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DOCTORAL RESEARCH AND TRAINING  
CENTER (DRTC) IN SOCIAL AND  
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DOCTORAL RESEARCH AND TRAINING  
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DEPARTEMENT DE CURRICULA ET  
EVALUATION

**EFFECTIVE SCHOOL INSPECTION STRATEGIES  
AND QUALITY EDUCATION IN THE ERA OF  
DECENTRALISATION IN SELECTED PRIMARY  
SCHOOLS OF BERTOUA 1 SUB-DIVISION**

**A Dissertation presented and defended on the 29<sup>th</sup> July 2025**

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*TO*  
*MY PARENTS*

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## LIST OF ABBREVIATIONS

<b>WEF:</b>	World Education Forum
<b>UNICEF:</b>	United Nations Children’s Fund.
<b>UNESCO:</b>	United Nations Educational Scientific and Cultural Organization
<b>SI:</b>	School Inspection
<b>SDG 4:</b>	Sustainable Development Goal 4.
<b>RPIs:</b>	Regional Pedagogic Inspectors
<b>RPA:</b>	Regional Pedagogic Advisers
<b>RDSE:</b>	Regional Delegate of Secondary Education
<b>RDSE:</b>	Regional Delegate of Basic Education
<b>PTA:</b>	Parent Teacher Association
<b>PAREC:</b>	Programme d’Appui à la Réforme de l’Education au Cameroun translate in to English as Cameroon Education Reform Support Program
<b>OFSTED:</b>	Office for Standards in Education (United Kingdom)
<b>NDS 30:</b>	National Development Strategy 2030
<b>MINEDUC:</b>	Ministry of Education
<b>MINEDUB:</b>	Ministry of Basic Education
<b>ICE:</b>	Inspector Coordinator of Education
<b>HMIE:</b>	Her Majesty’s inspectorate of Education
<b>GINE:</b>	General Inspectorate of National Education
<b>GCE:</b>	Government Common Entrance
<b>GBPS:</b>	Government Bilingual Primary School.
<b>FSLC:</b>	First School Leaving Certificate.
<b>DPA:</b>	Divisional Pedagogic Advisers
<b>CIPP:</b>	Context, Inputs, Process and Product evaluation
<b>CI’s:</b>	Coordinating Inspectors
<b>RPA:</b>	Regional Pedagogic Advisers
<b>CBA:</b>	Competent Based Approach
<b>WEF:</b>	World Education Forum
<b>UNICEF:</b>	United Nations Children’s Fund.

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## ABSTRACT

The main purpose of the study was to examine the relationship between school inspection strategies and quality education in the era of decentralization, in selected primary schools of Bertoua 1 Sub-division. This was motivated by the growing global emphasis on achieving Sustainable Development Goals, particularly Goal 4 which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The study aimed to assess how school inspection influence teaching quality, learning outcomes and school effectiveness within a decentralized educational framework, while also identifying gaps in inspection practices and applicable recommendation. The sample size of the study comprised 146 respondents, made up of 133 teachers, 11 school administrators and 2 pedagogic inspectors. The researcher employed two sampling methods: purposive sampling and simple random sampling. The study utilized a mixed-method research approach. Data were collected through questionnaires for quantitative data, interviews for qualitative and documentary analysis for secondary information. These instruments were designed to align with the research questions and hypotheses and capture relevant data on the four dimensions of school inspection: pedagogic planning, communication, evaluation and follow-up. The following theories guided this study; firstly, the McGregor's Theory X and Y, which describe two contrasting view of workforce motivation and behavior; secondly, the Human Relation Theory, which emphasizes the importance of interpersonal relationships in educational supervision; and thirdly, Stufflebeam's CIPP Evaluation Model, which offers a comprehensive framework for evaluating educational programs and practices. The techniques of data analysis used in the study included both descriptive and inferential statistics (Pearson correlation), to test the research hypothesis at 0.05 level of significance. The results of the study analyzed showed that there is a strong and significant relationship between inspection strategies and quality education, the relationship between pedagogic planning and quality education. The study revealed that annual pedagogic seminars, regular inspection activities, and effective completion of teachers' workload contribute positively to teaching quality and learner performance. The suggestions derived from the findings include; increase the frequency of pre- and post-inspection visits, ensure that inspection recommendations are implemented effectively, explore the effectiveness of digital tools in enhancing school inspection, and Similar studies should be investigated in the secondary and higher education.

**Keywords:** School Inspection, Quality Education, Decentralization, Educational Supervision

## RÉSUMÉ

L'objectif principal de cette étude était d'examiner la relation entre les stratégies d'inspection scolaire et la qualité de l'éducation à l'ère de la décentralisation, en se concentrant sur les écoles primaires de l'Arrondissement de Bertoua 1, au Cameroun. Cette étude a été motivée par l'accent croissant mis au niveau mondial sur la réalisation des Objectifs de Développement Durable, en particulier l'Objectif 4 qui vise à offrir une éducation inclusive, équitable et de qualité, tout en favorisant des opportunités d'apprentissage tout au long de la vie pour chacun. L'étude visait à évaluer comment l'inspection scolaire influence la qualité de l'enseignement, les résultats d'apprentissage et l'efficacité des établissements dans un cadre éducatif décentralisé, tout en identifiant les lacunes dans les pratiques d'inspection et les recommandations applicables. L'échantillon de l'étude comprenait 146 répondants, constitués de 133 enseignants, 11 chefs d'établissement et 2 inspecteurs pédagogiques. Les chercheurs ont utilisé deux techniques d'échantillonnage : l'échantillonnage raisonné et l'échantillonnage aléatoire simple. L'approche méthodologique adoptée pour cette étude était celle des méthodes mixtes, combinant les méthodes qualitatives et quantitatives pour une compréhension complète de la problématique. Les données ont été collectées à l'aide de questionnaires (quantitatif), d'entretiens (qualitatif) et d'analyses documentaires (informations secondaires). Pour recueillir des données pertinentes sur les quatre dimensions de l'inspection scolaire : la planification pédagogique, la communication, l'évaluation et le suivi. Les théories suivantes ont orienté cette étude : d'abord la théorie X et Y de McGregor, ensuite la théorie des relations humaines ; et enfin le modèle d'évaluation CIPP (Contexte, Intrant, Processus, Produit) de Stufflebeam. Les techniques d'analyse des données utilisées dans l'étude comprenaient à la fois des statistiques descriptives et inférentielles (corrélation de Pearson), pour tester les hypothèses de recherche au seuil de signification de 0,05. Les résultats de l'analyse ont montré qu'il existe une relation forte et significative entre les stratégies d'inspection et la qualité de l'éducation. L'étude a montré que les séminaires pédagogiques, les inspections régulières et une bonne gestion de la charge de travail des enseignants améliorent la qualité de l'enseignement et les résultats des élèves. Parmi les recommandations figurent : renforcer la fréquence des inspections notamment autour des périodes d'évaluation ; veiller à la mise en œuvre effective des recommandations issues des inspections ; intégrer les outils numériques pour optimiser le suivi pédagogique.

**Mots-clés :** Inspection scolaire, Qualité de l'éducation, Décentralisation, Supervision éducative.

# CHAPTER ONE

## GENERAL INTRODUCTION

Education remains a vital engine for national development, shaping human capital and fostering social transformation (UNESCO, 2015). In Cameroon, as well as in many developing countries, there is increasing concern about the quality of basic education despite ongoing reforms and investments. One significant reform is the decentralization of educational governance, intended to bring decision-making closer to the grassroots and improve service delivery. Within this framework, school inspection has emerged as a critical mechanism for maintaining and enhancing the quality of education (Amin, 2005; De Grauwe, 2007).

School inspection, when effectively carried out, serves as a powerful strategy to evaluate teaching and learning processes, monitor policy implementation, and support professional development among teachers. However, the success of inspection strategies depends largely on how well they are adapted to the decentralized administrative structure, which delegates substantial authority to local councils and education stakeholders. In the Cameroonian context, especially within the Bertoua 1 sub-division, questions have been raised about the adequacy, consistency, and impact of inspection practices under the current decentralized system (MINEDUB, 2023).

This study is grounded in the assumption that effective school inspection strategies are key drivers of quality education, particularly in primary schools where foundational learning occurs (UNESCO, 2017). It seeks to investigate the nature and effectiveness of these strategies in Bertoua 1 Sub-division, assessing their influence on educational outcomes, teacher performance, and school accountability (Amin 2005).

The rationale behind this research lies in the growing need to bridge the gap between inspection theory and practice especially in the context of decentralization (De Grauwe, 2007). By examining how inspection is implemented and perceived at the grassroots level, this study aims to contribute to the broader discourse on educational quality assurance and inform evidence-based policymaking. This introductory chapter presents the background of the study, the problem statement; Research objectives of the study, research questions and hypothesis, significance of the study, and the scope or delimitation of the study.

## **Historical Background**

The history of inspection is highlighted through changes in educational policies and pedagogical approaches. The history of inspection has evolved through various stages of development. The practice of inspecting teachers dates back to ancient times and the middle Ages. In ancient societies (Greece and Rome), education was supervised by philosophers or magistrates responsible for ensuring the transmission of knowledge (Marrou, 1948).

In the middle Ages, under the influence of the Church, monastic and cathedral schools were subject to the supervision of ecclesiastical authorities who ensured that the dogmas and religious content taught were respected (Compayré, 1901). As nation-states emerged, education began to be viewed as a matter of political concern. In France, under Charlemagne, the educational reform imposed surveillance of the imperial schools (Riché, 1973). Later, under the Ancient Regime, royal inspectors were responsible for monitoring the conformity of teaching with the order of the authorities (Prost, 1968). The General Inspectorate of National Education (GINE) was created in 1802 at the instigations of Napoleon 1st, then First Consul. The GINE then had three (3) general inspectors whose role was to report on the functioning of the government's schools and high schools.

The Inspectors were considered to be “the open eye for the school”. They had to go through the lyceums, visit them with great care in order to enlighten the government on their states, their successes or their defects. The missions of the General Inspectorate of National Education (GINE) have evolved over the last two centuries. Thus, in 1989, the GINE was no longer solely dedicated to the individual evaluation of teachers, but it ensured permanent monitoring of the functioning of the education system by visiting a representative sample of establishments and services each year. From then on, the individual inspection is carried out by the Regional Educational Inspectors (REI) and the National Education Inspectors (NEI). The NEI can intervene directly in the inspection of teachers at the request of the Minister on difficult cases.

In England, education was mainly provided by parochial schools and private institutions, before the nineteenth century, without any real system of structured control. According to Lawson and Silver (1973), the responsibility for overseeing teaching initially rested with religious institutions and local authorities. The modern era of inspection in England began with the creation of the Committee of Council on Education in 1839. This committee introduced inspectors to assess the

quality of publicly financed schools and to supervise teachers (Sutherland, 1973). School inspection is taking on its modern form with the establishment of a structured framework for the evaluation of teachers. Indeed, the law Foster in 1870 marked a major milestone by establishing a system of public schools supervised by state inspectors. This law introduced a rigorous framework for the evaluation of teachers and schools (Simon, 1965).

Cameroon's attainment of independence marked a significant milestone in the nation's educational history. Community involvement and the contribution of private organizations to educational development can be traced back to the early days of formal schooling. Until the 20th century, the role of Government in education was largely dormant as the provision of schooling prior to that period was championed mainly by churches and other voluntary agencies (Cummings and Riddell 1994). During the colonial era, many educational systems in Africa saw community financing in one way or the other.

In the British trust territory of Southern Cameroon, for instance where the territory was ruled mainly through local intermediary bodies known as "Native Administration", the provisions and management of formal Education was largely managed by local administrative authorities. Between 5 to 10 percent of their annual budget were spent on education in the areas of school construction, building maintenance, teachers' salary, school equipment, cost of books, grants to qualified mission schools (Fonkeng, 2010). While the role of the Government significantly increased subsequently, especially after the second world war, following a surge of international advocacy in the provision of education as contained in international resolutions such as the 1948 United Nations Declaration of Human Rights, the 1959 Declaration of the Rights of the child, the 1956 International covenant on economic, Social and Cultural Rights, notwithstanding around the end of the 20th century, there was a policy shift from the Government as the main provider of education, to a renewed and stronger advocacy for a broad base participation in education (Mekolle, 2018).

Instructional Inspection of schools in Cameroon started as far back as 1907, a period during which most schools were owned by the mission. Since the mid-1990s, both the reports from the National Education Forum and draft education policy documents have brought increased attention to the education sector (Fonkeng, 2010), including a growing focus on inspection practices. One of the central themes emphasized in the Sector-Wide Approach to Education

(Republic of Cameroon, 2005) is the need to strengthen teacher quality as part of a comprehensive strategy towards effort aimed at improving the quality and free educational services at the primary level.

To enhance and ensure the quality of teaching, one of the strategies implemented by the government is the deployment of Regional Pedagogic inspectors (RPIs) to carry out effective inspection within the various ministries of education. The Ministry of Basic Education within the framework of its 2012 Road Map for the purpose of quality education for all children of school-going age and in order to meet up with the vision of an “Emerging Cameroon in 2035” emphasized on the function of instructional inspection strategies at each level in education. In this regard inspectors are required to carry out effective inspection strategies in order to improve on teachers’ output; at the central, regional, divisional, and sub-divisional level.

### **Conceptual context**

Education is a fundamental driver of national development, equipping individuals with the skills and knowledge needed for economic growth, social mobility, and civic participation. Ensuring the quality of education is, therefore, a priority for the government worldwide and Cameroon in particular. One of the most effective ways to monitor and enhance education quality is through school inspections, teaching effectiveness, learning outcomes and overall relation (compliance) with educational policies.

In Cameroon, school inspection started during the German colonial period (1884-1916), and the British, though it was informal and largely carried out by missionaries like; Alfred Saker, Joseph Merrick. During this period most schools were owned by the European missionaries. The German administration had minimal direct involvement in education but occasionally supervised mission schools to ensure they met basic education standard. Education in Cameroon has witnessed an increased in attention and in inspection strategies. The main key theme running through the reports of the National Education Forum (MINEDUB, 1995) is the high need to strengthen teachers and school heads as part of the comprehensive strategy towards efforts aimed at improving the quality of educational services at the basic or primary level.

Smith’s (2018) refers to school inspection as a process of supervision and evaluation of educational institutions, teachers, educational practices, and curricula, in order to ensure the quality of teaching (Johnson & White, 2020), ensure compliance with educational standards,

improve pedagogical practices, and teacher effectiveness (Brown, 2019) and ensuring equity and inclusion in education (Jones, 2021). The inspection at this level aims to verify the application of all the rules, methods and techniques of teaching with the aim of improving the education system. Ultimately, it is thus a component of a global system of steering and quality improvement in education.

The term school inspection can be defined according to Richards (2001), 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 learners in our schools today.

According to Onasanya (2008), school inspection is an important process and combination of activities which is concerned with the teacher’s and improvements of the teaching-learning process in the school framework and in improving quality and standard of education. Most continents like; Africa, Asia, Europe and America adopt school inspection for educational evaluation so as to improve the quality of compulsory education (Euridice, 2004). The Cameroon government has adopted a strategy to improve and guarantee teacher’s quality and efficiency is the appointment of school inspectors at the National, Regional, Divisional and Sub-divisional level for an effective control in the ministry of Basic Education.

The Cameroon government under the Ministry of Basic Education for the purpose of free and quality education for all children of school going age and in order to meet up with the vision of the “National Development Strategies (NDS 30)” emphasized on the function of strategic

inspection at each level in the basic education. In this regard inspectors are required to carry out inspection in order to improve on teachers' output, at the central, regional, divisional and sub-divisional level and not ignoring the fact that education plays a critical role in societal development, and ensuring its quality requires an effective mechanism for monitoring and evaluation. School inspection is a key tool for assessing educational standards and driving improvements.

Inspection strategy is an important activity in promoting effective teaching and learning in schools. It is focused towards the improvement of teacher's self-professional development. Inadequate inspection strategies by inspectors and poor supervision strategies by the head teachers cause a lot of problems amongst teachers in their working environment. A slide laxity among teachers most often results to poor performance of pupils in their class exams and equally during the Government Common Entrance (GCE) and First School Leaving Certificate (FSLC) which might lead to the development of low self-esteem and they might end up as school drop outs at a very early stage in schooling. It is against the backdrop and teacher's laxity in class and limited control that this research sought to examine the influence of inspection strategies on quality education in the primary schools.

Decentralization aims to enhance educational efficiency, accountability and community participation by shifting decision-making from central governments to regional or local entities (Bray, 2019). However, this shift poses challenges, such as irregularities in supervision, resource disparities, and varied policy implementations across different regions (Winkler & Gershberg, 2020).

An effective school inspection strategy must therefore balance national education standards with local autonomy to ensure uniform quality across decentralized systems. Effective school inspection strategy must balance autonomy with accountability, ensuring that decentralized education systems maintains high-quality teaching and learning. This involves setting clear standards, training inspectors, utilizing data-driven evaluations, and fostering collaboration among stakeholders, including teachers, parents and local government authorities. By integrating modern tools such as digital monitoring systems and performance-based assessments, school inspections can provide real-time feedback to improve teaching methodologies and learner outcomes.

## **Theoretical Background**

Three theories guided my studies which are as follows;

### **1. McGregor's Theory X and Theory Y**

In 1960, Douglas McGregor introduced Theory X and theory Y as two opposing perspectives on employee motivation and management styles. These theories explore assumptions about human behavior at work and have implications for school management and inspection practices.

- Theory X assumes that employees are inherently lazy, dislike work, must be coerced or controlled, and avoid responsibility. It aligns with authoritarian management styles and rigid inspection systems that emphasize control, compliance, and punishment.

- Theory Y, in contrast, assumes that people find satisfaction in work, seek responsibility, and can self-direct when motivated. It supports participatory, developmental inspection strategies that value teacher input and foster intrinsic motivation.

In educational contexts, applying Theory Y promotes collaborative inspection strategies that encourage professional growth and autonomy, enhancing teaching and learning.

### **2. Human Relations Theory**

Human Relations Theory emerged from the Hawthorne Studies conducted by Elton Mayo in the 1920s and 1930s. This theory emphasizes the importance of social factors in the workplace, such as interpersonal relationships, employee well-being, communication, and group dynamics.

According to this theory, employee motivation and productivity are highly influenced by a supportive social environment, mutual respect, and effective leadership. In the context of school inspection, this suggests that inspectors should build rapport with teachers, use dialogue rather than criticism, and promote morale through recognition and feedback.

The theory underpins formative supervision practices, advocating for a shift from bureaucratic evaluation to human-centered engagement that improves teacher performance and job satisfaction.

### **3. Stufflebeam's CIPP Model of Evaluation**

Developed by Daniel Stufflebeam, the CIPP model (Context, Input, Process, and Product) is a comprehensive framework for evaluation that supports decision-making and continuous improvement. It is widely used in educational evaluation and quality assurance.

- Context Evaluation assesses needs, problems, and opportunities within a specific setting (e.g., schools), helping define goals.
- Input Evaluation examines strategies, resources, and plans to determine how to achieve set objectives effectively.
- Process Evaluation monitors the implementation of strategies to ensure they are being applied as intended and to identify areas for improvement.
- Product Evaluation measures the outcomes and impacts of the program or intervention to determine its effectiveness.

In school inspection, the CIPP model provides a holistic approach to evaluating school quality, linking inspection activities to long-term improvements rather than one-time judgments.

#### **Contextual Background**

School inspection plays a crucial role in ensuring quality education by monitoring, evaluating, and providing feedback on school performance. In many countries, including Cameroon, decentralization has significantly influenced school inspection mechanisms by transferring administrative and financial powers to local authorities (World Bank, 2018). This shift aims to enhance educational governance, accountability, and responsiveness to local needs. However, the effectiveness of school inspections in decentralized contexts remains a subject of debate, particularly in regions like Bertoua 1 subdivision. As school inspection strategies evolve in response to decentralization policies, it is essential to examine their effectiveness in enhancing education quality. This study explores how school inspection strategies impact education quality in Bertoua 1, considering factors such as inspection frequency, inspector qualifications, stakeholder involvement, and the use of technology.

The Cameroon government has entered in to numerous programs to obtain a high and rapid improvement in the primary schools and one of such establishment put in place to cater and

uphold standards is the Inspectorate of Education which undertakes school inspection. In line with, Gillies (2010), an inspectorate is the formal name for the body of inspectors, set up to report on educational provision and gives advice to the government. In Cameroon, the department which inspects Basic Education was under the Ministry of National Education which was reorganized by Presidential Decree No.2005/139 of;

The 25<sup>th</sup> April 2005 as the Ministry of Basic Education (MINEDUB), National inspectors came into existence in the Ministry of Basic Education who are to be responsible of activities at the central service of the ministry such as; the definition of the main educational guidelines and the design of nursery and primary education programs as well as training programs for teaching and auxiliary staff; coordination, supervision, monitoring. This includes checking and assessing the work given to the pedagogy inspectorates, overseeing the activities of offices in charge of exams and competitions, and keeping track of how the Cameroonian education system is performing. Basic Education; the permanent adaptation of teaching to the evolution of science; the application of government policy on school textbooks and other teaching tools; relations, in terms of research, with universities and training tools.

Moreover, under the organization of the ministry of basic education were the Provinces changed to Regions 2008 and directly under the Regional Delegate of Basic Education (RDSE) are Regional Pedagogic Inspectors (RPIs). These are Primary and Nursery school inspectors appointed by the Minister of Basic Education to oversee the administrative and pedagogic management of the schools in the Region; enhancing that the schools are run according to the norms of the state. The Presidential Decree No 2012/068 of 11 June 2012 signed by the president of Cameroon shows how school inspection is to be carried out to fulfill its end caused. The minister of basic education assisted by the secretary of state oversees activities of supervision in the Ministry. It is headed by the inspector General of Education. The inspector general is headed by 5 National Inspectors in each Inspectorate, which includes:

- Inspectorate of pedagogy for Nursery Education
- Inspectorate of pedagogy for Primary Education;
- Inspectorate of pedagogy for functional literacy, Non-Formal Basic Education Centre and promotion of National Languages;

- Inspectorate of pedagogy for the promotion of Bilingualism and inspectorate of pedagogy for Educational Technology,

A National Pedagogic Inspector in each heads of these inspectorates of pedagogy, five National assists these National Pedagogic inspectors each Pedagogic Advisers.

At the Regional level, supervision is in the hands of an Inspector coordinator of education (ICE). This is assisted by 5 Regional Pedagogic Inspectors (RPI) as follows:

- Regional Pedagogic Inspector for Nursery Education (RPI/NE);
- Regional Pedagogic Inspector for Primary Education (RPI/PE)
- Regional Pedagogic Inspector for Alphabetization, Non-Formal Basic Education Centre and Promotion of National Languages and Culture (RPI/FLC/NFBEC/NL);
- Regional Pedagogic Inspector for the Promotion of Bilingualism (RPI/BTL) and Regional Pedagogic Inspector for Educational Technology (RPI/ET),

These in their various domains are assisted by 2 Regional Pedagogic Advisers (RPA) each. They oversee Supervision in the whole Region ensuring that schools are properly supervised to improve teaching learning process and promote school effectiveness.

At the Divisional level, the Divisional Delegate the head of supervision is assisted by 5 Divisional Pedagogic Advisers (DPA) which are;

- Divisional Pedagogic Advisers for Nursery Education, (DPA/NE);
- Divisional Pedagogic Advisers for Primary Education, (DPA/PE);
- Divisional Pedagogic Advisers for the Promotion of Bilingualism (DPA/BIL);
- Divisional Pedagogic Advisers for Alphabetization, Non-Formal Basic Education and Promotion of National Languages (DPA/FLC/NBEC/NL); and
- Divisional Pedagogic Advisers for Educational Technology, (DPA/ET)

In addition, to the presidential text, 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 make sure national goals and objectives are achieved (MacBeath, 2006), many governments have introduced laws and policies aimed at boosting students' academic performance. These efforts also emphasize the importance of effective teaching, with teachers being evaluated as part of the process (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. Because of the kind of work they do, inspectors mostly work with School administrators and teachers. 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 SDG through the provision of quality education. Teacher's 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 duties of Pedagogic Inspectors (PPIs) are outlined in Decree No. 2005/139, which organizes the Ministry of Basic Education (Republic of Cameroon, 2005b). This highlights the importance of regular pedagogic inspections conducted by government inspectors in schools to ensure that teachers fulfill their teaching responsibilities effectively, aiming to address the decline in school performance observed in recent years.

