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**Pedagogic inspection and teachers' performances in
selected secondary schools in Fako Division of the South
West Region of Cameroon.**

A Dissertation Submitted in Partial Fulfilment of the Requirements for the Award of a
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DECLARATION

I **Etonde Constance Mbome**, registration number **20V3608** do hereby declare that this dissertation is my original work and that it has not been submitted and will not be submitted for any academic award in any other University for a similar or any other degree award.

.....

Signature

.....

Date

DEDICATION

This work is dedicated to:

My late mum, Mama Roseline Nene Ita,

ACKNOWLEDGEMENT.

I will, first of all extend my deepest gratitude to my supervisor Dr Mbeh Adolf for his enormous sacrifice and continuous encouragement, especially when I lost the two people who were the brain behind my academic pursuits. My thanks equally go to all my lecturers whose support cannot be measured. I will forever be grateful to you all.

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LIST OF ACRONYMS

SSEF: School Self Evaluation Form,

SEF: Self-Evaluation Form

NUT: National Union of Teachers

EMB: Environmental Management Board

PTA: Parents Teachers Association

SPA: School's Performance and Assessment

HMIE: Her Majesty's Inspectorate of Education

CGCE: Cameroon General Certificate of Education

B.A: Bachelor of Arts

B.SC: Bachelor of Science

M.A: Master of Arts

M.SC: Master of Science.

PhD: Doctor of Philosophy

OECD: Organisation for Economic Cooperation and Development

WASC: Western Association of Schools and Colleges

ETI: Education Training Inspectorate.

OFSTED: Office for Standards in Education, Children's Service and Skills.

MINESEC: Ministry of Secondary Education

MOE: Ministry of Education

HOD: Heads of Departments.

SMC: School Management Commission

QA: Quality Assurance

Government of India with NIC

DEO: District Educational Officer

MSI: Management Systems International

USAID: United State Agency for International Development

SPSS: Statistical Product and Service Solution

KLA: Key Learning Areas

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ABSTRACT

This study seeks to investigate the impact of pedagogic inspection on teachers' performances in selected secondary schools in Fako division of South West Region of Cameroon. This study had the following objectives: To examine the role of school inspection in improving the teaching and learning process in secondary schools; To explore the perceptions of secondary school teachers on school inspection; To examine the types of inspection carried out in secondary schools in Fako Division; To Identify the challenges that hinder effective school inspection. The methodology applicable in this work was the collection of data through questionnaires and documentary analysis. The theoretical framework was based on Constructivism, Behaviorists, Scientific Management and Human Relations theories. The hypotheses for this study were tested using simple linear regression on SPSS version 25: Which gave the following conclusion: There is a significant relationship between the role of inspection and academic performance ($t = 55.441$, $p < 0.000$); There is a significant relationship between teacher perception of inspection and academic performance ($t = 40.195$, $p < 0.000$); There is a significant relationship between types of inspection and academic performance ($t = 16.601$, $p < 0.000$), There is a significant relationship between challenges of inspection and academic performance ($t = 55.523$, $p < 0.000$). From the results it is evident that Pedagogic inspection of secondary school teachers influences the academic performance of some selected secondary schools in Fako Division. The study revealed that the role of inspection is instrumental in improving the teaching and learning process. It was also discovered that the teachers had a negative perception of pedagogic inspection, equally, schools failed to carry out full inspection, follow up inspections, inspection for the promotion of teachers and pre-opening inspections. Also, inadequate clerical staff and inadequate inspection visits per year by inspectors are some of the factors that hinder school inspection. In this vein it would be recommended that provisions be made for effective school inspection to be carried out in schools and that follow up be made after such inspections

