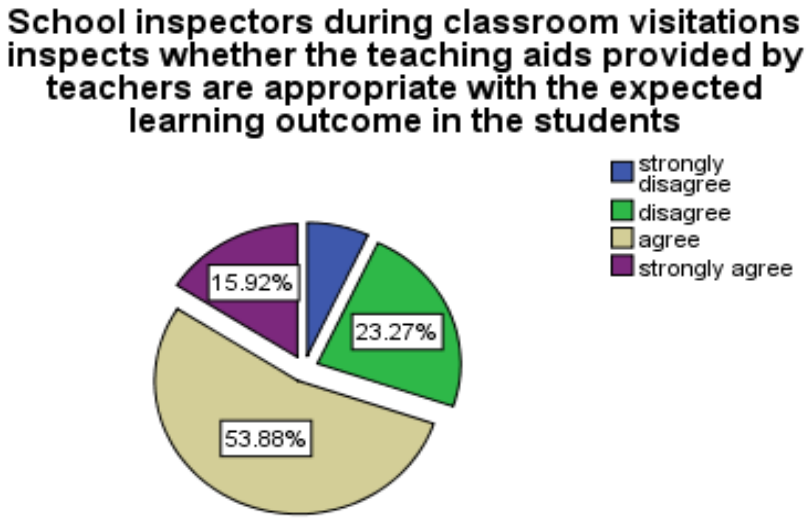


An effective teacher should be able to produce a variety of teaching aids and better still, must be able to vary the different teaching aids based on the students and the expected learning outcomes/objectives of their lessons in order to improve students' academic achievement. From the table and figure above, it can be observe that 18.78% of respondents strongly agreed and 55.10% also agreed that school inspectors always inspect the various types of recommended teaching aids that are used by teachers in the teaching learning process, while 26.12% of the respondents refute that inspectors don't concentrate on that when they visit schools.

Table 14: Distribution of teachers' responses on whether school inspectors check if the teaching aids provided by teachers are appropriate to meet the expected learning outcome of students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-strongly disagree	17	6.9	6.9	6.9
	-disagree	57	23.3	23.3	30.2
	-agree	132	53.9	53.9	84.1
	-strongly agree	39	15.9	15.9	100.0
	Total	245	100.0	100.0	

Figure 11: A pie chart on teachers' responses on whether school inspectors check if the teaching aids provided by teachers are appropriate to meet the expected learning outcome of students

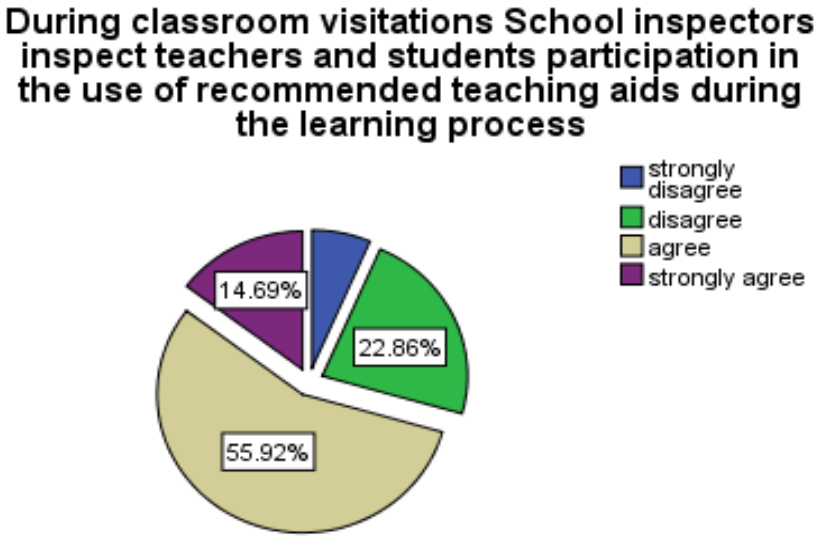


During the teaching and learning process, the didactic materials used should not only be real but must be relevant to the lesson in question to assure effective learning by students. It can be said that when prescribe/recommended teaching aids are produced based on the age of learners and objectives for different subjects are judiciously used by students and teachers during learning, results of students will be good**.** According to the table 14 and figure 11 seen above, it shows that 55.88% of teachers agreed and 15.92% strongly agreed that school inspectors usually inspect if the teaching aids provided by teachers are appropriate to meet the expected learning outcome of students while 23.27% disagree and 6.9% strongly disagreed or stood against the above accession.

Table 15: Distribution of teachers' responses on whether School inspectors inspect teachers and students participation in the use of recommended teaching aids during the learning process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-strongly disagree	16	6.5	6.5	6.5
	-disagree	56	22.9	22.9	29.4
	-agree	137	55.9	55.9	85.3
	-strongly agree	36	14.7	14.7	100.0
	Total	245	100.0	100.0	

Figure 12: A pie chart showing teachers' responses on whether School inspectors inspect teachers and students participation in the use of recommended teaching aids during the learning process

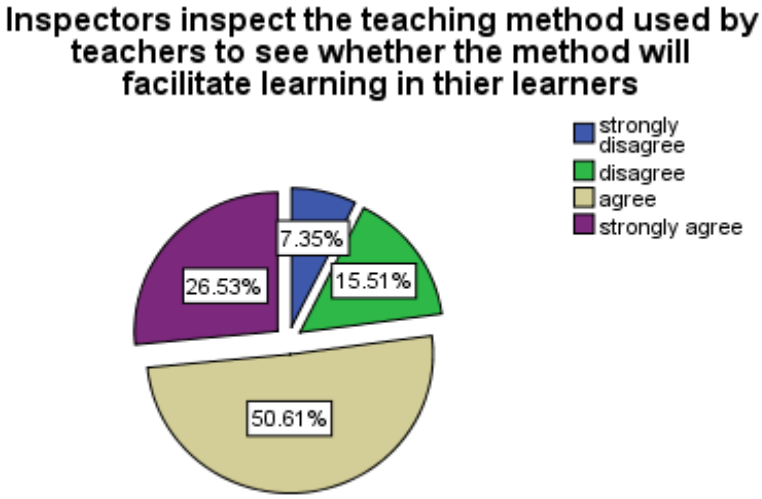


The sharing of ideas and view-points occurs mainly through the process of discussion when teaching aids are used. Classroom discussion or participation might helps learners to use the ideas, experiences, and knowledge provided by the teacher or learners to develop different ways of thinking and feeling which will eventually lead to increase in students academic achievement. The table and figure seen above, shows teachers response to whether School inspectors usually inspect teachers and students participation in the use of recommended teaching aids during the learning process. It can be observed that 55.92% (137) of teachers agreed and 14.7% (36) strongly agreed that inspectors inspect teachers and students participation in the use of recommended teaching aids during the learning process, whereas, 29.4% (72) of teachers stand refused this view.

Table 16: Distribution of teachers' responses on whether Inspectors inspect the teaching method used by teachers to see whether the method will facilitate learning in their learners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-strongly disagree	18	7.3	7.3	7.3
	-disagree	38	15.5	15.5	22.9
	-agree	124	50.6	50.6	73.5
	-strongly agree	65	26.5	26.5	100.0
	Total	245	100.0	100.0	

Figure 13: A pie chart on teachers' responses on whether Inspectors inspect the teaching method used by teachers to see whether the method will facilitate learning in their learners

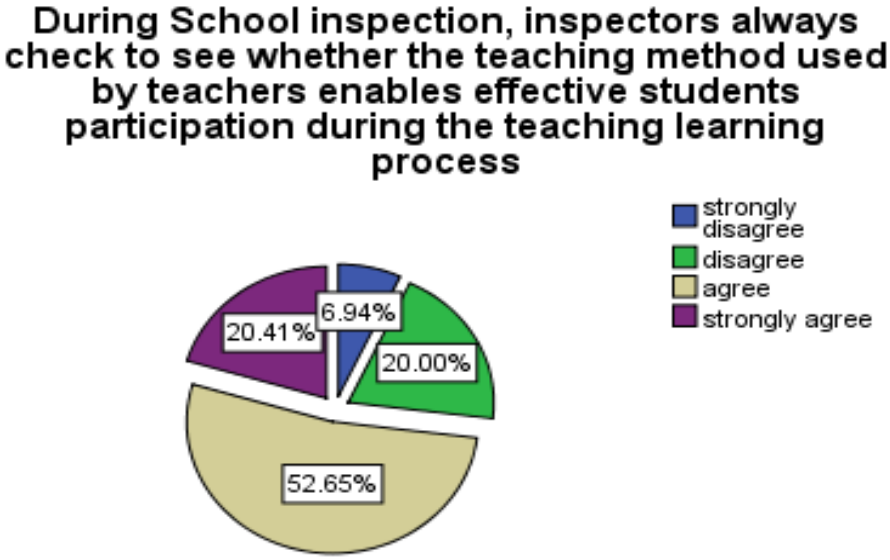


To facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives and level of expected outcomes. In any teaching, learning or examining situation, information is being processed by teachers and students in order to permit the transmission of knowledge from teachers to students. Table 16 and figure 13 respectively, shows that 77.14% of respondents are for the opinion that school inspectors usually inspect the teaching method used by teachers to see whether the method will facilitate learning in their learners, while 22.9% disagree with this opinion.

Table 17: Distribution of teachers' responses on whether inspectors always check to see whether the teaching method used by teachers enables effective students' participation during the teaching learning process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-strongly disagree	17	6.9	6.9	6.9
	-disagree	49	20.0	20.0	26.9
	-agree	129	52.7	52.7	79.6
	-strongly agree	50	20.4	20.4	100.0
	Total	245	100.0	100.0	

Figure 14: A pie chart on teachers' responses on whether inspectors always check to see whether the teaching method used by teachers enables effective students' participation during the teaching learning process

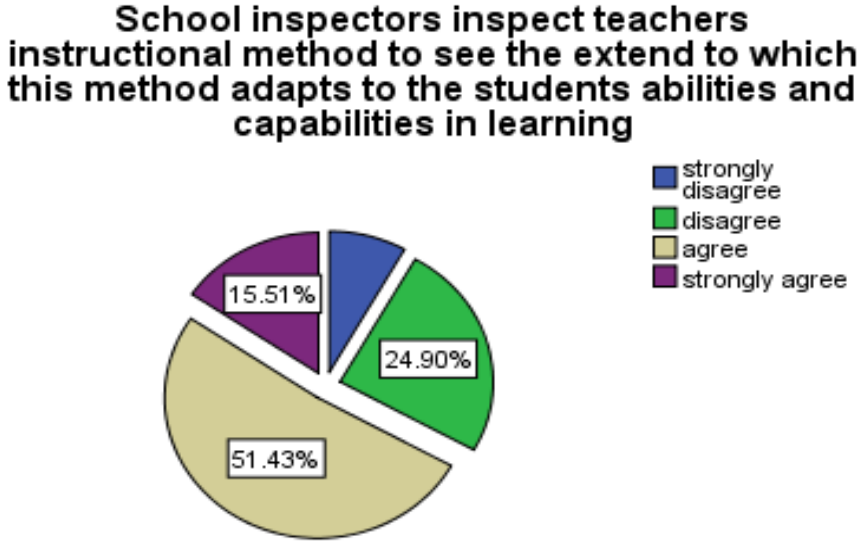


A good teaching method should actively engage students in the learning process for effective mastery of the subject matter and promotion of a positive attitude towards any subject. In this regard, a learner-centered class is encouraged, because students take a participative role by leading discussions and teachers become facilitators. In such classroom the performance will be better than in classes were discussions are dictated by the teacher alone. The above table and pie chart, shows the distribution of teachers' responses based on whether inspectors always check to see whether the teaching method used by teachers enables effective students' participation during the teaching learning process. Going by the data, it is seen that 79.6% of teachers stood for this view while 26.9% stood against (see figure 14).

Table 18: Distribution of teachers' responses on whether school inspectors inspect teachers' instructional method to see the extent to which this method adapts to the students' abilities and capabilities in learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-strongly disagree	20	8.2	8.2	8.2
	-disagree	61	24.9	24.9	33.1
	-agree	126	51.4	51.4	84.5
	-strongly agree	38	15.5	15.5	100.0
	Total	245	100.0	100.0	

Figure 15: A pie chart on teachers' responses on whether school inspectors inspect teachers' instructional method to see the extent to which this method adapts to the students' abilities and capabilities in learning

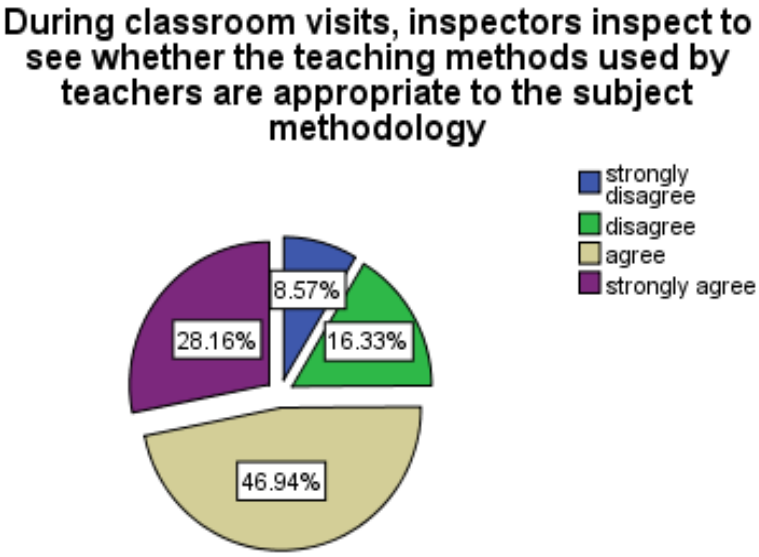


In modern teaching\learning processes New Pedagogic Approaches (NPA), and Competent Base Approach (CBA), are the most recommended teaching methods. This enables teachers to take consider the differences of their students before preparing, presenting and evaluating their students (student centered). There is efficiency and effectiveness of teaching and learning on the part of teachers and learners when the above mentioned approaches are strictly applied. Figure 15 above present's information on teachers responses on whether school inspectors usually inspect teachers' instructional method to see the extent to which this method adapts to the students' abilities and capabilities in learning. 51.43% of the teachers agreed and 15.51% strongly agreed that they are usually inspected by inspectors to ascertain if their teaching method is adapted to their students' abilities and capabilities in learning. On the other hand, 24.90% of the teachers disagreed, and 8.2% of the teachers strongly disagreed.