In this study, pedagogic inspection will look at how teachers use teaching materials, the methods they use to teach, and how committed and regular they are in doing their job. 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.

### **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 N0 98\004 of April 1998 which lays down the guidelines for Education in Cameroon, Part 1, Section 4 of the education Law states that the main goal of education is to help children grow intellectually, physically, socially, and morally, and to prepare them to fit well into

society, taking into account the country's economic, cultural, political, and moral realities. It should be noted that, the problem in the domain of education is that there is often a gap that exists between school inspection strategies and quality education, which is supposed to be filled.

For a successful and better educational system to exist an inspectorate of education is the key. Many inspection (supervision) systems have shifted their purpose in recent times to improving teaching and learning process. Declining student's achievement results have been the Centre of many reforms and discussions in many educational meetings today. This has brought about an increase in evaluation and control of schools even in supposedly decentralized education systems. If school inspection is to fulfill its purpose, the nature of inspection and particularly the standards in inspection frameworks must be matched to its intended objectives of improved teaching and learning process and ultimate pupils' achievement. Educational and school effectiveness refers to the level of goal attainment of an educational system. This is what preoccupies this researcher.

The Presidential Decree No. 2012/068 of June 11, 2012, which reorganized the Ministry of Basic Education, heightened the importance of school supervision and improving the quality of education by increasing the number of School inspectors. The Inspectorate General of Education came out with another document laying down modalities for school supervision as a systematic, evaluative assessment of the conditions of work, working methods and outcomes of individual schools (Dedering and Muller, 2010). Supervision is based on standardized criteria for evaluating good instructions and good schools according to norms determined by the administrative bodies. The criteria are laid down in framework for school quality. This consists of quality criteria for the domain of instruction (teaching and learning), school culture, school leadership, school management, quality development etc. school supervision is said to provide a fair and evidence-based assessment of what is happening in schools. This is operational through lesson observation questionnaires, and interviews. School supervision usually ends up delivering a final report to the school and to the school authority (MINEDUB-2012; Dedering & Muller, 2010; Gaertner & Pant, 2011).

With this in view, external evaluation in education is believed to make teachers more accountable for the provision of education mostly cherished by the society (Neave, 1987; Levin 1991). School (supervisions) inspections have been considered to be the main way through which countries can monitor the quality of education provided to the citizens. Thus, establishment of external

evaluation policies in education have become prominent features of many governments of the world in order to ensure that national goals and objectives are realized and implemented (Webb, 1998; Wilcox, 2000; Macbeath, 2006). Sergiovanni and Starratt (2007) noted that many governments have passed legislation and policies demanding improved academic achievement by all pupils with effective where teachers are being evaluated. Most countries from industrialized nations such as in North America, Western Europe, Australia and some developing countries are moving toward the same direction (Black and Williams 2001; Richards, 2001; Leslie, 2003; Sergiovanni and Starratt, 2007).

This researcher is burdened and concerned with the impact effective school inspection strategies could have in improving quality education in the Primary Schools during this period of decentralization with case study in Bertoua 1. This is why the research Effective school Inspection strategies and quality education in the time of decentralization in Primary schools is a welcome initiative.

It is clear that achieving Education for All (EFA) is a fundamental issue for the purpose of ensuring that pupils acquire the knowledge they need for better living and for their contribution to social and economic development. Among others these include the cognitive competences and fundamental socio-economic benefits with higher wages, better health, promising reproduction pattern and well-informed citizens (UNESCO, 2004; WORLD Bank, 1998). According to UNESCO (2004) many countries of the world strive to provide quality basic education and pay attention on providing conditions where optimal learning can take place for each and every one (Matete, 2009). The World Education Forum (WEF), held in Dakar Senegal in AD2000 implicitly and explicitly calls on all countries to improve all aspects of the quality of education provided in the society. UNESCO (2004) rests its argument on the fact that high quality education contributes to improve economic potential of a particular society with human capital growth. Psacharopoulos and Patrinos (2004), Galabawa (2005), and Becker (1992) all point out that there is a strong link between the quality of education and a nation's level of development.

Considering these differences, we seek to understand to what extent effective pedagogic inspection impacts on quality education in the era of decentralization in the Bertoua I sub division?. It is in this backdrop that the researcher is out to examine the effects of pedagogic

planning, pedagogic communication, pedagogic evaluation and pedagogic follow-up on quality education in some selected Primary schools in Bertoua 1.

## **RESEARCH OBJECTIVE**

### **General Research objective**

General objective: To examine effective school inspection strategies on quality education in selected Primary schools within Bertoua 1.

### **Specific objective**

To assess if there is a link between pedagogic communication and quality education in selected Primary schools within Bertoua 1.

To investigate the relationship between pedagogic evaluation and quality education in selected Primary schools within Bertoua 1.

To verify the relationship between pedagogic follow-up and quality education in selected Primary schools within Bertoua 1.

### **Research Questions**

What is the relationship between strategies of school inspection and quality of education?

### **Specific Research Questions**

- What is the relationship between pedagogic planning and quality education in selected Primary schools within Bertoua 1?
- What role does pedagogic communication play in enhancing the quality of education in selected primary schools within Bertoua 1?
- What is the relationship between pedagogic evaluation and quality education in selected Primary schools within Bertoua 1?
- How pedagogic follow-up affects quality education in selected Primary schools within Bertoua 1.

### **Research Hypothesis**

Ha: There is a relationship between school inspection and quality education in selected Primary schools within Bertoua 1.

Ho: There is no relationship between school inspection and quality education in selected Primary schools within Bertoua 1.

### **Specific Research Hypothesis**

Ha1: There is a relationship between pedagogic planning and quality education in primary schools in Bertoua 1.

Ha2: There is a relationship between pedagogic communication and quality education in primary schools within Bertoua 1.

Ha3: There is a relationship between pedagogic evaluation and quality education in primary schools within Bertoua 1.

Ha4: There is a relationship between pedagogic follow-up and quality education in primary schools within Bertoua 1.

### **Operationalization of variables**

This section defines how the key variables in the study will be measured, assessed, and analyzed. The study focuses on “Effective School Inspection Strategies and Quality Education in the Era of Decentralization in Cameroon”. The variables are categorized into independent, dependent.

#### **1. Independent Variable (IV): School Inspection**

This refers to the methods, processes, and tools used to evaluate school performance, teacher effectiveness, and student learning outcomes. It will be measured using the following indicators:

#### **Indicators of the IV and author based:**

- ✓ **Pedagogic Planning:** Robert Gagne in his 1965 book (*The Conditions of Learning*) outlines pedagogic planning as a step by step pedagogical structure to facilitate effective teaching and learning.
- ✓ **Pedagogic Communication:** Ministry of Basic Education (MINEDUB) gives us guide in communication and interaction of inspectors and schools.
- ✓ **Pedagogic Evaluation:** Tambo (2003), in *Principles and Methods of teaching*, outlines that pedagogic evaluation is an integral part of the teaching-learning process.

- ✓ **Pedagogic follow-up:** According to Sergiovanni and Starratt (2007), inspection is not a one-time event but a continuous process that includes follow-up activities aimed at fostering teacher growth and improves instructional quality.

The Ministry of Basic Education Cameroon went further institutionalizing pedagogic planning, communication, evaluation and follow-up as part of teachers support to enhance instructional quality.

## **2. Dependent Variable (DV): Quality Education**

This refers to educational outcomes influenced by school inspections.

Hence, this operationalization framework provides a clear structure for measuring key variables in the study. It ensures that each concept is well-defined, linked to measurable indicators, and assigned appropriate data collection methods, allowing for objective evaluation of school inspection effectiveness in a decentralized education system.

### **Significance of the Study**

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 quality 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 Basic Education to School Inspectorate so as to monitor the quality of education provided in Cameroonian schools.

#### **School Inspection Processes**

It will stimulate the efficiency of school inspection process and the importance of addressing critical challenges identified in schools during school visits. It will offer insights into improving school monitoring practices (UNESCO, 2021). Through the findings and experienced obtained in the field, it will help to improve the school inspection processes through recommendations thereby assuring quality management.

### **Policy Makers and planners**

Through this work, policy makers and planners from the ministry will be provided with vital information that will help them when planning. This will enable them to ameliorate and improve on areas that had lapses. In this, Findings will help improve school inspection policies under decentralization (World Bank, 2018).

### **To Heads of schools**

To the school administrators, the findings of this study would enable head-teacher 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.

### **Teachers and other educational stake holders**

The responses from the different members in the schools will contribute to improve on teachers and other educational stake holders' performance. This will go a long way to improve pupils' performance. It will also make teachers to understand the rationale of school inspection in relation to quality education through better teaching and improvement of pupil's outcome.

### **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. This study will contribute to literature on school inspection in decentralized education systems (Tchombe, 2019).

### **Delimitation of the Study**

This study is carried out on school inspection strategies and quality education in the era of decentralization in primary schools. Particularly, the study intends to evaluate the extent to which pedagogic inspection will influence the teachers and pupils academic output of some selected Primary schools in Bertoua 1.

### **Thematic Delimitation**

We can certainly find out how the concept of effective school inspection strategies can impact the quality of education of the pupils 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

save time and cost, the study will be scaled down to Pedagogic Inspection and quality education only in Primary Schools in Bertoua, of the East Region of Cameroon. This is because, even though school inspectors often visit primary schools to check on teachers and help improve their performance and to make sure teachers, remain facilitators of learning, it is observed that pupil's performance in their class and public exams is critically not the best reducing their quality in education.

### **Geographical Delimitation**

This study will be carried out in Bertoua. Bertoua is located in the Eastern region of Cameroon, especially in the district of Lom-et-Djerem. It is about 350Km from Yaounde and its cover an area of 100Km<sup>2</sup>. Bertoua is located cartographically between latitude 4° 35'0" North and longitude 13°41'0" East of the equator, covering an area of 100 km<sup>2</sup> and known for its wet equatorial climate. It has an estimated population of about 801 968 habitant (estimation of 2010) and a land surface of 109 011 Km<sup>2</sup>. Bertoua is bounded to the by the Adamawa Region, to the East by the Central Africa Republic, to the south by the Center region of Cameroon and to south by the Republic of Congo. It is rich and populated among other tribes, with the pygmies, which are the first habitants of the regions which unites all the vital needs in its environment through agriculture like fishing, hunting and farming. For the sake of time and cost and given that Bertoua is a vast area, with many schools, that is, above 60 schools which are public, lay-private and missions. This study will be delimited to Bertoua central consisting of schools in Bertoua 1, because this particular areas carries the bulk of both teachers and pupils population. Also this researcher decided to carry out his study in Bertoua, because of the presence of qualified teachers from the Bertoua-Teachers Training College of Government, Mission/Private and Ngaoundere, which provides ready teaching personnel's for facilitating learning in the various schools, to boast the quality education. Also, these areas have Government and Private Universities to increase teachers know-how and this area lodges some administrative offices like the delegation of basic education, D.O's office, and governor's office just to name a few.

### **Theoretical Delimitation**

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. This discuss the theories underlying school inspection as an external evaluation in education drawing heavily upon Stufflebeam's CIPP Model of Evaluation, 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' and learners inspection thereby allowing educational practitioners to utilize knowledge provided from this study to ensure the smooth running of pedagogic processes in schools to ensure quality education.

In conclusion, school inspection means checking and evaluating all parts of the school system, including buildings, school rules, cleanliness, teaching methods, and management, among others. 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. Therefore, the pedagogic aspects to be examined in this study include the use of teaching materials, teaching methods, teacher's commitment, their qualifications and mastery of subject content, as these are considered enormous in ensuring the academic output of pupils in all the different levels of education.

## **Definition of Key Terms**

### **School Inspection**

Referring to Smith's (2018) definition of inspection, school inspection can be defined as a process of supervision and evaluation of educational institutions, teachers, educational practices, and curricula, in order to ensure the quality of teaching (Johnson & White, 2020), ensure compliance with educational standards, improve pedagogical practices, and teacher effectiveness (Brown, 2019) and ensuring equity and inclusion in education (Jones, 2021). The inspection at this level aims to verify the application of all the rules, methods and techniques of teaching with the aim of improving the education system. Ultimately, it is thus a component of a global system of steering and quality improvement in education. According to (UNESCO, 2020), School inspection is the process of assessing schools to ensure compliance with educational standards and policies.

### **Inspection**

Inspection can be defined as a process of systematic verification to ensure that an activity, product or service meets pre-established criteria (Smith, 2018). Its main objectives include:

compliance with applicable standards and regulations (Johnson & White, 2020), continuous improvement of quality and efficiency (Brown, 2019), and risk prevention and user protection (Jones, 2021). They can be seen in several sectors, including education (Duval, 2017).

**Decentralization:** In the context of education, decentralization refers to the transfer of decision-making authority and responsibilities from the central authorities to the local governments or school. Or it can also be define as the transfer of administrative and financial authority from central government to local education bodies (World Bank, 2018).

**Quality Education:** quality education involves several key elements, including helping learners develop the right skills, providing proper school infrastructure, and ensuring access to necessary equipment, learning materials, and other educational resources. It is an effectiveness of the education system in delivering knowledge, skills, and competencies to students (Ogunniyi, 2017).

**Strategies:** These are planning, communication, monitoring and evaluation practices and mechanisms adopted by the supervisors with the aim of achieving effective outcomes.

### **Organization of the Study**

This research has the following structure;

The study is organized in five chapters. Chapter one is an introduction and background to the study while chapter two reviews relevant literature on school inspection, decentralization, and quality education which is related to the study. Chapter three is a research methodology where research approach design, sample, and sampling techniques as well as data collection methods are explained. Chapter four presents finding, analysis, and discussion of data collected from the study using various research methods techniques. Chapter Five presents the summary of the study; practical recommendations based the results and conclusions drawn from the findings.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Conceptual Framework**

##### **Concept of School**

Based on the view of Roser Max (2019), a school is an establishment created to facilitate the education of learners or pupils under the guidance of teachers. Etymologically, the word school is derived from the Greek (*scholè*), originally meaning “leisure” and also “that in which leisure is employed”, but later referred “groups to who lectures were given”. The concept of grouping students together in a centralized location for learning has existed since classical antiquity, with Plato’s academy and equally existed in ancient Rome. In other words, a school can be referred to as, an organized institution designed to provide structured education to learners, equipping them with knowledge, skills, values, and competencies essential for personal and societal development. It serves as a formal learning environment where students engage in academic, social, and cultural activities under the guidance of trained educators. Schools exist at different levels, including primary, secondary, and tertiary education, each playing a crucial role in preparing individuals for lifelong learning and professional careers (Dewey, 1916).

Looking back through history, schools have evolved from informal learning spaces to complex educational institutions with structured curricula and standardized teaching methods. Early civilizations, such as those in ancient Egypt, Greece, and China, established learning centers that focused on religious teachings, philosophy, and practical skills. In modern society, schools operate under national and international educational policies aimed at ensuring inclusive and equitable education for all learners (UNESCO, 2021). The purpose of schools extends beyond academic instruction, encompassing socialization, character formation, and preparation for civic responsibilities.

One of the fundamental characteristics of a school is its formalized curriculum. A well-structured curriculum outlines subjects to be taught, learning objectives, and assessment methods to evaluate students’ progress. Schools offer a wide range of disciplines, including mathematics, science, language arts, and humanities, as well as extracurricular activities that promote creativity, leadership, and teamwork (Bruner, 1996). The organization of school systems varies

globally, with different educational models tailored to meet the specific needs of societies. For instance, some countries adopt centralized education systems, while others embrace decentralized approaches that grant local authorities autonomy in managing schools (Schleicher, 2018).

The effectiveness of a school is often evaluated based on factors such as student performance, teacher quality, infrastructure, and administrative efficiency. A well-functioning school system ensures that students receive a holistic education that prepares them for higher education, employment, and societal engagement. Schools that foster an inclusive and supportive learning environment contribute significantly to national development by producing skilled and knowledgeable citizens who can contribute to economic growth and innovation (United Nations, 2015).

### **The School System in Cameroon**

The Cameroon school system is structured to provide formal education at different levels, including primary, secondary, and tertiary Education. It operates within a bilingual framework, with English and French as the two official languages of instruction, reflecting the country's colonial heritage under British and French rule. The Cameroonian education system is managed by different ministries depending on the level of education. Primary education is overseen by the Ministry of Basic Education (MINEDUB), Secondary education falls under the responsibility of the Ministry of Secondary Education (MINESEC), while higher education is governed by the Ministry of Higher Education (MINESUP).

### **Structure of the Cameroonian School System**

Cameroon's school system follows an organized sequence, starting with the early childhood education, then moving through Pre-school, secondary, and finally higher education.

- **Pre- Education:** This level consists of nursery schools that cater to children aged 3 to 5. It offers foundational learning in literacy, numeracy, and social skills, helping to prepare children for primary education.
- **Primary Education:** This stage lasts six years and is compulsory for children aged 6 to 12. The curriculum covers subjects such as; mathematics, science, language (French or English), social studies and moral education. Upon completion, pupils take a *Certificat d'Etudes Primaires* (CEP) in French sub-system or the First School Leaving Certificate (FSLC) in the English sub-system.

- **Secondary Education:** This level is divided into two cycles:

The first cycle (five years in the French sub-system and five in the English sub-system) leads to the Brevet d'Études du Premier Cycle (BEPC) or the General Certificate of Education Ordinary Level (GCE O-Level).

The second cycle (two years) leads to the Baccalauréat in the French sub-system or the General Certificate of Education Advanced Level (GCE A-Level) in the English sub-system.

- **Higher Education:** Universities and higher institutions offer undergraduate and postgraduate programs. Both public and private universities in Cameroon, including the ten state universities such as University of Yaoundé, the University of Buea, the University of Douala, and the University of Bamenda all offer Bachelor's degree programs, Masters degrees and PhD in various disciplines. After three years of studies it lead one to obtain a Bachelor degree, two years of studies one acquire a Master's and in the period of three years after writing a Valid thesis, one obtains a philosophy of doctor (PhD).

Cameroon has a unique bilingual education system influenced by its colonial history. The Francophone system follows the French model, emphasizing centralized administration and structured national exams, while the Anglophone system follows the British model, emphasizing analytical learning and continuous assessment.

Schools are considered ideal examples of open system. Open systems can be characterized by sets of interacting elements that obtain inputs from the external environment later transform them in order to produce outputs for the environment (Daft, 2001). There are mainly four types of resources: human resources, financial resources, material or physical resources, and informational inputs from the environment. Monetary inputs are great and significant element as they can be used to acquire the other forms of inputs. They include investment and recruitment capital and may come from the communities in the form of council's donation, school fees, Parent Teachers Association (PTA) levies in some zones, donations from non-governmental organization and equally from the government through budgetary allocations (Mbua, 2003). It is remark that communities are seen as an integral part of the school environment but they serve their interests often without corresponding resource support.

## **Concept of Inspection**

The term inspection is derived from the Latin etymology word *Inspicere*, meaning “to look into”. An inspection is an instance of looking for a specific reason. The *Malawi Handbook for inspectors* (1982) defines inspection as that specific occasion when an educational institution is examined and evaluated as a place of learning in such a way that advice may be given for its improvement. According to Tait (1993), inspection is defined as the process by which a central authority, represented by inspectors, monitors and evaluates teaching and school administrators. Inspection is a managerial function procedure. It from the definition inspection, we have notice the following characteristic; it involves examining and evaluating the quality of teaching and learning in a school based on established criteria, they are judgmental in nature, monitoring educational trends and standards within institutions. It also assesses the availability and suitability of physical facilities, human resources, instructional materials, and evaluates the overall social environment of the school. Someone who carries out inspection activities is called an inspector.

Inspection and supervision are most often interchangeably used in certain context, for Supervision is constant and continuous process, more personal guidance based on frequent visits when attention is focused on one or more aspects of the educational institution and its organization (*Malawi Handbook for Inspectors*, 1982). According to Tait (1993), supervision is a process whereby supervisors visit schools to collaborate with teachers and administrators in order to assess the quality of teaching, school management and to offer advice and guidance to teachers and administrators where it may be necessary.

Supervision aims at giving advice, support and direction for the improvement of classroom instructions, teachers’ performance and institutional performance. Supervision is more constant and regular than inspection. Inspection is an external evaluation carried by inspectors in an organization to reach a consensus on, what to look for, in order to ensure that evidence that the inspection criteria are being met and equally on how to do it. Inspector through their inspection, need to be able to assess correctly the strength and weaknesses of an organization or school, by emphasizing areas of best practice and making recommendation on how to improve certain aspect.

Therefore, inspection and supervision are essential for several reasons: they help ensure quality education, improve and maintain educational standards, evaluate the performance of teachers and schools, monitor instructional practices, and provide encouragement and support for continuous improvement and manage change and development, identify needs of schools, collect data, provide professional development for teachers, provide advice to schools, strengthen the supervision of head teachers, provide feedback to the ministry of education and other stakeholders.

### **Concept of School Inspection**

The term “School Inspection” has been interpreted and described in various ways by different scholars and professionals. It is sometimes used interchangeably with school supervision. According to the Oxford Dictionary of English is ‘to make official visit to an organization or check on standards’. (Richards 2001) defines school inspection as the process of “observing work in schools, collecting evidences from a variety of other sources and reporting the judgments”. According to Richards, school inspectors are just neutral observers like cameras or video recorders that randomly capture snapshots of schools and classrooms. He emphasizes that inspectors play main features that are relevant to the educational core and are to be properly examined.

Wilcox (2000) defines school inspection as “the process of assessing the quality and/or performance of the institutional services, programs or project by those (inspectors) who are not directly involved in them”. The definition indicates that school inspection is an external system of educational evaluation and in reality, school inspectors have no direct control on those they inspect (teachers) but rather they influence their accountability to their work performance through the publication of the school inspection reports they write (Ehren & Visscher, 2006).

The aim of school inspection is to improve and provide better quality education (Nolan, 2018). In inspection, the inspector needs to seek the buy-in, cooperation, and collaboration of those being inspected. This cooperation is aimed at assisting inspectors in becoming successful in performing their supervisory tasks. Inspection involves the practice of monitoring work performances of teacher’s and providing feedback by using benefiting and suitable strategies that enable correction of weaknesses in classroom practices to encourage Professional growth enhances the delivery and flow of quality educational activities and services. School inspection is therefore a

necessary process which entails a combination of activities concerning the teaching and learning process of a school for the improvement of teaching learning quality in a school system (Gongera, 2019; Habimana, 2018).

The aspect of school inspection indicates the great positive impact in a country, hence requiring much and strict control. Ross (2002) outline that; as the economies of nations compete for strong positions with a complete global market place, many governments have become increasingly inclined to view the relative performance of their education strategies designed to achieve improvements, in national economic development. Through this, the government and its partners have devoted much in education for a better quality in teaching and learning process. Similarly, Aiyepku (1987) highlighted that inspection involves evaluating the condition of teaching and learning with the goal of enhancing educational standards.

Thus, looking at these definitions from the different authors, one can rightly affirm that school inspection is still used in different countries with the reflection of compliance monitoring of education provided in the society (Grauwe, 2007). 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. As noted by Grauwe, certain countries have chosen to use the term “supervision” instead of “Inspection”.

### **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 previously mentioned, school inspection is seen as a tool through which the government can ensure that the financial resources invested in education yield the intended results.

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 pupils’ performance”?

### **Reasons/Purpose of School Inspection**

School Inspection is a vital component of education systems worldwide and has consistently served the same fundamental purpose, regardless of its historical development across different regions 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 gain a comprehensive understanding of quality in education:** This is carried out using performance indicators established for education system. Report findings are sent to the educational institutions involved to enable them to plan improvement strategies.

**To guarantee basic standards:** This involves checking that the required minimum standards are being met and maintained. 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. Supervising the implementation of the curriculum ensures that teachers are effectively following it. There are genuine concerns that some schools fail to implement the curriculum properly, and that some teachers lack a clear understanding of what is expected to them. For the curriculum to positively impact student learning, it must be delivered accurately and consistently.

**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 enhance teaching and learning:** In this context, school authorities may seek to understand the actual status of the 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 stimulate and provide guidance:** This aims to ensure that schools are motivated and supported in adopting effective practices to improve and achieve their educational goals.