Keywords: *School inspection, Perception, Challenges and Academic performance.*

RESUME

Cette étude vise à examiner l'impact de l'inspection pédagogique sur les résultats scolaires dans des écoles secondaires sélectionnées du département de Fako, dans la région du Sud-Ouest, Cameroun. Cette étude vise à : examiner le rôle de l'inspection scolaire dans l'amélioration du processus d'enseignement et d'apprentissage dans les écoles secondaires ; explorer les perceptions des enseignants du secondaire sur l'inspection scolaire ; examiner le type d'inspection effectuée dans les écoles secondaires du département de Fako ; identifier les défis qui entravent l'efficacité de l'inspection scolaire. Cette étude a été réalisée à l'aide de questionnaires et d'une analyse documentaire. Le cadre théorique était basé sur le constructivisme, la gestion scientifique, les relations humaines et les théories béhavioristes. Ces hypothèses ont été vérifiées à l'aide d'une régression linéaire simple sur SPSS version 25 : ce qui a permis de tirer la conclusion suivante : Il existe une relation importante entre le rôle de l'inspection et les résultats scolaires ($t = 55,441$, $p < 0,000$) ; Il existe une relation importante entre la perception de l'inspection par les enseignants et les résultats scolaires ($t = 40,195$, $p < 0,000$) ; Il existe une relation importante entre les types d'inspection et les résultats scolaires ($t = 16,601$, $p < 0,000$), Il existe une relation importante entre les défis de l'inspection et les résultats scolaires ($t = 55,523$, $p < 0,000$). Les résultats démontrent que l'inspection pédagogique des enseignants du secondaire influence les performances académiques de certaines écoles secondaires sélectionnées du département de Fako. L'étude a révélé que le rôle de l'inspection est déterminant dans l'amélioration du processus d'enseignement et d'apprentissage. Il a également été découvert que les enseignants avaient une perception négative de l'inspection pédagogique, et que les écoles n'effectuaient pas d'inspection complète, d'inspection du suivi, d'inspection en vue de la promotion des enseignants ou encore d'inspection avant l'ouverture de l'établissement. En outre, le manque de personnel de bureau et le nombre insuffisant de visites d'inspection par an par les inspecteurs sont quelques-uns des facteurs qui entravent l'inspection des écoles. Dans cette optique, il serait recommandé que des dispositions soient prises pour qu'une inspection scolaire efficace soit effectuée dans les écoles et qu'un suivi soit assuré après ces inspections.

Mots-clés : Inspection scolaire, Perception, Défis et Résultats scolaires

CHAPTER ONE

INTRODUCTION

Background of the study

School inspection is widely considered an essential instrument for quality education that will aid the nation to compete in the ever-changing world economy. It is a form of evaluation, which involves the measurement, testing, and evaluation of educational activities in school systems to improve the standards and quality of education programs offered.(Ololube, 2014).

Historically, school inspection of education systems can be traced back from France under the leadership of Napoleon's administration regime in particular, an idea which was copied by other European countries at the end of the 18th century (D Grauv,2027,p. 7).

Countries like England have a long history of inspection. The inspection was instituted as a form of control and supervision mandated to supervise the quality of schools and the quality of teaching, including teacher qualifications. Till the late 1980s, schools enjoyed relative autonomy. A major shift occurred when Governments adopted the New Public Management approach to implementing a new governing method to regulate education from the distance. (Lillejord, Elstad & Kavli, 2018). In the 1990s, Management by Objectives and New Public Management became part of the education evaluation system that would help politicians formulate goals, and steer from a distance, administrators should interpret goals that would be further explained to schools, and oversee how teachers and principals implemented these goals in practice. As pointed out by Moreton, Boylan, and Simkins 2017, inspection in the new public management system enable governance at a distance where 'schools are deemed not to be trusted to regulate themselves effectively and must be monitored and held accountable by external agencies. (Moreton et al, 2017, pp.140).

Accountability is presupposed to enhance education quality and promote school improvement (Hanberger, et al 2016) and at the same time reinforce competition that results in better performance. The era of accountability as Moreton 2017, describes it, represents increased scrutiny of school practices by centralization of control, through the establishment of agencies that will police schools thus becoming an important

element of regulation of public services. A regulated approach to accountability also is conditioned by the use of limited resources and the priority to add value to student learning outcomes. (Sachs, 2016). Accountability was introduced as a counterbalance to the autonomy and decentralized governance of schools. The need for accountability gave rise to even bigger authority and power for school inspection. Brown et al, 2016, and a culture of performativity, or as Hall, (2017) calls an audit culture. In this audit culture, schools and principals are held responsible for students' performance. This is considered a major shift in the Denmark system for example where the focus of evaluation shifted from students to bringing under the loop the evaluation of teachers and schools. (Wallenius et al, 2018). He continues to further elaborate that the rationale for the accountability approach is that schools and teachers are service providers, while students and parents are considered customers. Wallenius et al, continue to explain that accountability has been made visible through standardized measurements and the production of public data and rankings that will be used to inform the decision-makers and parents.

According to Wilcox and Gray, 1996 there are four primary functions of school inspection, which are: 1) 'inspection as evaluation', 2) 'inspection as auditing', 3) 'inspection as a disciplinary power', and 4) 'inspection as a form of social action'. 'Inspection as evaluation' placed concern in assessing and making a judgment on a school in ensuring that the school is accountable for the action and education provided. The second role, 'inspection as auditing' is intended to ensure schools' adherence towards the educational policy, standards, and legislation established by the educational authority and government, in which compliance towards such standards can guarantee a minimum level of educational quality that has been practised. Thirdly, the 'inspection as a disciplinary power' reflects the history of school inspection at the end of the 18th century in which institutions are governed and controlled by the central government. Therefore, a control mechanism system like school inspection has been introduced to govern schools and to inculcate certain bureaucratic values into the schools (Glanz, 1991).

The final role, which is 'inspection as a form of social action' can be described by understanding the interaction that occurred and involved in its process, which encompasses the relationship and communication between inspectors as the persons in charge that performed the inspection and the inspected key actors, which are teachers,

head teachers or principals and sometimes students. These four functions suggested by Wilcox and Gray (1996) mostly reflect the traditional functions of school inspection as a control mechanism to govern and control schools.