Table 19: Distribution of teachers' responses on whether inspectors inspect to see whether the teaching methods used by teachers are appropriate to the subject methodology

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-strongly disagree	21	8.6	8.6	8.6
	-disagree	40	16.3	16.3	24.9
	-agree	115	46.9	46.9	71.8
	-strongly agree	69	28.2	28.2	100.0
	Total	245	100.0	100.0	

Figure 16: A pie chart on teachers' responses on whether inspectors inspect to see whether the teaching methods used by teachers are appropriate to the subject methodology

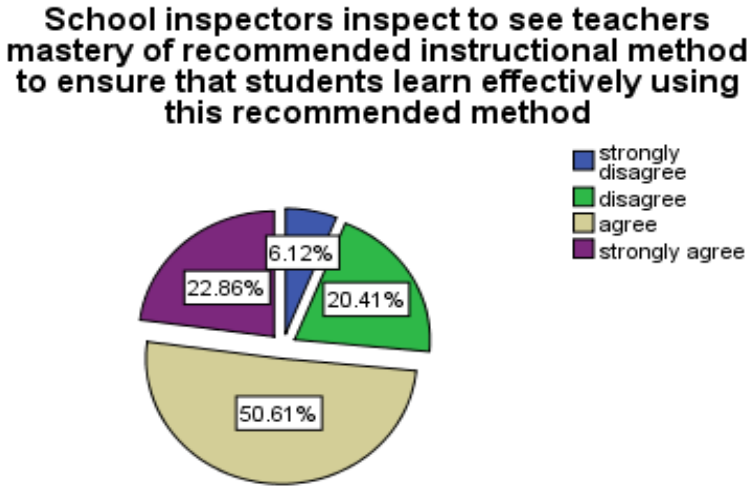


Going by the table and pie chart presented above, it is indicated that 28.16% of teachers strongly agreed and 46.94% agreed the view school inspectors actually inspect teachers to verify whether the teaching methods used by teachers are appropriate to the subject methodology. On the other hand, 8.57% of the teachers' strongly disagreed, as well as 16.33% of the teachers' disagree the above point of view. It can be verifiable that each subject has a method in which they can be taught. One different from the other, i.e. the way mathematics is being taught is different from other subjects. Following a critical overview of our classrooms, it is obvious that teachers often use storytelling to introduce their lessons; the definition of terms that are unfamiliar is imperative so as to easily move from one activity to another and thereby enabling learning in students.

Table 20: Distribution of teachers' responses on whether school inspectors inspect to see teachers' mastery of recommended instructional method to ensure that students learn effectively using this recommended method

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-strongly disagree	15	6.1	6.1	6.1
	-disagree	50	20.4	20.4	26.5
	-agree	124	50.6	50.6	77.1
	-strongly agree	56	22.9	22.9	100.0
	Total	245	100.0	100.0	

Figure 17: A pie chart on teachers' responses on whether inspectors inspect to see teachers' mastery of recommended instructional method to ensure that students learn effectively using this recommended method

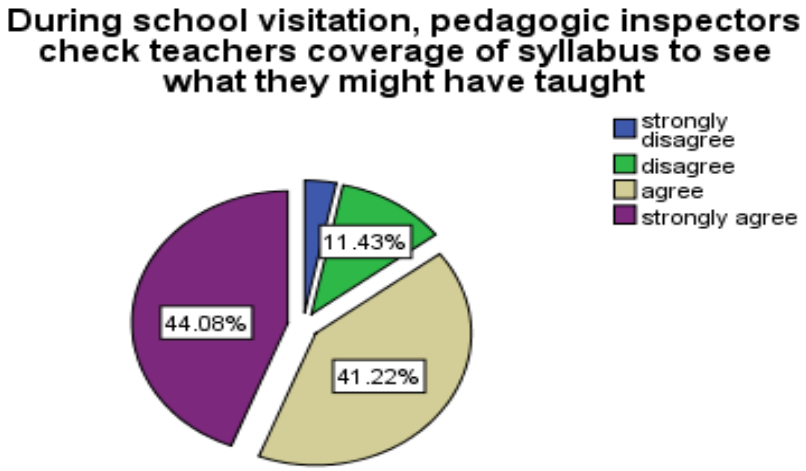


Going by the table and pie chart above which illustrates the distribution of teachers' responses on whether school inspectors inspect teachers' mastery of recommended instructional method to ensure that students learn effectively using this recommended method. As indicated in figure 17 above, an overwhelming 73.47% of the teachers' are for (agreed and strongly agreed) the fact school inspectors inspect teachers' mastery of recommended instructional method to ensure that students learn effectively using this recommended method, whereas over 26.53% of the teachers stood against. Most educational systems are adopting student centered pedagogy because in this student centered learning approach, student are exposed to learning activities, which will stimulate their learning while the teacher becomes the facilitator in the learning process.

Table 21: Distribution of teachers' responses on whether pedagogic inspectors check teachers coverage of syllabus to see what they might have taught

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-strongly disagree	8	3.3	3.3	3.3
	-disagree	28	11.4	11.4	14.7
	-agree	101	41.2	41.2	55.9
	-strongly agree	108	44.1	44.1	100.0
	Total	245	100.0	100.0	

Figure 18: A pie chart on teachers' responses on whether pedagogic inspectors check teachers' coverage of syllabus to see what they might have taught

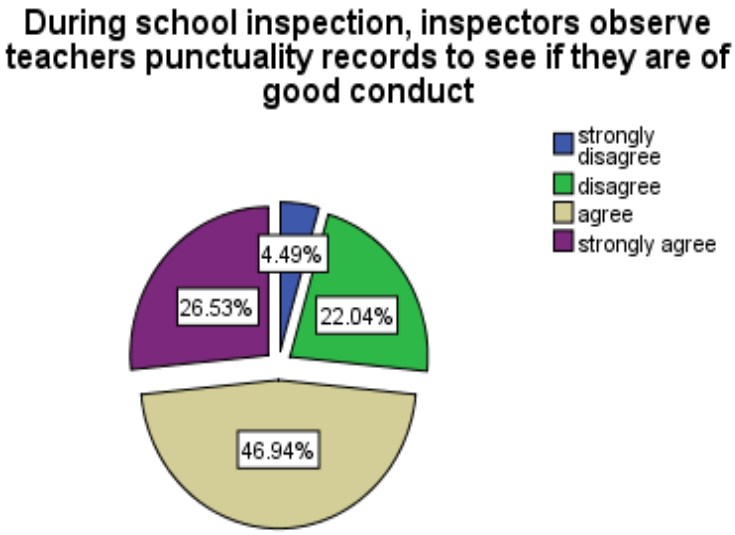


Effective and efficient teaching necessitates proper organization of general and individual lesson notes by the teacher. This is a program of work to be covered for a day, a week, a month, and even a term. This guides a teacher to be logical and systematic in his teaching job in order to impact learning to students' base on the school program. Teachers' coverage of syllabus shows how committed they are in transferring knowledge to learners. Table 21 above shows that 108 (44.08%) of the teachers strongly agreed and 101 (41.22%) agreed that pedagogic inspectors during school visitations usually inspect teachers' coverage of syllabus and to see what they might have taught, whereas 8 (3.3%) of the teachers strongly disagreed and 28 (11.43%) disagreed that don't inspect teachers' coverage of syllabus.

Table 22: Distribution of teachers' responses on whether inspectors observe teachers' punctuality records to see if they are of good conduct

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-strongly disagree	11	4.5	4.5	4.5
	-disagree	54	22.0	22.0	26.5
	-agree	115	46.9	46.9	73.5
	-strongly agree	65	26.5	26.5	100.0
	Total	245	100.0	100.0	

Figure 19: A pie chart on teachers' responses on whether inspectors observe teachers' punctuality records to see if they are of good conduct

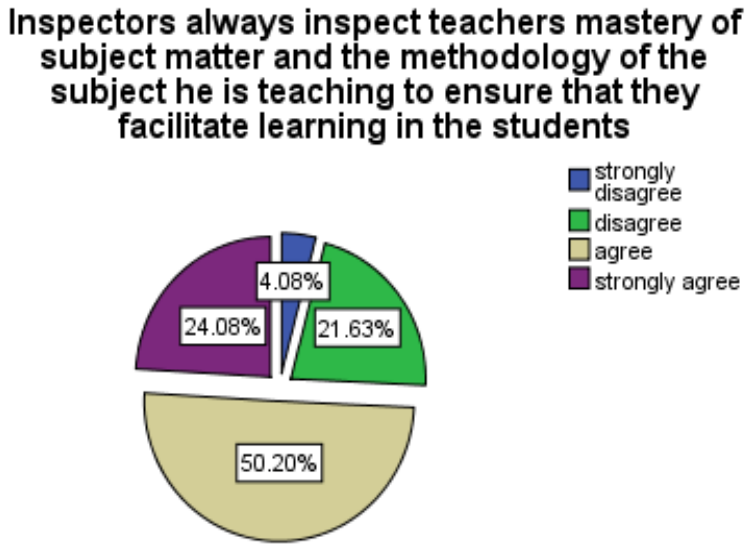


From the data above on the table and pie chart which indicates the distribution of teachers responses on whether inspectors observe teachers' punctuality records to see if they are of good conduct during school inspection. It can be seen that 46.94% of the teachers agreed and 26.53% also strongly agreed that school inspectors always check teachers' punctuality records to verify their professional conduct is good, while 4.49% of the respondents strongly disagreed and 22.04% disagreed that school inspectors do that during school visits. The strength of any profession depends upon the degree of commitment or assiduity of its members and teaching is no exception because the commitment of teachers' in the teaching learning process will determine the level of students' commitment to learning. An assiduous teacher sets the goal and avenues to reach them.

Table 23: Distribution of teachers' responses on whether inspectors always inspect teachers' mastery of subject matter and the methodology of the subject he is teaching to ensure that they facilitate learning in the students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-strongly disagree	10	4.1	4.1	4.1
	-disagree	53	21.6	21.6	25.7
	-agree	123	50.2	50.2	75.9
	-strongly agree	59	24.1	24.1	100.0
	Total	245	100.0	100.0	

Figure 20: A pie chart on teachers' responses on whether inspectors always inspect teachers' mastery of subject matter and the methodology of the subject he is teaching to ensure that they facilitate learning in the students

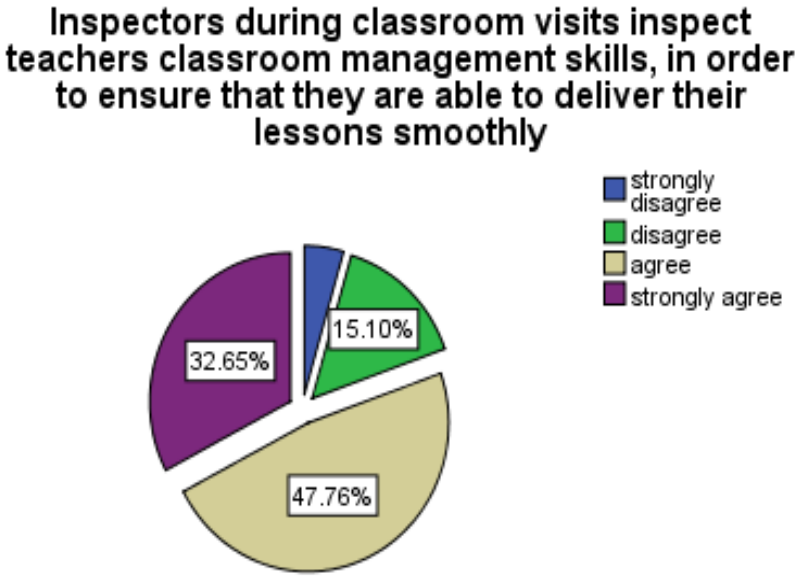


The mastery of subject matter and the subject methodology is very primordial for each teacher, since this will help them to device ways to better organize the teaching learning process to facilitate learning in learners. As can be seen from the pie chart above, 50.20% of the teachers' agreed and equally 24.08% strongly agreed that inspectors always inspect teachers' mastery of subject matter and the subject methodology to ensure that they facilitate learning in the students', while about 25.71% of the teachers' oppose the above view.

Table 24: Distribution of teachers' responses on whether inspectors during classroom visits inspect teachers' classroom management skills, in order to ensure that they are able to deliver their lessons smoothly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-strongly disagree	11	4.5	4.5	4.5
	-disagree	37	15.1	15.1	19.6
	-agree	117	47.8	47.8	67.3
	-strongly agree	80	32.7	32.7	100.0
	Total	245	100.0	100.0	

Figure 21: A pie chart on teachers' responses on whether inspectors during classroom visits inspect teachers' classroom management skills, in order to ensure that they are able to deliver their lessons smoothly

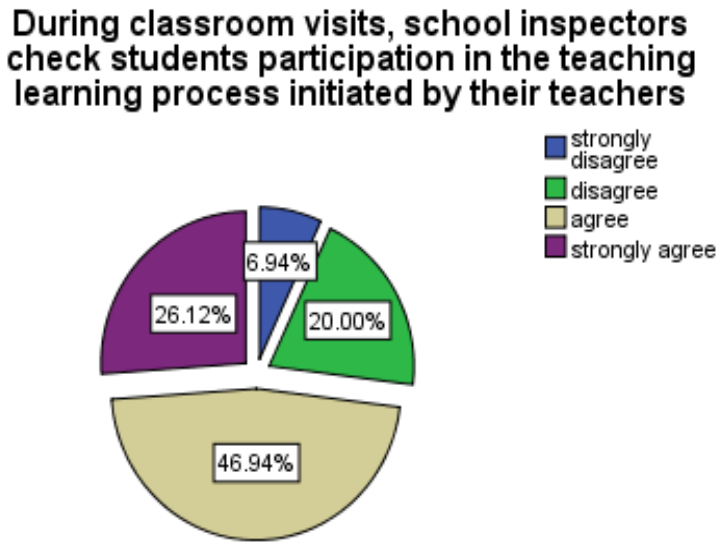


Going by the data of table 24 above, it is indicates that 197 (80.41%) of the teachers stood for the fact that school inspectors during classroom visits usually inspect teachers' classroom management skills, while 49 (19.6%) of the teachers refuse that fact that school inspectors pay any attention to the teacher's management of his/her classroom during lessons. The classroom environment should be calm and conducive for learning and so, each teacher must ensure that his/her class should be quite, because it's only in such conditions that they can best transmit knowledge to their learners.

Table 25: Distribution of teachers' responses on whether school inspectors check students participation in the teaching learning process initiated by their teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-strongly disagree	17	6.9	6.9	6.9
	-disagree	49	20.0	20.0	26.9
	-agree	115	46.9	46.9	73.9
	-strongly agree	64	26.1	26.1	100.0
	Total	245	100.0	100.0	

Figure 22: A pie chart on teachers' responses on whether school inspectors check students participation in the teaching learning process initiated by their teachers

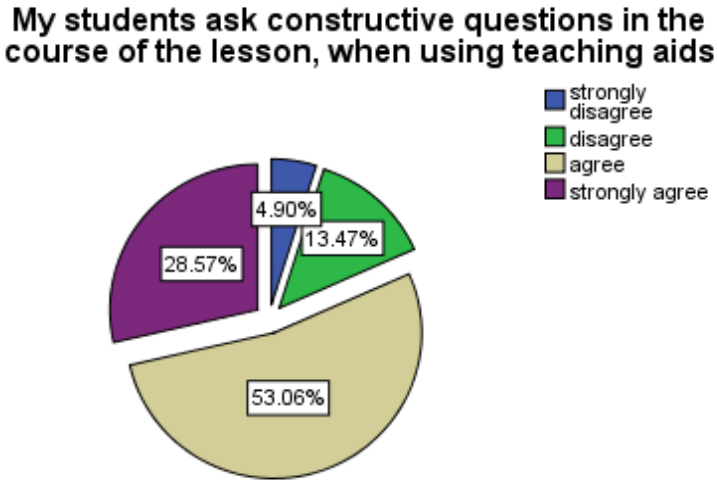


Students' participation during the teaching/learning process is primordial. This permits teachers to understand the level of students' apprehension of the subject under study during a lesson. For students to perform better, the teacher must organize teaching activities whereby students are actively involved. Table 25 and figure 22 above respectively shows that a remarkable total of 132 (73.03%) of the teachers' admitted that school inspectors usually check students participation in the teaching learning process initiated by their teachers during their classroom visits, on the other hand, just about 66 (26.9%) of the teachers refute that school inspectors do not check students participation in the teaching learning process.