## **Types of School Inspections in Cameroon Schools**

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. In Cameroon, school inspectors employ various forms of inspection to promote effective teaching and learning, ensure the smooth functioning of schools, and, most importantly, enhance the academic performance of students, thereby maintaining high educational quality within the school system. The form and types of inspection sorely depends on the size of the school, nature of supervision and areas to be covered. Iloh (2016) affirms that inspection exists in various forms. They include;

- Basic/Full or whole school inspection
- Routine visits
- Emergency
- Accreditation
- Subject Specific Inspection
- Follow-Up visits
- Developmental/Grant-in-aids

### **Basic/Full Scale school inspection:**

As stated by the name, it involves the process by which a group of experienced and qualified teachers aptly assigned as inspector's from the Ministries of Education, which comprises of the Primary and the Post-Primary schools' Boards. These highly competent and commissioned teachers deployed from various schools are set aside to visit schools thereby, checking the general school environment, the head-teachers plan of action, the teacher's performances in terms of classroom instruction, record keeping, learner's works and appearances. It is called 'Basic' inspection due to its major and elementary kind of inspection whereby, touching all the principles that guide instructional improvement. The visiting are always informed some weeks before for its effectiveness and report is always accompanied along in which a school will a copy.

**Routine visits:** This is a visit made to schools in controlling the performance of schools, assiduity of teachers, teacher's lesson presentation, instructional materials, methodologies utilized and evaluation procedures at regular intervals. This visit is conducted at least once in a term by a pedagogic inspector who is competent to demonstrate teaching or observe instructional

processes as presented by teachers while others observe to see whether teachers are performing their teaching duty respectively. At the end of these visits comments are made for amendment and implementation.

**Emergency Inspection:** This is the type of inspection that occurs when something unusual happens in a school or institution. It may arise due to violence at school milieu, accident, indifference among teachers and head teacher wherein request is submitted to the authorities by the school or parents. Through this requests, a team of inspectors May be sent to the schools to carry out thorough investigation or interact with the personnel's in the affected schools and it surrounding.

**Accreditation Inspection:** This is referred to as the process of officially recognizing someone as having a particular status or being qualified to perform a particular activity. It is a type of inspection which is carried in a school who wants accreditation for approval to offer certain subject for certificate examination or to be up graded. This activity is carried out once in every five years for higher institutions and before any school can enroll students for external examinations must specifically in the science subjects.

**Subject Specific Inspection:** This kind of inspection is frequently done at the basic education when learners perform extremely poor at the official or class exams. According to SCORES (2010), the Office for Standards in Education (OFSTED) currently carries out subject specific inspections in order to write subject reports, which should inform Government about thee curriculum and its teaching effectiveness. In the Ministry of Secondary Education of Cameroon, subject inspectors are out in the various regions to follow-up subject teachers and give reports to the government. A subject inspector also ensures that teachers are properly assigned and that there is a fair distribution of subject specialists across schools.

**Follow-Up visits:** Follow-up visit refers to systematically monitoring learner's and teacher's progress after receiving academic services like advising or warning. This purposes is evaluating the effectiveness of a previous visit. It is the type of visit which takes place after a major inspection has been carried out and the feedback calls for another to check if corrections or advises had been implemented by an institution. A follow-up visit is necessary to ascertain

whether the advice and suggestions given in the report have been implemented. The visit is usually brief and to the point of interest where the school had defaulted.

**Developmental/Grant-in-aids Inspection:** This type of school inspection is mainly carried out on request by the school authority, Ministry of Education. It is a special type of visit which takes place when the government or an organization in partnership with education wants to upgrade schools, provide some educational facilities for the advancement of the school and to find out what needs is to be done in terms of facilities and equipment provisions. For instance; Construction of some classrooms by the government, provision of teachers, provision of borehole to a school, and other schools or didactics materials for the advancement of education.

### **Functions of a School Inspection**

There exist four primary functions of school inspection as a control mechanism to govern and control school, according to Wilcox and Gray (1996) which are; Inspection can take various forms, including evaluation, auditing, and disciplinary oversight.

Inspection as an evaluation focuses on assessing school performance and making informed judgments to ensure accountability for the quality to education delivered. School inspectors are also expected to provide a continuous monitoring, reviewing and assessing the attainment and progress of learners.

Inspection as auditing is designed to ensure that schools comply with educational policies, standards, and regulations established by the educational authorities and the government. Adherence to these guidelines helps to maintain a baseline level of educational quality across institutions.

Inspection as a disciplinary power reflects the history of school inspection at the end of the 18<sup>th</sup> century in which institutions are governed and controlled by central government. Consequently, a regulatory system such as school inspection has been implemented to oversee school operations and instill specific bureaucratic principles within educational institutions (Glanz, 1991).

Inspection as a form of social action can be described by understanding the interaction that occurred and involved in its process, that encompasses the relationship and communication between supervisors as the persons in charge that performed the supervision and the inspected key actors, which are teachers, head teacher or principals and sometimes learners.

School inspection however, has extended its functions in serving institutions that might contribute to school effectiveness. From primarily focused to assess and making judgment on school, inspection action has transformed in concentrating more to the advisory role in helping school specifically teachers and school heads on good practice (Hartley,2017). In this, the act of playing an advisory role has help teachers and school head to improve and fulfill their set objectives at end of the day. Hence, this process of inspection will help school managers; create a favorable atmosphere for learning by providing necessary didactics materials to teachers, in order for teachers to improve on learner's performance at the end of the day.

### **The Actors in the Process of Inspection in Cameroon**

School inspection involves several actors with various roles, who contribute to the evaluation and improvement of the education system. These actors can be internal (from the education system itself) or external (independent bodies, parents, students).

In the classical way, inspectors are the main actors in school inspection. Their role varies according to the type of inspection and the education system. A distinction is made between: pedagogical inspectors who evaluate teaching practices, advise teachers and propose areas for improvement (De Ketele, 2010), and administrative inspectors (controllers and service inspectors) who check the management of schools, compliance with regulations and the proper allocation of resources (Lafontaine, 2014). In addition, in some cases, there are specialized inspectors who focus on specific themes, such as inclusive education, the use of digital technology or in-service teacher training (Crahay, 2013).

Looking at other actors include, school principals (principals, school head teachers, and college directors). They play a key role in facilitating inspections and implementing recommendations. They are responsible for the day-to-day management of schools and act as a connector between teachers and the educational administration (Wilkins, 2011). Alongside with them, we find the teachers who are both evaluated and involved in the inspection process. In some approaches, such as self-inspection or formative inspection, they actively participate in their own evaluation and in the improvement of their practices (Ehren & Visscher, 2008).

Some actors, known as external actors, also contribute to the inspection. These include; pupils, students and parents, educational institutions and government authorities as well as researchers and education experts. Indeed, although students are generally the subject of evaluation (through

their results and behavior), they can also be consulted in satisfaction surveys on the quality of teaching (Ofsted, 2014). In some countries, parents' associations are involved in the evaluation of schools, in particular through feedback and public consultations (Lafontaine, 2014). As for the Ministries of Education, they define the criteria for inspection and appoint inspectors.

## **THE ITEMS TO BE INSPECTED AND INSPECTION BULLETINS**

In an inspection process, two components are essential, namely, the elements to be inspected, which define the areas of evaluation, and the inspection bulletins, which formalize the results and observations of the inspection.

### **Elements to be inspected**

The elements evaluated during a school inspection vary according to the educational objectives and policies in place. However, certain criteria are generally present in the majority of education systems (Crahay, 2013; De Ketele, 2010):

**1-The quality of teaching and learning:** Here, the quality of teaching and learning are examined, pedagogy and teaching methods (techniques used to transmit knowledge), teacher-student interaction (student engagement and participation), and pedagogical differentiation (taking into account the needs of students in difficulty or advanced), and the use of educational resources: textbooks, digital tools, teaching materials, curriculum.

**2-The management of schools:** The inspector is interested in the administrative organization (staff management, student monitoring, compliance with the framework) of regulations, safety and learning conditions (infrastructure, hygiene, school climate), and the relationship with parents and the educational community: in the sense of their involvement in this process and communication.

**3-The evaluation of students and academic results:** it concerns evaluation methods (exams, practical work, continuous evaluations), the analysis of academic results (success rate, student progress, and the care of students in difficulty (personalized support, academic support).

**4-Governance and educational leadership:** the issues of the skills and involvement of school principals, the ability to mobilize the teaching team and establish a positive learning climate, strategies for continuous improvement and pedagogical innovation are addressed (Lafontaine, 2014).

**5-Compliance with educational regulations:** It is concerned with compliance with official curricula and teaching standards, and the application of educational laws and administrative standards (De Ketele, 2010).

### **Inspection Bulletins**

The inspection bulletin is an official document that summarizes the results of the evaluation conducted by the inspectors. It informs stakeholders (teachers, school heads, and education authorities) about the findings of the inspection and recommendations for improvement.

An inspection bulletin typically includes the following sections (Ofsted, 2014):

**1. General information:** Date and place of the inspection, name of the school or institution and inspectors, context and objectives of the inspection.

**2. Summary of observations:** Strengths and weaknesses of the school, areas for improvement, level of compliance with educational requirements.

**3. The details of the elements evaluated:** Evaluation of teaching, pedagogical practices and school results; quality of educational management and leadership and state of educational infrastructure and resources.

**4. Recommendations and action plan:** Suggestions for improving educational practices, actions to be implemented and post-inspection follow-up, schedule of next evaluations or follow-up visits (Wilkins, 2011).

There are several types of inspection reports, detailed reports (in-depth reports for education authorities and schools), summary reports (summaries accessible to parents and the educational community), and follow-up reports which are post-inspection evaluations to measure the progress made. It is therefore a tool for transparency, an instrument for improvement and a basis for administrative decisions. It can influence resource allocation and personnel management (Ehren & Visscher, 2008).

### **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 return, 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 improve, teachers to develop professionally, and students to have meaningful and effective learning experiences. We believe that supervision helps achieve these important goals. 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. In other words, supervision can come from within the school just as easily as from outside sources

Going by decree 2005\139 of 25th April 2005 organizing the Ministry of Basic 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 section 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 one week 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.

### **The Inspection Report as a tool for Evaluation**

Regarding the report phase, the inspection visit usually results in the drafting of a report. For some, the administrative existence of the inspection depends on this written document. Does this mean that the drafting of a report is an essential step in the work of the Inspector? This is a complex question that opens up three aspects: are inspection reports still necessary and useful? What should an inspection report contain? To whom should these reports be distributed?

It should be noted that most countries clearly oblige the Inspectors to write reports of visits at the end of each visit. They attach great importance to the preparation of reports, which record information on a permanent basis, especially since, in most cases, this is the only way for the

Ministry to get an idea of the educational services provided in schools. Inspectors therefore write reports, in particular because their superiors evaluate their effectiveness by the volume produced. It is both interesting and worrying to note that the significance of this priority given to the reports has more to do with the need for the administration to exercise control over the Inspectors than with the potential relevance of these reports to schools.

Thus, after the inspection visit, the inspected teacher receives three copies with the mark adopted by the school Inspector. The teacher verifies the administrative information on the report. He returns two signed copies and keeps one of them with him. Signing a report does not mean that you agree on all points. This means that we have read its contents. The teacher can send it back with his remarks.

In theory, the report is the culmination of the inspection process. It also synthesizes observations, evaluates performance and proposes recommendations. In its content, we should find:

- An introduction in which the framework and objectives of the inspection are specified;
- A summary of observations on the quality of teaching, compliance with standards, student achievement, strengths and areas for improvement;
- An analysis of the interviews summarizing the exchanges with teachers, school heads, students and parents;
- And finally, recommendations and an action plan. These are suggestions for improving the quality of teaching and school management (De Ketele, 2010; Lafontaine, 2014).

In this respect, it can be a detailed report, aimed at education authorities, school heads and teachers, or a summary report that can be made public to inform the educational community and parents (Ofsted, 2014). It is important to emphasize that in a formative inspection, the report serves to guide continuous improvement, while in a summative inspection, it can influence administrative decisions such as in evaluation of teachers or the restructuring of schools (Ehren & Visscher, 2008). Hence, two essential steps in the implementation process must be taken into account, namely the preparation of these visits and their actual conduct, as well as the interview and the report.

### **Problems faced by School Inspection in Most African Countries on improving quality education.**

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 time, many school inspectors have shown poor attitudes and limited commitment to fulfilling their inspection duties. 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:** one major issue is lack of collaboration between school inspectors and teachers. Inspectors often assess teachers based on personal judgments rather than using standardized evaluation tools, and meaningful dialogue between both parties especially after inspections is rare (Enaigbe, 2009).

**Cost of conducting inspection:** school inspection is high, and this has significant implications for the education sector. In many cases, inspectors do not receive the allowances and benefits they are entitled to, which reduces motivation and makes the task unattractive (Ololube, 2013).

**Education system/bureaucracy:** In most developing countries, especially in Cameroon, the inspectorial 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 centralized structure often results in decisions being made about inspections without engaging people who have firsthand knowledge of the schools concerned (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. Due to the absence of proper follow-up, it becomes difficult to guarantee that school inspections will effectively and economically contribute to school improvement. Wanzare (2002) observed that when inspectors fail to provide feedback, it discourages teachers and hinders their efforts to enhance their teaching. Moreover, many school inspections suffer from inconsistency and lack a well-defined, appropriate, and standardized framework.

**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 appears that the current system is more focused on control than on providing support. Instead of helping schools improve, it mainly works to maintain the status quo by enforcing rules and ensuring that institutions follow bureaucratic procedures (Ololube, 2013).

**Rigid assessment approaches:** On the one hand, the emphasis on quantitative criteria (academic results, success rates) can neglect essential aspects such as pedagogical innovation and student

well-being (Crahay, 2013). In addition, standardized assessment does not always take into account specific contexts (disadvantage areas, schools in difficulty).

**Problems of legitimacy and acceptance:** It appears that some teachers perceive inspection as a punitive approach. This can create tensions and slow down pedagogical improvement (Wilkins, 2011). In addition, a lack of communication and transparency can increase teachers' mistrust of inspectors (Ehren & Visscher, 2008).

**Inspection reports:** School inspectors are expected to prepare inspection reports with detailed recommendation 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. Currently, there is a noticeable disconnect between universities, school boards, and the inspectorate of the Ministry of Education regarding issues related to school inspection.

**Inspectorate-university partnerships:** The partnership between Colleges of Education and Inspectorate lacks a formal and well defined structure, and collaboration remains minimal and inconsistent. Due to this lack of coordination, inspectors often operate independently visiting schools, identifying issues, and making recommendations to school boards for implementation without effectively involving university faculty members as facilitators in inspection related 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:** Many school inspection exercises have been characterized by inadequate or poorly coordinated planning. Plans for the inspection of schools have been over-ambitious and, thus, 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).

**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 or pupils. Many teachers have, 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 on, clerical services, support staff, equipment, and stationary. A consistent lack of stationary and insufficient secretarial support hinders inspectors from producing thorough and meaningful reports. Additionally, the resources provided for school inspection such as personnel, equipment, office space, and advisory services are often inadequate compared to the demands and responsibilities of the role (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. In many countries, certain geographical areas are so inaccessible that visiting schools, even with advanced transportation, becomes nearly impossible. 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 inspector's at the end of each inspection to gather the views of head teachers and other school personnel on the practice and process of inspection.

Faced with these challenges, some solutions can be put in place to make inspection more effective and beneficial for the education system. Also, the following prospects for improving school inspection are:

- ✓ The migration towards a more formative and collaborative inspection through the promotion of constructive inspection, based on dialogue and pedagogical support rather than on a logic of sanction (Wilkins, 2011). Also, an encouragement of self-evaluation by teachers and schools as a complement to external inspection (Ehren & Visscher, 2008).
- ✓ Strengthening the training and skills of inspectors: The aim is to develop in-service training programs for inspectors, so that they master new pedagogical approaches and modern assessment techniques (De Ketele, 2010), on the one hand. Then to train inspectors in benevolent communication and educational leadership, to improve their relationship with teachers, on the other hand.
- ✓ The use of new technologies in inspection: Integrating digital tools to facilitate the collection and analysis of data on school performance (Ofsted, 2014) and experimenting with hybrid inspections combining site visits and remote assessments via digital platforms.
- ✓ Adaptation to local contexts and teachers' needs by developing differentiated approaches to assess schools according to their specific realities (Crahay, 2013), and then giving more autonomy to schools so that they can adapt inspection recommendations to their real needs.

### **School inspection as a tool for accountability**

School inspection plays a crucial role in ensuring accountability by systematically assessing educational institutions to verify adherence to established standards. It promotes transparency in the use of resources, improves teaching practices, and supports the ongoing advancement of pupil's performance. By highlighting strengths and addressing weaknesses, school inspection processes safeguard the integrity of the education system and enhance its overall efficiency and effectiveness.

### **Ensuring Accountability in Academic Performance:**

School inspection play a pivotal role in holding schools accountable for their academic performance by conducting impartial evaluations of their adherence to educational standards and

objectives. These evaluations encompass a systematic review of core operational elements, including teaching quality, student outcomes, curriculum implementation, and administrative processes. Inspectors gather data on various aspects such as student performance, classroom dynamics, and the availability of resources to assess the overall effectiveness of education delivery (Sutherland & McConnell, 2019). The findings from these inspections, detailed in comprehensive reports, highlight both strengths and areas requiring improvement. This process pushes schools to tackle identified weaknesses, implement necessary improvements, and align with established educational standards. As a result, inspections promote transparency, encourage institutional growth, and strengthen the commitment to delivering high-quality education.

### **Ensuring Compliance with National Standard and Policies**

School inspections also ensure that institutions comply with national standards and policies by assessing how well they align with established educational regulations. These evaluations involve reviewing key aspects of school operations, such as curriculum delivery, instructional strategies, assessment methods, and administrative practices. By evaluating these aspects, inspectors determine whether schools are effectively carrying out government policies and consistently maintaining educational quality. Feedback provided through inspections helps schools identify areas needing adjustments and implement necessary changes. This ensures uniformity across institutions, fosters accountability, and supports the efficient delivery of education that aligns with national's goals and expectations.

### **School inspection as a tool for improving educational quality**

**1-Improving teacher effectiveness and instructional practices:** School inspection significantly enhances teacher's effectiveness and instructional quality by providing structured guidance, constructive feedback, and opportunities for professional development. Effective school inspection enables teachers to refine their teaching methods, engage in reflective practices, and align their strategies with curriculum objectives. Regular classroom observations and targeted feedback empower educators to address challenges and build on their strengths. Moreover, inspection fosters mentorship, creating a collaborative atmosphere that supports continuous professional growth. Research by Al-Ghefeili and Al-Hammadi (2020) and Hallinger and Wang (2021) underscore the impact of effective inspection on improving teaching performance, which ultimately benefits pupils and elevates the overall quality of education.

**2-Identifying weaknesses in teaching and learning processes:** An integral role of school inspection is to identify and address deficiencies in teaching and learning processes. By systematically observing classroom interactions, reviewing lesson plans, analyzing learner's outcomes, and teacher's assiduity during their school visit. Inspection can uncover disparities between curriculum objectives and classroom practices. These assessments help identify ineffective teaching methods or areas where learners struggle to meet learning goals. Research by Lash and Ratcliffe (2021) and Kutsyuruba (2020) highlights that addressing these issues promptly enables inspectors to provide tailored feedback and professional development, thereby, supporting teachers in improving their approaches. This iterative process of assessment and intervention ensures higher instructional quality and better pupil achievement.

### **3-Monitoring teaching and learning processes:**

Inspection focuses on evaluating educational activities to ensure alignment with established standards and goals according to the national program. By assessing classroom interactions, teaching techniques, and learner's outcomes, inspectors provide timely feedback and implement necessary adjustments. Effective monitoring uphold high educational standards and creates a supportive learning environment, which leads teaching and learning outcomes (Liu & Hallinger, 2022).

### **4-Fostering Curriculum Implementation:**

Inspectors play a pivotal role in ensuring the curriculum is effectively implemented and adhered to within schools. They guide teachers in aligning instructional practices with educational standards, address challenges, and evaluate the curriculum's impact on pupils learning. By fostering curriculum implementation, inspection supports consistent high-quality instruction and academic achievement.

### **The Concept of Education**

Education is a fundamental human process that involves the systematic acquisition of knowledge, skills, values, and attitudes necessary for personal and societal development. It is a structured process through which individuals are guided to develop their intellectual, social, emotional, and physical capabilities to become responsible and productive members of society (Dewey, 1916).

Education is not only limited to formal schooling but also encompasses informal and non-formal learning experiences that contribute to lifelong learning and growth.

According to UNESCO (2021), education serves multiple functions, including personal empowerment, social integration, economic progress, and cultural preservation. It enables individuals to acquire the competencies needed to participate in economic activities, make informed decisions, and contribute to national development. Moreover, education fosters critical thinking, creativity, and problem-solving skills, which are essential for adapting to an ever-changing world. The process of education is dynamic and varies across cultures, societies, and historical periods, reflecting the unique needs and aspirations of different populations. Education can be divided into three main types:

Formal education refers to structured learning that takes place in schools, colleges, and universities, following a prescribed curriculum and leading to recognized certifications (Bruner, 1996). Non-formal education includes organized learning activities that occur outside the formal school system, such as vocational training, adult literacy programs, and community-based education initiatives. Informal education, on the other hand, is an unstructured and lifelong process through which individuals learn from daily experiences, family interactions, social engagements, and exposure to media (Vygotsky, 1978). These three forms of education work together to shape an individual's knowledge, values, and competencies throughout life.

Philosophers and educators have developed various theories to explain the purpose and methods of education. John Dewey (1916) highlighted the importance of education in promoting democratic participation and learning through. He argued that education should be learner-centered and should focus on practical, hands-on experiences that prepare students for real-life situations. Paulo Freire (1970), in his work *Pedagogy of the Oppressed*, highlighted the transformative power of education in liberating marginalized communities and promoting social justice. He introduced the concept of "dialogical education," where learners and educators engage in meaningful conversations to challenge oppression and bring about societal change.

In today's society, education is widely acknowledged as a fundamental human right and a crucial catalyst for sustainable development. The United Nations' Sustainable Development Goal 4 (SDG 4) aims to ensure inclusive and equitable quality education and promote lifelong learning

opportunities for all (United Nations, 2015). Access to quality education is essential for reducing poverty, promoting gender equality, and fostering economic growth. However, disparities in access to education remain a global challenge, particularly in developing countries where factors such as poverty, inadequate infrastructure, and sociocultural barriers hinder educational opportunities for many children and adults.

The progress of technology has greatly changed the way education is delivered and experience. Digital learning platforms, online courses, and virtual classrooms have expanded access to knowledge beyond traditional educational settings. The integration of artificial intelligence, data analytics, and interactive learning tools has enhanced personalized learning experiences, making education more adaptive and accessible (Siemens, 2013). Despite these advancements, challenges such as the digital divide, teacher training, and curriculum adaptation continue to shape the effectiveness of technology in education.

### **Determinants of Quality Education in Primary School**

Quality education in Cameroonian primary schools is influenced by multiple interrelated factors that determine learning outcomes and the overall effectiveness of the education system. Among these, teacher quality remains a crucial determinant. Highly qualified, well-trained, and motivated teachers enhance student learning through effective instructional strategies, classroom management, and subject mastery (Darling-Hammond, 2000). In Cameroon, differences in teacher training and recruitment, especially in rural areas, impact the consistent delivery of quality education (Ngome, 2020). Furthermore, the continuous professional development of teachers through workshops, mentorship, and refresher courses is essential for maintaining pedagogical standards and improving student performance (UNESCO, 2015).

The availability of adequate teaching and learning materials significantly impacts the quality of education in primary schools. Essential resources such as textbooks, exercise books, audiovisual aids, and digital tools support effective teaching and learning (Abadzi, 2006). In Cameroon, many primary schools, particularly in remote regions, face shortages of this material, which hinders curriculum implementation and reduces the engagement of learners (Tchombe, 2019). Additionally, access to modern technology in classrooms, including computers and internet connectivity, enhances learning opportunities and facilitates the acquisition of 21st-century skills (World Bank, 2021).