The Organisation for Economic Co-operation and Development (OECD) defines a school inspection as a ‘mandated, formal process of external evaluation’ which ‘involves one or more trained inspectors who evaluate quality based on a standard procedure’ and which ‘aims to hold schools accountable’ (OECD, 2015, pp. 479). Although there is a wide variation on how the inspections are organised and how they use the information gathered in schools (OECD, 2015), Eddy Spicer et al. (2014) and De Grauwe (2007) have found that school inspections have certain characteristics in common: a school inspection is an external evaluation of schools, undertaken by ‘school inspectors’. These are officials external to the school with a mandate from a national or local authority, who conduct regular inspection visits to all schools (Eddy Spicer et al., 2014). During these visits, inspectors collect information about the quality of the school, check compliance with legislation and/or evaluate the quality of classroom practices and students’ work through observations, interviews and document analysis. Along with the accountability-oriented perspective that considers control as the first function of school inspectors, and which is strongly represented in both descriptions, some stakeholders advocate the development and improvement purposes of inspections.

Various educational accountability systems share the same goal of improving student learning and achievement and building students' capacity to learn. In Europe, the use of school inspections to assess and hold schools accountable for goals related to educational quality and student achievement is well established (Gärtner, Wurster, & Pant, 2014).

According to Ehren (2016), school inspection strategies, are aimed at improving and supporting school development, including evaluation of the school quality, and identification of the school’s strengths and areas for school development through the mechanism of providing inspection feedback. In addition to school improvement purposes, educational stakeholders often consider ‘changing the behaviour of teachers’ as another intended outcome of school inspections. Inspection feedback can support teachers to make substantial changes to their existing practices and teaching instructions

when it relates to the overall quality of teaching and learning (Baxter, 2017; Nelson & Ehren, 2014).

In Tanzania school inspection was strengthened after independence in the 1960s with the intention of reforming the educational system. The main aim was to ensure that teachers provide a quality education that is useful for solving the problems encountered in daily life

According to Fredrick, Charles, and Imelda (2018), the education Act Of 2008 of Nigeria set the key role of inspectors of schools as to monitor learning achievement. This aspect justifies the importance of inspectors in effecting curriculum management for quality learning at the school level. In this regard, supervises the teaching and learning process to ascertain children's involvement and participation in concept understanding.

School inspection capacity is the most vital component for teacher's productivity and teacher education as well as performance; however, educational institutions, educators and teachers tend to see inspection as an external imposition and are notably susceptible to rejecting it when inspectors give too much authority as it is the case in most Tanzanian schools. (Wanzare, 2002).

In Cameroon the Law of Orientation plays a key role in setting the principles that govern education. The quality of school inspection plays a very big role in the academic performance of the Institution. The ministry of secondary education monitors and controls secondary education with the help of National Inspectors, who in return work with regional inspectors. This was reinforced by presidential *decree No.2005/139 of 25 April 2005* of the Ministry of Secondary Education (MINESEC).

National Pedagogic Inspectors of the Ministry of Secondary Education coordinate the activities of inspectors at the Central Service of the Ministry, while Regional Delegates of Secondary Education. (RDSE) through Regional Inspector Coordinators coordinate the activities of Regional Pedagogic Inspectors (RPIs) in the regions. These are secondary school inspectors appointed by the Minister of Secondary Education to oversee the administrative and pedagogic management of the schools in the Region making sure the schools are run according to the norms of the state, (Lowael,2015)

Statement of the Problem

School inspection is a fundamental component in any education system and it is considered as an important element for the performance of teachers in schools. Inspections are needed to ensure that schools maintain minimum standards and control the quality of education in schools. And teachers' core function is to ensure and improve the teaching and learning activities of the students. Education Inspectors are responsible for ensuring quality education and ensuring that schools maintain minimum standards through the provision of professional support that effect teachers' performance (Doviko, 2015).

For the above to be realistic, pedagogic inspectors and teachers are supposed to work in close collaboration. It is rather sad that this is not the case in our schools today. Some teachers do not only avoid inspection exercises due to their perceptions about it but there are inspectors who do not carry out the necessary types of inspection they ought to carry out. There are however certain challenges that hinder effective inspection to be carried out in certain schools. There is a significant gap in access, quality and relevance of education which persists particularly in rural areas. Inadequate infrastructure and resources, gender inequalities, poor quality of education, vocational training mismatches and limited funding are some of the challenges that cause school inspection to be ineffective in some schools

According to the regional inspectorate of secondary education for Fako Division (2021), the low academic performance of students during the GCE Examinations is a result of poor lesson planning by teachers almost 43% of them, 30% of the syllabus not covered, 20% of teachers do not attend pedagogic days seminars. Even after inspections, teachers do not respect the recommendations given

Research Objectives

Main Objective

To assess the impact of pedagogic inspection on teachers' performances in selected secondary schools in Fako Division of the South West Region of Cameroon?