Table 26: Distribution of teachers' responses on whether students' ask constructive questions in the course of the lesson, when using teaching aids

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-strongly disagree	12	4.9	4.9	4.9
	-disagree	33	13.5	13.5	18.4
	-agree	130	53.1	53.1	71.4
	-strongly agree	70	28.6	28.6	100.0
	Total	245	100.0	100.0	

Figure 23: A pie chart on teachers' responses on whether students' ask constructive questions in the course of the lesson, when using teaching aids

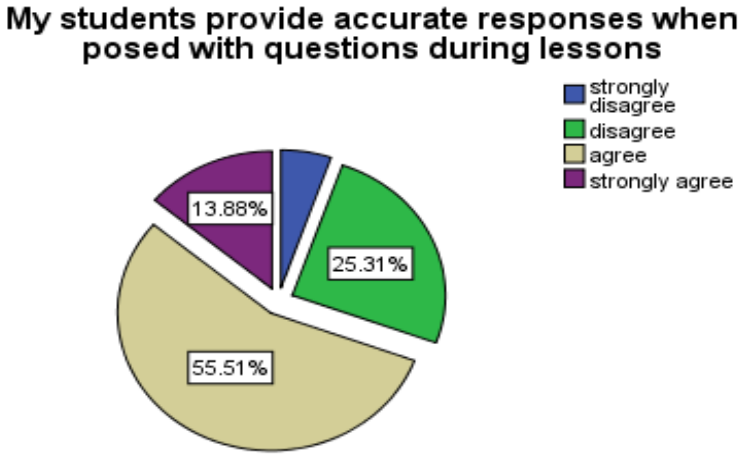


Effective and efficient teaching necessitates orderly and proper use of teaching aids. Effective teachers provide appropriate teaching aids and methods that awake According to the data on table 26 and figure 23 above, which show the distribution of teachers' responses to whether students' ask constructive questions in the course of the lesson, when using teaching aids? On the pie chart above, it can be seen that 28.57% of the teachers strongly agreed that their students' usually ask constructive questions in the course of their lessons, when they use teaching aids; 53.06% of the teachers share the same point of view, while 18.37% (45) of the teachers refuted the above at point of view.

Table 27: Distribution of teachers' responses on whether students' provide accurate responses when posed with questions during lessons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-strongly disagree	13	5.3	5.3	5.3
	-disagree	62	25.3	25.3	30.6
	-agree	136	55.5	55.5	86.1
	-strongly agree	34	13.9	13.9	100.0
	Total	245	100.0	100.0	

Figure 24: A pie chart on teachers' responses on whether students' provide accurate responses when posed with questions during lessons

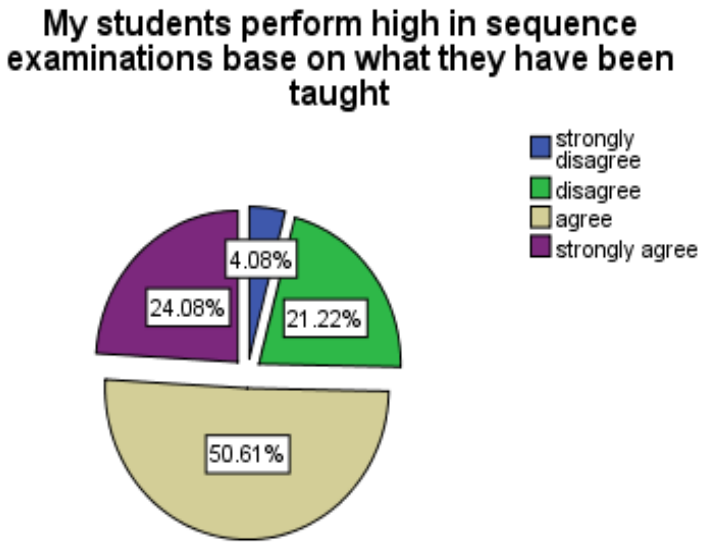


Questioning is an important aspect of teaching and necessary for students to engage themselves largely in the classroom lesson. It is in fact a teaching strategy that comprises dialogue in the classroom and helps to improve classroom interaction as well as the shift from teachability to learnability. Students will provide answers to questions posed by the teacher based on lessons related to their daily realities. From table 27 and figure 24 above, it can be seen that 55.51% of respondents agree and 13.88% strongly agreed that their students' provide accurate responses when they are posed questions during lessons, while 30.6% of respondents refuted the accession that students don't provide responses when posed during lessons.

Table 28: Distribution of teachers' responses according to whether students' perform high in sequence examinations base on what they have been taught

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-strongly disagree	10	4.1	4.1	4.1
	-disagree	52	21.2	21.2	25.3
	-agree	124	50.6	50.6	75.9
	-strongly agree	59	24.1	24.1	100.0
	Total	245	100.0	100.0	

Figure 25: A pie chart on teachers' responses indicating whether students' perform high in sequence examinations base on what they have been taught

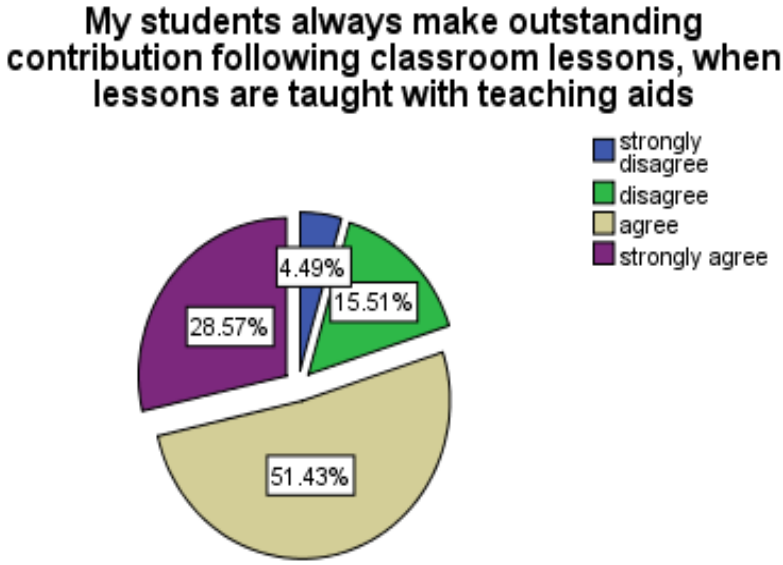


To ensure that what is taught is learned by students, there must be an effective formative or summative evaluation of students. This enables the teachers to determine if his or her lesson objectives are attained. It should be understood that when students do well in their examinations, it means that the objectives of the teaching and learning process have been achieved. From the table and figure above, its shows that 124 (50.61%) of respondents agree and 59 (24.1%) strongly agree that their student perform well in their sequence examinations, whereas 25.3% (62) of the respondents disagreed and strongly disagreed that their student don't score high in their sequence examinations.

Table 29: Distribution of teachers' responses on students' ability of making outstanding contribution following classroom lessons, when lessons are taught with teaching aids

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-strongly disagree	11	4.5	4.5	4.5
	-disagree	38	15.5	15.5	20.0
	-agree	126	51.4	51.4	71.4
	-strongly agree	70	28.6	28.6	100.0
	Total	245	100.0	100.0	

Figure 26: A pie chart on teachers' responses on whether students' ability of making outstanding contribution following classroom lessons, when lessons are taught with teaching aids

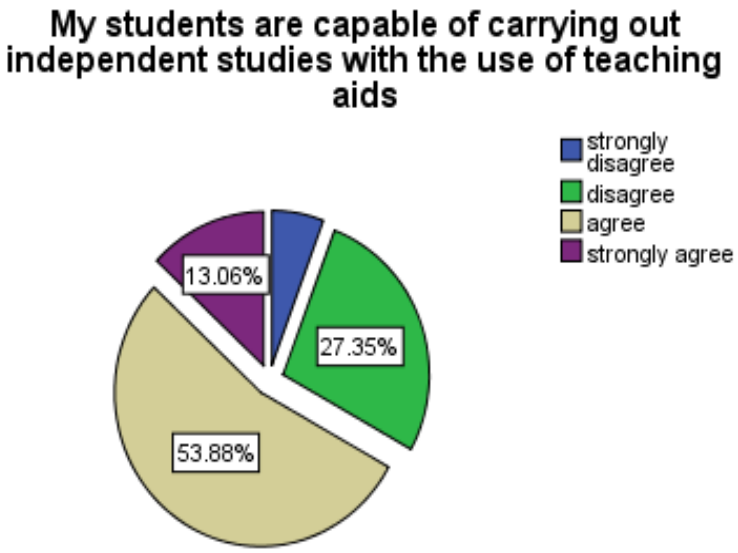


The table and pie chart above, illustrates that an outstanding 80% (197) of the teachers are in accordance with fact that their students' make outstanding contribution following classroom lessons, when their lessons are taught with teaching aids, whereas just 20% (49) of the teachers are in discordance with the above view. Students' ability to learning depends on the environment which they are exposed to, and when lessons are accompanied with materials that are familiar and attractive to them, students are capable of asking questions and also, make contribution base on what they are studying. Educators have recognized that children are influence not only by their teachers and peers, but also by materials to which they are expose to them which makes them think and give their own views when they are studying a lesson concerning related materials.

Table 30: Distribution of teachers' responses on students' capability of carrying out independent studies with the use of teaching aids

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-strongly disagree	14	5.7	5.7	5.7
	-disagree	67	27.3	27.3	33.1
	-agree	132	53.9	53.9	86.9
	-strongly agree	32	13.1	13.1	100.0
	Total	245	100.0	100.0	

Figure 27: A pie chart on teachers' responses on students' capability of carrying out independent studies with the use of teaching aids

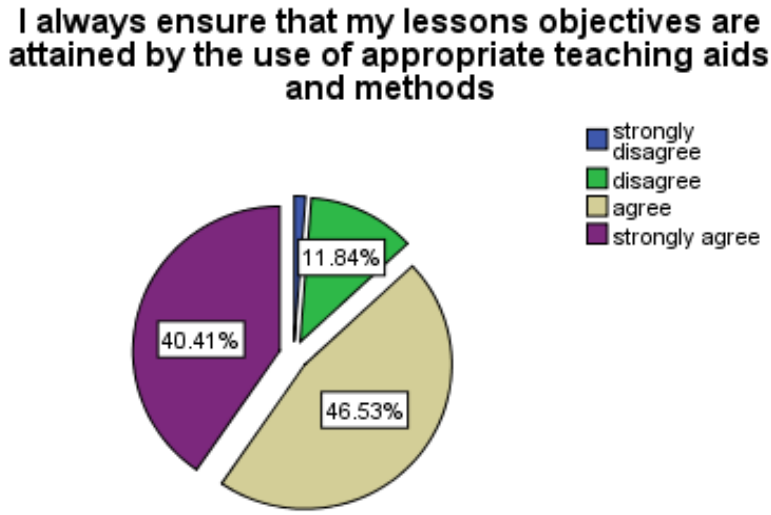


Specific lesson objectives are attained a lesson or within a week. When teachers set and communicate expected lessons objectives, students can be able to carry out exercise base on the expected outcomes independently. It is important for teachers to align their instructional methods and aids with the needs and preferences of students to enhance effectiveness of the process in terms of learning achievement. Going by the information from the above table and pie chart, it is observed that an outstanding 53.88% of teachers agreed, so as 13.06% who strongly agreed that their students are capable of carrying out independent studies with the use of teaching aids. On the other hand, 27.35% of the teachers disagree, as well as, 5.7% who stood against the point of view that their students are capable of carrying out independent studies with the use of teaching aids.

Table 31: Distribution of teachers' responses on whether teachers' always ensure that my lessons objectives are attained by the use of appropriate teaching aids and methods

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-strongly disagree	3	1.2	1.2	1.2
	-disagree	29	11.8	11.8	13.1
	-agree	114	46.5	46.5	59.6
	-strongly agree	99	40.4	40.4	100.0
	Total	245	100.0	100.0	

Figure 28: A pie chart on teachers' responses on whether teachers' always ensure that my lessons objectives are attained by the use of appropriate teaching aids and methods



The essence of teaching is for the transfer of knowledge from a more experience person to the less experience one, for learning to take place. So each and every teacher should be capable to do this transfer of knowledge, if not he has certain failed in his function. As can be seen from the data presented in the table and pie chart above, 46.53% of teachers agreed, as well as 40.41% who strongly agreed when posed with the question whether they always ensure that their lessons objectives are attained by the use of appropriate teaching aids and methods, whereas, 11.84% of the teachers disagree and 1.2% strongly disagreed that they do not always attain their lessons objectives by the use of appropriate teaching aids and methods.

2.3 VERIFICATION OF HYPOTHESES AND INFERENTIAL STATISTICS

2.3.1 Hypothesis one

- **Alternative hypothesis(Ha1)**

There is significant relationship between the inspections of recommended instructional aids and students' performance in some secondary schools in Tiko Municipality.

- **Statistical hypothesis (Ho1)**

There is no significant relationship between the inspections of recommended instructional aids and students' performance in some secondary schools in Tiko Municipality.

2.3.1.1 Calculation of Chi Square

Table 32: A contingency table showing a cross tabulation of the inspections of recommended instructional aids and students' performance

Instructional Aids * Students performance Cross tabulation

Count

		Students performance			
		Agree	Disagree	Strongly Agree	Total
Instructional Aids	-Agree	74	7	50	131
	-Disagree	21	7	5	33
	-Strongly Agree	31	2	48	81
	-strongly disagree	0	0	0	0
Total		126	16	103	245

Table 33: Table 5.30: Chi-Square Tests

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.410[a]	4	.000
Likelihood Ratio	27.393	4	.000
N of Valid Cases	245		

a. 1 cells (11.1%) have expected count less than 5. The minimum expected count is 2.16.

Choice of significant alpha = 0.05

Determining the critical value of chi square:

- Degree of freedom is = (C – 1) (r – 1)

  Therefore, (3– 1) (3 – 1) = 2 x 2 = 4

- The critical value of chi square with 4 as degree of freedom at the alpha 0.05 level of significance is 9.488

This value is compared with the calculated value to make a decision about the hypothesis. The calculated value of chi square is 29.410.

Thus, the calculated value of chi square is greater than the critical value of chi square.

Decision rule

If the calculated value of chi square is greater than the chi square read, then we reject the null hypothesis (Ho) and accept the alternative hypothesis (Ha) otherwise accept the null hypothesis.

Decision

The calculated value of chi square is greater than the critical value of chi square and it falls in the rejected zone of the null hypothesis. In this regard, we reject the Ho and accept the Ha. Since the Ho is rejected, we have to determine the quality or magnitude of the relationship. Table 4.7 (symmetric measures) shall determine if the relationship between the variables is weak, moderate or strong.

Table 34: Symmetric Measures

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.346	.000
	Cramer's V	.245	.000
	Contingency Coefficient	.327	.000
N of Valid Cases		245	

The contingency coefficient is used to determine the magnitude of association. This is because we have equal row and equal column (3x3 matrix) and it's more than a 2x2 matrix. Below is the formula and calculation for contingency coefficient (Cc).

$$Cc = \sqrt{\frac{\times^2}{\times^2 + n}}$$

Where n is the sample size and X^2 is the chi square calculated;

Therefore, $C^2 = \frac{\times^2}{\times^2 + n} =$

$$\frac{29.410}{29.410 + 245} = 0.1071$$

C = $\overline{C}$ = $\overline{0.10717}$= 0.3273

The contingency coefficient is 0.327

With a cc=0.327, implies the association between the inspections of recommended instructional aids and students' performance has a low positive relationship.