School infrastructure also plays a fundamental role in shaping educational quality. Safe, well-equipped, and conducive learning environments foster student concentration, participation, and retention rates (Barrett et al., 2019). Many Cameroonian primary schools lack adequate classrooms, furniture, sanitation facilities, and electricity, leading to overcrowded and poorly ventilated learning spaces that negatively affect student well-being and academic performance (Ministry of Basic Education, Cameroon, 2022). Investing in school infrastructure development is therefore critical in ensuring an optimal learning environment for pupils.

Parental and community involvement in education enhances student achievement by reinforcing learning at home and supporting school initiatives. Studies have shown that parental engagement in homework, school meetings, and decision-making processes positively influences students' academic performance and motivation (Epstein, 2011). In Cameroon, socioeconomic factors, including parental literacy levels and financial constraints, sometimes limit the extent of parental participation in school-related activities (Nsamenang, 2007). Strengthening community-school partnerships and sensitizing parents on the importance of active involvement can significantly improve educational outcomes.

Educational policies and governance also determine the quality of education in Cameroonian primary schools. Government regulations on curriculum standards, teacher recruitment, school inspections, and funding allocation influence how effectively education is delivered (OECD, 2018). The decentralization of education governance in Cameroon aims to improve accountability and resource distribution, yet challenges such as bureaucratic inefficiencies and inadequate financing persist (Tchinda, 2021). Ensuring effective implementation of education policies through transparent monitoring and evaluation mechanisms is essential for achieving quality education.

Moreover, socioeconomic factors, including household income, child nutrition, and health, affect pupils' academic performance and access to quality education. Children from low-income families often face financial barriers that hinder school attendance, while malnutrition and poor health contribute to absenteeism and reduced cognitive development (Glewwe & Muralidharan, 2016). School feeding programs, health interventions, and social support mechanisms are crucial in mitigating these challenges and promoting equitable access to quality education in Cameroon.

The following table outlines the types and guiding principles of UNESCO’s Quality Education Framework based on the Four-Fold Principles of Learning as presented in the Delors Report (1996).

**Table 1: UNESCO’s quality education framework four-fold principle of learning.**

Type of Learning	Principles
Learning to Know	This involves recognizing that quality education allows learners to continuously build their knowledge by blending both indigenous and external sources of understanding.
Learning to Do	<ul style="list-style-type: none"> <li>- Applies knowledge to real-life situations</li> <li>- Enhances practical skills and competencies</li> <li>- Promotes teamwork, innovation, and adaptability</li> </ul>
Learning to Be	<ul style="list-style-type: none"> <li>- Focuses on personal development and self-fulfillment</li> <li>- Encourages creativity, autonomy, and responsibility</li> <li>- Develops emotional and ethical intelligence</li> </ul>
Learning to Live Together	Developing in learner’s attitude free from discrimination, where all have equal opportunities to develop themselves, their families and their communities.

**Source:** UNESCO in Delors, J., Singh, K. & Amagi, I. (1996) *Learning: The Treasure Within*  
*Quality Education should therefore include the following elements:*

- Learners who are healthy, well-nourished and ready to participate and learn and who are supported in learning by their families and communities.
- Environments that are healthy, safe, inclusive, and gender-sensitive, equipped with adequate resources and proper facilities.

- Content that is reflected in relevant curricular and materials for the acquisition of basic skill, especially in areas of literacy, numeracy and skills for life, and knowledge of nutrition, HIV/AIDS prevention and peace.
- Processes through which trained teachers use child-centered, teaching approaches in well managed classrooms and the schools and skillful assessment to facilitate learning and reduce disparities.
- Outcome that encompasses knowledge, skill and attitudes, and are linked to national growth for education and positive participation in society (United Nations Children's Emergency Fund (UNICEF) in Aigbomian, 2012:2).

### **Factors that affect teaching quality in Cameroon primary schools**

Teaching quality in Cameroonian primary schools is influenced by several critical factors that affect both teacher effectiveness and student learning outcomes. One of the key factors is the teacher's level of qualification and professional training. Well-trained and adequately qualified teachers possess pedagogical knowledge, subject mastery, and instructional skills that enhance teaching (Darling-Hammond, 2000). However, disparities in teacher training institutions, particularly in rural areas, have led to an uneven distribution of qualified teachers in Cameroon. Many teachers are recruited without formal pedagogical training, which negatively impacts the quality of instruction and student performance (Ngome, 2020). Continuous professional development programs are essential to ensuring that teachers stay updated with modern teaching methodologies and curriculum changes (UNESCO, 2015).

The availability of teaching and learning resources is another crucial factor affecting teaching quality in Cameroon's primary schools. Effective teaching requires essential materials such as textbooks, lesson plans, digital tools, and audiovisual aids (Abadzi, 2006). However, many schools, especially in underprivileged communities, suffer from shortages of these resources, forcing teachers to rely on outdated or improvised materials (Tchombe, 2019). This lack of resources not only limits the scope of classroom instruction but also affects student engagement and comprehension. Ensuring that schools are well-equipped with modern teaching tools can significantly improve the quality of education.

Classroom conditions and school infrastructure play a vital role in shaping teaching quality. Overcrowded classrooms, inadequate furniture, poor ventilation, and a lack of electricity make it

difficult for teachers to manage students effectively and deliver engaging lessons (Barrett et al., 2019). In many Cameroonian primary schools, particularly in rural areas, classrooms accommodate more students than they were designed for, which affects individualized attention and overall student performance (Ministry of Basic Education, Cameroon, 2022). Investing in school infrastructure like; better classroom facilities and smaller class sizes, can enhance teaching effectiveness.

Teacher motivation and working conditions play a crucial role in influencing the quality of teaching. Factors such as salary levels, job security, workload, and career progression opportunities influence teacher morale and commitment to teaching (Glewwe & Muralidharan, 2016). In Cameroon, low wages, delays in salary payments, and a lack of incentives for teachers- especially those posted in remote areas- contribute to dissatisfaction and high attrition rates (Nsamenang, 2007). Providing competitive remuneration, performance-based incentives, and professional development opportunities can boost teacher motivation and improve instructional quality.

Parental and community involvement in education also affects teaching quality. Active parental engagement, such as helping children with homework, attending school meetings, and supporting school initiatives, reinforces classroom learning (Epstein, 2011). However, socioeconomic factors such as parental illiteracy, poverty, and lack of awareness often hinder effective parental participation in education in Cameroon (Ngome, 2020). Schools that establish strong community partnerships and parental engagement programs tend to experience better teaching and learning outcomes.

Education policies and governance influence the overall quality of teaching in primary schools. Policies regarding teacher recruitment, curriculum design, professional development, and school inspections determine the effectiveness of education delivery (OECD, 2018). In Cameroon, decentralized education governance aims to improve accountability and resource allocation; however, challenges such as bureaucratic inefficiencies, corruption, and inadequate funding persist (Tchinda, 2021). Strengthening the implementation of education policies, ensuring transparency in teacher recruitment, and enhancing school inspection mechanisms are essential steps in improving teaching quality.

Therefore, teaching quality in Cameroonian primary schools is affected by teacher qualifications, availability of resources, classroom conditions, teacher motivation, parental involvement, and education policies. Addressing these factors through targeted interventions and policy reforms can enhance teacher effectiveness and ultimately improve student learning outcomes.

### **Cameroon educational system before decentralization in the primary schools**

Before decentralization, Cameroon's primary education system was highly centralized, with the central government controlling key aspects such as policy formulation, curriculum design, teacher recruitment, and financial management. The Ministry of Basic Education had full authority over all educational decisions, leading to a rigid bureaucratic structure that often resulted in slow decision-making and inefficiencies in resource allocation.

One major issue was the uneven distribution of resources, with urban schools generally receiving better funding, infrastructure, and teacher deployment compared to rural areas. Many rural primary schools faced acute shortages of trained teachers, inadequate learning materials, and poor classroom conditions. Teacher deployment was handled at the national level, leading to imbalances where some regions had a surplus of teachers while others faced severe shortages. Additionally, teachers were often assigned without considering local language and cultural contexts, affecting their ability to effectively engage students.

Financial management was also a significant challenge under centralization. Schools relied entirely on government funding, which was often delayed due to bureaucratic bottlenecks. This led to poor maintenance of school infrastructure, lack of classroom supplies, and limited professional development opportunities for teachers. Without financial autonomy, local school administrators had minimal control over budgetary decisions, making it difficult to address specific needs within their schools.

Community participation in school management was minimal, as local stakeholders had little influence over educational policies or school administration. Parents and local leaders were largely excluded from decision-making processes, which limited their involvement in school improvement initiatives. This lack of local engagement resulted in lower accountability and reduced responsiveness to the specific challenges faced by schools in different regions.

In terms of curriculum and pedagogy, the centralized system imposed uniform educational standards across the country, which did not always reflect the diverse cultural and linguistic backgrounds of students. The rigid curriculum often failed to address the unique learning needs of pupils in different communities. Additionally, teacher training was standardized at the national level, which meant that teachers were not always adequately prepared to handle region-specific educational challenges.

Overall, the centralized nature of primary education before decentralization led to inefficiencies, disparities in resource allocation, limited local participation, and bureaucratic delays in policy implementation. These challenges eventually contributed to the push for decentralization, which aimed to enhance local governance, improve resource distribution, and increase community involvement in school management.

### **Cameroon educational system in the period of decentralization in primary schools**

With the introduction of decentralization, Cameroon's primary education system experienced a shift from centralized control to a more localized approach in school management, resource allocation, and decision-making. This reform aimed to address inefficiencies in governance, enhance community participation, and improve educational outcomes by granting greater autonomy to local councils, school management committees, and regional education authorities.

One of the most significant changes brought by decentralization was the transfer of administrative and financial responsibilities from the central government to municipal councils and local education boards. These entities gained the authority to oversee school infrastructure projects, manage budget allocations, and ensure timely disbursement of resources to schools. As a result, the responsiveness to school needs improved, reducing delays in the supply of textbooks, learning materials, and classroom maintenance. In many communities, this shift led to the construction of new classrooms, provision of school furniture, and improved sanitation facilities, which positively impacted learning conditions.

Decentralization also allowed for better teacher deployment strategies. Local education authorities were given a more active role in identifying teacher shortages and requesting new personnel based on actual needs rather than arbitrary national quotas. This helped to balance teacher distribution, particularly in rural areas that previously suffered from shortages. Furthermore, some municipal council introduced local incentives such as housing allowances or

community support to attract and retain teachers in underserved regions. However, challenges remain, as funding constraints and bureaucratic overlaps sometimes delay the recruitment and payment of teachers.

Another key benefit of decentralization was the increased involvement of parents and community members in school governance through Parent-Teacher Associations (PTAs) and school management committees. These groups played a crucial role in monitoring school performance, organizing fundraising activities, and ensuring accountability in resource utilization. This participatory approach fostered a stronger sense of ownership among local communities, leading to more proactive engagement in addressing educational challenges such as student discipline, attendance, and school development initiatives.

The curriculum and pedagogical approaches also saw some improvements under decentralization. While the national curriculum remains under central government control, local authorities and schools have gained more flexibility in incorporating region-specific content, particularly in areas such as language instruction and cultural education. This has helped to make learning more relevant to students' real-life experiences, especially in multilingual and culturally diverse communities.

Despite these positive changes, the decentralization process has faced several challenges. Many local councils and education administrators lack the technical expertise and financial resources needed to effectively manage primary schools. Corruption and mismanagement of funds have also been reported in some areas, leading to delays in infrastructure projects and teacher salaries. Additionally, disparities between urban and rural councils mean that some regions benefit more from decentralization than others, depending on local government capacity and financial resources.

### **Theoretical Framework**

Increased interest in the study of school inspection has brought about systematic and logical theories of school inspection and supervision. These theories are propounded so that school inspectors would be able to use them for guidance of day-to-day inspection visit (Obi, 2003). Schools have become increasingly complex; those that will inspect schools must have both adequate experience and proper skill in order to cope with the challenging contexts of schools'

visit. Scholars have propounded theories in educational supervision. Among these are: Stufflebeam's CIPP Model of Evaluation, Human Relation theory, Theory X and Y theories of McGregor, Classical Management theory, just to mention a few.

### **Stufflebeam's CIPP Model of Evaluation**

#### **Origin and Context**

The CIPP Evaluation Model was introduced by Daniel L. Stufflebeam during the 1960s as part of a shift in educational evaluation from a narrow focus on outcomes to a broader, more decision-oriented framework. The model was originally developed to guide evaluation in federally funded educational programs in the United States but has since been widely adopted across education systems globally. The acronym CIPP stands for Context, Input, Process, and Product each representing a specific dimension of program evaluation. Stufflebeam's model emerged in response to the growing complexity of educational interventions and the need for comprehensive, continuous, and formative evaluations that inform decision-making rather than simply judging outcomes (Stufflebeam, 2003).

#### **Core Principles of the CIPP Model**

The four components of the CIPP model reflect distinct phases and elements of the evaluation process. Context evaluation focuses on assessing the needs, goals, and environmental factors affecting a program. It asks, "What needs to be done?" In the case of school inspection, this means evaluating the educational needs of specific schools and identifying systemic gaps that inspections should address. Input evaluation examines the strategies, resources, and plans being used to meet those needs. It asks, "How should it be done?" For inspection strategies, this involves analyzing the quality of inspection tools, inspector training, and resource allocation.

Process evaluation is concerned with the implementation of activities. It monitors whether inspection strategies are being applied as intended and helps identify areas for real-time improvement. The key question at this stage is, "is the plan being implemented as intended"? In education, this can include monitoring how frequently inspections occur, whether inspectors follow protocols, and how schools respond to inspection feedback. Finally, product evaluation examines the outcomes and overall results achieved by the program, "Did it succeed?" In the context of school inspection, this would involve evaluating changes in teaching practices, teacher motivation, and overall educational quality as a result of inspections.

### **Strengths of the CIPP Model**

One of the biggest strengths of the CIPP model is its thorough and all-encompassing approach. Unlike traditional models that focus solely on outcomes, the CIPP framework encourages evaluators to examine multiple dimensions of a program, making it suitable for complex systems such as education. It supports both formative and summative evaluations, allowing for continuous improvement and accountability.

Also, the alignment with decision-making; it is designed not just to assess performance but to guide practical actions and policy revisions (Stufflebeam & Zhang, 2017). The model is adaptable across diverse educational settings and can be used by various stakeholders including inspectors, school administrators, and policy makers to inform systemic improvement.

### **Limitations of the CIPP Model**

Despite its strengths, the CIPP model has some limitations. Its comprehensiveness can be resource-intensive, requiring significant time, data collection, and analysis capacity. In contexts where resources and evaluation expertise are limited as is often the case in decentralized education systems implementing the full model may be challenging. Furthermore, the model assumes a rational planning process and may not fully account for political and cultural complexities that influence educational decision-making. Critics also argue that the model can become too mechanical if not applied with contextual sensitivity (Alkin & Christie, 2004).

### **Application to the Research Topic**

This study explores the relationship between school inspection strategies and the quality of education within a decentralized framework, using Bertoua 1 Subdivision as a case study. The CIPP model provides a robust theoretical framework for structuring the evaluation of inspection processes. Context evaluation in this research involves analyzing the local education policy under decentralization and identifying the gaps in school quality that inspection is meant to address. Input evaluation assesses the availability of trained inspectors, inspection tools, and logistical support. Process evaluation examines how inspections are actually conducted frequency, methods, teacher engagement and identifies challenges and inconsistencies. Finally, product evaluation measures the impact of inspection strategies on teaching effectiveness, teacher motivation, and student learning outcomes.

By applying the CIPP model, this research shifts focus from inspection as a compliance tool to inspection as a developmental mechanism. It also helps link school-level realities with broader policy intentions under decentralization, highlighting how well the inspection system is functioning to improve quality. Moreover, the model allows for the identification of systemic barriers and opportunities for improvement, providing actionable recommendations for policy and practice.

The CIPP model is therefore an attempt to make evaluation directly relevant to the needs of decision-makers during the different phases and activities of a program. Stufflebeam was of the opinion that this model gives room for appraisal to take place at any stage or any aspect of a program and could equally be holistic. In this context, Robinson (2002:3) outlines the four components of the CIPP evaluation model, each supporting various types and guiding questions, as presented in a tabular form as in table 2 below:

**Table 2: The CIPP evaluation model showing aspects of evaluation, types of decision and kind of question answered:**

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

**Source: Robinson, (2002:3)**

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

## **McGregor's Theory X and Theory Y**

### **Origin and Context**

Douglas McGregor introduced Theory X and Theory Y in his influential book, *The Human Side of Enterprise* (1960). His work emerged during a period when traditional, authoritarian models of management dominated organizational practice. McGregor's theories were part of a broader shift toward humanistic psychology and behavioral science, influenced by thought of his leaders such as Abraham Maslow. Theory X and Theory Y were developed as conceptual tools to help managers examine their assumptions about human motivation and behavior. These assumptions significantly influence leadership style, organizational climate, and employee outcomes. The theories challenge the conventional belief that strict control and punishment are necessary for productivity, offering instead a dichotomy between authoritarian and participative management styles.

### **Principles of the Theory**

Theory X assumes that people inherently dislike work and must be coerced, controlled, or threatened to perform effectively. Managers who operate under Theory X beliefs are more likely to enforce rigid rules, closely supervise employees, and rely on punitive measures. This theory is consistent with conventional, top-down organizational structures. On the other hand, the Theory Y posits that people find satisfaction in work, seek responsibility, and are capable of self-direction and creativity. Managers adopting Theory Y approaches tend to encourage participation, delegation, and professional growth. The underlying principle is that the manager's view of human nature shapes how they structure work environments and supervision practices (McGregor, 1960; Bush, 2011).

### **Strengths of the Theory**

One of the key strengths of McGregor's theory is its ability to promote self-reflection among managers and leaders. It draws attention to the impact of assumptions on leadership behavior and organizational performance. Theory Y, in particular, has been foundational in shaping modern management philosophies, such as transformational and participatory leadership. The framework is simple yet powerful and has remained relevant across various sectors, including education. It provides a binary structure that makes it easier for leaders to identify and shift their management

style toward more empowering practices. Additionally, Theory Y aligns well with adult learning principles and motivation theories, which emphasize autonomy, respect, and professional development (Ololube, 2014).

### **Limitations of the Theory**

Despite its practical insights, McGregor's theory has some limitations. First, the binary nature of Theory X and Theory Y can be overly simplistic, as human behavior is complex and may not neatly fit into one category or the other. Employees may exhibit both X and Y characteristics depending on the context and leadership environment. Second, the theory does not fully account for organizational, cultural, and systemic factors that influence motivation and productivity. For instance, in resource-constrained educational settings, even Theory Y-oriented leaders may struggle to foster engagement without adequate support. Moreover, the theory primarily focuses on managerial attitudes rather than institutional structures that might inhibit or promote participatory practices (Bush, 2011; Alonderiene & Majauskaite, 2016).

### **Application to the Research Topic**

The research explores the effectiveness of school inspection strategies on quality education within the decentralized educational context of Bertoua 1 Subdivision. McGregor's Theory X and Theory Y provide a valuable framework for analyzing inspection practices. School inspectors who adopt a Theory X approach may view teachers as unmotivated or resistant to change, thereby enforcing rigid inspection mechanisms, harsh critiques, and frequent surveillance. Such approaches may lead to teacher dissatisfaction, low morale, and minimal improvement in classroom practices. In contrast, inspectors who adopt a Theory Y perspective are likely to engage teachers in dialogue, encourage self-reflection, and provide constructive feedback. These interactions can foster a more collaborative environment that empowers teachers to take initiative, experiment with new pedagogical approaches, and focus on continuous professional development.

Given the decentralized nature of education in Cameroon, the emphasis is shifting from compliance-based inspections to supportive supervision. Theory Y is well-suited for this transition, as it promotes trust, shared responsibility, and capacity building. By analyzing inspection strategies through the lens of McGregor's theory, this study identifies whether local inspection practices are aligned with empowering professional growth or perpetuating traditional

control dynamics. This helps determine the extent to which inspection contributes to or hinders quality education in decentralized systems.

### **The Human Relations Theory**

The central idea in this theory is that human factor is important in the achievements of organizational goals. Thus, it is assumed that workers will achieve better if their personal welfare is taken into consideration. According to (Nwankwo 1982) in Mgbodile (2004), the theories related to human relations brought into administration such concepts as democratic leadership, policy-making by consultation, delegation of authority, and decentralization of administration. The central argument among the human relations theories is that it is only when individuals are treated humanely that they can have the motivation to participate actively in the achievement of organizational goals. The human relations theory emphasizes people and the way they relate to one another.

### **Origin and Historical Context**

Human Relations Theory emerged in the 1930s as a reaction against the mechanistic views of classical management theories (like Scientific Management). Elton Mayo and his team made it well known through the Hawthorne Studies carried out at the Western Electric Company in Chicago.

The Historical Context indicates that the human relation theory, introduced by Taylorism which viewed workers as machines to be optimized.

The Hawthorne experiments revealed that social factors, communication, and worker satisfaction had a significant impact on productivity.

### **Core Principles of Human Relations Theory**

**Emphasis on people over processes:** Organizations are social systems; human needs, motivations, and relationships must be considered.

**Motivation and morale:** Employee satisfaction leads to increased productivity.

**Informal groups and teamwork:** Informal social structures influence performance and communication.

**Leadership and communication:** Supportive leadership and open communication improve employee engagement.

### **Strengths of Human Relations Theory**

The human relation theory shifted focus to the emotional and social needs of individuals in the workplace.

The theory promoted participative management and employee involvement.

It recognized the importance of organizational culture and leadership style.

The human relation theory encouraged positive workplace relationships and attention to staff well-being.

### **Limitations of Human Relations Theory**

The human relation theory Overemphasizes on social factors: Sometimes neglects productivity and organizational goals.

It can be idealistic, assuming all workers will respond positively to improved social conditions.

The theory lacks specificity for handling conflict or poor performance.

Not always suited for highly structured or technical environments.

### **Relevance of Human Relations Theory:**

School inspectors play a role similar to managers. The theory suggests they should build positive relationships with teachers, encourage collaboration, and support rather than punish.

In a decentralized context, local leadership and interpersonal dynamics are crucial. The theory emphasizes human interactions, which are keys in school-based management.

Effective inspection strategies informed by this theory would focus on teacher motivation, open communication, feedback, and support, rather than just compliance monitoring.

Helps frame inspection as a developmental and supportive process rather than a bureaucratic one.

It encourages teacher involvement in decision-making, aligning with decentralization principles.

## **Review of Empirical Studies**

School inspection remains one of the most crucial components in maintaining and enhancing the quality of education in primary schools across Cameroon. Empirical studies have revealed that inspection strategies directly affect teacher performance, instructional delivery, and student outcomes. In Cameroon, school inspection traditionally involves classroom observations, teacher evaluations, lesson plan assessments, and follow-up feedback mechanisms. However, the effectiveness of these practices has varied significantly across regions, especially under the decentralized framework of educational governance.

Nkwenti (2018) conducted a comprehensive study in the Anglophone regions of Cameroon to evaluate the role of school inspectors in improving teaching quality in primary schools. The research highlighted that frequent and constructive classroom inspections enhanced teacher accountability and improved lesson delivery. However, it also revealed a major challenge: many inspectors lacked adequate training and resources to conduct thorough evaluations, which in turn affected the consistency and depth of feedback provided to teachers. This study underlines the need for capacity building among inspectors to ensure they effectively contribute to education quality.

Similarly, a study by Fonkeng and Ntembe (2020) in the East Region, which includes Bertoua, assessed the implications of decentralization on school inspection practices. Their findings showed that decentralization brought about increased community involvement and allowed for context-specific inspection strategies. Nonetheless, the lack of standardization in inspection procedures and uneven resource distribution across local councils posed challenges to quality assurance. They argue that while decentralization enables quicker administrative decisions, it also risks weakening centralized oversight mechanisms, which are essential for ensuring nationwide educational standards.

Moreover, Ngwa and Efeti (2017) studied supervision practices in the Centre Region and noted that effective inspection goes beyond monitoring teacher punctuality or checking lesson notes. Their findings emphasized the importance of developmental supervision, where inspectors work collaboratively with teachers to enhance pedagogy, rather than merely evaluating compliance. Such an approach has been shown to motivate teachers and foster professional growth, leading to

improved classroom outcomes. However, their study also pointed out logistical constraints such as lack of transportation for inspectors, which often results in infrequent visits to remote schools.