Specific Objectives

To examine the role of school pedagogic inspection in improving the teaching and learning process in selected secondary schools in Fako Division of the South West Region of Cameroon.

To explore the perceptions of secondary school teachers on school inspection in selected secondary schools in Fako Division of the South West Region of Cameroon.

To examine the types of inspections carried out in selected secondary schools in Fako Division of the South West Region of Cameroon that influence teachers' academic performances

To identify the challenges that hinder effective school inspection and its impact on teaching in selected secondary schools in Fako Division of the South West Region of Cameroon

Research Question

Main research Question

To what extent does pedagogic inspection of secondary school teachers influence teachers' performances in selected secondary schools in Fako Division of the South West Region of Cameroon?

Specific Research Question

To what extent does the role of pedagogic inspection improve the teaching and learning process in selected secondary schools in Fako Division of the South West Region of Cameroon?

To what extent do teachers' perceptions of school inspection influence teachers' performances in selected secondary schools in Fako Division of the South West Region of Cameroon?

To what extent do the different types of inspections carried out in secondary schools influence teachers' performances in selected secondary schools in Fako Division of the South West Region of Cameroon?

To what extent do challenges that hinder effective school inspection influence teachers' performances in selected secondary schools in Fako Division?

Research Hypotheses

Main Hypothesis

School pedagogic inspection has no significant influence on teachers' performances in selected secondary schools in Fako Division of the South West Region of Cameroon?

Specific Hypothesis

H01: School inspection has no significant influence on the teaching and learning process in selected secondary schools in Fako Division.

H02: Teachers' perceptions of inspection have no significant influence on teachers' performances in selected secondary schools in Fako Division

H03: The different types of school inspections carried out in secondary schools have no significant influence on teachers' performances in selected secondary schools in Fako Division

H04: Challenges that hinder effective school inspection have no significant influence on teachers' performances in selected secondary schools in Fako Division.

Significance of the Study

This study will contribute to the education system in Cameroon and to other education stakeholders (researchers, policymakers, decision-makers, educators, curriculum planners, ministry of education and, Principals, teachers, Students and NGOs) in the following ways:

- a) To provide knowledge on school inspection, which will possibly enhance the government to increase resources towards the inspectorate to monitor the quality of education provided in Cameroonian society.
- b) The study is likely to inspire school inspectors on how they can best support the teachers, especially concerning teaching.
- c) The study is expected to provide insight to the Ministry of Secondary Education and other educational stakeholders about the importance of implementing inspectors' recommendations for the provision of better education.

Operational Definition of Terms

School Inspectors

School inspectors are educational professionals who are not directly involved in schools and who are usually, specifically appointed for the duty of school inspection (Wilcox, 2000). In this context, they are teachers who have been selected according to their academic, and experience qualifications to inspect schools and give proper advice.

School Inspection

School inspection is a general examination of an organizational unit, issue or practice to ascertain the extent it adheres to normative standards, good practices or other criteria and to make recommendations for improvement or corrective action. It is often performed when there is a perceived risk of non-compliance (UNDP, 2009).

School inspection is defined as the specific occasion which takes place when the entire school is examined and evaluated as a place of teaching and learning. However, school inspection means the constant and continuous process of guidance based on frequent visits which creates more attention as well as more aspects of the schools and their organization (Obiweluzor, Momoh, & Ogbonnaya, 2013)

Academic performance: Martinez (2007) states that academic performance is “the product given by the students and it is usually expressed through school grades”.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

School inspection

School inspection is a form of external evaluation conducted by officials that consist of a group of inspectors, which have been given the authority to visit the school in its real-time operation to examine, assess and assist the school towards legislation or standard compliance and ensure the quality of education delivered (Eddy-Spicer et al., 2016) school inspection is a systematic, target-oriented, and criteria-based process conducted by an external authority that conducts data collection at school through school visits and provides feedback on school quality for the purpose in ensuring educational accountability, policy and school improvement (Hofer et al., 2020).

The impact of school inspection depends on how it is done, and whether the results are used as a tool to drive improvement of school performance. If inspections are not done effectively, if communication and feedback are lacking, if there is no follow-up on recommendations and if there is no way of assessing whether inspections deliver or not, then school inspections can be nothing but a waste of public resources. Inspection is the major way in which school data on teaching and learning are collected as well as a way to foster accountability among schools and staff members. The inspectorate unit has a duty also to oversee the implementation of the curriculum in order to make sure that the education provided to young people meets the societal needs as documents and vision” (Chilangilo,2022)

Roles of School Inspection

The roles of school inspection are many but a few are the following: contribution of school inspection in improving teaching and learning, school inspection for improving teachers' professional skills, school inspection as an instrument for quality assurance, school inspections for fostering teachers' accountability, school inspection for making judgment and offering feedback and school inspections for motivating teachers (Eddy-Spicer et al., 2016).