2.3.2 Hypothesis two

- **Alternative hypothesis(Ha2)**

There is a significant relationship between inspection of teachers' teaching methods and students' performance in some secondary schools in Tiko Municipality.

- **Statistical hypothesis (Ho2)**

There is no significance relationship between the inspection of teachers' teaching methods and students' performance in some secondary schools in Tiko Municipality.

2.3.2.1 Calculation of Chi Square

Table 35: A contingency table showing a cross tabulation of the inspections of teachers' teaching methods and students' performance

Teaching Methods * Students performance Cross tabulation

Count

		Students performance			
		Agree	Disagree	Strongly Agree	Total
Teaching Methods	-Agree	69	8	37	114
	-Disagree	24	4	4	32
	-Strongly Agree	32	1	61	94
	-Strongly disagree	1	3	1	5
Total		126	16	103	245

Table 36: Chi-Square Tests

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	61.144[a]	6	.000
Likelihood Ratio	50.941	6	.000
N of Valid Cases	245		

a. 4 cells (33.3%) have expected count less than 5. The minimum expected count is .33.

Choice of significant alpha = 0.05

Determining the critical value of chi square:

- Degree of freedom is = (C – 1) (r – 1)

  Therefore, (3– 1) (4 – 1) = 2 x 3 = 6
- The critical value of chi square with 4 as degree of freedom at the alpha 0.05 level of significance is 12.592

This value is compared with the calculated value to make a decision about the hypothesis. The calculated value of chi square is 61.144.

Thus, the calculated value of chi square is greater than the critical value of chi square.

Decision rule

If the calculated value of chi square is greater than the chi square read, then we reject the null hypothesis (Ho) and accept the alternative hypothesis (Ha) otherwise accept the null hypothesis.

Decision

The calculated value of chi square is greater than the critical value of chi square and it falls in the rejected zone of the null hypothesis. In this regard, we reject the Ho and accept the Ha. Since the Ho is rejected, we have to determine the quality or magnitude of the relationship. Table 4.7 (symmetric measures) shall determine if the relationship between the variables is weak, moderate or strong.

Table 37: Symmetric Measures

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.500	.000
	Cramer's V	.353	.000
	Contingency Coefficient	.447	.000
N of Valid Cases		245	

The contingency coefficient is used to determine the magnitude of association. This is because we have equal row and equal column (3x3 matrix) and it's more than a 2x2 matrix. Below is the formula and calculation for contingency coefficient (Cc).

$$Cc = \sqrt{\frac{\times^2}{\times^2 + n}}$$

Where n is the sample size and X^2 is the chi square calculated;

Therefore, $C^2 = \frac{\times^2}{\times^2 + n} =$

$$\frac{61.144}{61.144 + 245} = 0.1997$$

C = $\overline{C}$ = $\overline{0.1997}$= 0.4469

The contingency coefficient is 0.447

With a cc=0.447, implies the association between the inspection of teachers' teaching methods and students' performance has a low positive relationship.

2.3.3 Hypothesis three

- **Alternative hypothesis(Ha3)**

There is a significant relationship between the inspection of teachers' assiduity and students' performance in some secondary schools in Tiko Municipality.

- **Statistical hypothesis (Ho3)**

There is no significance relationship between inspection of teachers' assiduity and students' performance in some secondary schools in Tiko Municipality.

2.3.3.1 Calculation of Chi Square

Table 38: A contingency table showing a cross tabulation of the inspections of teachers' assiduity and students' performance

Teachers Assiduity * Students performance Cross tabulation
Count

		Students performance			
		Agree	Disagree	Strongly Agree	Total
Teachers Assiduity	-Agree	80	7	25	112
	-Disagree	7	8	2	17
	-Strongly Agree	39	1	76	116
	-strongly disagree	0	0	0	0
Total		126	16	103	245

Table 39: Chi-Square Tests

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	93.963[a]	4	.000
Likelihood Ratio	73.917	4	.000
N of Valid Cases	245		

a. 1 cells (11.1%) have expected count less than 5. The minimum expected count is 1.11.

Choice of significant alpha = 0.05

Determining the critical value of chi square:

- Degree of freedom is = (C – 1) (r – 1)

  Therefore, (3– 1) (3 – 1) = 2 x 2 = 4

- The critical value of chi square with 4 as degree of freedom at the alpha 0.05 level of significance is 9.488

This value is compared with the calculated value to make a decision about the hypothesis. The calculated value of chi square is 93.963.

Thus, the calculated value of chi square is greater than the critical value of chi square.

Decision rule

If the calculated value of chi square is greater than the chi square read, then we reject the null hypothesis (Ho) and accept the alternative hypothesis (Ha) otherwise accept the null hypothesis.

Decision

The calculated value of chi square is greater than the critical value of chi square and it falls in the rejected zone of the null hypothesis. In this regard, we reject the Ho and accept the Ha. Since the Ho is rejected, we have to determine the quality or magnitude of the relationship. Table 4.7 (symmetric measures) shall determine if the relationship between the variables is weak, moderate or strong.

Table 40: Symmetric Measures

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.619	.000
	Cramer's V	.438	.000
	Contingency Coefficient	.527	.000
N of Valid Cases		245	

The contingency coefficient is used to determine the magnitude of association. This is because we have equal row and equal column (3x3 matrix) and it’s more than a 2x2 matrix. Below is the formula and calculation for contingency coefficient (Cc).

$$Cc = \sqrt{\frac{\times^2}{\times^2 + n}}$$

Where n is the sample size and X^2 is the chi square calculated;

Therefore, $C^2 = \frac{\times^2}{\times^2 + n} =$

$$\frac{93.963}{93.963 + 245} = 0.277$$

$C = \overline{C} = \sqrt{0.0277} = 0.5265$

The contingency coefficient is 0.527

With a cc=0.527, implies the association between the inspection of teachers' assiduity and students' performance has a low positive relationship.

Table 41: Recapitulation table showing a summary of correlates on statistics

hypothesis	alpha	df	X^2 crit.	X^2 cal.	findings	conclusion	Correlation coefficient	Range of magnitude	Decision on the relationship
H1	0.05	4	9.488	29.410	X^2 cal.$\geq X^2$ crit.	Ha retained while Ho rejected	0.327	0.00 – 1.0	Positive relationship
H2	0.05	6	12.592	61.144	X^2 cal.$\geq X^2$ crit.	Ha retained while Ho rejected	0.447	0.00 – 1.0	Positive relationship
H3	0.05	4	9.488	93.963	X^2 cal.$\geq X^2$ crit.	Ha retained while Ho rejected	0.527	0.00 – 1.0	Positive relationship

CONCLUSION

This chapter presented the findings from this study, based on data derived from questionnaires, interviews and classroom observation. The findings illustrated that, the issue of school or pedagogic inspection is a fairly complex issue that needs the creation and establishment of a positive relationship between school inspectors and the teacher. From this, it is obvious that in order to improve students' learning, there is need pay emphasis on the relationships between the pedagogic inspection on teachers' and how this have an effect on students' performance in secondary schools. The above results, confirms glaring that pedagogic inspection has a positive effect on the running of teaching and learning and hence students' performance.

CHAPTER THREE
DISCUSSION OF FINDINGS, SUMMARY

AND

CONCLUSION

3.0 INTRODUCTION

This chapter was concerned with the discussion of the research findings, summary and conclusion. It first discussed each of the central themes as indicated in the previous chapter, and then it provided the summary of the major findings of the study. The chapter also provided recommendations both for policy practices and for further researches. In the last section of the chapter the conclusion of the study was provided.

3.1 SUMMARY OF FINDING

The essence of this study was to ascertain the extent to which Pedagogic Inspection on teachers have an effect on Students performance in some secondary school in the Tiko Municipality, South West Region of Cameroon. Going by the above mentioned objectives, the following findings were obtained:

- There is significant relationship between the inspections of recommended instructional aids and students' performance in some secondary schools in Tiko Municipality.
- There is a significant relationship between inspection of teachers' teaching methods and students' performance in some secondary schools in Tiko Municipality.
- There is a significant relationship between the inspection of teachers' assiduity and students' performance in some secondary schools in Tiko Municipality.

As stated above, it shows that PPIs perform their functions at acceptable levels, as portrayed by the results of this study a lot of positive effects on the educational system are bound to occur. Therefore, this study reveals that there exist a relationship between pedagogic inspection and students' performance in diverse secondary schools.

3.2 DISCUSSION OF FINDINGS/RESULTS

3.2.1 The Inspection of Recommended Instructional Aids and Students' Performance

RQ1: To what extent does the inspection of recommended instructional aids influence students' performance in some secondary schools in Tiko Municipality?

Ha1: There is significant relationship between the inspection of recommended instructional aids and students' performance in some secondary schools in Tiko Municipality.

Ho1: There is no significant relationship between the inspections of recommended instructional aids and students' performance in some secondary schools in Tiko Municipality.

The analysis of data to the inspection of recommended teaching aids and students' performance (i.e. hypothesis one of the study) using the chi square test of independence for the variables, it's realized that the calculated value is 29.410 and the critical value is 9.488 at an alpha level of significance being 0.05. Based on this, the decision taken is, the null hypothesis (There is no significant relationship between the inspection of recommended instructional aids and students' performance) was rejected, leading to the conclusion that; there is significant relationship between the inspection of recommended instructional aids and students' performance. This implies, there exist a strong relationship between the inspection of recommended instructional aids and students' performance.

Teaching materials recommended in most of our secondary schools today are items such as books, graphs, charts, maps, dictionaries, newspapers, magazines, videos, and computers and so on. The variability of these teaching aids or materials assists teachers to carry out different teaching task and to communicate well with their students. Luma (1983), states that bright objects and interesting books with illustrations are some important learning aids to the learner. According to her, variety of materials which are interesting and satisfying to the learner such as attractive pictures, drawings, sketches, illustrations, puppets specimens, experiments, films have a positive effect on learners as learning aids. So, in our schools today, teachers should use the various teaching aids or materials during the teaching learning process to facilitate learning in students. Some of the benefits of using teaching aids are:

- Teaching aids educational efficiency in terms of quantity and quality increases.
- Teaching aids can be ease individual learning.
- Aids provide practical training with more power and concentration of learners.
- It attracts high interest and many are students and their attention shifted to the main subject.
- The need for gradual learning and prepare complementary and, therefore, learning is permanent.

The use educational tools through which students learn to use all your senses. Since 75% of learning is learned by sight and vision, more teachers should use teaching aids and visual aids moved. This view is heavily supported by Tambo (2003:251), who stated that, children's textbooks have pictorial illustration and colors to appeal the child to learn, but if a textbook ceases to be an aid to learning, therefore, it has ceased to serve its purpose. Also Marvis (1986) gives a rehearsal of reawakening of interest in the concern about children's textbooks. He explains the fact that educators have recognized that children are influence not only by their teachers and peers, but also by reading materials to which they are expose to them. Further, that many of the attitudes and cultural values that are slowly emerging during the early school years are directly shaped by the content of themes of these textbooks, hence plays an important role in determining the child's attitudes towards the task of reading itself, particularly for the children to have little encouragement to read before entering school and thereby ensuring their learning and better performance.

3.2.2: The Inspection of Teachers' Teaching Method and Students' Performance

RQ2: To what extent does the inspection of teaching method influence students' performance in some secondary schools in Tiko Municipality?

Ha2: there is a significant relationship between inspection of teachers' teaching methods and students' performance in some secondary schools in Tiko Municipality.

Ho2: there is no significance relationship between the inspection of teachers' teaching methods and students' performance in some secondary schools in Tiko Municipality.

The research question, alternative and null hypothesis used in this study as seen above, were tested using the chi square as the statistical tool. The chi square analysis shows that the calculated chi square value is 61.144 is greater than 12.592 which is the critical value of the chi square at a degree of freedom of 6, at alpha 0.05. Based on this, the decision taken here is, the null hypothesis (there is no significance relationship between the inspection of teachers' teaching methods and students' performance) was rejected and the alternative hypothesis accepted, leading to the conclusion that; there is significant relationship between the inspection of teachers' teaching methods and students' performance. This implies, there exist a strong relationship between the inspection of teachers' teaching methods and students' performance.

Research evidence from previous studies indicates that a student-centered learning environment seems to produce higher -level learning outcomes more efficiently than a traditional teacher -centered environment (Tynjala, 1998).Hence, bias in selection of teaching methods by teachers in areas in which they possess exclusive monopoly knowledge should be avoided to improve students' academic performance (Adunola, 2011). Therefore, teachers should create an atmosphere conducive to learning in order to enhance the development of students' learning experiences. Moreover, teachers should also increase their knowledge of various instructional strategies in order to keep students engaged and motivated throughout the learning process. Adufe (2008) affirms that many methods of teaching exist in education and these methods are meant to make teacher succeed in their bid to disseminate knowledge. However, the success in the use of any method differs as a result of an intelligent analysis of the objectives, the learners in class, the curriculum content or the type of subject matter. Also, the impact of any teaching method is not only limited to the conditions surrounding the teaching but also the advantages and the disadvantages of a particular method in a particular situation should not be left out. Factors Determining Teaching Methods are

- The Method must be right for the Learners: Some teachers consider the selection of method as an area where they have exclusive monopoly. This conception is wrong as their selection of

method would affect their learners. Learners' interest, age, level and weaknesses should guide the selection of the relevance method. For instance, it would be wrong of a teacher to impose the use of discussion method on any category of learners that have speech deficiency.

- The method must be also right to the teacher: Every Teacher is a unique personality with distinct behavior. Some teachers may function well in certain condition and situations while others may flop significantly under similar condition. For instance, some teachers are intrinsically motivated while some are extrinsically motivated.
- The Method should be best for the Subject Matter: By subject matter, we mean the topic to be taught. No matter how good a strategy of teaching is, if the method is not in line with the topic, little or no success will be achieved.
- The Strategy must be right for the Resources Available: By resources we mean the instructional aids or materials. The decision of a teacher to use a particular text or a reference material hinges on the availability of the text. Adesanya (2006) also submitted some basic criteria which must be considered before the selection of any teaching methods.
- Time Allocated: Time allocated for the subject on the timetable should be a guide in the selection of teaching methods. She further explains that a teacher who has a limited time may want to favour lecture method because of it attributes. However, lecture method is not applicable in teaching the foundational classes.

Also, Ckenzie, et al (1980) in Adesanya (2006) argues that the objectives of the teacher should also be considered before the selection of any method. This implies that what the teacher intends to achieve at the end of the lesson should be in line with the selected method.

According to Andrew (2002), effective teacher much internalize knowledge and skills so that they can deploy them quickly and flexibly. Moon, Mayes & Hutchinson (2004) indicated that there are three main factors within teacher's control that significantly influence pupil achievement are professional characteristics, teaching skills and classroom climate. White- Clarke (2005) suggested that incompetent and inexperienced teachers dispensed the curriculum incorrectly. McWhorter & Hudson-Ross (1996) found that without new approaches to instruction that connect to the learning needs of students, many will perform poorly and are likely to drop out of studies.

3.2.3 The Inspection of Teachers' Assiduity and Students' Performance

RQ3: To what extent does the inspection of teachers' assiduity influence students' performance in some secondary schools in Tiko Municipality?

Ha3: There is a significant relationship between the inspection of teachers' assiduity and students' performance in some secondary schools in Tiko Municipality.

Ho3: There is no significance relationship between inspection of teachers' assiduity and students' performance in some secondary schools in Tiko Municipality.