The Ministry of Basic Education (MINEDUB, 2021) in its Annual Statistical Yearbook reported a significant disparity in inspection coverage between urban and rural areas. For instance, while schools in major towns like Bertoua receive regular visits from inspectors; many schools in remote villages may go several months without any form of supervision. This imbalance not only hinders equitable education delivery but also creates a gap in the implementation of national curriculum standards.

Tambo (2003) adds a historical perspective by tracing the evolution of inspection policies since the 1995 Education Forum. He notes that although the forum recommended the reinforcement of inspection services to improve teaching quality, implementation has been slow, with many recommendations yet to be fully operationalized at the grassroots level. Tambo's analysis indicates that systemic reform is necessary to align inspection strategies with the objectives of quality and inclusive education.

Taken together, these studies suggest that while inspection is recognized as a critical driver of quality education in Cameroon's primary schools, its effectiveness is undermined by logistical, structural, and policy-related challenges. A shift toward more collaborative, context-sensitive, and well-resourced inspection strategies is essential in realizing the goals of the decentralized education system.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter outlines the procedures followed in conducting the study. It specifically presents the research methodology under the following headings: Research design, Area of study, Research population, target population, accessible population, sample and sampling techniques, as well as sources of data, Instrument used for data collection, Validity and Reliability of Instruments, Method of Data Analysis, Ethical considerations, and Variables of the Study.

#### **Research Design**

Research design is concern with the collection and analysis of qualitative and quantitative data (Creswell 2003). The convergent parallel design was employed for this study. This design was chosen because it allowed for the simultaneous collection of both qualitative and quantitative data, which were analyzed separately and alter integrated by merging the results during the interpretation phase. We used quantitative and qualitative research approach. The design was used for this study because quantitative data were collected from the teacher's through questionnaires and qualitative data from pedagogic inspectors and school administrators through interview guide. These approaches are applied in our research work. We made use of observation and description of facts, through the use of descriptive statistics. According to Brewer (2000), descriptive study is concerned with conditions, practices, structures, differences or relationships that exist, opinions held and processes that are going on or trends that are evident.

#### **The area of study**

According to Gall and Borg (2003), the careful selection of a research site for a study will help to ensure the success of the research study. This study was carried out in Bertoua I subdivision of the Lom-et-Djerem division in the East Region of Cameroon. Bertoua 1 sub-division is an administrative unit within the Lom-et-Djerem Division, located approximately at 4°34'North latitude and 13°41'East longitude. This locality covers a surface area of about 100 km<sup>2</sup> and has a total population of approximately 150,000 inhabitants.

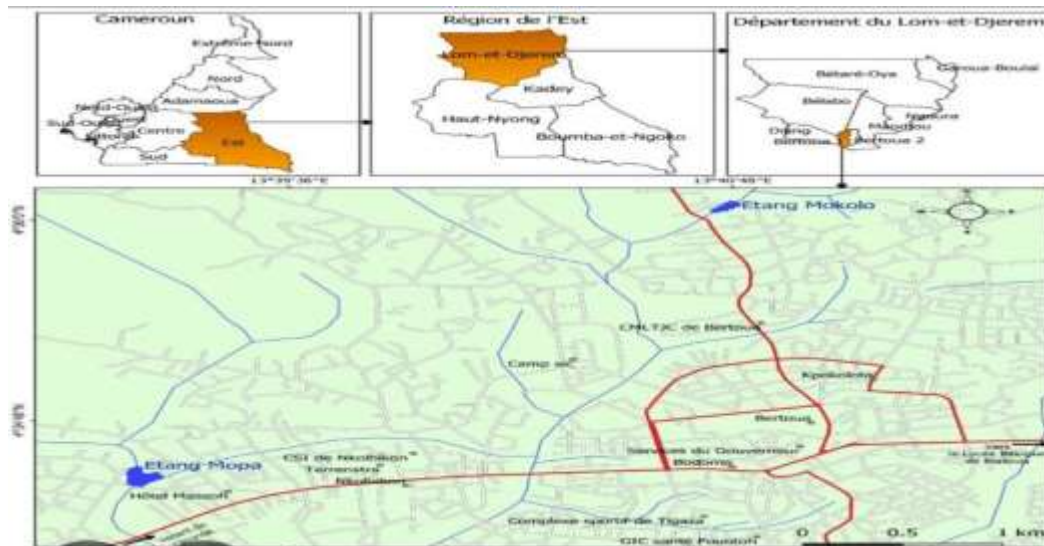
Bertoua 1 have several public primary schools and a considerable number of lay private and mission primary schools, making it a suitable area for educational research focused on the foundational level of education (Statistics of the Regional Delegation of Basic Education, 2022).

It is bounded to the north by Bertoua II, to the east by Belabo subdivision, to the south by Mandjou, and to the west by rural parts of the Lom-et-Djerem division.

**Figure 1:: The Map of the East Region of Cameroon**



**Figure 2:: The Map of Bertoua I Sub-division in Lom and Djerem Division-East region**



**Research Population**

Joan (2009) defines research population as a collection of individuals or objects which is the main focus on scientific inquiry. There are two types of research population which are target population and accessible population. The population of our work includes some selected

teachers in some Primary schools in Bertoua 1, some pedagogic inspectors and some school administrators within this area.

### **Target Population**

This refers to the population to which the researcher wants to generalize the results (Amin 2005). It refers to the entire group of individuals to which researchers are interested in generalizing conclusion and it usually consists of varying characteristics. Bertoua 1 has 5 Public Primary schools, 7 mission schools and 12 lay private primary schools. This area has a Divisional inspector covering the Bertoua I Sub Division.

### **Accessible Population**

The target population may not necessarily be accessible. Accessible population is the population from which the sample is actually drawn (Amin, 2005). The accessible population of our study comprised of eleven schools in Bertoua 1 subdivision: Made up of three Government Schools (Government Bilingual Primary School Mokolo 1, Government Bilingual Practicing Primary school Kpokolota Group 1, Government Bilingual Practicing Primary school Kpokolota Group 2), four Mission (St. Kisito Bilingual school Bertoua, Hope Baptist Bilingual Complex, Presbyterian Bilingual school Ekombitie, Adventist Bilingual School Complex Bertoua) and four Lay private schools (Groupe Scolaire Bilingue Les Ambassadeur Tigaza-Bertoua, Triumph Bilingual Mokolo, Groupe Scolaire Bilingue La Pepiniere, Pinky Bilingual Complex Bertoua). 15 teachers were targeted from each school with varying accessible population where, 133 teachers were accessed from the above schools, 11 school administrators and 2 pedagogic inspectors were accessed during this study.

### **Sample and Sampling Techniques**

Chery (2009) defines a sample as a sub set of a population that is used to represent the entire group as a whole. Table 3 shows the sample that was used during data collection;

**Table 3: The sample Size**

Respondents	Number
-------------	--------

Teachers	133 out of 351 representing	37.89%
School Administrators	11 out of 20 representing	55%
Pedagogic Inspectors	2 out of 4 representing	50%
Total	146 out of 375 representing	38.93%

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

In the philosophy of Kothari (2004), a sample is one part of the population. This is the representation of the total population. We used this segment of the population in our work, to draw conclusion that may represent the entire population of the work. The sample established was 133 respondents composed of teachers, two inspectors and eleven administrators. The respondents per school retained were as follows: 15 teachers in four in one schools, 10 teachers' in each school.

### **Sampling Technique**

Amin (2005) defines the concept sampling as the process of selecting elements from a population in such a way that the sampled elements selected represent the variables of interest within the population. The researchers used two sampling techniques which are purposive and simple random techniques. In purposive sampling, the researcher uses personal judgments to choose on those best for the purpose of the study. Purposive sampling was used to select 2 pedagogic inspectors' and 11 school administrators that responded to the interview guide. The simple random sampling technique was used to select teachers randomly from these selected schools. We therefore believed that this sampling technique can save the purpose of our findings.

### **Sources of Data**

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

### **Instrument used for data collection**

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

### **Validity and Reliability of Instruments**

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

#### **Validity of Instruments**

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

#### **Face validity**

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

### **Content and Construct validities**

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

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

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

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

### **Reliability of Instruments**

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

The researcher administered similar questionnaires to eleven different schools with 133 teachers as respondents. Thus, the responses registered from the eleven schools had some similarities. The results obtained from the schools were compiled and analyzed using Pearson Correlation.

### **Procedure for administration of instruments for data collection**

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

### **Method of Data Analysis**

According to Johnson (2011), data analysis is a process used to transform, remodel and revise certain information (data) with a view to reach a certain conclusion for a given situation or problem. The method of descriptive analysis was used to justify the data collected from the questionnaires, where the respondent will be expressed in frequencies and percentages and illustrated using tables. We equally used Pearson Correlation to test the hypothesis. The data was analyzed using mean ( $\bar{X}$ ) score and Standard Deviation (SD) in answering the four research questions posed for the study. The mean score above 2.50 is an indication of agreement while below 2.50 is a disagreement with the item. The Simple linear regression statistics was used to test the four (4) null hypotheses. Limit of real numbers were used to determine the decision level of research question 1 and 2 while criterion mean was used for research question 3 and 4 according to the mean range as follows:

### **Decision rule**

If the level of significance of the hypothesis is below 0.05 the null hypothesis is rejected while the alternative hypothesis is retained. On the other hand, if the level of significance is above 0.05 the alternative hypothesis is rejected while the null is retained. Furthermore, if the calculated value for the hypothesis is greater than the critical value the null hypothesis is rejected while the alternative is retained. On the other hand, if the calculated value for the hypothesis is less than the critical value the null hypothesis is retained while the alternative hypothesis is rejected. The following table below is the decision level and criterion mean.

### **For cluster 1, 2, 3, 4 and 5**

**Table 4: Decision Table**

<b>Decision Level (DL)</b>	<b>Mean Range (Criterion mean)</b>
Strongly Agree(SA)	3.50 to 4.00
Agree(A)	2.50 to 3.49
Strongly Disagree(SD)	1.50 to 3.49
Disagree(D)	0.05 to 1.49

**Ethical considerations:**

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

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

**Variables of the Study**

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

**Dependent variable:** Quality education which was guided by the following indicators; learners’ academic outcome, curriculum and pedagogy, motivation, Teacher’s effectiveness, Professional development and Work environment.

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

**Table 5: Synoptic table**

<b>The main hypothesis</b>	<b>Specific hypothesis</b>	<b>Independent variable</b>	<b>Indicators</b>	<b>Dependent variables</b>	<b>indicators</b>	<b>Statistical model and tool</b>	<b>Scale</b>
There is a relationship between school inspection and quality education in some selected Primary schools in Bertoua 1		<b>School inspection</b>		<b>Quality Education</b>	Learners' academic outcome, curriculum and pedagogy, motivation, Teacher's effectiveness, Professional development and Work environment.	Pearson Correlation	Likert scale
	1-There is a relationship between pedagogic planning and quality education in primary schools in Bertoua 1	<b>Pedagogic Planning</b>	-yearly inspection -school calendar -Annual seminar		-Incentives, -Certificates of recognition -role model		Strongly disagree Disagree Agree Strongly Agree
	2 There is a relationship between pedagogic communication and quality education in primary schools	<b>Pedagogic communication</b>	-Friendly -Call before coming -Pre- inspection visits - motivational /role				

	in Bertoua 1		model -callback				
	3-There is a relationship between pedagogic evaluation and quality education in primary schools in Bertoua 1	<b>Pedagogic evaluation</b>	-Report -Access to report - CBA evaluation -academic performance - scores Follow up				
	4- There is a relationship between pedagogic follow-up and quality education in primary schools in Bertoua 1	<b>Pedagogic Follow-up</b>	Quality of classroom observation, documentation and record keeping, collaboration and mentorship				

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

The previous chapter focused on the research methods and procedures mobilized in the context of this study. The present chapter focuses on the analysis of data, presentation and interpretation of results of the findings of the study. Here, both descriptive and inferential statistics are employed in this section to present the study's finding.

#### **Presentation of the results of the descriptive statistics**

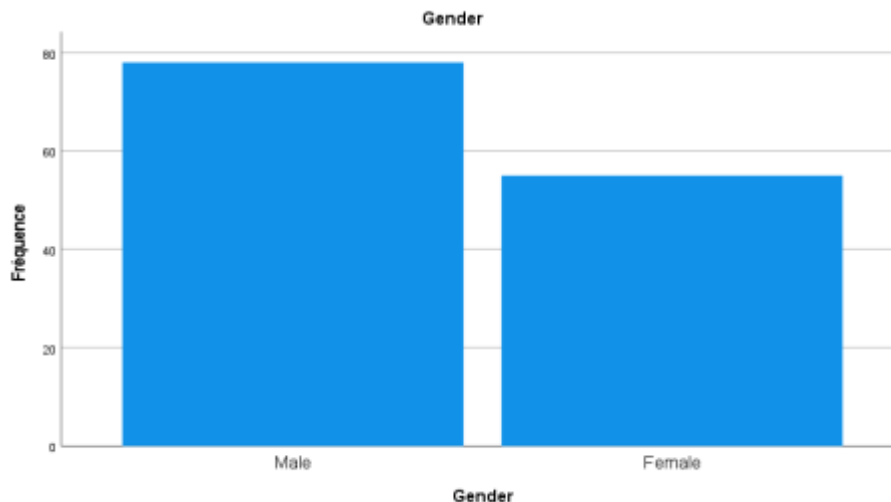
The present section focuses on the presentation of the results of the descriptive statistics of the study. It starts with the presentation of findings on the socio-demographic variables of the study such as age, gender, working experience, status, and the school to which they belong. This section also presents the descriptive statistics for the key variables in the study. This involves pedagogic planning, pedagogic evaluation, pedagogic follow-up and quality of education. The following tables presents the results of the descriptive statistics of the study.

**Table 6: Distribution of participants according to the gender**

		<b>Frequency</b>	<b>Percentage</b>
Valid	Male	78	58.6
	Female	55	41.4
	Total	133	100.0

Source: fieldwork, 2025

**Figure 3: Distribution of participants according to gender**



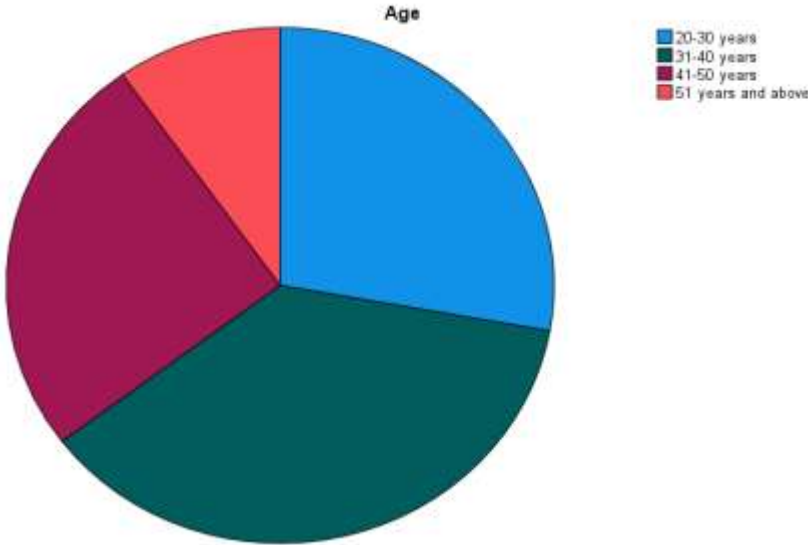
The above table and graph presents the frequency distribution table regarding the sex of the participants. It is observed that most of the participants of the study (78) amounting to 58.4% were male meanwhile fewer participants (55) corresponding to 41.4% were female. There is a slight difference between the male and female representation in this study. This was as a result of the fact that most of the male participants volunteer to participate in the study other than the female participants.

**Table 7: Frequency distribution of participants regarding the age range**

		Frequency	Percentage
Valid	20-30 years	37	27.8
	31-40 years	49	36.8
	41-50 years	34	25.6
	51 years and above	13	9.8
	Total	133	100.0

Source: fieldwork, 2025

**Figure 4: Distribution of participants according to age**



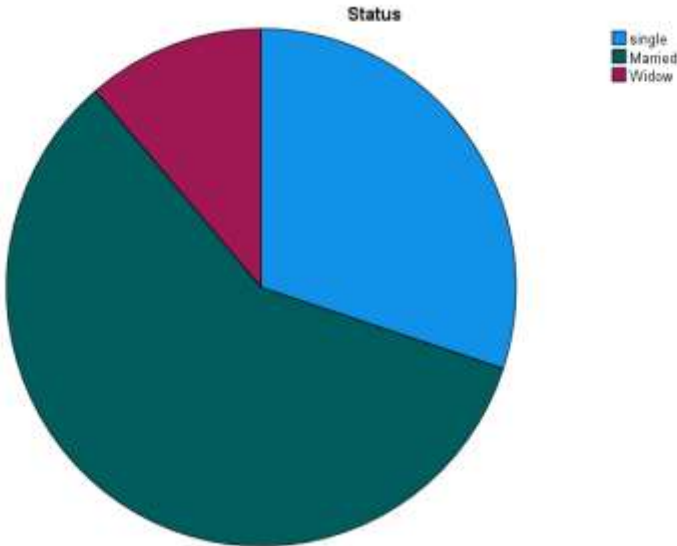
The table and graph above presents the frequency distribution of participants according to the various age range. It is observed that majority of the participants (49) amounting to 36.8% were aged between 31 to 40 years. A total of 37 participants (27.8%) were aged between 20 to 30 years old. A total of 34 participants (25.6%) were aged between 41 to 50 years old meanwhile only 13 of the participants (9.8%) were aged between 51 years and above. This

means that the sample population was dominated by individuals who happens to be in between 31 to 40 years old.

**Table 8: frequency distribution of participants based on status**

		Frequency	Percentage
Valid	single	40	30.1
	Married	78	58.6
	Widow	15	11.3
	Total	133	100.0

Source: fieldwork, 2025



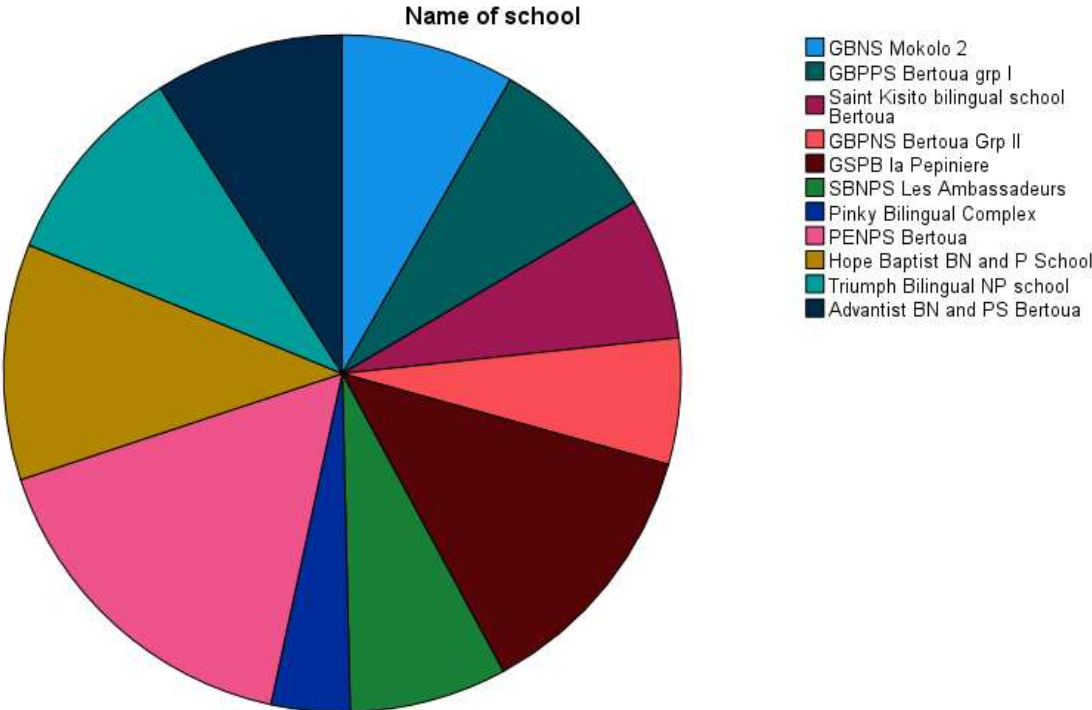
**Figure 5: distribution of participants based on status**

The table and graph above presents the frequency distribution of participants based on the status. It is revealed that majority of the participants (78) corresponding to 58.6% were married men and women. A total of 40 participants (30.1%) happens to be single individual while a total of 15 participants amounting to 11.3% happens to be widow of either a husband or wife.

**Table 9: frequency distribution of participants based on the school**

		Frequency	Percentage
Valid	GBPS Mokolo 2	11	8.3
	GBPPS Bertoua grp I	11	8.3
	Saint Kisito bilingual school Bertoua	9	6.8
	GBPNS Bertoua Grp II	8	6.0
	GSPB la Pepiniere	17	12.8
	SBNPS Les Ambassadeurs	10	7.5
	Pinky Bilingual Complex	5	3.8
	PENPS Bertoua	22	16.5
	Hope Baptist BN and P School	15	11.3
	Triumph Bilingual NP school	13	9.8
	Adventist BN and PS Bertoua	12	9.0
	Total	133	100.0

Source: fieldwork, 2025



**Figure 6: distribution of participants based on the school**

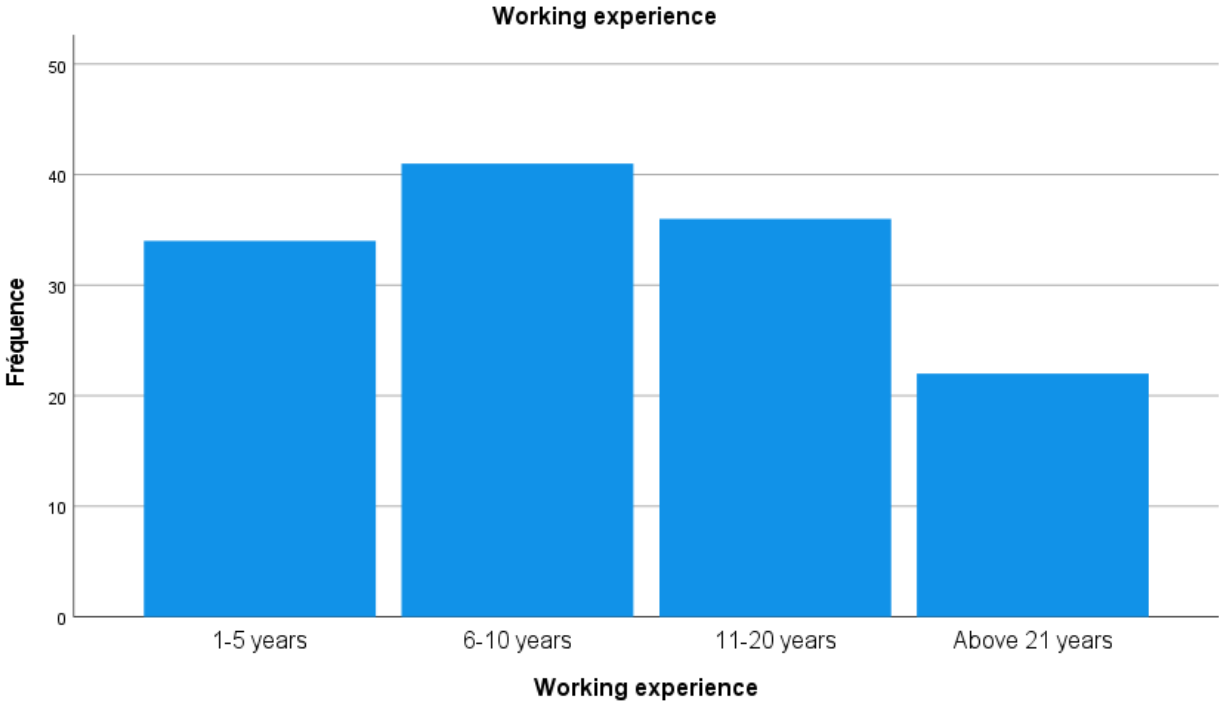
The table and the graph above presents the frequency distribution of the participants based on their various schools. It is seen that a total of 22 participants came from PENPS Bertoua. A total of 17 participants happens to be from GSPB la Pepiniere. A total of 15 participants were from Hope Baptist Bilingual Nursery and Primary school, a total of 13 participants were from the Triumph Bilingual Nursery Primary school. Also, the table reveals that a total of 12

participants were from Adventist Bilingual Nursery and Primary School Bertoua. Again, a total 11 participants were from GBNS Mokolo 2. A total of 11 participants were also from GBPPS Bertoua grp I. A total of 10 participants happens to be from SBNPS Les Ambassadeurs. A total of 9 participants were from Saint Kisito bilingual school Bertoua, meanwhile a total of 8 participants happens to be from GBPNS Bertoua Grp II. The Pinky Bilingual Complex was the least school that was represented with a total of 5 participants.