In Europe, school inspections date back as early as the eighteenth century and, in most countries, it was instituted with the opening of public schools. The aim was to check the compliance of the schools with the mandated rules and programs (Brown et al, 2016).

Nowadays school inspection is a mechanism employed by the majority of systems across Europe to evaluate and assess the quality of education while holding schools accountable for a variety of goals related to student attainment, teaching, and effectiveness of school leadership (Gustafsson et al, 2015). According to Ehren & Shackleton 2016, school inspections are external evaluations conducted by external officials mandated by the Governments to check the quality of schools, quality of teaching, fulfilment of learning objectives for students, as well as the school's environment in terms of safety and preconditions for the development of children. As stated by Baxter 2017, school inspection is a means of governing and improving standards in education. Inspectorates and inspectors are also considered policy implementers that drive and facilitate the achievement of policy goals (Baxter, 2017, pp 2). Kemethofer, (2017), posits that there are common features of European school inspections. Similarities are apparent in the way school inspections are conducted. Usually, inspections happen in cyclical timelines, ranging from yearly inspections in some countries, to once in seven years in some other countries like Norway. Usually, a notification is sent to schools about the time when the inspection will commence and the process follows the procedure normally stated in the handbooks or other official documents (Hall, 2017). In these documents, there are stated criteria by which schools are to be evaluated so in most cases schools are informed what to expect. The visitations are carried out by teams of inspectors according to the school size. In the process of inspection, relevant documentation is reviewed, and data is collected from the school principal, teachers, students, support staff, and in some cases from other stakeholders outside the school. The process includes teacher observations and talking to students.

At the end of the process inspector s put together a report that goes back to school principals for approval and sometimes corrections are made in case the report differs very much from the perspective of the observed. One of the significant differences between school inspection systems across countries is related to inspection reports. In countries like England, reports are made public and affect the ranking of schools that in turn may have very negative effects on schools' reputation and existence. Countries where negative evaluations may have consequences for the work or licensing of schools, attracting or experiencing a decrease in enrolment numbers, exemplary teachers and principals, attracting additional funding and other benefits are known as high-stakes systems (Moreton et al, 2017). On the contrary, in low-stakes systems like Denmark and

Norway, for example, there are no such implications. Inspection reports do not result in the loss of teachers' or principals' jobs and schools rarely are closed down. These systems are known as low-stakes systems (Hall, 2016).

Inspection is intended in ensuring school quality that can lead towards better practice and school improvement. However, that might not always be true. Evidence have shown diverse findings on school inspection effects towards school (Hopkins et al., 2016). Although there are some literature suggesting that school inspection can contribute towards school improvement (Altrichter & Kemethofer, 2015; Ehren et al., 2013, 2015), some literature has associated school inspection with unintended effects including strategic activities by schools (de Wolf & Janssens, 2007; Smith, 1995); disturbing effects on normal school life (Penninckx et al., 2015); emotional side effects (de Wolf & Janssens, 2007), and narrowing of the curriculum and instructional strategies (Ehren et al., 2015; Jones et al., 2017).

School Inspection for Improved Teachers' Professional Skills

School inspection is used as a strategy for the development of teachers' professional development to improve teaching and learning within the education system. School inspections are expected to ensure that teachers are professionally equipped in performing their duties at the school level and these new skills are imparted to teachers through seminars, workshops and in-service training (Haule, 2012).

According to Zheng (2020) school inspection improves teaching and learning as teachers gain new skills through seminars. Baxter (2017) states that there is no documented direct effect in support of the claim that school inspections influence improvement, taking into consideration the fact that improvement cannot be attributed to a single factor. Ehren & Visscher (2006) contemplate the topic, agreeing to the claim that it is expected that after inspection some action would follow leading to improvement, as a result of feedback, recommendations, and inspection reports. Improvements are characterized as indirect depending on the type of feedback, school characteristics, characteristics of inspection, inspectors' relationships with schools, and communication styles. The same authors in a later study state that the combination of the provision of feedback and helping schools formulate their action plans for improvement will pave the way for schools to take positive action (Ehren & Visscher, 2010). Along the same lines, Penzer confirms that the effect of feedback depends on the

relationship between schools and inspection (Penzer, 2011). Ehren et al, 2017., report on a different set of factors that impact improvement comprised of setting up expectations, providing quality feedback, capacity development of educators and capacity development of local stakeholders, with particular emphasis that before looking for improvement as a result of school inspection more effort should be directed towards school's internal quality assurance system that directs and detects areas for improvement, giving more weight to the importance and relevance of self-evaluation processes as a new element to be included as part of the evaluation processes. (Ehren et al, 2017, Gustafsson et al 2015, Brown et al, 2017). Nelson and Ehren (2014) are in favour of the claim that where an accountability system has been functioning for longer periods it resulted in school improvement, particularly for the schools deemed to be underperforming.