Looking at the hypothesis above, it is glaring with the help of the chi square that there is a relationship between the independent and dependent variables; the inspection of teachers' assiduity and students' performance. The value of the chi square test statistic is calculated to be 93.963 and the critical value is 9.488 at an alpha level of significance of 0.05 and 4 as the degree of freedom. By this, it implies that; there is a significant relationship between the inspection of teachers' assiduity and students' performance.

Education is synonymous to learning, instruction, teaching, acquiring knowledge and guidance. The success of our educational system depends on good teachers, that is, an assiduous or committed teacher. We cannot replace the teacher with any other type of instructional material (Hanif & Saba, 2002). Teacher is a role model for students. He/She is that person who transfers his knowledge in students' mind in a systematic way. The importance of the role of the teacher as an agent of change, promoting understanding and tolerance, has never been more obvious than today. According to Charis (1989), effective teaching is essentially connected with how best to bring about the desired learner learning by some educational activity. It requires a lesson organization which can be adequately monitored. The teacher might have to be not only a clarifier of ideas and presenter of information, but also an advisor and model of scientific thought. The following teachers qualities are related to higher student achievement are:

- **Content knowledge**: Effective teachers have a solid background in the subject area they teach as measured by a college major or minor in the field. Darling-Hammond (1999) found that, although other factors had a stronger association with achievement, the presence of a teacher who did not have at least a minor in the subject matter that he or she taught accounted for about 20 percent of the variation in NAEP scores. Also Goldhaber and Brewer (1996) found that the presence of teachers with at least a major in their subject area was the most reliable predictor of student achievement scores in math and science. They also found that,

although advanced degrees in general were not associated with higher student achievement, an advanced degree that was specific to the subject area that a teacher taught was associated with higher achievement.

- **Teaching experience**: Teaching experience, typically five years or more, produces higher student results. Some studies further suggest that the effect of inexperience can be a significant obstacle to student achievement. A comprehensive analysis by Greenwald, Hedges, and Laine (1996) examined data from 60 studies and found a positive relationship between years of teacher experience and student test scores. Similarly, the UTD Texas Schools Project data showed that students of experienced teachers attained significantly higher levels of achievement than did students of new teachers (those with one to three years of experience) (Rivkin, Hanushek, and Kain 2005).
- **Teacher training and credentials**: Certified teachers are more effective than uncertified, particularly in mathematics. In general, teachers with emergency certificates don't perform as well as those with traditional certification. However, opinions conflict about the effectiveness of Teach for America (TFA) teachers, who enter classrooms with alternate certificates. Some comparative studies show larger gains by TFA teachers and others show fewer. A study that examined the math achievement of elementary students also found that students taught by new, uncertified teachers did significantly worse on achievement tests than did those taught by new, certified teachers (Laczko-Kerr and Berliner 2002).

Each of these measures shows a positive relationship to student performance. At the same time, the studies vary in their assessment of how strong an effect each dimension has on student outcomes.

According to McBer (2000), teacher is not only a care-giver and nurturer but he should also exhibit nine discrete 'teaching skills' for effective teaching like high expectations planning, methods and strategies, pupil management, time and resources management, time on task, lesson flow, assessment, setting appropriate and challenging homework. The good teacher here, that is to say, is precisely the teacher who does not 'take over', dictate, instruct but who supports, responds, advises, assesses needs and assists development (Moore, 2004). Also this above view, is in line with Moore (2004), who says; teachers are trained in the acquisition of certain competencies related to aspects of classroom management, long-term, medium-term and short-term planning, recording and reporting students' work leading to the achievement of prescribed, assessable and (presumably) acquired-for-life 'standards'. A good teacher is kind, is generous, listens to students, encourages them, has faith in them, keeps confidences, likes teaching children, likes teaching their subjects, takes time to explain things, helps them when they are stuck, tells them how they are doing, allow them to have their say, doesn't

give up on them, cares for their opinion, makes them feel clever, treats people equally, stands up for them, makes allowances, tells the truth and is forgiving (MacBer, 2000).

3.2.4 Lessons/Classroom Observation

The poor academic performance of students in secondary schools has been a source of great concern to all stakeholders in the education sector. It is heart-rending when one considers the huge amount of money parents spend in the education of their wards that don't produce commensurate performance in their academics to match the huge investments made on them. In the same manner, the palpable decline in the performance of teachers which tends to indicate that the schools are not regularly and properly supervised and that the quality of instruction in the school has progressively declined. So, this researchers, sees the need for pedagogic or school inspection through classroom/lesson observation by school inspectors, who are charged to inspect teachers' performance in "presentation of content, positive teacher\student interaction, use of instructional aids, classroom management, teacher's motivation, viewing of teachers' lesson plan, effectiveness of teaching method used, teacher's mastery of subject content, students' class participation, evaluation of learners, students' learning or performance, achievement of lesson objective". This is in accordance with Professor David Reynolds and other colleagues as quoted by MacBer (2000) as seven inspection headings of teaching skills. This is so as to ensure that the instruction that students get from their teachers are of the best quality, and enhance them with the essential skills and knowledge needed by this students for life and for the state as the needed or required human resource.

Black and Wiliam (2001), consider classroom observations to be the central practice to improve teaching and learning. As discussed in this study, a classroom is regarded as a black box (Black & Wiliam, 2001), where one cannot see what is taking place until she/he goes in. Thus, classroom observation should be a central focus for each and every school visit and school inspectors are to fulfill this obligation for a positive impact on teaching and learning to be realized. According to peretomode (2001), classroom visitation is a procedure by which the educational leader could be of great assistance in aiding the teachers to improve both their instructional strategies/techniques and the learning processes of the student. The main objective of the inspectors' visitation according to the definition is for the improvement of the teaching-learning process. He posited that to successfully carry out visitation, the visit must be planned. Akpa (1987) posited that the school administrator faces a lot of challenges as a moulder and developer of human potential. How well he/she responds to these challenges as a necessary ground work for success requires his/her exposure to a number of supervisory models. It is therefore advantageous in the opinion of Landers and Myers (1977), to develop a broad repertoire of supervisory strategies and skills. Just as classroom teachers seek to individualize

instruction, the application of supervisory model should be that which best suits a particular teacher's teaching problem.

Ogunsaju (1983) in an independent study identified four strategies in their separate studies, which will help teachers to achieve the set goals of instructional supervision and the improvement of the total teaching/learning process. These strategies included classroom visitation, conferencing, demonstration and provision of staff professional growth and development. Emphasizing the need to utilize the strategies above appropriately, Nwaogu (1980) pointed out that they dispelled the fear and anxiety on the part of the teachers. This exercise according to Ntia (1988) no doubt demanded more truth from the school administrators.

From the above, most educators' belief that for teachers to perform their teaching duties effectively, school inspectors and principals must always check their lesson notes to ascertain whether the content was effectively covered in the lesson notes. They maintained that if principals and inspectors inspect teachers' lesson notes regularly, this would enhance the teacher's job performance and enhance students' academic achievement.

3.2.5 Exogenous Variables

- **Students' learning styles**

One concept in particular which has provided some valuable insights into learning in both academic and other educational settings is learning style. Learning styles has been defined as a consistent way of functioning that reflects the underlying causes of learning behavior (Keefe, 1987). Learning style is both a characteristic which indicates how a student learns and likes to learn, as well as instructional strategy informing the cognition, context and content of learning. Previous studies have reported that students' learning performance could be improved if proper learning style dimensions could be taken into consideration when developing any learning or instructional process (Graf, Liu, & Kinshuk, 2010).There is general acceptance that the manner in which individuals choose to or are inclined to approach a learning situation has an impact on performance and achievement of learning outcomes. Utilizing awareness of learning style within the educational background promotes more effective learning and hence improved academic achievement. As Keefe (1997) claims, the biggest dilemma would be, how can we improve the achievement of our students if we do not know how they learn? 'How can we pretend any longer that we are serious about creating a learning society if we have no satisfactory responses to the questions: what model of learning do we operate with and how do we use to improve our practice and that of our students? There is a strong intuitive appeal in the idea that instructors, course designers and educational psychologists should pay closer attention to students'

learning styles - by diagnosing them, by encouraging learners to reflect on them and by designing teaching and learning interventions around them. When this is done, learners will become more motivated to learn by knowing their strengths and weaknesses. In turn, instructors can respond to individuals' strengths and weaknesses, then retention and achievement rates in formal programs are likely to rise and learning to learn' skills provide a foundation for lifelong learning. Therefore, learners' knowledge of their learning style preference can help them optimally develop their meta-cognition and learning skills and abilities thus maximizing learning (Sternberg, 1997). In summary, Sternberg (1997) believed that greater awareness of learning preferences and styles helps teachers to be more flexible in their teaching and to utilize a wide range of classroom methodologies. The aim is not to match teaching style to learner preferences, but to help the learner build their skills and capacities to learn well in both preferred and less preferred modes of learning (meta-learning), thus developing effective and life-long learners who can monitor their learning strategies and evaluate their outcomes or achievement.

Learning style theories have been cited as an effective means of helping teachers recognize the incredibly diverse needs learners bring into the classroom, as well as helping the learners discover how they learn best for optimum academic achievement. In addition, these theories provide a framework that enable teachers to reap the very best from their learners through developing a variety of instructional methodologies to benefit all learners, and more importantly helping the student learn how to learn and consequently achieve better academic results. Another study conducted by (Gappi, 2013), explored on the student's preferred learning styles and their academic achievements. The specific objectives of the study were to: describe the learning style preferences of the students; to find out whether learning style preferences of the students differed with age, gender and academic program; and determine the relationship between the learning style preferences and the students' academic performance. Even though many studies have been conducted based on different learning style models, that is, cognitive learning styles, sensory learning styles, and personality styles, the results show a positive relationship between learning styles and academic achievement regardless of the model used. It is inevitable that diverse assessment instruments of learning styles exist. It is difficult to find a comprehensive assessment instrument because of the complex nature of learning styles. The majority of the assessment instruments are only to measure one or two dimensions of learning styles.

- **Parental Background**

Family structure may be defined as the internal make-up of a family unit, which may include a parent and/or parents, a child or children and other family members who interact as a part of the unit, such as a live-in relative(s) (i.e., grandparent(s), uncle(s), cousin(s), etc. Bloom (1964) concluded that

most children's basic intellectual development is completed before school age attendance, which stimulates the search from similar features in the home environment that facilitate intellectual performance. The achievement element refers to the goals and aspirations parents hold for themselves and for their children. It involves the academic achievement standards they hold and their standards of reward for educational achievement. Parental involvement is reflected in the kinds of concrete knowledge they have of the developmental or educational status of their student and the specific plans and preparations they have made to ensure that the educational goals they hold for their student can be attained. Another variable considered to impact academic achievement is the educational and occupational level attained by close friends and relatives. It often has been hypothesized that parents who provide stimulating environments produce bright students. Research also has founded that students who are raised in stimulating environments learn intellectual skills that enable them to profit from instruction in school to a greater degree than is true for students from less active homes. In some situations, parents influence students to value the kinds of learning activities that are provided at school. Other researchers support the notion that the educational level of the parent or parents shows the highest relationship (Bradley, Caldwell, & Elardo, 1977). Cutrona et al. (1994) found that parental support can be used to predict college grade point averages among first-year and second-year university students who are not in daily contact with their parents. In two independent samples, parental support was a dominant factor in college grade point average. In their study, parental support accounted for a large proportion of the total variance in academic achievement. It was a determining factor of grade point averages. Other factors like social support from friends or romantic partners were not significant predictors of college grade point averages. The authors believed that parents who encouraged and coached their student's abilities directly were able to use adaptive behaviors in the academic arena.

Furthermore, there is much evidence to support the conclusion that poverty has an effect on children and families, and that impression is usually a devastating one. Poverty often is linked to employment, mental, and physical health, and education. There are also other ways that poverty touches people's lives. Correspondingly, children who have a combination of risk factors which are poverty, many siblings close in age, parental neglect and single parents are at greater risk of poor academic performance and other negative child developmental outcome than children from single-parent homes with higher incomes and fewer siblings. In fact, if societal education objectives are to be achieved, students must be serious with their studies, our secondary school managers must be proficient in their job and most importantly too is for the institutions to understand the social setting and background of students vis-à-vis the changing of their attitudes. One must understand that there are other forces in our societies that are causing problems in schools, for example alienation, boredom and loneliness, outburst of anger and others.

- **Learning Environment**

Learning environment which include Classroom spaces planning, administrative places planning, circulation spaces planning, spaces for conveniences planning, general infrastructure planning, the teachers as well as the students themselves are essential in teaching-learning process. The extent to which students' learning could be enhanced depends on their location within the school compound, the structure of their classroom, availability of instructional facilities and accessories. It is believed that a school with adequate learning environment contributes to stir up expected outcomes of learning that will facilitate good academic performance, by encouraging effective teaching and learning. Also the environment in which the students learn such as classrooms, libraries and information centers, technical workshops, information and communication technology facilities, multi-purpose halls and performing art spaces, laboratories, health, physical exercises and play grounds, conveniences, sanitation, maintenance culture, aesthetics among others are variables that affect students' learning and academic performance. Hence, the learning environment remains an important area that should be studied and well managed to enhance students' academic performance. The fact that learning environment can impact on students academic achievement has been established by studies (Glassman 1994, Persaud and Turner 2008).The physical characteristics of schools have a variety of effects on teachers, students, and the learning process. Poor lighting, noise, high levels of carbon dioxide in classrooms, and inconsistent temperatures make teaching and learning difficult. Poor maintenance and ineffective ventilation systems lead to poor health among students as well as teachers, which lead to poor performance and higher absentee rates (Fraser 1985, Lyons 2001). These factors can adversely affect student behavior and lead to higher levels of frustration among teachers, and poor learning attitude among students. Beyond the direct effects that poor facilities have on students' ability to learn, the combination of poor facilities, which create an uncomfortable and uninviting workplace for teachers, combined with frustrating behavior by students including poor concentration and hyperactivity, lethargy, or apathy, creates a stressful set of working conditions for teachers. Because stress and job dissatisfaction are common pre-cursors to lowered teacher enthusiasm, it is possible that the aforementioned characteristics of school facilities have an effect upon the academic performance of students. Previous studies have investigated the relationship of poor school environment including problems with student-teacher ratio, school location, school population, classroom ventilation, poor lighting in classrooms, and inconsistent temperatures in the classroom with student health problems, student behavior, and student achievement (Crandell & Smaldino 2000; Stricherz, 2000). Moore (2008) cited in Lumpkin (2013: 3), explains that students' achievement is lower in schools with deficient building and in improved ones, the results were better. He further explains that the need for good environment is not in isolation from other factors. Good learning environment must be blended with

good standard, qualified teachers, and good management to achieve good academic performances of students in examinations. Roberts, Edgerton and Peter (2008), arguing from a psychological background is of the view that there is a psychological relationship between the nature of the school facilities and those that are within the environment that is both teachers and students. However, they further explain that for effective learning to occur there should be a synergic relationship between high moral, commitment and enthusiasm and high learning there will be effective learning (cited in Lumpkin, 2013: 3).

3.3 IMPLICATION OF FINDINGS

This study was conducted to determine the extent to which pedagogic inspection done on teachers choice of teaching aids and methods would affect the teaching learning process of students that is their performance. Based on the hypotheses above (see chapter 1), all the null hypotheses were rejected whereas, the alternative hypotheses were retained, after the chi square was used as the statistical tool to analyze the data. Retaining the alternative hypotheses implies that; Pedagogic inspection has a significant influence on students' performance in secondary schools in the Municipality of Tiko.