**Table 10: frequency distribution of participants based on work experience**

		Frequency	Percentage
Valid	1-5 years	34	25.6
	6-10 years	41	30.8
	11-20 years	36	27.1
	Above 21 years	22	16.5
	Total	133	100.0

Source: fieldwork, 2025



**Figure 7: distribution of participants based on working experience**

The table and the graph above presents the frequency distribution of participants based on the work experience. It is observed that majority of the participants (41) corresponding to 30.8% had a working experience of 6 to 10 years. A total of 36 participants (27.1%) had a working experience of 11 to 20 years. A total of 34 participants (25.6%) had a working experience of 1

to 5 years meanwhile a total of 22 participants (16.5%) had a working experience of 21 years and above.

**Table 11: distribution of participants responses based on pedagogic planning**

N	ITEMS	N	SA		A		D		SD		Mean	Std d
			f	%	f	%	f	%	f	%		
1	Are you inspected yearly by pedagogic inspectors?	133	24	18.0	57	42.9	41	30.8	11	8.3	2.7068	.85972
2	Do the several public holidays in the school calendar which leads to several days off; affect the completion of the scheme of work?	133	39	29.3	57	42.9	30	22.6	7	5.3	2.9624	.85640
3	Inspectors organize annual pedagogic seminars	133	44	33.1	55	41.4	26	19.5	8	6.0	3.0150	.87892
4	School inspectors inform teachers of documents they will need during inspection	133	29	21.8	63	47.4	33	24.8	8	6.0	2.8496	.83026
5	Are you always prepared to be inspected at any time	133	34	25.6	57	42.9	32	24.1	10	7.5	2.8647	.88576
<b>N valid (list wise)</b>		<b>133</b>									<b>2.8797</b>	<b>.86221</b>

*Source: fieldwork, 2025*

The table above presents the frequency distribution of the participant's responses regarding the pedagogic planning. A total of five items were designed to gather data on pedagogic planning as a strategy for school inspection in public and private primary schools in Bertoua I subdivision. The participants responses was weighted on a four scale of measurement. The first item was intended to get the frequency of inspection mission. As a result, most of the participants (57) corresponding to 42.9% were of the view that school inspectors frequently come for inspection in their school. In the second item, most of the participants (57) amounting to 42.9% were also of the view that the presence of public holidays throughout the academic year affect the execution of the programme. In the third item, it is observed from the table that a total of 55 participants (41.4%) agree to the fact that school inspectors organizes annual pedagogic seminars either in the school premises or out of the school premises.

In the fourth item, most of the participants (63) corresponding to 47.4% were of the view that school inspectors always brush the teachers on the necessary documents to be inspected while conducting their inspection mission. In the fifth and last item under pedagogic planning, a dozen of the participants (57) amounting to 42.9% were of the view that the school and the entire staff including teachers always made themselves available each time that inspection mission came to their school.

The cut off mean for this research objective were less than 2.5 and more than 3.5. From the table above, none of the mean happens to be less than 2.5 or more than 3.5. This therefore means that with a mean sum of **2.8797** and standard deviation of **0.86221**, majority of the participants agreed to the fact that pedagogic planning as a strategy of school inspection is a determinant of quality education in the era of decentralization in some selected primary schools in Bertoua I subdivision. Meaning that pedagogic planning is a positive predictor of quality education in the era of decentralization in Cameroon.

**Table 12: distribution of participant’s responses on pedagogic communication**

N	ITEMS	N	SA		A		D		SD		Mean	Std d
			f	%	f	%	F	%	f	%		
6	School inspector are friendly during and after inspection	133	15	11.3	55	41.4	48	36.1	15	11.3	2.5263	.84008
7	School inspectors call or signal before coming for inspection	133	22	16.6	48	36.1	47	35.3	16	12.0	2.7820	.70616
8	Pre inspection visit are carried out by school inspectors	133	19	14.3	58	43.6	40	30.1	16	12.0	2.6015	.87853
9	School inspectors are motivational and role model during their visit	133	22	16.5	55	41.4	40	30.1	16	12.0	2.6241	.87853
10	Inspectors call back to follow up teachers after inspection	133	21	15.8	60	45.1	42	31.6	10	7.5	2.6917	.90119
<b>N valid (list wise)</b>		<b>133</b>									<b>2.6451</b>	<b>.84089</b>

*Source: fieldwork, 2025*

The table above presents the frequency distribution of the participant’s responses regarding the pedagogic communication. A total of five items were designed to gather data on pedagogic communication as a strategy for school inspection in public and private primary schools in Bertoua I subdivision. The participants responses was weighted on a four scale of

measurement. The first item was intended to see whether school inspectors were friendly all the time. As a result, most of the participants (55) corresponding to 41.4% were of the view that school inspectors were friendly to the teachers through collaboration. In the second item, most of the participants (48) amounting to 36.1% were also of the view that the pre-inspection visit are always conducted by pedagogic inspector before the inspection mission. In the third item, it is observed from the table that a total of 58 participants (43.6%) agreed to the fact that school inspectors call or notify the school administration, staff and teachers before coming for inspection mission.

In the fourth item, most of the participants (55) corresponding to 41.4% were of the view that school inspectors are motivational and role model as they help the teachers to realize their limitations and weaknesses so as to better perform their job. In the fifth and last item under pedagogic communication, a dozen of the participants (60) amounting to 45.1% were of the view that the school inspectors always call or get back to teachers and staff to follow them up after every inspection mission.

The cut off mean for this research objective were less than 2.5 and more than 3.5. From the table above, none of the mean happens to be less than 2.5 or more than 3.5. This therefore means that with a mean sum of **2.6451** and standard deviation of **0.84089**, majority of the participants agreed to the fact that pedagogic communication as a strategy of school inspection is a strong determinant of quality education in the era of decentralization in some selected primary schools in Bertoua I subdivision. Meaning that pedagogic communication is a positive and strong predictor of quality education in the era of decentralization in Cameroon.

**Table 13: distribution of participant's responses on pedagogic evaluation**

N	ITEMS	N	SA		A		D		SD		Mean	Std d
			f	%	f	%	f	%	f	%		
11	School inspectors always give inspection report to your school after inspection.	133	24	18.0	56	42.1	38	28.6	15	11.3	2.6692	.90220
12	Teachers have access to their inspection reports	133	28	21.1	50	37.6	37	27.8	18	13.5	2.6617	.96049
13	School inspectors use the competence base approach of inspection in evaluation methods	133	20	15.0	53	39.8	47	35.3	13	9.8	2.6015	.86111
14	Through pedagogic evaluation by inspectors, they have help to improve pupil's academic performance	133	23	17.3	54	40.6	41	30.8	15	11.3	2.6391	.89898
15	Inspectors release the scores teachers earn after pedagogic evaluation	133	23	17.3	53	39.8	37	27.8	20	15.0	2.5940	.94578
<b>N valid (list wise)</b>		<b>133</b>									<b>2.6331</b>	<b>.91371</b>

*Source: fieldwork, 2025*

The table above presents the frequency distribution of the participant's responses regarding the pedagogic evaluation. A total of five items were designed to gather data on pedagogic evaluation as a strategy for school inspection in public and private primary schools in Bertoua I subdivision. The participant's responses were weighted on a four scale of measurement. The first item was intended to see whether school inspector always give a copy of the inspection report to the school. As a result, most of the participants (56) corresponding to 42.1% were of the view that school inspectors gives a copy of the inspection report to the school each time they are done with the activity. In the second item, most of the participants (50) amounting to 37.6% were also of the view that the teachers are allow to go through the inspection reports once the inspection mission is completed. In the third item, it is observed from the table that a total of 53 participants (39.8%) agreed to the fact that school inspectors use the necessary competence-based approach of inspection in evaluation of teacher and other school staff.

In the fourth item, most of the participants (54) corresponding to 40.6% were of the view that through pedagogic inspection by school inspectors, they help to improve pupils academic performance in school. In the fifth and last item under pedagogic evaluation, a dozen of the participants (53) amounting to 39.8% were of the view that the school inspectors always release the scores of all teachers after every evaluation.

The cut off mean for this research objective were less than 2.5 and more than 3.5. From the table above, none of the mean happens to be less than 2.5 or more than 3.5. This therefore means that with a mean sum of **2.6331** and standard deviation of **0.91371**, majority of the participants agreed to the fact that pedagogic evaluation as a strategy of school inspection is a strong determinant of quality education in the era of decentralization in some selected primary schools in Bertoua I subdivision. Meaning that pedagogic evaluation is a positive and strong predictor of quality education in the era of decentralization in Cameroon.

**Table 13: distribution of participant's responses on pedagogic follow-up**

N	ITEMS	N	SA		A		D		SD		Mean	Std d
			f	%	f	%	f	%	f	%		
16	There is continuity in the follow-up process after initial visits	133	26	19.5	56	42.1	35	26.3	16	12.0	2.6917	.92262
17	The frequency of pedagogic follow-up helps improves teaching methods	133	30	22.6	49	36.8	41	30.8	13	9.8	2.7218	.92403
18	Strict follow-up of teachers enhances the use of didactic materials and improve lesson delivery	133	22	16.5	56	42.1	36	27.1	19	14.3	2.6090	.92797
19	Decentralization has improved the effectiveness of pedagogic follow-up	133	19	14.3	57	42.9	43	32.3	14	10.5	2.6090	.86018
20	Feedback from follow-up visits is documented and used to track teachers progress	133	24	18.0	61	45.9	36	27.1	12	9.0	2.7293	.86276
<b>N valid (list wise)</b>		<b>133</b>									<b>2.6721</b>	<b>.89951</b>

*Source: fieldwork, 2025*

The table above presents the frequency distribution of the participant's responses regarding the pedagogic follow-up. A total of five items were designed to gather data on pedagogic follow-up as a strategy for school inspection in public and private primary schools in Bertoua I subdivision. The participant's responses were weighted on a four scale of measurement. The first item was intended to see whether school inspectors ensure continual follow-up even after inspection visits. As a result, most of the participants (56) corresponding to 42.1% were of the view that school inspectors continue to follow-up the teachers even after inspection visits. In the second item, most of the participants (49) amounting to 36.8% were also of the view that the frequency of the pedagogic follow-up helps in improving the teaching methods. In the third item, it is observed from the table that a total of 56 participants (42.1%) agreed to the fact that school inspector's strict follow-up of teachers by inspectors enhances the use of didactic materials as well as improves the delivery of lessons.

In the fourth item, most of the participants (57) corresponding to 42.9% were of the view that school inspectors decentralization or division of power has improved the effectiveness of pedagogic follow-up carried out by school inspectors. In the fifth and last item under pedagogic follow-up, a dozen of the participants (61) amounting to 45.9% were of the view that feedback from follow-up visits is documented and used to track teachers progress.

The cut off mean for this research objective were less than 2.5 and more than 3.5. From the table above, none of the mean happens to be less than 2.5 or more than 3.5. This therefore means that with a mean sum of 2.6721 and standard deviation of 0.89951, majority of the participants agreed to the fact that pedagogic follow-up as a strategy of school inspection is a strong determinant of quality education in the era of decentralization in some selected primary schools in Bertoua I subdivision. Meaning that pedagogic follow-up is a positive predictor of quality education in the era of decentralization in Cameroon.

**Table 14: distribution of participant's responses on quality education**

N	ITEMS	N	SA		A		D		SD		Mean	Std d
			f	%	f	%	f	%	f	%		
21	School visit produces quality learning	133	33	24.8	47	35.3	40	30.1	13	9.8	2.7519	.94071
22	Continuous school visit guarantee a conducive environment of learning	133	24	18.0	73	54.9	30	22.6	6	4.5	2.8647	.75661
23	School inspectors during classroom visitations, inspects how the various types of recommended teaching aids are appropriate with the teaching learning process	133	45	33.9	46	34.6	39	29.3	3	2.3	3.2256	.81935
24	Do pupils in your school perform well in National examinations	133	31	23.3	77	57.9	19	14.3	6	4.5	3.0000	.74874
25	Quality teachers are produced when inspected strictly	133	62	46.6	46	34.6	20	15.0	5	3.8	3.2406	.84522
<b>N valid (list wise)</b>		<b>133</b>									<b>3.0165</b>	<b>.82212</b>

*Source: fieldwork, 2025*

The table above presents the frequency distribution of the participant's responses regarding the quality education. A total of five items were designed to gather data on quality education as a result of school inspection in public and private primary schools in Bertoua I subdivision. The participant's responses were weighted on a four scale of measurement. The first item was intended to see whether school inspection visits produces quality learning outcomes. As a result, most of the participants (47) corresponding to 35.3% were of the view that school inspection visits helps to improve the teaching and learning process. In the second item, most of the participants (73) amounting to 54.9% were also of the view that continuous school inspection visits guarantee a conducive learning environment for all the pupils. In the third item, it is observed from the table that a total of 46 participants (34.6%) agreed to the fact that school inspectors during classroom visits inspects the various teaching materials use in the teaching and learning as this helps in the assimilation of lessons by pupils.

In the fourth item, most of the participants (77) corresponding to 57.9% were of the view that inspection missions helps the pupils to perform quite well in official examinations like FSL certificate and common entrance. In the fifth and last item under pedagogic follow-up, a dozen of the participants (62) amounting to 46.6% were of the view that quality teachers are produced when school inspection is very strict.

The cut off mean for this research objective were less than 2.5 and more than 3.5. From the table above, none of the mean happens to be less than 2.5 or more than 3.5. This therefore means that with a mean sum of **3.0165** standard deviation of **0.82212**, majority of the participants agreed to the fact that quality education in the era of decentralization in some selected primary schools in Bertoua I subdivision is as a result of school inspection strategies. Meaning that school inspection strategies is a positive predictor of quality education in the era of decentralization in Cameroon.

#### **Verification of research hypothesis**

In order to ascertain or refute the research hypotheses of the study, the inferential statistics was used as the statistical method. The inferential statistics involves the testing of hypotheses. In research, the use of the inferential statistics as a method of data analysis is key in providing deep insights to the studied phenomenon since it permit the researcher to draw reliable conclusions. In the framework of this study, the Pearson correlation coefficient was used to ascertain or refute the research hypotheses. This statistical test was seen to be appropriate for this study since it helps in establishing the relationship between the independent and the dependent variables of the study. The following tables presents the Pearson correlation results of the study.

**Table 15: Pearson correlation between variables**

		<b>Pedagogic planning</b>	<b>Pedagogic communication</b>	<b>Pedagogic evaluation</b>	<b>Pedagogic follow-up</b>	<b>Quality education</b>
<b>Pedagogic planning</b>	Corrélation de Pearson	1	.233*	.267*	.721	.560
	Sig. (bilatérale)		.000	.000	.001	.000
	N	133	133	133	133	133
<b>Pedagogic communication</b>	Corrélation de Pearson	.233*	1	.153*	.782	.673
	Sig. (bilatérale)	.000		.000	.000	.001
	N	133	133	133	133	133
<b>Pedagogic evaluation</b>	Corrélation de Pearson	.267*	.153*	1	.230*	.868
	Sig. (bilatérale)	.000	.000		.000	.000
	N	133	133	133	133	133
<b>Pedagogic follow-up</b>	Corrélation de Pearson	.721	.782	.230*	1	.346
	Sig. (bilatérale)	.001	.000	.000		.000
	N	133	133	133	133	133
<b>Quality education</b>	Corrélation de Pearson	.560	.673	.868	.346	1
	Sig. (bilatérale)	.000	.001	.000	.000	
	N	133	133	133	133	133

Source: fieldwork, 2025

### **Verification of research hypothesis one**

In the first hypothesis, the researcher wanted to establish the relationship between pedagogic planning and quality of education in the era of decentralization in some selected primary schools in Bertoua I subdivision. To do so, it is important to state the null and the alternative hypothesis.

**H01:** There exist no relationship between pedagogic planning and quality of education in the era of decentralization in some selected primary schools in Bertoua I subdivision.

**Ha1:** There exist a relationship between pedagogic planning and quality of education in the era of decentralization in some selected primary schools in Bertoua I subdivision.

The table below reveals the relationship between pedagogic planning and quality education in some selected primary schools.

**Table 16: Correlation coefficients between pedagogic planning and quality education**

		Pedagogic planning	Quality education
<b>Pedagogic planning</b>	Pearson correlation coefficients	1	.560
	Sig. (bilateral)		.000
	N	133	133
<b>Quality education</b>	Pearson correlation coefficients	.560	1
	Sig. (bilateral)	.000	
	N	133	133

. Correlation is significant at 0.001 level (2-tailed)  
 The table above presents the results of the Pearson correlation coefficient conducted to determine the relationship between pedagogic planning and the quality of education in the era of decentralization in some selected primary schools in Bertoua I subdivision. It is observed from the table that a Pearson correlation coefficient value of  $r = 0.560$  was obtained at  $p\text{-value} = 0.000$ . This correlation coefficient value is significant, moderate and positive. This therefore means that there exists a significant moderate relationship between pedagogic planning and quality education in the era of decentralization in some selected primary schools in Bertoua I subdivision. Thus, the null hypothesis was rejected and the alternative hypothesis accepted which stated that pedagogic planning is a positive determinant of quality education in primary schools in the era of decentralization in Cameroon in general and Bertoua in particular.

**Verification of research hypothesis two**

In order to determine the relationship between pedagogic communication and quality of education in primary schools, it is primordial to state the null and the alternative hypotheses of the study.

**H02:** There exist no relationship between pedagogic communication and quality of education in the era of decentralization in some selected primary schools in Bertoua I subdivision.

**Ha2:** There exist a relationship between pedagogic communication and quality of education in the era of decentralization in some selected primary schools in Bertoua I subdivision.

The table below reveal the result of the Pearson correlation coefficients.

**Table 17: Correlation coefficient on pedagogic communication and quality education**

		<b>Pedagogic communication</b>	<b>Quality education</b>
<b>Pedagogic communication</b>	Pearson correlation coefficient	1	.673
	Sig. (bilateral)		.001
	N	133	133
<b>Quality education</b>	Pearson correlation coefficient	.673	1
	Sig. (bilateral)	.001	
	N	133	133

. Correlation is significant at 0.001 level (2-tailed)

The table above presents the results of the Pearson correlation coefficient conducted to determine the relationship between pedagogic communication and the quality of education in the era of decentralization in some selected primary schools in Bertoua I subdivision. It is observed from the table that a Pearson correlation coefficient value of  $r = 0.673$  was obtained at  $p\text{-value} = 0.001$ . This correlation coefficient value is significant, strong and positive. This therefore means that there exists a significantly strong relationship between pedagogic communication and quality education in the era of decentralization in some selected primary schools in Bertoua I subdivision. Thus, the null hypothesis was rejected and the alternative hypothesis accepted which stated that pedagogic communication is a strong and positive determinant of quality education in primary schools in the era of decentralization in Cameroon in general and Bertoua in particular. This implies that the better the pedagogic communication is maintained in primary schools, the better the quality of education in primary in Cameroon in the era of decentralization.

### Verification of research hypothesis three

To test the relationship between pedagogic evaluation and quality of education in some selected primary schools, it is essential to state the null and the alternative hypotheses of the study.

**H03:** There exist no significant relationship between pedagogic evaluation and quality of education in the era of decentralization in some selected primary schools in Bertoua I subdivision.

**Ha3:** There exist a positive and strong relationship between pedagogic evaluation and quality of education in the era of decentralization in some selected primary schools in Bertoua I subdivision.

The table below reveals the result of the Pearson correlation coefficients.

**Table 18: Correlation coefficient on pedagogic evaluation and quality education**

		<b>Pedagogic evaluation</b>	<b>Quality education</b>
<b>Pedagogic evaluation</b>	Pearson correlation coefficient	1	.868
	Sig. (bilateral)		.000
	N	133	133
<b>Quality education</b>	Pearson correlation coefficient	.868	1
	Sig. (bilateral)	.000	
	N	133	133

. Correlation is significant at 0.01 (2-tailed)

The table above presents the results of the Pearson correlation coefficient conducted to determine the relationship between pedagogic evaluation and the quality of education in the era of decentralization in some selected primary schools in Bertoua I subdivision. It is observed from the table that a Pearson correlation coefficient value of  $r = 0.868$  was obtained at  $p\text{-value} = 0.000$ . This correlation coefficient value is significant, strong and positive. This therefore means that there exists a significantly strong relationship between pedagogic evaluation and quality education in the era of decentralization in some selected primary

schools in Bertoua I subdivision. Thus, the null hypothesis was rejected and the alternative hypothesis accepted which stated that pedagogic evaluation is a strong and positive determinant of quality education in primary schools in the era of decentralization in Cameroon in general and Bertoua in particular. This implies that the better the pedagogic evaluation is maintained in primary schools, the better the quality of education in primary in Cameroon in the era of decentralization.

**Verification of research hypothesis four**

To test the relationship between pedagogic follow-up and quality of education in some selected primary schools, it is essential to state the null and the alternative hypotheses of the study.

**H04:** There exist no significant relationship between pedagogic follow-up and quality of education in the era of decentralization in some selected primary schools in Bertoua I subdivision.

**Ha4:** There exist a positive and strong relationship between pedagogic follow-up and quality of education in the era of decentralization in some selected primary schools in Bertoua I subdivision.

The table below reveals the result of the Pearson correlation coefficients.

**Table 19: correlation coefficient on pedagogic follow-up and quality education**

		Pedagogic follow-up	Quality education
<b>Pedagogic follow-up</b>	Pearson correlation coefficient	1	.346
	Sig. (bilateral)		.000
	N	132	132
<b>Quality education</b>	Pearson correlation coefficient	.346	1
	Sig. (bilateral)	.000	
	N	132	133

. Correlation is significant at 0.001 (2-tailed)

The table above presents the results of the Pearson correlation coefficient conducted to determine the relationship between pedagogic follow-up and the quality of education in the era of decentralization in some selected primary schools in Bertoua I subdivision. It is observed from the table that a Pearson correlation coefficient value of  $r = 0.346$  was obtained at  $p\text{-value} = 0.000$ . This correlation coefficient value is significant, moderate and positive. This therefore means that there exists a significantly moderate relationship between pedagogic follow-up and quality education in the era of decentralization in some selected primary schools in Bertoua I subdivision. Thus, the null hypothesis was rejected and the alternative hypothesis accepted which stated that pedagogic follow-up is a moderate and positive determinant of quality education in primary schools in the era of decentralization in Cameroon in general and Bertoua in particular. This implies that the better the pedagogic follow-up is maintained in primary schools, the better the quality of education in primary in Cameroon in the era of decentralization.

**Table 20: Summary of findings**

<b>Research hypotheses</b>	<b>R-value</b>	<b>p-value</b>	<b>Decision</b>
<i>Ha1</i>	<i>0.560</i>	<i>0.000</i>	<i>H0 rejected and Ha accepted</i>
<i>Ha2</i>	<i>0.673</i>	<i>0.001</i>	<i>H0 rejected and Ha accepted</i>
<i>Ha3</i>	<i>0.868</i>	<i>0.000</i>	<i>H0 rejected and Ha accepted</i>
<i>Ha4</i>	<i>0.346</i>	<i>0.000</i>	<i>H0 rejected and Ha accepted</i>

*Source: fieldwork, 2025*

**Analysis and presentation of qualitative results**

The above section focused on the analysis and interpretation of the quantitative findings of the study. The present section focuses on the analysis, presentation and interpretation of findings of the qualitative study. The purpose here is to support the findings of the quantitative study. Thematic analysis is used to analyze the qualitative data. This involves the identification of themes, subthemes and indicators for each research objective.