School inspectors have the responsibility of improving the professional skills of teachers through educational conferences, seminars and workshops (OECD, 2009). Petaia (2009) states that through seminars and workshops, teachers are provided with professional knowledge and skills that enable them to define their areas of responsibility. Teachers also need the training to upgrade their teaching and learning skills. The intention is to encourage teachers to work harder and remain in their profession (Okoro, 2004). Komba (2005) comments that school inspectors have to help the teachers professionally.

Wanzare (2002) opines that a major role of school inspectors is to supervise and give advice on how to teach effectively and properly preparation of schemes of work and lesson plans. Mmbando (2010) also suggests that school inspectors have to make sure that all teachers attend seminars to equip themselves and make sure that they have the same ideas/opinions on several issues such as issues related to lesson plans and schemes of work. Sivonike (2010) and Harris and Van Tassel (2005) comment that teachers need to gain new knowledge and skills that can be of help in the improvement of the teaching and learning of the students. Thus, professional development is something crucial to teachers under the school inspectors to improve the students learning. Furthermore, Mathew (2012) sees that school inspection provides support to teachers on the type of methods and materials appropriate to adapt during actual lesson presentations.

School Inspection as an Instrument for Quality Assurance

The inspectorate system performs the function of quality control and assurance in the area of curriculum implementation and teacher performance. Quality assurance is achieved through the inspection of institutions and by reporting the inspection findings to the educational institutions, school managers and the Ministry (Mmbando, 2010). According to Apple (2008), the quality of the education provided can be achieved through the interaction process between the school inspectors and the teachers.

According to Ali et al (2021), the purpose of the school inspection is to monitor the delivery of education and the adherence to the stipulated curriculum including lesson preparation and the standard set-in order to safeguard the good quality of education.

Likewise, Mathew (2012) indicates that the reliability and effectiveness of the educational system are achieved through inspection. School inspectors have a greater opportunity to help teachers improve in teaching and learning for learners to realize the school goals and mission. Opoku-Asare (2006) also states that school inspection is essential for sustaining teaching and learning effectiveness, and maintenance of quality standards in schools.

In addition, Mbwambo (1990) comments that school inspectors are responsible to inspect all schools and offering suggestions and recommendations on the ways as well as means of improving the quality of education. Along the same line, Kabunduguru (2013) states that after inspection, a teacher needs to be given time to discuss with inspectors issues raised during the inspection such as the preparation of teaching and learning materials, lesson plan, schemes of work, lesson notes and log books. Mathew and Smith (1995) also assert that after classroom observation school inspectors have to discuss with individual teachers about issues that arose during the lesson presented in the classroom. Furthermore, MacBeath (2006) as cited by Matete (2009) claims that in England, quality assurance acted as a strategy of the inspection system which involves evaluation, assessment and monitoring processes carried out by inspectors concerning what teachers do in the classroom to improve academic standards and quality education.

School Inspection for Fostering Teachers' Accountability

School inspection indirectly influences teachers' accountability for their work performed. Machumu, (2012) states that school inspection is very important since it is conducted to ensure accountability among teachers as well as ensure that the standards

in education are upheld. The data related to teaching and learning that are collected by school inspectors at the school level may foster accountability among teachers and other staff members (Matete, 2009). Badare (2007) states that school inspectors need to ensure that schools adhere to educational objectives and government policies. Wanzare (2002) also argues that in Kenya school inspectors ensure that the public funds that are provided for, running schools are utilized as planned. Lillis (1990) insists that the main aims of school inspection are to improve the quality of teaching and learning and to ensure policy implementation and accountability at the lower level of schools.

In Uganda, school inspection is carried out by independent agencies or semiautonomous organs attached to the Ministry of Education (MOE) and acts as the mechanism that the government uses to ensure accountability to the public in terms of the value for money invested in the education systems (Macharia and Kiruma, 2014). Furthermore, Wong and Li (2010) assert that school inspection in Hong Kong has been an instrument for maintaining quality in schools which has a dual purpose of enforcing accountability and school improvement. Matete (2009) comments that school inspection becomes useless if the inspection recommendation reports are not acted upon by the relevant authority. England, Wales and Netherlands believe that accountability in education through school inspection may facilitate the attainment of the desired outcomes (Wilcox, 2000).

School Inspection for Offering Feedback

To improve teaching and learning the school inspection offers more judgments about school performance. School inspection provides information to parents and the public, offers formative feedback to schools, informs much more targeted improvement, and interventions for low-performing schools and accelerates timelines for school improvement (Gross, 2012).

The major purpose of school inspection is to collect a range of evidence, match the evidence against a statutory set of criteria, arrive at judgments and make the judgment known to the public (Mmbando, 2010). School inspection is a collaborative course of action where the inspector works with the head of the school, the teachers and other stakeholders in improving the quality of teaching schools (Wassena, 2009). Oelmek (1999) reports on the necessity of school inspectors to supervise and evaluate teachers' work performance and school administration every two years and advise them on the new methods of teaching.