Given the fact of the findings above, it indicates that PPIs do perform their functions at acceptable levels, as portrayed by the results of this study, but a lot still need to be done by these PPIs to ensure that; firstly, they should ensure that teachers are not deprived of learning opportunities, and students of quality education, so that the nation is likely to achieve the targets of quality secondary education for all by the year 2015 and the objectives set out in Law No. 98/004 of14 April 1998 (Republic of Cameroon 1998) and suppose emergence by 2035.

Secondly, another implication of the above findings is that if teachers are well supervised or inspected, they will be able to teach well. This will not only help students' achievement but also the educational system because it will produce students who can express themselves very well in all works of life and provide the Cameroonian society with ready human resource. But the above view is discarded, according to Ndongko (1989), pedagogic inspectors are not performing their responsibilities as expected because they do not have the relevant competence in the domains of knowledge, skills and attitudes, as well as basic material inputs.

> *When school inspectors come, they tend to concentrate so much on how many lesson plans, schemes of work and how many exercises had been provided to students. But, they do give little help teachers on how to teach the subject. In my view I think school inspectors should help teachers on how to teach the subject and not just counting the exercises. They are also supposed*

to monitor the students' understanding on the subject matter and not a mere concentration on the number of exercises offered to students. Interviewee that is a school principal

From the above quotation, it is obvious that although the majority in the questionnaire admitted that school inspectors do provide professional support; here again teachers needed more support in solving difficulties and to overcome what they felt to be the hindrances in teaching and learning.

Another key implication from this study is the need to devote more resources to strengthening the capacity of pedagogic inspectors. The government needs to increase its budgetary allocation for supervision or inspection of instruction and devoting more resources to monitoring and evaluating what is going on in the world of practice to improve students' performance. Because according to interviewee 2 that is a school inspector

We do not have a car, what we do is to use public transport. This has a problem, because we find it difficult to meet with our timetable for inspection. So, one needs to find the alternative to go back home after finishing the work. Again, even if you have a car, when you put little amount of litres of fuel which at times might be insufficient, and so, the fuel could not be used for more than 2 school visits, it ends up with one school. But if we are provided with transport, it will be easier for us to meet our action plans and may be contributing greatly and effectively to the monitoring of education system in our jurisdiction, although we are grateful that we have been provided with the computer.

On the same issue, school inspectors explained that they had to visit most school with very little paid allowances made available for them. Given the nature of their salary and the kind of work they are supposed to perform, brings many problems. They were just devoted towards work, and in most cases they did the work so as to accomplish the action plan to avoid the criticism from the highest authority. From this again, it was a lesson to the researcher why school inspectors were repetitively blamed by teachers to collect students' exercise books and lesson plans to judge the performance of the schools as it has been noted earlier. On this, one of the school inspectors added:

What do you expect from us with little allowances? I have paid the transport fare using my salary, and maybe I do not know what my children are going to eat in the evening. It is quite impossible that I can concentrate making follow ups of what is required rather than a mere sign up that I have inspected the school. Actually, this kind of work demoralizes me so much, but what can I do, I have to show up that I am working. Interviewee 6

These declarations above depict how school inspectors are discouraged with poor working conditions. One cannot expect a person with economic problems; hopelessness and a miserable life whose concerns are with the future of their own children perform in desired standards and work effectively.

The above implications of this study shows that school inspectors do their job but not at the expected level in order to affect school instructions. This ineffectiveness of inspectors is directly related to the insufficient instructions in our schools leading to students' failure. So for Cameroon to achieve its emergence in years to come, school inspection should be strengthened as a means of ameliorating the declining quality of teaching and learning in Cameroonian schools.

3.3 CONCLUSION

The findings illustrated that, the issue of school inspection is a fairly complex issue that needed the creation and establishment of a positive relationship between school inspectors and the teacher. It is this relationship that may facilitate and enhance communication, so that school inspections can positively influence the teaching and learning process that is performance of students. Many schools in Cameroon today have utilized school improvement plans with the intention to improve schools by expanding teaching methods, materials, learning and student performance through this external inspection of schools which serve as a quality accountancy instrument to measure the educational system of almost every country around the world today. In this study it was found that, to a large extent, school inspectors succeeded in establishing such an environment. However, classroom observations were sometimes not carried out much more than expected and the judgment of school inspectors was based on subject log books, students' exercise books, lesson plans and schemes of work. Also teachers expected to be supported in teaching in particular subject and that school inspectors should assess the students' understanding in the particular subject.

With the era of globalization in every areas of human endeavors including education, the external supervisors or inspectors in the persons and functions of education inspectors should assume and behave; as instructional leaders, as catalysts of educational transformation since they are the inputs, hence their evaluative statement and value will be determine by the quality of our guidance and developmental services to teachers in the classrooms. Therefore, their conduct should not be mostly threatening, scaring and status occupied, instead they should be occupied with how students can receive best and qualitative instructions via teachers' development, growth and continuous improvements since knowledge is increasingly daily and its only through their efforts to assist teachers to teach well that Cameroons' youth can be ensure of a better future by 2035.

Even though ineffective teaching and learning can be blamed on ineffective pedagogic inspection in Cameroonian schools today, it appears that teachers have a rather negative attitude towards inspection, as they tend to believe that inspection is not useful for enhancing children's learning or teaching productivity while at the same time they believe that inspection is stressful. Teachers' opinion as to whether inspection improves the performance of the individuals, teaching productivity or students' achievement, the majority of the teachers do not value pedagogic inspection. This findings show that teachers don't see inspection as a mechanism for improvement and they don't accept the role of inspection(inspectors) as it is functioning today in schools. The only statement, on which teachers rather agree, is that evaluation of teaching by inspectors is necessary for teachers' promotion. Finally it appears that teachers see a need for change of the existing evaluation system, as they have a very distinct opinion on the need for change for the present evaluation system. It is interesting that teachers perceive teachers' inspection unrelated to student learning, possibly because they believe that learning is solely a dimension of teacher practice and at the same time they disagree that inspection is a waste of time. It is clear that inspection for teachers can mean evaluation and not improvement of the teaching process. Even though there was a more positive reaction towards the fact that inspection was useful for improving teaching methods, it appears that teachers are not enthusiastic on this issue. Towards the same direction is the suggestion from the teachers that inspection should focus on assisting rather on control. In this way inspection can lead to improvement, rather than to controlling teachers. Teachers also believe that inspection is a form of controlling the teachers and the whole system of education and so Teachers' believes that inspection is used by school administration as a means of controlling the teachers and forcing them to function in a particular way. It appears that school administration does not persuade teachers that inspection can really support them in their profession. There is a demand for reconsideration of teacher evaluation to focus basically on the improvement of the teacher rather than on evaluation (Searfoss & Enz, 1996). Research has shown that, it appears that teachers tend to confirm those conclusions and it is possible that the negative attitude of teachers towards inspection is the struggle between them and the administration of the school that can be one of the causes of ineffective teaching and learning in our Cameroonian schools today. The way teachers feel about the prospect of school change can be the initial step for those efforts. From teachers' responses it appears that teachers do not connect inspection with school improvement. Teachers have stated that they do not know exactly what to do in their teaching when the inspector leaves. This finding shows that inspectors do not take the time for adequate feedback to the teachers. These findings indicate again, that inspection is not connected with school improvement, but more to what one might call "marking".

From recent studies on school inspection, it is seen that inspectors don't usually have good relationships with teachers, showing that there are hindrances on the inspection process to function on a

positive way. Even though more teachers seem to believe that teachers and inspectors should have good relationship they also believe that this relationship is not very important for them. Teachers do feel stressed and worried when the inspector sits in the classroom and evaluates them. Being stressed and worried can mean that teacher-inspector relationship is not a collegial relationship, but, rather, a relationship between a superior and the subordinate employee, something that needs further investigation. This relationship is not effective due to the fact that inspectors have failed in their role as counselors, as their administrative role predominates over their role as counselors. Earley, Fidler & Ousten (1996), believe that partnership between teachers and the governing body ensures mutual understanding and trust, two important dimensions of the teacher-inspector relationship, which show that the inspector is a supporter rather than an evaluator. It appears that the vast majority of the teachers feel stressed or worried when the inspector sits in on their lesson. The main question here is how teachers define stress, if they mean that they are called upon to work extra hours, or if they really believe that inspection takes them to the limits, and to what extent teachers and inspectors communicate on the content of the inspection process. According to Kokkinos (2000), who conducted a research among secondary school teachers in Cyprus, teachers' inspection is the basic source of teachers' stress. This stress is even more harmful when teacher inspection is directly connected with promotion. It is important that the frequency of inspection increase, because this can reduce the stress on the part of teachers as the more frequent visits by the inspector may reduce the distance between the teachers and the inspector, which might make their relationship more conformable. This finding should make inspectors very alert, at least to prove to teachers that they are aware of their needs and this can be the first step in improving their relationships, and the inspection process.

3.5 LIMITATION OF THE STUDY

For this researcher to arrive at the completion of this study normally it demands a lot of efforts such as; material, moral, intellectual and most especially financial assistance. But in the course of this study, the researcher was faced with various difficulties while carrying out his study. Some of the difficulties are as follows;

To begin, the financial assistance or support was the most demanding difficult worth mentioning by this researcher in the course of this study. This researcher needed much finances to move to the area of the study. Also, money was needed to move from one institution of learning to another to administer questionnaires and to carry out observations on different intervals of the day. Furthermore, this researcher needed a lot of money to type and print the different questionnaires used to collect data.

The issue of accessibility of the participants in the targeted schools was a problem. Some of the participants (teachers) were government officials teaching in lay-private and confessional schools, who

had other responsibilities. Thus, the researcher had to attend the same office several times, and some were in hurry to the extent that they spent few minutes responding to the interview(especially teachers who were principals', vice principals', and dean of studies) which might have affected the provision of useful data for this study.

In addition, some of the school inspectors were on study leave and others out on inspection, and so it was difficult to meet them on seat. Thus, the researcher had to visit some of them in their homes, which was time consuming and tiresome as some lived far away from the city and it added more cost for transport. This also might have affected the data given as some were also busy and in harry to meet some family obligations. The most challenging issue was doing the interview for a beginner researcher (that is those who are new in the domain of school inspection). The challenge was how to keep on track at the same time taking notes. So, with the interviews the researcher, therefore, had to record the main points as some of the interviewees were so talkative and articulate that it could be very difficult to take in -depth notes.

The other challenge encountered by this researcher was the fact that some of the participants wanted rewards and were lukewarm, particularly some of the teachers who completed the research questionnaires. Taking their time was a challenge as they expected that they could be paid for. But, the researcher just explained that he was a student and wanted the data for the accomplishment of his studies. It was impressive to learn that participants decided to complete the questionnaires by their consent, without any payments.

Lastly, the accessibility of necessary textbooks and available library resources were a problem, because the resource found by this researcher had little or irrelevant material, so, this could only get relevant materials on the internet.

GENERAL CONCLUSION

The main aim of this study was to investigate the impact of Pedagogic Inspection on the teaching and learning process in Secondary Schools and consequently Students' Academic Performance in Tiko Municipality. Based on the most significant findings in this particular piece of research, it is concluded that, school inspection plays a potential role in improvement of teaching and learning. Many educational stakeholders argue that school inspection would seem to dictate and control the policy and practice in education for the foreseeable future in many countries of the world and in the Cameroonian society particularly. This has been the case because of a greater concern for communities, and the quality of education provided in order to meet the needs of a global market economy, whereas knowledge-based skills control the play-ground of competition (Sergiovanni & Starratt, 2007). Parents and the tax payers all over the world would like to see the value of money invested in the education of their children (Levin, 1991). Parents see education as a valuable asset for their children own lives so that they build an understanding of their place in the world. Garrison (1997) considers teaching and learning as the major means through which teachers can fulfill the obligations of a caring profession, to bestow value on learners and recognize their learners' unique dreams and best future possibilities. Garrison adds that teachers should help the students to actualize their unique potential and actualize their best position in the society. For this reason, accountability in education through school inspection is viewed to be the means towards an end.

Moreover, helping teachers in teaching a specific topic/subject, using teaching aids and recommended teaching method is what gives the value -added of Pedagogic Inspection in school improvement that is the performance of both staffs and students. This means that, teachers need school inspections that enable them to solve specific problems in teaching and learning. As argued by educators, the acceptability of school inspectors by teachers will largely depend upon their competence level in their subject areas and the extent to which they can demonstrate their skills level in teaching. Also, it is what will make their impact on teaching and learning for improvements in students' academic achievements. Coombe et al., (2006) contend that teachers need to promote critical thinking that will enhance students to apply the acquired knowledge in their daily life. For this to be possible monitoring students understanding in the classroom setting and professional support should be the major practice of the school inspectors if at all their impact on teaching and learning is to be achieved.

Furthermore, the findings of this study highlights the necessity of inspectors having a good working conditions, and which will enable their capacity to conduct a full and thorough inspection as a means of providing feedback to teachers on their professional duty as guarantee of the quality of education. Without these issues being overcome, quality education remains problematic with teachers

unable to fully take advantage of the inspection process. Pedagogic inspection has been proved to be the major means through which the government can monitor the quality of education provided in the society.

It was found in this study that school inspectors visited the school once per academic year and there were no follow up inspection on what they had recommended. It was perceived that making follow ups could enhance the implementation of the inspection recommendations by teachers. The study also revealed that school inspectors succeeded to create positive relationship with teachers. The majority of teachers (86%) appreciated that school inspectors used friendly language when communicating with them. Though some indicated that school inspectors used harsh and inhuman language. This denotes that there were some of school inspectors who used unacceptable kind of language when discuss with teachers. Also, this study further revealed that school inspectors had poor working conditions. They did not have a means of transport and when required to visit schools in remote areas they had to use a public transport cars and even cars of the inspectorate with the condition that they should fuel it. This created a problem because the car was used for other activities too, and hence only the few schools could be inspected. Sometimes when they had planned for the inspection, there was a collision with Regional inspectorate plans which led to a cancellation of inspection schedule. It was further found that school inspectors did not have allowances to facilitate their visits in schools. This was perceived to be a problem as school inspectors became too dependent to the schools they visited which could affect the inspection findings and their reputation before the teachers.

Conclusively, if no one seems interested in working on such issues within the inspection system, it seems meaningless to have them, and it is waste of time for school inspectors to write such inspection reports. It is important, therefore, that the responsible authorities should utilize the inspection findings in order to improve the inspection process which in turn would improve teaching and learning in schools. Wilcox (2000:59, 65) contends "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. If quick implementation is not achieved, schools may be tempted to discontinue their efforts in order to respond to the latest demands". This demonstrates the importance of understanding pedagogic inspections as a human process rather than an automatic objective procedure. Thus, if today's school administrators and teachers are afraid of risk of changes from about by results of pedagogic inspection, then they may never create and nurture improvement worth attaining in our school systems.

RECOMMENDATIONS

General Recommendation

This research work was conducted to investigate the extent to which Pedagogic Inspection will influence Students' Performance in some Secondary Schools in Tiko Municipality. It is an activity that requires a lot of intellectual and creative skills. Pedagogic or school inspections is done to monitor the delivery of education and to determine whether or not schools adhere to the stipulated curriculum and standards set in order to safeguard quality. There are three kinds of inspections that may be undertaken: Whole school inspection: covering all aspects of schools as places of learning based on the school development plan; Special inspection: covering a specific problematic aspects, as for example when there are allegations of irregularities in management of resources, misconduct in the schools, or persistent poor performance; and, Follow up inspection: done after a whole or special inspection to check what has changed.