### Biographical information of the interviewees

Presenting the biographical information of the participants is an essential step in qualitative data analysis. Here, codes are used so as to ensure the anonymity of the interviewee's identity. The table below presents the biographical information of interviewees who took part in the interview. In total, 13 interviewees including 2 pedagogic inspectors and 11 head teachers and assistant head teachers took part in the interview as seen in the table below.

**Table 21: Biographical information of the interviewees**

Interviewee	Quality	Gender	Age	School	Language	Religion
PI1	Pedagogic inspector	Male	Over 40	Inspectorate	French	Christianity
HT3	Head teacher	Female	Below 40	Hope Baptist	English	Christianity
HT1	Head teacher	Female	35 years	Triumph	English	Christianity
AHT1	Assistant head	Female	27 years	ST Kisito	French	Islam
HT2	Head teacher	Male	25 years	La Pipinier	English	Christianity
PI2	Pedagogic inspector	Female	36 years	Inspectorate	English	Christianity
HT4	Head teacher	Male	Below 45	Presbyterian	English	Christianity
HT5	Head teacher	Female	29 years	Pinky	English	Christianity
AHT2	Assistant head	Female	31 years	Les Ambassadeurs	French	Islam
HT6	Head teacher	Male	37 years	GBPS Bertoua 1	English	Islam
AHT3	Assistant head	Male	32 years	GBPS bertoua 2	English	Christianity
AHT4	Assistant head	Female	25 years	Mokolo 2	English	Christianity
HT7	Head teacher	Female	33 years	Adventist	English	Christianity
<b>Total</b>				<b>13</b>		

**Source: fieldwork, 2025**

The table above presents the biographical information of the interviewees who took part in the interview. A total of 13 interviewees participated in the interview process. Three different category of interviewee took part in the study including 2 pedagogic inspectors, 7 head teachers and 4 assistant head teachers. The interviewees were made up of both male and female, aged in between 25 and 45 years old. The pedagogic inspector were from the inspectorate while the head teachers and assistant head teachers came from different schools

as seen in the table. Most of the participants were English inclined while fewer interviewees were French inclined. Christianity happens to be the dominating religion of the interviewees with majority of them declaring to be Christians while fewer participants declared to be Muslims.

### Presentation of qualitative results

The present section focuses on the presentation of the qualitative findings of the study. This involves looking for the emerging themes and sub-themes from the interviewees verbatim. The themes and sub-themes are concepts which appear frequently throughout the interview. In total, six themes were identified from participant's interviews. The table below presents the qualitative findings.

**Table 22: Presentation of qualitative results**

Themes	Patterns	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	Total
Notion of school inspection	Meaning of school inspection	x	X	x	x	x	x	X	X	x	X	x	X	x	13
	Objective of school inspection	x	X	x	x	x	x	X	X	x	X	x	X	x	13
	Types of school inspection	x	-	x	x	-	-	X	X	-	X	x	X	x	9
	Frequency of inspection visits	-	X	x	x	x	-	X	X	x	-	x	X	x	10
Pedagogic communication	Notify before visits	x	X	x	x	-	x	X	-	x	X	x	X	x	11
	Teachers involvement	x	X	x	-	x	x	-	-	-	X	x	X	-	8
	Nature of communication	x	X	x	x	x	x	X	X	x	X	x	X	x	13
Pedagogic feedback	Timely delivery	x	X	-	x	x	x	-	-	x	x	x	X	x	10
	Inspection reports	x	-	-	-	x	x	X	X	-	x	x	X	x	9
	Behavior change	x	X	x	x	x	x	X	X	x	x	x	-	x	12
Importance	Advantages	x	X	x	x	x	-	-	-	x	x	x	X	-	9

nce of inspection	Disadvantages	-	-	x	x	x	-	-	-	x	x	-	X	-	6
Challenges of school inspection	Insufficient resources	x	X	x	x	x	x	X	X	x	x	x	X	x	13
	Poor collaboration	x	X	x	-	-	x	X	-	x	x	x	X	x	10
	Corruption	x	X	x	x	x	x	-	-	-	x	x	-	-	8

The table above presents the emerging themes and sub-themes from the participant's interviews. A total of five themes and more than ten sub-themes were identified. This involves the nature of school inspection, pedagogic inspection, pedagogic feedback, importance and outcomes of school inspection. The "P" stand for the participants, the "x" stand for the fact the participant mentioned the sub-themes meanwhile the "-" means no response.

### Interpretation of qualitative results of the study

The above section focused on the analysis and presentation of qualitative results of the study. The present section focuses on the interpretation of the qualitative findings. This involves analyzing and making sense out of non-numerical data such as text, images, and observations. Interpreting the qualitative results consists of making use of emerging themes and patterns derive from participant's interviews. This helps to get more insights on the studied phenomenon and also to support the quantitative findings of the study. Here, themes and patterns are used to interpret the qualitative results.

### Theme one: Notion of school inspection

School inspection is seen as a systematic process which involves assessing all the aspects of the school life to make sure that the stated objectives are achieved within the prescribe time and using the available resources. Understanding of school inspection appears to be the first theme of the interview. Here, the researcher wanted to gather interviewee's perception of school inspection, the objectives of school inspection, the practices of school inspection as well as different types of school inspection.

### Sub-theme 1: Meaning of school inspection

School inspection is defined as a systematic process which involves assessing and evaluating the educational quality provided in a school. It is mechanism through which educationists seek to identify and address the possible problems affecting the education system. It consists

of inspecting all the aspect of the school life including the nature of the school environment, the nature of school infrastructures, the teaching materials and teaching methods, the communication strategies develop, program completion, school culture and climate, student performance, discipline, teacher engagement and professionalism, decision making, leadership and governance etc. A good number of the participants interviewed during the field work were of the view that school inspection is a mechanism use in observing different pedagogic practices, supervising student work and assessing the overall achievement of the goals and objectives of education. This can be supported by the various verbatim drawn from the interviewee's interviews.

PI2 defined school supervision as *“an activity whose purpose is to ensure educational goals and objectives are effectively achieved in a school setting. This consists of inspecting the teaching and learning methods, decision making, quality of infrastructures and environment”*.

In the same light, HT1 argues that *“school inspection is a systematic process which involves evaluating and assessing all the aspect of the school life including teaching methods and decision making process to make sure that the objectives are achieved on time”*.

On a similar note, AHT2 argues that *“school inspection is an activity which involves assessing teaching practices, supervising pupils work and also evaluating the overall effectiveness of the school in meeting the goals and objectives of education”*.

For the PI1, school inspection Is *« inspection scolaire est un mécanisme à travers lequel les pratiques d'enseignement et apprentissage sont évalué. Il permet aux inspecteurs de s'assurer que les activités menées soit en étroite ligne avec les objectifs définir au préalable »*

### **Sub-theme two: Objectives of school inspection**

The objectives of school inspection refer to the aims and goals of school supervision. Most of the participants were of the view that the primary objective of school inspection is to make sure the educational goals and objectives are effectively achieved. Its purpose is to improve the teaching and learning process in school by inspecting the activities of teachers, school administrators and school heads in a school. This can be justified by some verbatim extracted from the participant interviews.

According to the HT3, the primary objective of school inspection is to *“evaluate the quality of education provided by the school, identify areas for improvement and provide*

*recommendations as well as ensure accountability by holding the school accountable for pupils learning outcomes as well as educational quality”.*

Another interviewee argues that the purpose of school inspection is to *“improve pupil performance, support teacher professional development through the organisation of in-service training and ensure school compliance with established standards and regulations”* (AHT2).

Also, another interviewee argue that the objective of school inspection is to *“inspection scolaire vise l’amélioration de la qualité de l’éducation en mettant l’accent sur la transparence, la responsabilité, le respect de normes et promouvoir le leadership et le management »* (HT4).

### **Sub-theme three: types of school inspection**

School inspection is a practice which is directed towards improving the quality of the educational system through the evaluation and assessment of the teaching and learning process, the quality of school infrastructures, the nature of the school environment and climate as well as respect of norms and standards. Inspection can be carried out in different types. Interviewees mentioned different types of inspection that can be carried out in school.

According to PI2, *“there are different types of school inspection that can be carried out. This involves scheduled inspection, unannounced inspection, risk-based inspection, external inspection and even internal inspection”*.

For the HT7, *“school inspection can be perform either through peer review conducted by fellow educators, internal inspection carried out by school staff, follow-up inspection intended to verify the implementation of previous recommendations”*.

In the words of AHT4, *“there exist different types of school inspection which include themed inspection focusing on specific areas, risk-based inspection focusing on high area of risk and scheduled or planned inspection”*.

### **Sub-theme four: Frequency of the inspection visits**

While school inspection is the process through which the teaching and learning activities are evaluated in school, its effectiveness depends on its frequency. This consists of the number of times school inspection is carried out in school. The interviewees gave different opinions regarding the frequency of school inspection in primary schools in Bertoua I sub-division. While some argue that it is frequent endeavour, others argue that it is something that happens

once in a while. This can be justified by the following verbatim extracted from the participant interviews.

According to the HT5, *“school inspection is carried out in my on termly basis. This is to say that school inspectors visit our school once every term. At times it is twice every term”*.

For the AHT2, *“school inspection is carried out in our school twice per year. School inspectors only visit our on two occasions”*.

Again, P11 was of the view that *« inspection scolaire se faire Presque chaque fois que le besoin est ressentir. Il y a de moment où c'est trimestriel, chaque 2 mois et parfois deux ou trois fois par an. En fait ça dépend de la situation »*.

From the views of the various interviewees, it is clear that school inspection is carried out depending on the need at hand. Some say it can be termly, per semester, monthly, or even twice throughout a school year.

### **Theme two: Pedagogic communication**

Communication constitutes an important aspect of school inspection. It refers to the nature of interaction between the inspectors, the school administration, staff and the teachers. It determines the success of the inspection mission in a school. As such, the school inspectors and the participants are supposed to communicate effectively among themselves so as to facilitate the execution of the inspection mission in school. Most of the interviewees made it clear that clear communication is important for effective inspection. This involves notify before inspection visits, teachers involvement and nature of communication.

#### **Sub-theme one: Notify before inspection visits**

Notifications constitute a key step in school inspection. It is a strategy which consists of notifying the school before any inspection visit. Here, the school inspectors inform the school administrators about their visit some two or one month before the visit. This is intended to give time to the school administrators to prepare all the necessary documents essential for school inspection. Most of the participants argue that the school is always informing before the coming of the pedagogic inspectors.

According to HT1, *“majority of school inspectors always call the school administration a month or two before their visit. The purpose is to prepare the school for the inspection visit”*.

For HT4, *“though some inspectors always call to announce their visit to the school, some do not. Some inspectors just show up when the school is least expecting them. Although it is not always the best method to adopt, I believe it held the head teacher to be ready at any time”*.

Again, P11 argue that *« en principe les inspecteurs pédagogiques sont appeler à aviser un mois ou deux mois avant leur mission. Mais pour être objective, je pense l'idéale serait de toujours visiter les écoles quand ils attendent le moins. Ceci permet de constater beaucoup des choses »*

### **Sub-theme 2: teacher's involvement**

The teachers play a key role in facilitating school inspection. Most of the activities of school inspection involve supervising the activities of the teachers to make sure that they are well executed. This requires close collaboration and engagement from the teachers. This is because the teachers need to make available their lesson notes and other teaching aids to the supervisors during the inspection visits. Some of the interviewees argue that;

*“Majority of the school has indicated that teachers are involved in pedagogic seminars organize by inspectors, though some boycott the sessions. Teachers who refuse attending such seminars should be given severe sanctions”* (HT7).

For the AHT3, *“inspection is the only means through which teachers are assessed about their job. This assessment requires close collaboration and engagement of the teachers. They engage themselves with the inspectors by communicating clearly and responsibly”*.

### **Sub-theme 3: Nature of the communication**

The manner the inspectors communicate with the school administration including the teacher, head teachers, assistant head teachers and staff condition the success of the mission. Some participants argue that the school inspector communicate in a respectable and cordial manner, some argue that some inspectors communicate very harshly while others argue that communication is very indifferent between the teachers and the inspectors. This is justified by the interviewees verbatim.

One of the interviewee argues that *“pedagogic inspectors at times do inform the administrators about the required documents needed for inspection before coming. It ought to be compulsory”* (AHT4).

Another argue that *“pedagogic inspectors always call through phone calls to inform them on the fact that the will be coming to school. This help to avoid all form of embarrassment and make sure that everyone be in school when they are coming”* (HT3).

For the AHT1, *“pedagogic inspectors always sent the mission letter to the school before they come. By sending the letter to school, it makes us know that the mission is official and we make sure that all the teachers are present in school on the day they are coming”*.

### **Theme three: Pedagogic feedback**

School inspection is a mechanism through which quality education can be ensured in public and private primary schools in Cameroon in general and Bertoua in particular. School inspection necessitates the involvement and intervention of all the individuals including the school head teachers assistant head teachers, staff, teachers and inspectors. They must be close collaboration and communication between all the parties involve.

#### **Sub-theme 1: Inspection reports**

A strategy of effective school supervision is feedback. It involves providing necessary information to the teachers and head teachers on the improvements required in school. Participants argue that feedback from inspectors to teachers and from teachers to inspectors are key in enhancing the expected changes. Some interviewees argue that feedback are provided to teachers through the distribution of the school inspection reports, follow-up missions and change in individual behavior. This can be explained by the following verbatim from the interviewee interviews.

According to P11, *« le feedback fait partie de stratégies utiliser par les inspecteurs pédagogiques pour s'assurer que les recommandations ont été bien prise en compte. Le feedback se faire à travers la mise en disposition de rapport d'inspection aux enseignants »*.

For the AHT3, *“feedback constitute a mechanism through the inspectors verify whether the expected changes has been executed. This consists of providing a copy of the inspection report to the school authorities for them to know what they need to do for change to happen”*.

Another interviewee argue that *“Average schools (public and mission) indicated that they receive inspection report after inspection while below average schools (lay private) indicated that inspection reports are hardly send to them after inspection”* (P12).

#### **Sub-theme 2: Timely delivery**

While feedback is key for effective school inspection to influence quality education, the mechanism for the delivery as well as timeliness in the delivery of reports go a long way to determine the success of a school inspection mission. Pedagogic inspectors are required to make sure that inspection reports are provided to the school at the right time so that desired changes can be attained. One of the interviewee argues that *“timely feedback helps teachers to*

*improve their behavior by clearly engaging themselves in school. This commitment and engagement is understood to be a key determinant in improving pupil's performances in school"* (HT3).

Another interviewee also argues that *"timely delivery of inspection reports is not only beneficial to the teachers but also to the pedagogic inspectors. I believe that when teachers receives recommendations on time, it provoke change in them before the next inspection mission avoiding the inspectors to work of one and the same thing over and over again"* (AHT2).

### **Sub-theme three: change in behavior**

Some interviewees argue that feedback is a school inspection strategy which helps to bring about change in individual behavior in school. These changes come as a result of various recommendations made by pedagogic inspectors. An interviewee argues that *"school inspection is key in generating changes in individual behavior. The recommendations provided by the inspectors help teachers to modify their teaching strategies, ensure pupil concentration as well as adopt integrated practices in the class"* (AHT1).

### **Theme four: Importance of school inspection**

School inspection is a systematic process which involves evaluating and assessing the activities of the teachers, head teachers and staff to make sure that it is directed toward enhancing quality education in primary schools. This activity is very important as it identifies key difficulties and areas for improvement and provides solutions to overcome the challenges. School inspections have both advantages and disadvantages.

### **Sub-theme one: Advantages of school inspection**

According to some interviewees, school inspection is very advantageous as it brings about the expected changes in the educational system. It helps in the identification of key areas for improvement as well as key challenges and obstacles toward quality education in primary schools. It ensures the engagement, commitment and determination of the teachers in lessons delivery and coverage of programs. One of the interviewee argue that *"school inspection is advantageous in that it ensures frequent monitoring and community involvement. It promote school community relationship through school community collaboration and partnerships"* (HT1).

Another interviewee also argues that “*school inspection ensures that there is more autonomy, quicker support and feedback. Teachers are provided with tailored support so as to ensure their professional growth and development*’ (HT3).

For AHT4, “*school supervision ensures the promotion of quality education, identification of areas for improvement, engagement of teachers, improvement of student’s performance, upgrading of school infrastructures and community partnerships*”.

### **Sub-theme two: disadvantages of school inspection**

While school inspection is vital for the promotion of quality education at all levels of the educational system, it does not go without inconveniences. It is understood that school inspection affects the distribution of resources, encourage corruption and tribalism, promote educational disparities, and high cost.

One of the interviewee stated that “*although school inspection is very vital in ensuring quality education, teacher’s engagement and professionalism at all levels of the educational system, it leads to unequal distribution of education resources creating regional disparities*” (AHT1).

Another interviewee argue that “*school inspection leads to corruption, embezzlement and tribalism as some inspectors tend to accept offers and gifts from the head teachers or even chose to protect school headed by their village brothers or family relatives*” (HT7).

For AHT3, “*school inspection is a blessing in disguise. This is so because it is not in every cases that pedagogic inspectors are objective in their reasoning. At times their decision are guided by selfish and personal interest making their judgment bias*”.

### **Theme five: Challenges of school inspection**

School inspection is a mechanism through which inspectors evaluate and assess the activities of teachers in school. The purpose of school inspection is to promote quality education through the identification of areas which needs improvement, ensuring teacher engagement and commitment, enhancing collaboration and communication, ensuring program coverage, promoting transparency and accountability as well as improving student performance through lessons assimilation. This does not go without challenges. The interviewees interviewed during the fieldwork identified three key challenges affecting school inspection. This involves inadequate resources for effective inspection, absence of communication and collaboration and corruption, embezzlement and favoritism.

### **Sub-theme one: Insufficient resources for effective inspection**

Resources availability constitutes the basis for any concrete action in the society. The availability of human, financial and material resources needed to carry out inspection mission and visit are key for the success of school inspection. However, insufficient resources can negatively affect the execution of school inspection visit. One of the participants in the study argues that *“there is nothing that can be done without means. The resources constitute the basis for the successful implementation of pedagogic inspection mission. This involves the financial, human and material resources”* (PI2).

Another participant also argue that *“it is important to make sure that resources are available to pedagogic inspectors as it will help them to perform their mission effectively. The absence of the resources will affect the validity of the inspection process”* (AHT4).

For HT5, *“school inspection requires the utilization of resources whether material, human or financial. In most cases inspection results are not valid because of the absence of sufficient fund to effectively handle the inspection visit”*.

### **Sub-theme two: poor collaboration and communication**

As part of the challenges faced by pedagogic inspectors during inspection visits is poor communication and collaboration. It is understood that some school, head teachers, staff and even teachers chose not to collaborate with inspectors thereby delaying the inspection process. This is the case in most of the primary schools considered in this study. According to PI2, *“communication and collaboration are vital for effective school inspection visit. But at times, some school including head teachers and teachers simply chose not to collaborate with the inspectors. This highly affect the outcome of the inspection activity”*.

## CHAPTER FIVE

### DISCUSSION, RECOMMENDATIONS AND CONCLUSION

This chapter presents a detailed analysis and interpretation of the research findings on the topic: Effective School Inspection Strategies and Quality Education in the Era of Decentralization in Some Selected Primary Schools in Bertoua 1 Sub-Division. The findings are linked to the research objectives, underlying theories, and previous studies. It also outlines the conclusions drawn from the findings and proposes practical recommendations aimed at improving school inspection strategies to achieve better educational outcomes within decentralized systems.

#### DISCUSSION OF MAJOR FINDINGS

##### **Pedagogic Planning as a Key Strategy for determining Quality Education**

Educational planning exists at all levels within an educational institution in order to ensure quality education. From the results above in chapter four (Table 10), about 39.1% of the respondents do not experience yearly pedagogic inspection and about 60.9% of the respondents do experience yearly pedagogic inspection. This gives a fair result that teachers are inspected yearly by pedagogic inspectors. This is not that very good because there is no major difference between the respondents for and those against. This could be due to the fact that information does not always flow well from inspectors to teachers, thereby preventing some teachers from being inspected. Our study is proposing that the pedagogic inspectors should improve their level of interaction and contact with teachers to ensure that every teacher is inspected at least once a year. Therefore, it is clear that most of the respondent experiences yearly pedagogic inspection.

According to the correlation, there is a statistically significant relationship between pedagogic planning and quality education in primary schools in Bertoua 1 subdivision. This indicates that there is an influence of pedagogic planning in ensuring quality education. With the correlation value being **0.560**, shows a very strong relationship between pedagogic planning and quality assurance. The better the planning is done; the greater will be the quality assurance in education. Thus, Pedagogic planning has a significant effect on quality education in primary school management.

The scientific management theory is focused on how to organize work professionally and to design the mechanism that improves labour productivity and saves time and monetary

resources (Hoyle and Wallace, 2005; Sergiovanni and Starrat, 2007). This theory states that workers should be scientifically selected and trained. It also stipulates that managers should focus on developing, designing and supervising improved systems whereas workers should concentrate on performing their duties. If everyone fulfils their respective role, no conflicts would arise between management and workers since scientific management approach would find the best solution for all parties concerned. Thus, there should be total collaboration between management and workers in planning and delivery. Therefore, in a school, there should be total collaboration between teachers and inspectors at the level of planning and delivery of knowledge. This will go a long way to improve educational quality.

The study revealed that pedagogic planning plays a significant role in ensuring quality education. The majority of the teachers and head teachers confirmed that inspection planning such as the communication of necessary documents, scheduling of visits, and focus on lesson plans and schemes of work improves instructional preparedness. However, inconsistencies in inspection schedules and inadequate preparation from inspectors were cited as obstacles. This reflects the core principles of the CIPP model, highlighting the significance of assessing both context and input.

**Effective Pedagogic Communication is a tool for quality education.**

The results from teachers indicate that majority of the respondents agree on the fact that school inspectors call before coming for inspection but the statistics on disagree are so close that we can deduce a mixture of contention on this point (Table 11). It seems that some teachers are always informed and others not informed. In a school, there ought to be constant communication between inspectors and teachers. With the high value of those that disagree indicates that for the quality of education to be improved pedagogic inspectors should endeavour to always call teachers before coming for inspection. This is not in total confirmation with OFSTED (2005), which says that school inspectors talk with the staff and the administrators and even the pupils constantly.

In the course of this constant communication, they come to an agreement of improving school quality. In our context, the school inspectors are called to always call the teachers to keep them updated before coming for inspection. Through such calls, the inspection process will be smooth as all required documents will be made available, teachers will be present and the inspectors will be received properly. On pre-inspection visits carryout by school inspectors in schools in Bertoua 1, we had a partial perception, meaning that almost half of the respondents

disagree on the fact that there are pre-inspection visits in schools (Table 11). Pre inspection is one of the stages of inspection that are supposed to be carried out by inspectors but from our results, it shows that many inspectors neglect this stage and move directly to inspection proper.

According to Rono (2000), the decision to inspect an institution with notice requires that it is informed in adequate time and that information on areas to be inspected are also communicated to the institution. Also, the decision to inspect an institution without notice depends on the circumstances prevailing there, especially the special needs or concern of the community or stakeholders on its management, performance or other emerging issues.

Failure in pre inspection visits may be due to poor network connection or bad roads. The main essence of pre inspection visits is to collect basic information on schools, make preparatory visits, inform schools in adequate time and come out with inspection schedule. When pre inspection visits are effective, it is going to improve the quality of administrative style, teaching and learning process and ensure proper school documents. The pedagogic inspectors in Bertoua 1 should re-enforce their efforts towards pre- inspection visits to help boost the quality in education within the sub-division of Bertoua 1.

According to our study, it showed that 69% of the respondents turn to agree or strongly agree on the facts that pedagogic inspectors are motivational and serve as role model during school inspection. This showed that inspectors' in Bertoua 1 are very friendly to teachers and many teachers and administrators look up to them for advice and academic growth. Therefore, we can conclude that most of the respondents are of the opinion that school inspectors are motivational and role models. This contrast with Haule (2012), who found that school inspectors often treat teachers harshly, makes them feel threatened by inspections and less likely to accept the recommendations willingly. In our context, there is need for the inspectors to identify these hindering barriers preventing proper follow up after inspection.