Michael and Marian (1995) reveal that positive relations between teachers and school inspectors are very essential to facilitate the acceptance of the challenges and support from the school inspectors' teachers. Matete (2009) insists that school inspectors are obliged to provide feedback to schools, the government and educational stakeholders on how to improve the education system. School inspection provides feedback to education stakeholders on the status of the implementation of the curriculum in basic education (Mlaki, 2014). It also oversees and recommends good governance practices in pre-primary, primary, and secondary schools and teachers' colleges both public and private.

Types (Modes) of Inspection

It would be wrong to assume that inspection is a monolithic practice. There are different variants or types of inspection, which can be, identified according to such gross characteristics as the number of inspectors involved, the duration of the inspection and the nature and extent of what is inspected. At one extreme are the relatively and especially focused inspections carried out by a single inspector (e.g. a one or two-day inspection of a school department by a specialist inspector); at the other, are the comprehensive or whole institutions carried out by a team of inspectors over one week or more (full inspections). Whatever type of inspection the inspector may be conducting, it is the welfare of the children that must be the overriding consideration and as Canham (1983) posits:

It is possible to have schools with children without teachers. There have often been such schools in the past, and there may still be a few remote schools where older children look after the younger ones and pass on some of their little skills and experience to their juniors.

Therefore, whether an inspection is geared towards teaching, administration, infrastructure or student-learning habits, the result is for the welfare of the students.

1) Pastoral Advisory or Routine Visits

These are short visits usually by one or a small group of two or three usually lasting one or two days. The duration of the inspection usually depends on the number of inspectors available, the size of the school or college, and the aspect of the situation to be inspected. During such inspection visits, the purpose is for inspectors to advise and encourage teachers and head teachers on the spot concerning ways in which educational standards might be raised through improved teaching and learning techniques.

According to Aiyepoku (1987), during such visits, inspectors should concentrate on giving all the advice they wish to impart to the school on the spot especially as a written inspection report will not be sent to the school after the visit. The Federal Inspectorate Service (2001) of Nigeria equally says such a visit is usually a one-day affair conducted in both Federal and State schools. Although this type of visit is periodical it is enriching with valuable suggestions, and heart discursions between the different inspectors and teachers of identical specialities as those of the inspectors. It is the most common and most frequent form of inspection where an inspector should normally visit about three or four schools a week in his area of operation. In this light, the inspector/s can only examine a limited aspect of the school partly because of the limited time available and partly because of the small number of inspectors involved.

2) Informal Visits

This is often but not always unplanned and the inspector's concern may have come merely to seek information or collect statistics. He may be just passing through, to another location but decided to make a brief courtesy call. When an informal visit is made without any prior notice, the inspector must always explain the purpose of his mission to the head teacher or principal so that the latter does not get the impression that the inspector is playing the detective.

3) Inspections for Promotion

According to Rono (2000), such inspections are carried out to assess teachers for promotion, appraisal of competence, grading or re-grading, pre-service teachers and final teaching practice. In Cameroon, this type of inspection is known as an inspection to tabularise teachers. This type of inspection is to grade teachers who were employed with academic certificates like the B.A, B.SC, M.A, M.SC, and PhD as contract teachers. They were to be scored for two years and with a minimum mark from twelve and above on twenty, sent to the public service, they were integrated into the public service as civil servants like those employed with professional certificates. Such an inspection however died a natural death in Cameroon since the mid-1990s.(Lowael,2015).

4) Pre- Opening of School Inspection Visits

Otherwise known as Approval Inspection in Nnamani (2000), and Inspection for Government Approval in the Federal Inspectorate Service (2001), such visits are paid to the location of new schools seeking approval before the school is formally opened for providing educational services. It is also carried out to determine whether permission could be granted to a secondary school to be raised to a high school or whether to upgrade a high school that started purely with the arts section to now open its doors to the science section. In the domain of opening a new school, the essence of the visit is to find out whether the school satisfies the stipulated government conditions in terms of the number and facility specifications that are necessary for the running of the school. The minutes recommending the school for registration according to Rono (2000) must be quoted. The inspector must verify whether facilities are available and whether the student or feeder schools warrant its registration. Such an inspection report must be accompanied by a Public Health Report. From the foregoing, the facilities mentioned will include sufficient land to give room for expansion, accommodate buildings, and give room for playgrounds and there should be existing buildings for classrooms and dormitories in the case of a boarding school.