Going by the results of the findings, pedagogic or school inspections is one of the major ways of ensuring the quality of education in our Cameroonian society today, since it helps teachers to seat up in the teaching learning process and thereby ensuring efficient teaching and improvement in students' academic performance. In this study inspection was mainly on the aspects like teaching aids, teaching methods and teachers' commitment or assiduity on how teachers use these various aspects in the teaching learning process to transmit the vital skills and knowledge (students' performance) needed by the present and future generation of Cameroonian youths, as also a major concern of this study.

In this study, the researcher recommends a System Thinking approach should be adopted to provide a framework that could be used to understand the factors that can make school inspection contribute to teaching and learning. Development of Systems Thinking to improve the ability to take effective actions has been the concern of many scholars (see for example, Richmond, 1993: Omari, 1995; Masinde, 2006). System Thinking is concerned with the analysis of the ways the parts are related and impact on each other (Omari, 1995). That is to say, one part of the system cannot operate effectively and efficiently without a presence of support from other part. When there is connectivity and linkage between the different parts, then there might be a massive achievement of the goals and objectives in improving the quality of education in the society. Cummings & Lunsford (1996) argue that there is a need to ensure the existence of interaction between parts and the whole and ensure the interdependence for improvement purpose.

To Masinde (2006) System Thinking approach is a philosophy of structure that coordinates in an efficient and optimum manner. This approach is about seeing things as a whole, knowing that the

system is made up of several entities. It enables analysis of complex problems and situations. According to Cummings and Lunsford (1996) in System Thinking, a creation of sound goals with specific means of achieving them is a paramount importance. That is to say, if external factors are missing, it will be difficult for school inspectors to perform their duties, though without internal and enabling conditions they cannot work effectively and efficiently to bring about school academic improvement. In order for school inspection as an agent of quality control to have impact on teaching and learning it has to function as an open system with factors that allow interactions that contribute to effective monitoring of the quality of education provided.

Moreover, Cummings and Lunsford (1996) contend that in System Thinking there are some questions to be asked, such as what is the role of parents, government bodies, teachers and administrators? If the school is not performing well for example, who is at fault? Is it a teacher, a student or there is something wrong within the system? For example, when teachers are not doing their job as required school inspectors should think what has been their role towards supporting the teacher to perform. On this as well the government should ask what inputs have been directed to both school inspectors and teachers to ensure that what is expected has received the attention needed. That is to say, everyone involved in the provision of education of the student's is accountable for good or bad results. Cummings and Lunsford (1996:78) again contend that "education system is complex collection of interaction and interdependent processes and players and so one component teachers for example, cannot be singled out as at fault optimization of learning should focus on a whole school system not an individual school or an individual teacher". Every part of the system is an integral part of the whole system to make smooth operations for the betterment of the achievement of educational goals and objectives. When mutual interaction and understanding exist among individuals (Leew, 2002) supported with availability of resources, it enhances the improved work performance of the teacher and hence higher achievement of pupils (Cummings & Lunsford, 1996). This study supports that inputs both internal and external factors, combined with enabling conditions (these factors have more details in the next section) will lead to desired outcomes that will facilitate student's achievement in schools. Omari in his conceptualization of quality in primary education in Tanzania contends that it is difficult to capitalize each part independently in pursuit of the goal of improving education system. One has to think of the whole system and the interdependency of inseparable parts. The single directional arrows depict the cyclic process from the supporting inputs to expected outcomes and visa-is-versa. The double directional arrows depict the mutually impacts for reinforcing mutual interaction and interdependency in education system. As can be seen in the figure below

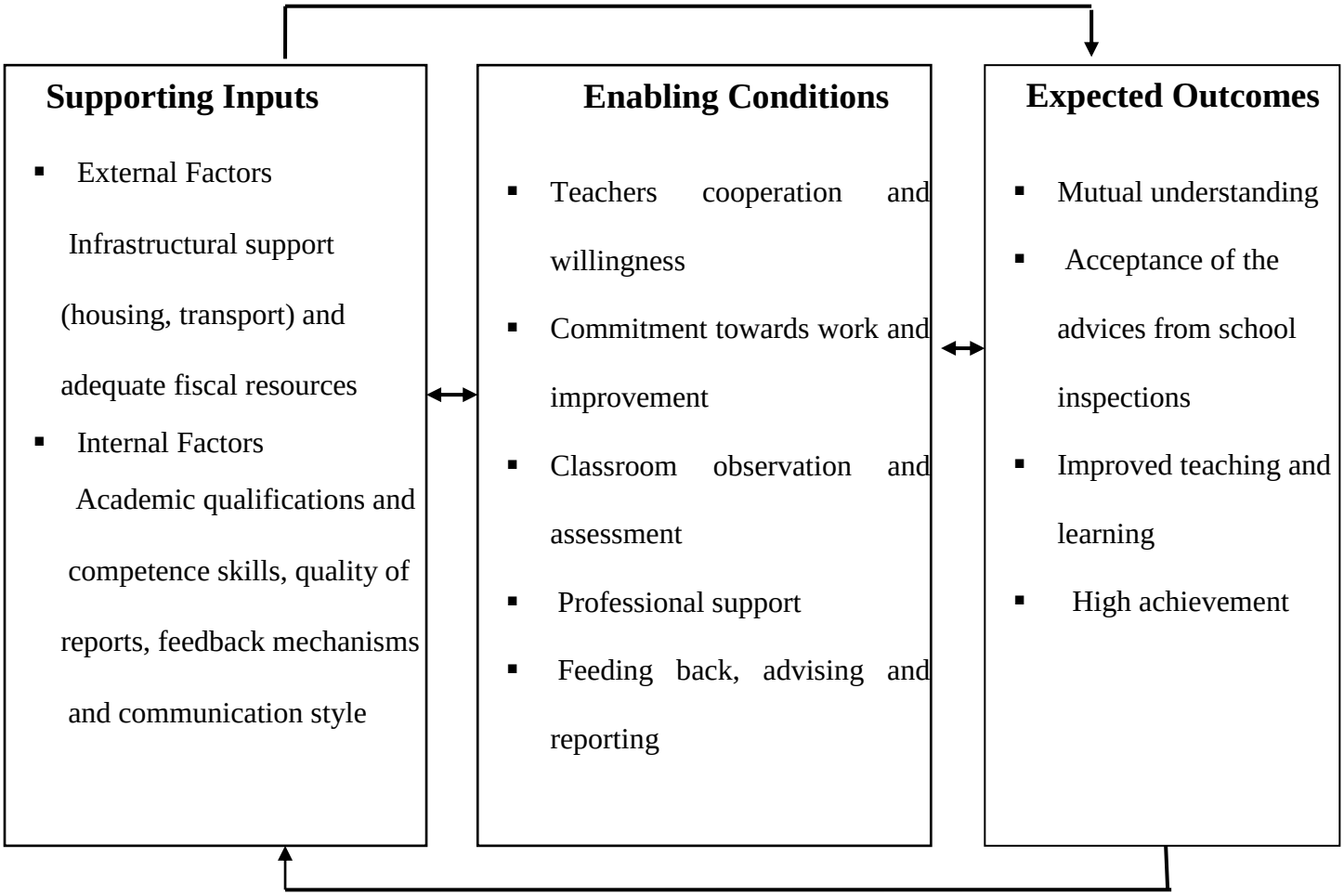


Figure 29: A framework for school inspection to have an impact on teaching and learning

Source: Modified from Omari (1995)

- **School Inspection Supporting Inputs**

This section discusses the supporting inputs that are essential for facilitating the work of school inspectors for the visits they are supposed to carry out in schools. Supporting inputs (both external and internal) are factors that can aid school inspectors to have a positive impact of teaching and learning. The section begins with external factors followed by internal factors.

- **External Factors**

For school inspection to have a positive impact on teaching and learning, it is stressed that supporting inputs (external factors) that can facilitate the work of school inspectors are to be reinforced. The main factors crucial in this context include the infrastructural support (like transport, housing and office equipment) and fiscal resources both for salaries and for field visits. It is argued in this study that, these factors if in place may greatly contribute towards school inspectors' work performance towards

improvement in teaching and learning. The factors as well may facilitate the school inspectors' access to schools to monitor the quality of education provided. Cummings and Lunsford (1996:76) argue that the "system or organization should meet external and internal customer needs, pursuing its mission within its resources, performing within its capacity and keeping its core competencies". Earley (1998) argues that for school inspectors to perform will largely depend on the level of funding directed to inspectorate. The supporting inputs may not only make school inspectors hardworking but also, they might create a sense of satisfaction for their job. Although to be satisfied at working place so many things crop in. However, it may lessen the problem of school inspectors of being too dependent upon the people they inspect. Cummings and Lunsford (1996) contend that a process or system can be measured by identifying its aims and determine indicators that relate to its capacity in producing a service that satisfies its customers. This implies that quality of the service provided by school inspectors will be highly dependent upon the external factors within the education system. But what is seen in most countries its, acknowledges that, "school inspection has not been effective as expected due to inadequate and competent personnel, shortage/lack of transport, offices and office equipment and housing".

- **Internal Factors**

Accordingly, school inspection's impact on teaching and learning, greatly depends upon the internal factors (internal strengths). These factors include among other things; the academic qualifications of school inspectors, their competence skills in subject matter, communication style, feedback mechanism and the quality of the school inspection produced reports. Ehren and Visscher (2006) contend that school inspectors should advance themselves academically and they need to possess a wider knowledge base and skills to facilitate their work. Also, school inspectors should have a broad knowledge base and a good view on how the school is performing. In this case, it may be easier for them to help teachers in terms of professional support when they demonstrate their competence skills level in a subject area (Wilcox, 2000). This does not mean that school inspectors know better than teachers especially when it comes to the process of teaching and learning. What is stressed here, however, is that school inspectors should have higher academic qualifications than the teachers they supervise their work.

Indeed, quality of the school inspection reports and feedback mechanisms with clear language is what will facilitate the credibility and acceptance of what school inspectors are trying to advice the teachers (Chapman, 2001b). To Chapman, teachers' willingness to act upon school inspection reports will depend on the relevance of the school inspection comments. This is so because, if school inspection reports are not properly organized and do not possess constructive advices it may be difficult

for the teachers to make use of the recommendations. On this again Cummings and Lunsford (1996) argue that when the system functions, feedback on its output is used to help determine and ensure system stability. When feedback is negative the system will often adopt an approach which attempts to stabilize/defend itself. Essentially, what one communicates and how she/he communicates matters a lot for effective school inspection and for creation of positive relationship. Similarly, mutual respect and understanding are essential for the business of school inspection if teaching and learning is to be improved. Positive relations between teachers and school inspectors is what to a larger extent will facilitate the acceptance of the challenges and support from the school inspectors by teachers (Ehren & Visscher, 2008). According to Leeuw (2002) school inspection that is characterized by reciprocity between teachers and school inspectors is more productive for improving teaching and learning. To Leeuw, school inspectors should strive for a balanced "give and take" and you too-me too" relationship (Leeuw, 2002:138). The former refers to what the school inspectors would like to receive from schools in terms of information and what schools get back in return. Also, the notion of "you too-me too" denotes that school inspectors should demonstrate the same transparency and evaluation criteria as applied for the school they inspect.

- **Enabling Conditions**

For school inspection to have a positive impact on teaching and learning, teachers need to cooperate and need to be willing so as the discussion between them and school inspectors to be productive (Ehren & Visscher, 2006). Wilcox (2000) and Chapman (2001b) further argue that for the teachers to be willing (or not) to act on the issue raised by school inspectors, mutual understanding plays a significant role rather than political and administrative procedural nature/rules. Teachers also need to be committed towards work improvement and make use of the recommendations. If teachers are not willing and they do not put into practice the advices given by school inspectors then it may be difficult to improve teaching and learning in a particular school (Chapman, 2001b). Accordingly, school inspectors should make sure that classroom observation/assessment is carried out as this is the very place where they can observe how the teacher is doing his/her work (Chapman, 2001b; Black & Wiliam, 2001). It may be easy for school inspectors to discern the area of weaknesses so as to offer proper advices and some solutions on how the teacher can do better. This, again, goes hand in hand with professional support (Nkinyangi, 2006) and it is in this respect that it is suggested that school inspector should be competent and knowledgeable in her/his subject area as argued by Wilcox (2000). The feedback and the quality of the inspection reports should make the teacher value her/his work more and not a kind of feedback that degrades teachers' dignity and/or makes a teacher discouraged.

- **Expected Outcomes**

It is registered in this study that, if the external inputs are properly observed and the internal strengths of the school inspectorate are well established then, the expected outcome can be mutual understanding between teachers, school inspectors and the School Inspectorate. The School Inspectorate will respect and value what school inspectors are recommending because of the positive outlook between them. The other expected outcome is that, the School Inspectorate and the teachers will act upon the school inspection recommendations that may lead in improvements of teaching and learning processes and hence, higher academic achievement of the pupils.

From the above, it is seen that pedagogic inspection has an important role to play in teachers' professional development in the domain of teaching and learning and hence enhance students' academic performance but very little effort are put in place by Educational Stakeholders, Ministry of Secondary Education and Regional Delegation of Education to this aspect of pedagogic inspection, which is needed to develop effective in-service training especially for new teachers. This researcher recommends that;

School inspections ought to support and promote good performance among schools and students. For this to happen, school inspectors are expected to provide principals or school management with useful and practical recommendations that can be used to drive change. However, they should scrutinize the kind of advice issued to school management, so that most of their recommendations do meet these criteria and hence may be useful to school administrations in supporting better performance. Some of the recommendations are: targeting the issue of poorly performing students, how to address dropout rates, and how to improve learning and instruction and/or training gaps in the schools. In some cases, these recommendations from inspections should be realistic and/or should not require additional resources that may not be possible for school administrations to reach.

School inspections should generate important information about general and situation-specific challenges affecting instruction and effective learning in schools. How this information is communicated and used as a tool for change and development is therefore very crucial. Based on this fact, it would be expected that the inspectorate would communicate its findings from the investigations not only to government officials but also to principals and teachers of the inspected schools, school boards and to parents through the boards. The information should also be made available to the public through print media, for example booklets, and electronically, for example through the ministry of secondary education web page, so that inspection reports, should accessible to the media and the general public.

Also, the inspectorate is required to keep record of signed minutes and reports concerning discussions on inspections done with school management, and teachers, such minutes and reports could be produced to the educational stakeholder and the ministry of secondary education, regional delegation of education to show that this actually happened or this is what is actually happening base on teaching learning process in our Cameroon secondary schools and students' performance today.

Specific Recommendation

This study was engineered to determine the extent to which pedagogic inspection and students' performance in some secondary schools. Drawing upon the findings of the relevant issues given above, the following specific recommendations are made:

- **To Educational Planners and the Ministry of Secondary Education**

Young or new administrative officers or education officers in Ministry of Secondary Education should not allowed alone to supervise or monitor classroom instructions as they may not have enough useful practices/experiences to offer teachers, instead they seek undue respect, undeserved recognition, and unmerited status from older teachers who are old to be their parents and elderly persons. It is suggested that younger education officers should learn from office reports and be passive while they sit in the classroom to observe both senior officers and teachers, in order to acquire essential skills and knowledge on classroom inspection.

We also realized that quite appreciable numbers of schools are situated in rural areas; it will be good and encouraging to allocate special transport allowances for education inspectors and chief inspectors, since there are no official vehicles for them. Also, for the sustainability of school inspection department there should be provision of a means of transport and field allowances so that to lessen the dependency nature on the inspectorate and the schools they inspect. This will not only give school inspectors credibility (Chapman, 2001b) in the eyes of teachers, but also it will enhance the quality and unbiased reports that can help the government to solve the problems facing education system.