In Bertoua 1 sub division, some of the factors preventing proper follow-up by inspectors could be; poor network connection, insufficient fund to mission or numerous schools at their disposals. Therefore, the pedagogic inspectors within this area should re enforce their efforts to call teachers for follow up after inspection. Also, the inspectorate is equipped to facilitate minimum communication with school administrator and teachers. With the proper equipping of the inspectorate to facilitate proper communication, there ought to be a good pre inspection visits and post inspections follow up.

The inspectors should use the facilities at their disposal sufficiently to enhance quality assurance and if possible, request for more from the hierarchy. Human relations involve the way people communicate and work together in different aspects of life. According to human relation theory by Elton Mayo, meeting social needs of employees will increase productivity and satisfaction (Sergiovanni and Starratt, 2007). This theory belief that people's desire to be part of a supportive team that facilitate development and growth with an institution. Thus, employees should be active members in decision making. The theory shows that individuals will be self-directed and more committed to work, if their social needs are met. The human relations approach looks at how social and psychological factors affect people at work, focusing on their needs and well-being. The Hawthorn experiment showed that communication in an organization is very important. This is in line with the Pearson correlation where we realized that there is a relationship between pedagogic communication and quality education in primary schools in Bertoua 1. This could be possible because of the facts that the social needs and human needs of the staff were met within this area.

The Pearson correlation of pedagogic communication (PC) and quality education (QE) revealed a calculated value of **0.84089**, with a mean sum of **2.6451**. Most participants agreed to the fact that pedagogic communication as a strategy of school inspection is a strong determinant of quality education in the era of decentralization in some selected primary schools in Bertoua I subdivision. Meaning that pedagogic communication is a positive and strong predictor of quality education in the era of decentralization in Cameroon. The findings suggest that consistent two-way communication can facilitate trust and instructional alignment.

### **Pedagogic Evaluation is an indispensable tool in Enhancing Teaching and Learning**

Evaluation means measuring or observing the processes to judge it or to determine it for its value by comparing it to other. Weir and Robert (1994) explain that it goes beyond simply measuring against a standard, it's a concluding step focused on assessing the overall quality of the process.

From the statistical evaluation, 60% of the respondents agreed that school inspectors always give inspection reports to schools after inspection while 40% disagreed (Table 12). This shows that schools are usually given inspection reports promptly and effectively after inspections. Equally, from the interview with school administrators, average schools indicated that they receive inspection report after inspection while average schools indicated that

inspection reports are hardly sent to them after inspection. The answers from teachers and school administrators were alike. Thus, the inspectors within Bertoua 1 are called upon to ensure that inspection reports are forwarded to schools after inspection. Such reports will re-awaken schools to amend their wrongs and even improve on their performance. Still on school reports most of respondents disagree to having access to their inspection reports. This gives a very weak and poor signal on the part of the inspectors. Carrying out inspection without delivering the report is of no value because weaknesses will not be identified by the teachers and recommendations not known by the teachers.

Majority of the respondents supported the fact that inspectors used CBA standard in evaluation methods. This supports the implementation of the CBA standard in schools within this area. 78% of the respondents also agreed that through pedagogic evaluation by inspectors, they have helped to improve pupil's academic performance (Table 12). Also, from interview with administrators, all the schools indicated that the inspectors respect the CBA standard during school inspection. Therefore, pedagogic inspectors play a very key role in this area of the country. This is a clear signal that if more efforts are put by pedagogic inspectors, Bertoua 1 and Cameroon as a whole would be an area to reckon with in terms of quality in education. On an interview with pedagogic inspectors on how teachers are adapting to the implementation of CBA, majority of the teachers are adapting to the implementation though a few are still facing difficulties. This shows that inspectors still have much work to do as far as CBA implementation is concerned.

The Pearson correlation of pedagogic evaluation (PE) and quality education (QE) revealed a calculated value of **0.91371**, at a PV **0.01(0.05)** which is also significant at **0.05(95%)** confidence interval (Table 39). This is equally drawn from the sample of 133 teachers randomly selected from the eleven schools in Bertoua 1. The statistical data analysis reveals that pedagogic evaluation has a statistical significant relationship with quality education in the Bertoua 1 sub-division. This implies that our null hypothesis on the view that there is no relationship between pedagogic evaluation and quality education in Bertoua 1 sub-division is discarded. We in effect conclude that the pedagogic evaluation has a great relationship in influencing quality management of teachers in primary schools in Bertoua 1 sub-division. Improving on pedagogic evaluation is improving in quality education.

The pedagogic inspectors responded on what is done to the evaluation report that is gotten from the field after school inspection. They assured and responded that after inspection, the

evaluation report is analysed and administrative letters are sent to the school and to the ministry. Through the letters sent to the schools, they are obliged to ensure that recommendations are implemented as stipulated in the letter. At the level of the ministry, such letter helps to make the ministry to be aware at what is happening in the field. Such reports are analysed at the ministry and follow-up are taken based on the reports.

The Stufflebeam CIPP evaluation model is a complete framework used to guide the evaluation of programs, projects, people, products, institutions, and systems. It focuses on four key areas: context, input process and product. According to Stufflebeam (2002), these areas help answer important questions like: What should be done? How should it be done? Is it being done as planned? How should it be done? Is it being done as planned? And did it achieve its goals? According to this study, we realized that the context evaluation is very good as teachers and inspectors agreed that CBA is well respected during teaching and inspection processes. This ensures that the context of required knowledge is implemented properly within this area to assure good quality. Also, the product evaluation can be confirmed at the level of pupil's performance where we realized that 78% of the respondents agreed that through pedagogic evaluation by inspectors, they have helped to improve pupil's academic performance. Therefore, this theory helps to guide during educational evaluation to ensure that the context and input of knowledge should follow a procedure that will give the expected product or result.

Hence, Inspection reports and classroom observation were noted as important feedback tools. The use of the Competency-Based Approach (CBA) in evaluations was reported in most schools, especially those that receive regular inspection. Unfortunately, the lack of post-inspection reporting in some schools limited their ability to respond to recommendations.

### **Follow-Up and Monitoring of education**

Through school inspections, pedagogic follow-up can be carried out as remedy to better improve education. Most of the respondents agreed and strongly agreed that school inspection change teachers' behaviour (Table 13). Also, in an interview with inspectors on teachers' behaviour, they said teacher's behaviour has been affected by school inspection positively by improving CBA application by teachers. Teachers have become disciplined and improve teachers' quality. This result is in accordance with Ehren and Visscher (2008) who summarizes the effects of school inspections on behavioural change among teachers, school improvement and student's achievement results. Their systematic study of peer reviewed

articles that were published after 2000 and include empirical research shows plausible connections between inspection and school improvement and behavioural change among teachers. Therefore, school inspection has improved and developed the behaviour of teachers thereby contributing to improving pupil's academic performance.

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

In an interview with the school administrators, all the schools agreed that their school infrastructures are adequate enough to foster effective teaching. According to Clement-Croome (2000), the work environment plays a significant role in influencing both employee performance and job satisfaction. In today's modern offices, tasks have become more complex and technology-dependent. As occupancy costs rise, companies aim to reduce these expenses without negatively impacting their staff. Decisions about workspace design are therefore seen as investments in employees' well-being, with the expectation that such improvements will lead to increased productivity. Dilani (2004) further notes that researchers are increasingly identifying connections between employees' health and physical workplace conditions, such as lighting and indoor air quality.

Recent studies on workplace stress also tend to emphasize the impact of psychosocial factors on job performance, employee strain, and overall health. Some theoretical models of stress at work have included the physical environment as a factor. According to Macfie (2002), it is important for management's effort to create a working environment where everyone is highly motivated and feels valued. He adds that if staff look after their health, they will be better in their own lives and in the business. If people feel better about the way they manage their lives they will be more creative and more productive in the way they contribute at work. In contrast of the study, Ngidi and Sibaya (2002) found that in underprivileged schools, the working conditions are often poor and not supportive of effective teaching and learning.

Follow-up is done to schools depending on the reports forwarded to the ministry through inspection reports. During an interview with pedagogic inspectors on what are some of the follow up given to particular schools that do not respect the national pedagogic program, produce poor results at the national exams or do not meet up with national school standards. Moreover, the inspectors by laws are required to sit with the school management and agree on the necessity of forging a plan to address the shortcomings detected during inspection.

The Pearson correlation of pedagogic follow-up (PF) and quality education (QE) gave a calculated value of **0.89951** with a mean sum of **2.6721** at a PV **0.01 (0.000)** which is also significant at **0.05(95%)** confidence level. It is evident from that results that there exist a statistical significant relationship between pedagogic follow-up and quality education. In this light, pedagogic follow-up plays a significant role in improving quality school management in the Bertoua 1.

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

A major concern reported was the absence or inconsistency of follow-up visits after inspections. Teachers who received post-inspection support reported better integration of recommendations and greater improvements in student performance. Decentralized systems, although closer to the community, often face logistical limitations that weaken follow-up implementation. Strengthening local inspectorate offices can mitigate these challenges.

### **Inequality in Inspection Coverage**

Urban schools in Bertoua 1 benefited from more frequent and thorough inspections compared to rural schools. Factors such as distance, poor road networks, and inspector workload contributed to this disparity. This creates a gap in educational quality between schools within

the same subdivision. The findings mirror Ololube (2013), who argued that decentralization without equitable resource allocation exacerbates disparities.

### **Recommendations**

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

#### **To the Ministry of Basic Education:**

Ensure regular and equitable school inspection across rural and urban areas regardless of location or status; receive equitable attention and supports from inspection authorities.

Increase funding to divisional inspectorate offices for transport and logistics: More of financial, human and material resources to support frequent and effective inspection, especially in underserved areas.

Institutionalize mandatory annual training for inspectors on participatory and supportive evaluation techniques.

#### **To Divisional Inspectors:**

- Develop a clear inspection calendar and inform schools in advance.
- Conduct follow-up visits and monitor the implementation of recommendations.
- Use inspection as a mentoring tool, not merely for control or fault-finding.

#### **To School Administrators:**

- Create a welcoming environment for inspectors and encourage open collaboration.
- Maintain accurate records of lesson plans, scheme of work, and evaluation reports.
- Advocate for more regular inspections in under-visited schools.

#### **To Teachers:**

- Engage in continuous professional development through seminars and peer reviews.
- Prepare teaching documentation and lesson plans in accordance with inspection standards.
- Embrace inspection as an opportunity for growth.

#### **To Researchers:**

- Conduct impact studies on how inspection influences student performance over time.
- Compare inspection systems between centralized and decentralized education models in Cameroon and neighboring countries.

### **Limitations of the Study**

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

1. Some of the respondents were reluctant in providing the needed information as a result of the fact that they were not certain of the use to which their responses were to be put in spite of the researcher's explanations of the purpose to which their responses were going to be made. This might have resulted to some of the respondents faking their responses.
2. Accessibility challenges in remote schools affected data collection.
3. The researcher faced difficulty in granting access to some private schools due to some fear and prejudices.
4. Budget constraints limited the geographical spread of the study.

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

### **Suggestions for Further Research**

1. This study should be further extended that it can cover all the divisions and subdivisions in the East Region of Cameroon.
2. Similar studies should be conducted between Bertoua 1 and other regions in Cameroon to better understand some comparative analyses.
3. Similar studies should be investigated in the secondary and higher education.
4. Explore the effectiveness of digital tools in enhancing school inspection.
5. Long term studies should be conducted to assess the sustained Impact of inspection strategies on quality education.

The findings demonstrates that effective school inspection strategies anchored in planning, communication, evaluation, and follow-up are vital for achieving quality education in decentralized primary schools in Cameroon. By addressing the identified challenges and implementing the recommended strategies, stakeholders can enhance the effectiveness of school inspection and contribute to the realization of national educational goals.

## Conclusion

All in all, the task we had in this work consisted in carrying out research on the effective school inspection and quality education in the era of decentralisation in some selected primary school of Bertoua 1 municipality. In the course of the study, the independent variable (school inspection) was further broken to obtain variables as pedagogic planning, pedagogic communication, pedagogic evaluation and pedagogic follow-up which were correlated with the dependent variable (quality education). We began our work by presenting a background of the study; we then presented the problem, the review of literature, methodology then data presentation and analysis. From the data we collected from a couple of teachers, school administrators and inspectors we took as case study and its analysis using Both descriptive statistics (frequency, percentage, mean, standard deviation) and inferential statistics (Pearson correlation analysis) were used to assess the impact of school inspection strategies on quality education. We arrived at the following conclusion.

The Pearson correlation of pedagogic planning (PP) and quality education (QE) revealed value of **0.560** at a PV **0.01(0.000)** was obtained which is also significant at **0.86221(95%)** confidence interval. This indicates that there is a strong relationship between pedagogic planning and quality education in primary schools in Bertoua 1 subdivision. This showed that when planning, inspectors ensures that seminars are organize annually, teachers are inspected regularly, teachers are informed ahead of time of the required documents needed for inspection. With the application of these by pedagogic inspectors, it will go a long way to ensure quality education in Cameroon. Majority of the school administrators also accepted that teachers are involved in pedagogic seminars while average respondents indicate that inspection are averagely carried out. Teachers should continue attending pedagogic seminars to improve their professional development while inspectors should improve the rate of carrying out inspection in order for quality education in schools. Therefore, pedagogic planning has a key role to play in ensuring quality education in primary schools in Cameroon.

Average of the teachers that responded revealed that the communication link between teachers and inspectors is strong and positive. This was analysed based on the facts that inspectors are friendly during inspection, they call before coming for inspection and also call back to follow teachers after inspection. With this poor link, inspectors are call to sit up and improve their communication connection with teachers within Bertoua 1 and Cameroon as a whole. On the part of the school administrators, majority respondents indicated that there is a good communication link between school inspectors while the inspectors also confirmed that

they share a good communication link with teachers and administrators. The Pearson correlation of pedagogic communication (PC) and quality education (QE) revealed a value of **0.673** at a PV 0.01. This shows that there is a relationship between pedagogic communication and quality education. Thus, pedagogic inspectors are call to improve strategies on the rate of communication to follow up teachers and school administrators in order to assure quality education in Cameroon.

On pedagogic evaluation, all administrators confirm that inspection have facilitated and improve pupils' academic performance. Thus, schools with low rate of inspection should follow up the inspectors to come to their school for this will equip the teachers thereby improve pupils' performance. Both inspectors and teachers confirmed the application of competency based approach (CBA) in teaching and during inspection evaluation. This gives more credit to the application of the new education system in Cameroon. Majority of the teachers revealed that they don't have access to their inspection reports after inspection. This shows weakness on the part of the inspectors. Thus, inspectors are call to ensure that teachers should have access to the inspection report after inspection for this will help them identify their faults and follow the recommendations from the reports to ensure quality. The Pearson correlation shows that there is a relationship between pedagogic evaluation and quality education. From this study, it can be concluded that the evaluation method in primary schools in Bertoua 1 and Cameroon as a whole is up to standard and has a greater impact on impacting quality evaluation in Cameroon.

Through pedagogic follow-up, educational actors respect and follow the required norms. It is in this light that during this study, all the school administrators revealed that pedagogic inspection have improve on teacher's effectiveness while the inspectors confirmed that inspection have a positive effect on teacher's behaviour. Majority (94%) of the teachers said that inspectors always correct faults from teachers during inspection visits. This indicates that nobody is perfect in the teaching/learning process, thus all teachers should be involved in inspection for they will learn in one way or the other. Moreover, all school inspectors revealed that the school infrastructures are good enough to foster effective teaching. This shows that the schools in Bertoua 1 are constructed with respect to the national standard of constructing schools. Also, schools within this area of the country are of good standard in terms of infrastructures, implementation of inspection recommendations, teachers' behaviour and effectiveness thereby enhancing quality education in the country. Therefore, through pedagogic follow-up, many schools in Bertoua 1 have improved teaching methods, better

techniques in lesson delivery and in all improvement in the general school result thereby ensuring quality educational system.

The research demonstrated that effective school inspection strategies positively correlate with educational quality. Pedagogic planning, communication, evaluation, and follow-up are essential strategies that, when applied consistently, contribute to improved teacher performance and student achievement. However, the full benefits of these strategies are hindered by decentralization challenges, resource constraints, and inconsistent implementation. For school inspection to be a viable tool for quality education in Bertoua 1 and similar contexts, systemic reforms and resource investments are imperative.

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## APPENDIX A: QUESTIONNAIRE FOR TEACHERS

**RÉPUBLIQUE DU CAMEROUN**  
 Paix-travail-patrie  
 \*\*\*\*\*  
**UNIVERSITÉ DE YAOUNDÉ I**  
 \*\*\*\*\*  
**FACULTE DES SCIENCES DE L'ÉDUCATION**  
 \*\*\*\*\*  
**CENTRE DE RECHERCHE ET DE**  
**FORMATION DOCTORALE EN SCIENCES**  
**HUMAINES, SOCIALES ET ÉDUCATIVES**



**REPUBLIC OF CAMEROON**  
 Peace – Work – Fatherland  
 \*\*\*\*\*  
**THE UNIVERSITY OF YAOUNDÉ I**  
 \*\*\*\*\*  
**FACULTY OF SCIENCES OF EDUCATION**  
 \*\*\*\*\*  
**POSTGRADUATE SCHOOL FOR THE**  
**SOCIAL AND EDUCATIONAL**  
**SCIENCES**

**Dear correspondents,**

I am TATAPONG Junior Timothy a masters’ student at the University of Yaoundé 1, Faculty of Science of education, department of curriculum and evaluation, specialized in Administration and Inspection of School life. I am researching on the topic: **Effective School Inspection Strategies and quality education in the era of decentralization in some selected primary schools in Bertoua I Subdivision.** I thank you for your collaboration and availability. I will like to have your opinion on this work by answering and returning this questionnaire as soon as possible. I guarantee you that all the answers you give will be strictly confidential and used for academic purpose only. I count on your sincere answers to these questions.

**Please indicate your level of agreement with the following statements by a tick across the correct box (✓): Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).**

**Socio Demographic information**

**Name of school** \_\_\_\_\_

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

**Status:** Single  Married  Widow(er)

**Gender :** Male  Female

**Work experienced :** 1-5yrs  6-10yrs  11-20yrs  above 21yrs

**Pedagogic Planning**

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

### **Pedagogic communication**

<b>S/N</b>	<b>ITEMS</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
6	School inspectors are friendly during and after inspection				
7	School inspectors call or signal before coming for inspection				
8	Pre inspection visit are carried out by school inspectors				
9	School inspectors are motivational and role model during their visit				
10	Inspectors call back to follow up teachers after inspection				

### **Pedagogic evaluation**

<b>S/N</b>	<b>ITEMS</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
11	School inspectors always give inspection report to your school after inspection.				
12	Teachers have access to their inspection reports				
13	School inspectors use the competence base approach of inspection in evaluation methods				
14	Through pedagogic evaluation by inspectors, they have help to improve pupil's academic performance				
15	Inspectors release the scores teachers earn after pedagogic evaluation				

### **Pedagogic follow-up**

<b>S/N</b>	<b>ITEMS</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
16	There is continuity in the follow-up process after initial visits				
17	The frequency of pedagogic follow-up helps improves teaching methods				
18	Strict follow-up of teachers enhances the use of didactic materials and improve lesson delivery				
19	Decentralization has improved the effectiveness of pedagogic follow-up				
20	Feedback from follow-up visits is documented and used to track teachers progress				

### **QUALITY EDUCATION**

<b>S/N</b>	<b>ITEMS</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
21	School visit produces quality learning				
22	Continuous school visit guarantee a conducive environment of learning				
23	School inspectors during classroom visitations, inspects how the various types of recommended teaching aids are appropriate with the teaching learning process				
24	Do pupils in your school perform well in National examinations				
25	Quality teachers are produced when inspected strictly				

## **APPENDIX B: INTERVIEW VIEW GUIDE FOR SCHOOL INSPECTORS**

Dear Respondent,

My name is TATAPONG Junior Timothy, a student in the Faculty of Education, of the University of Yaoundé 1. I am doing research on **EFFECTIVE SCHOOL INSPECTION STRATEGIES AND QUALITY EDUCATION IN THE ERA OF DECENTRALISATION IN SOME SELECTED PRIMARY SCHOOLS IN BERTOUA 1 SUB-DIVISION OF CAMEROON**. This research is part of the requirements for the award of the degree of Master of Education (M.Ed) in Educational management of the University of Yaoundé 1. I thank you for your collaboration and availability. I will like to have your opinion on this work by providing answers to the questions raised as sincere as possible. I assure you that all the answers you give will be strictly confidential and used for academic purpose only. Thank you for granting me audience. The questions for the interview are:

1. How is the communication link between school administrators, your teachers and the inspectorate?
2. How many schools can you afford to inspect in an academic year?
3. In what way has school inspection affected the behavior of teachers in the schools where they work?
4. What is done to the evaluation reports of the inspectors from the field after school inspection?
5. How do teachers and schools react to inspection reports after evaluation?
6. Are there any differences in how inspections are conducted now compared to the centralized model?
7. Is the inspectorate (Working environment) equipped with all the necessary equipment to facilitate quality school inspection?
8. How can you compare school inspection in a Public Primary school and Private Primary school?
9. What measures are put in place during inspection to improve on teachers' effectiveness?
10. What are the challenges which you faced in the field during school inspection?

## **APPENDIX C: INTERVIEW GUIDE FOR SCHOOL ADMINISTRATORS**

Dear Respondent,

My name is TATAPONG Junior Timothy, a student at Faculty of Education, University of Yaoundé 1. I am doing research on **EFFECTIVE SCHOOL INSPECTION STRATEGIES AND QUALITY EDUCATION IN THE ERA OF DECENTRALISATION IN SOME SELECTED PRIMARY SCHOOLS IN BERTOUA 1 SUB-DIVISION OF CAMEROON**. This research is part of the requirements for the award of the degree of Master of Education (M.Ed) in Educational management of the University of Yaoundé 1. I thank you for your collaboration and availability. I will like to have your opinion on this work by providing answers to the questions raised as sincere as possible. I assure you that all the answers you give will be strictly confidential and used for academic purpose only. Thank you for granting me audience. Please, kindly identify your school below by underlining appropriately.

**Type of institution:**

Government School

Mission School

Lay Private school

The questions for the interview are:

1. How is the communication link between school administrators and pedagogic inspectors?
2. Do pedagogic inspectors always call before coming for inspection?
3. How often are inspection visits conducted in your school?
4. Are all your teachers involved in pedagogic seminars organized by inspectors?
5. Do pedagogic inspectors always inform the administration about the required documents needed for inspection before coming?
6. Does your institution always receive inspection reports after inspection?
7. How have the interventions of pedagogic inspectors improved pupils' academic performance?
8. What are the advantages and disadvantages of decentralized inspections in your experience?
9. How does the school administration motivate hard working teachers'?
10. Is your school infrastructure adequate enough to foster effective teaching and learning?

## APPENDIX D : RESEARCH AUTHORIZATION

REPUBLIQUE DU CAMEROUN  
*Paix – Travail – Patrie*  
\*\*\*\*\*  
UNIVERSITE DE YAOUNDE I  
\*\*\*\*\*  
FACULTE DES SCIENCES DE  
L'EDUCATION  
\*\*\*\*\*  
DEPARTEMENT DE  
CURRICULA ET EVALUATION



REPUBLIC OF CAMEROON  
*Peace – Work – Fatherland*  
\*\*\*\*\*  
THE UNIVERSITY OF YAOUNDE I  
\*\*\*\*\*  
THE FACULTY OF EDUCATION  
\*\*\*\*\*  
DEPARTMENT OF CURRICULUM  
AND EVALUATION

The Dean

N° 035 /25/UYI/FSE

### AUTORISATION FOR RESEARCH

I the undersigned, **Professor BELA Cyrille Bienvenu**, Dean of the Faculty of Education of the University of Yaoundé I, hereby certify that **TATAPONG Junior Timothy**, Matricule **23W3064**, is a student in Masters II in the Faculty of Education, Department: *CURRICULUM AND EVALUATION*, Specialty: *ADMINISTRATION AND SCHOOL LIFE INSPECTION*.

The concerned is carrying out a research work in view of preparing a Master's Degree, under the supervision of **Dr. MBEH Adolf TANYI**. His work is titled: « *The Effectiveness of School Inspection on Quality Teaching in the Era of Decentralization in Some Selected Primary Schools in Bertoua 1 Subdivision* ».

I will be very grateful if you provide him all the information that can be helpful in the realization of her research work.

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

Done in Yaoundé, le 13 FEB 2015

For the dean



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