Of equal importance, teachers' problems should be solved quickly. Issues such as promotions, payment of allowances for leave and payment of their salaries on time and other incentives may make them more committed towards their work (Lexow & Smith, 2002). This in turn will also attract more qualified individuals and enhance the improvement in teaching and learning. As observed by Omari (1995) teachers' morale has been low due to low payment and delayed salaries.

The positions of education inspectors and regional delegates or inspectors should be attached to certain years of classroom experiences for maturity and efficiency. Furthermore Trainings and seminars

should be regularly conducted for education inspectors and regional delegates or inspectors on their job's responsibilities so that they should remain on track. This involves intermittent exposure to theories and practices of certain courses on educational psychology and educational management to equip school inspectors with basic knowledge and skills, they will require for effectiveness in evaluation and management of human resources in the various secondary schools put under their control. Moreover, large number of teachers and schools compared with the small number of school inspectors places a great demands and responsibility for assessing teachers (Gaynor, 1998).

Conclusively, it is recommended that curriculum changes by the Ministry of Secondary Education should not be done without proper preparation of the teachers who are involved in the teaching/learning process. As observed by (Glickman et al., 1998) it has been unfortunate that the teacher, a key implementer of the curriculum, has been often left aside and neglected in issues related to curriculum changes. Teachers should be trained on how to handle changes to the curriculum before the actual implementation of it. If the main goal is to improve the quality of education provided in the Cameroonian society, teachers should participate in the curriculum evaluation and development and be the key players in any curriculum changes.

- **To School Inspectors**

The findings in this study indicated that most teachers desired to be supported in teaching a particular topic or subject. It is recommended that school inspectors should be trained on specific subject so as when they inspect the teacher they can be able to help her/him on how to teach the subject or topic. It is on these grounds that, Wilcox (2000) stresses the importance of school inspectors to demonstrate competence skills level in a subject area for them to be able to support teachers on how to teach a particular topic. To requote Wilcox says: "the good inspector should have appropriate qualification and experience. A hard-pressed teacher of Mathematics is unlikely to take seriously the judgments of an inspector that she/he suspects as having no academic qualification in the subject and little or no experience in teaching it" (Wilcox, 2000: 72).Also, in this study teachers indicated their concern on the appropriateness of the collection of learners' exercise books, lesson plans, subject logbooks and schemes of work as the criteria of evaluating the school performance. It is recommended that the prime goal of school inspection should be to monitor the process of teaching and learning in the classroom setting.

Furthermore, it is recommended that the communication style of school inspectors should be polite, useful and not be harsh and inhuman. Although these school inspectors are supposed to do their job effectively, they should avoid the use of harsh and unfriendly language. Since this would not make

teachers to be committed towards teaching and learning process but also, it would limit any productive discussion between the teachers and the school inspectors.

It is recommended that school inspectors should base most of their school inspection on the teaching and learning process in the classroom setting above other activities of their visit, in order to identify and derive ways to reduce poor performance of students and the school as a whole. It may be easier for the school inspectors to discern the area of weaknesses when teachers are assessed in the classroom setting. By so doing, it will facilitate the process in discussion with teachers in order to solve the problems arising. Classroom observations should be the prime goal of inspectors in order to improve teaching and learning. Thus, classroom observation should be a central focus for each and every school visit and school inspectors are to fulfill this obligation for a positive impact on teaching and learning to be realized.

- **To Principals, researcher(s) and teachers**

Orientations and developmental seminars should be organized for teachers on co-operative attitudes and acceptance of education inspectors and secretaries as collaborators in the process of improving the quality of education (teaching/learning). This would serve as a way to ease collaboration between school inspectors and teachers as well as school principals.

Also, educational conferences should be organized once or twice better still trice in an academic year where every stakeholders of education will present papers, action research results; for this will foster interpersonal relationships and give room for individual and organizational goals realizations in a relaxed atmosphere.

More importantly, for school inspections as an external evaluation in education to work properly it is recommended that, it should be supplemented by internal school evaluations (self-evaluation). As argued by MacBeath and Martimore, (2001) self-evaluation is what will to a great extent facilitate teachers to know themselves better upon their strengths and weaknesses. This is the reason why scholars like Learmonth (2000) suggest the combination of both external and internal evaluation. While external school evaluation will provide some benchmarks and criteria for teacher to measure their own progress in teaching and learning, internal evaluation enhances identification of teachers' weaknesses for them to improve in teaching and learning (MacBeath, 2006). As suggested by Nkinyangi (2006) improvement in teaching and learning should be the prime goal of school evaluation and not a mere mistake finding exercise that aims at capitalizing upon teachers' weak points.

Suggestions for further studies

This researcher carried out this study in some secondary schools within the Tiko Municipality and found out that pedagogic inspection done on schools and teachers in particular has a significant influence on students' performance. So going by the above findings, this researcher suggested the following for further research or other researchers;

To enhance the originality of this study, this researcher propose that a similar study on pedagogic inspection and students' performance in some secondary school or better still in public primary schools, be conducted in different sub-divisions in Fako Division of the South West Region or regions in Cameroon to evaluate the extent to which pedagogic inspection influence students' performance.

Also, further research could be carried out on teachers' perception on pedagogic inspection. This is to investigate if the working conditions between teachers' and school inspectors are good or bad, which might have a great effect on the academic performance of students' in public or lay private institutions of both primary and secondary schools.

Furthermore, a longitudinal study could be conducted to evaluate the inspection of the implementation of the competent base method or approach of learning in selected primary or secondary schools to determine the effect of this approach on students' academic performance. For example, the inspection of the competence base approach and students academic performance.

Moreover, future research could done to determine the teachers' views on how they perceived the importance of school inspection on improvement of teaching and learning and whether or not school inspectors provided professional support.

Further research should seek to determine teachers' perceptions on the nature of school inspection visits and whether or not classroom observations are been carried out. It is to find out the extent to which school inspectors visit the schools per academic year.

Lastly, future research could be conducted to determine the factors hindering inspectors to properly inspection schools in Cameroon. So as to recommend possible solutions to these factors hinder inspectors to carry out their duties.

This researcher supposes that if these above suggestions are carried out in different areas and school institutions, it might be of help to educators and other stakeholders to identify the effective and efficient inspection practice, teaching method and materials to be used by teachers of the different educational stages of schooling.

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AND

APPENDICES

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APPENDICES

UNIVERSITÉ DE YAOUNDÉ I
****
CENTRE DE RECHERCHE ET DE FORMATION DOCTORALE (CRFD) EN « SCIENCES HUMAINES, SOCIALES ET EDUCATIVES »
****
UNITE DE RECHERCHE ET DE FORMATION DOCTORALE EN SCIENCES DE L'EDUCATION ET INGENIERIE EDUCATIVE
****

THE UNIVERSITY OF YAOUNDE I
****
POST GRADUATE SCHOOL FOR SOCIAL AND EDUCATIONAL SCIENCES
****
DOCTORAL UNIT OF RESEARCHAND TRAINING IN SCIENCE OF EDUCATION ANDEDUCATIONAL ENGINEERING
****

ATTESTATION DE RECHERCHE

Je soussigné, **Professeur Pierre FONKOUA**, Coordonnateur de l'Unité de Recherche et de Formation Doctorale (URFD) en Sciences de l'éducation et Ingénierie éducative,

Atteste que M. **AKERENWIE NGU**

Inscrite sous le matricule **13S567** doit mener des travaux de recherche dans le cadre de la préparation du Master 2 sur le thème : **« Pedagogic inspection and students performance in diverse secondary schools. ».**

En foi de quoi cette attestation de recherche lui est délivrée pour servir et valoir ce que de droit.

Fait à Yaoundé, le APR 20 2015

Le Coordonnateur de l'URFD

Pierre FONKOUA

APPENDIX II

TEACHERS' QUESTIONNAIRE

THE UNIVERSITY OF YAOUNDE I

Department of psychology Science of Education Unit

Dear Teachers',

The topic of research study is "Pedagogic Inspection and Students' Performance in some Secondary School". The aim of this questionnaire is to find out the extent to which Pedagogic Inspection on Teachers', influence the performance of students in secondary schools in Tiko Municipality, as a pre-requirement for obtaining a Master's Degree in Science of Education. I plead on your indulgence to feel free to express your opinion when answering the various items of the questionnaire as frankly as possible. This is purely an academic exercise and any information you disclosed will be treated with a lot of confidentiality and will only be used for academic purpose by the researcher and your institution. Your objective contributions will be highly appreciated. Thanks for your collaboration.

Yours Faithful,

Akerenwie Ngu.

QUESTIONNAIRE

Instructions: Please tick (√) against the alternatives which best represent your opinion and provide answers where necessary.

Section A: Identification

1. Type of institution:

☐ Government Secondary School ☐ Secondary School

☐ Lay Private Secondary School

2. Your age

☐ 25 – 35 ☐ 36 – 45 ☐ 46+

3. Your gender

☐ Male ☐ Female

4. Your duty

☐ Teacher ☐ Researcher ☐ Administrator ☐ Others (name them) ……

5. Your qualification

☐ A' Level certificate ☐ Diploma in Education ☐ Bachelor Degree

☐ Maitrise ☐ Master ☐ Doctorate Degree ☐ Others (name them) …

6. Work experience

☐ 0 – 10 years ☐ 11 – 20 years ☐ 21 – 30 years ☐ 31+

Section B: Hypothesis 1

There is significant relationship between the inspections of recommended instructional aids and students' performance in some secondary schools in Tiko Municipality.

Independent Variable: Instructional Aids

Items/Responses	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
7) School inspectors during classroom visitations always check whether recommended textbooks are used by teachers' in lesson preparation and during the learning process.				
8) School inspectors always observe if teachers usually update their teaching aids like charts and maps to meet the goals of their lessons and present evolutions of their subjects.				
9) School inspectors during classroom visitations, inspects how the various types of recommended teaching aids are used by teachers in the teaching learning process.				
10) School inspectors during classroom visitations, inspects whether the teaching aids provided by teachers' are appropriate with the expected learning outcome in the students.				
11) During classroom visitations, School inspectors inspect teachers and students participation in the use of recommended teaching aids during the learning process.				

Section C: Hypothesis 2

There is a significant relationship between the inspection of teaching methods and students' performance in some secondary schools in Tiko Municipality.

Independent Variable: Teaching Methods

Items/Responses	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
12) Inspectors inspect the teaching method used by teachers, to see whether the method will facilitate learning in their learners.				
13) During school inspection, inspectors always checks to see whether the teaching method used by teachers' enables effective students' participation during the teaching learning process.				
14) School inspectors inspect teachers' instructional method to see the extent to which this method adapts to the students' abilities and capabilities in learning.				
15) During classroom visits, inspectors inspect to see whether the teaching method used by teachers are appropriate to the subject methodology				
16) School inspectors inspect to see teachers' mastery of recommended instructional method to ensure that students learn effectively using this recommended method.				

Section D: Hypothesis 3

There is a significant relationship between the inspection of teachers' assiduity and students' performance in some secondary schools in Tiko Municipality.

Independent Variable: Teachers' Assiduity

Items/Responses	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
17) During school visitation, pedagogic inspectors checks teachers' coverage of syllabus to see what they might have taught.				
18) During school inspections, inspectors observe teachers' punctuality records, to see if they are of good conduct.				
19) Inspectors always inspect teachers' mastery of subject matter and the methodology of the subject, he is teaching to ensure that they facilitate learning in the students.				
20) Inspectors, during classroom visits inspect teachers' classroom management skills, in order to ensure that they are able to deliver their lessons smoothly.				
21) During classroom visits, school inspectors check students' participation in the teaching learning process initiated by their teachers.				

Section E: Question on Dependent Variable.

Dependent Variable: Students' Performance.

Items/Responses	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
22) My students ask constructive questions in the course of the lesson, when using teaching aids.				
23) My students provide accurate responses when posed with questions during lessons.				
24) My students perform high in sequence examinations base on what they have been taught.				
25) My students always make outstanding contributions following classroom lessons, when lessons are taught with teaching aids.				
26) My students are capable of carrying out independent studies with the use of teaching aids.				
27) I always ensure that my lessons objectives are attained by the use of appropriate teaching aids and methods.				

APPENDIX III

INTERVIEW GUIDE FOR SCHOOL PRINCIPALS'

Instruction: Please tick (√) against the alternatives which best represent your opinion and provide answers where necessary.

Section A: Identification

Name: …… Name of School…….

1. Gender:

☐ Male ☐ Female

2. Educational level:

☐ A' Level certificate ☐ Diploma in Education ☐ Bachelor Degree

☐ Maitrise ☐ Master ☐ Doctorate Degree ☐ Others (name them) ……

3. Age:

☐ 25 – 35 ☐ 36 – 45 ☐ 46+

4. Work experience:

☐ 0 – 10 years ☐ 11 – 20 years ☐ 21 – 30 years ☐ 31+

Section B: Inspection Duty

5. How many times do school inspectors visit your school per academic year?.....

6. What are the things that school inspectors place more emphasis upon when they visit your school?

……

……

7. Is there any professional support that school inspectors offer when they visit you?

Yes……..No…….

If yes, what kind of professional support do they provide?.....

……

8. Do school inspectors have the opportunity to talk with students' when they visit your school?.....

9. What kind of communication style do school inspectors have when visiting you in your school?.....

10. What challenges do you face in your daily work performance especially in relation to teaching and learning?.....

……

11. What should be done to make you as a teacher committed and motivated towards your Work to ensure that students' perform well?.....

……..

12. What should be done so that school inspections can have a positive contribution towards teaching and learning?

…….

APPENDIX IV

INTERVIEW GUIDE FOR SCHOOL INSPECTORS

Instruction: Please tick (√) against the alternatives which best represent your opinion and provide answers where necessary.

Section A: Identification

Name: ……..

1. Gender:

☐ Male ☐ Female

2. Educational level:

☐ A' Level certificate ☐ Diploma in Education ☐ Bachelor Degree

☐ Maitrise ☐ Master ☐ Doctorate Degree ☐ Others (name them) ……..

3. Age:

☐ 25 – 35 ☐ 36 – 45 ☐ 46+

4. Work experience:

☐ 0 – 10 years ☐ 11 – 20 years ☐ 21 – 30 years ☐ 31+

Section B: Inspection Duty

5. For how long have you been an inspector of schools?

……

6. How many schools can you afford to inspect in an academic year?.....

7. Do you think such a number of schools to be inspected per year is enough?

Yes……No……..

If not, what are the reasons?

……

8. What kind of support do you provide to teachers when you visit schools?

……

9. What challenges do you meet when visiting schools?

……

10. With whom do you cooperate as part of job performance?

……

11. What should be done so that school inspection can have a greater impact upon teaching and learning that is performance?

……

……

APPENDIX V

UNIVERSITY OF YAOUNDE 1

Department of Psychology Science of Education Unit

Direction: All information recorded on this form shall remain confidential.

OBSERVATION GRILL ON PEDAGOGY

Rubrics\Scores	**0 - 5**	**6 - 10**	**11 - 15**	**16 - 20**
Presentation of content				
Positive teacher\student interaction				
Use of instructional aids				
Classroom management				
Teacher's motivation				
Viewing of teachers' lesson plan				
Effectiveness of teaching method used				
Teacher's mastery of subject content				
Students' class participation				
Evaluation of learners				
Students' learning or performance				
Achievement of lesson objective				