5) Subject Based Inspections

This kind of inspection, which is the most commonly used in Cameroon, is a specialized inspection carried out by the inspectors in their areas of subject specialization. Rono (2000) says such inspections are planned and prompted by the following factors:

- a) Performance trend in a particular subject in the national examinations by the school, zone, district or region.
- b) The inspector's work programme.
- c) Inquiring into the teacher's needs with a view to making suggestions for in-service training to be carried out by the quality development service.
- d) Monitoring visits to gather information about teaching and learning in the subject or another aspect of school life, and provision made for it to produce a national review of practices and standards.
- e) Assess the interpretation and implementation of the curriculum.

6) Inspection of Resumption at the Beginning of the Academic year.

Such an inspection occurs when on the reopening day of the academic year, inspectors and other education officials visit schools placed under their jurisdiction to see how prepared they were on the part of the administration, teachers and students on the take-off day. The inspector spends very brief moments in the schools after meeting with the head of the institution and is taken around to observe and see whether, after the cleaning of the classrooms and their immediate surroundings or during the cleaning, teachers were present. Reports are however channelled to the hierarchy after such visits.

7) Investigative Visits

Such an inspection should be made only when something appears to have gone wrong and thus carried out with the sole purpose of addressing the problem. Such problems may include issues of discipline, allegations of fraud and theft of school property. In any of the situations, the inspector needs to take very great care to find the truth of the matter. He must not make up his mind before he has made his investigation with an open mind, and he must be scrupulously fair and impartial. Thus Canham (1983) posited that

If somebody is accused of wrongdoing or is only suspected of wrongdoing, that person must be given every opportunity to state his case and make his defence. However unpleasant the matter may be, it is always a sound policy to 'clear the air'- that is to say, avoid embarrassment by settling cases secretly and privately. This is wrong.

8) Examination/ Subject Recognition Inspections

This is usually prompted by a school's request to the hierarchy to introduce a new subject, especially to apply technical subjects and other languages. Equally, it is usually at the request of an institution wishing to have a centre for an official examination like the Cameroon General Certificate of Education (CGCE) Examination, or where such a centre already exists, to add subjects like the Food and Nutrition and Advanced level subjects that will require laboratories. The requirement according to Rono (2000) is that

before such a subject is introduced, the school has to assessed to determine it's readiness in terms of learning and teaching resources. If the findings are satisfactory, the school is permitted to introduce the subject.

In Cameroon and the Fako Division, such inspections are not common to find or even if they are conducted, hierarchy does not respect their reports. This is particularly true when we look at the general introduction of computer studies in secondary schools beginning the academic year 2006/2007 without taking into consideration the staffing situation of computer science teachers which are non-existent let alone, the non-existence of computers in schools. The boomerang of this has been the upshots of strikes in schools in the academic year 2006/2007 by students who felt cheated as principals in a bid to make do either the availability of computers or the hiring of teachers collected monies from them and their parents. (Lowael,2015).

9) Full Inspections:

This is the most comprehensive type of inspection focusing on the teaching-learning condition of the school. Full inspection is variously referred to as A General Inspection (ETI, 2006), Full General Inspection (Federal Inspectorate Service, 2001, and Aiyepetu,1987); Panel Inspection (Government of India with NIC,2000); Full Accreditation Process (WASC, USA); General Inspection (Canham,1983) while other inspectorates refer to it as External School Review or External School Audit and Core Inspection. According to the EMB (2005), during full inspections, schools are inspected on all Key Learning Areas (KLA) as well as all aspects of the school's work, that is management and organization, learning and teaching, student support and social school ethos and students' performance. In line with this, ETI (2006) says "a general inspection is designed to provide an evaluation of an organization across the broad spectrum of its work". Calling it Panel Inspection, Rono, (2000) equally says it involves a full diagnostic and situational analysis of the institution and is usually carried out with a view of examining the strengths and weaknesses, or limitations of the institution and suggesting interventions to be administered for the improvement of education and standards.

In Cameroon and the Fako Division in particular where inspectors appear not to have a grasp of the secondary schools under their jurisdiction most probably because for all their years as inspectors, they have never been opportune to carry out an aspect of general inspection of the schools. Since full or panel inspection is comprehensive in scope, to be able to inspect every aspect of an institution, a large team of inspectors must always be put together and according to Aiyepetu (1987), such an inspection will

necessarily last for up to four or five days. The issue of the number of days to be used and the number of persons involved in a full inspection varies from inspectorate to inspectorate and as Aiyepoku continues, “the number of inspectors of, say, a post-primary institution with a wide curriculum may be as many as fifteen.” Canham (1983) .

Rose (2005) in discussing the situation of OFSTED England says “after 2000, a shorter form of the (two-day) inspection was introduced applicable so long as no evidence of deteriorating standards exists for the school”. Further emphasis on this by OFSTED (2005) is that although all schools are inspected every three years, the amount of inspection time given to each school is increasing in proportion to the school’s success, with consistently successful schools getting very short inspections perhaps one inspector for one day.

Considering the above, Wilcox, (2000) then sums up that:

The more comprehensive the area to be inspected, the more likely it is that a team of inspectors will be necessary to guarantee the required range of specialist expertise and experience. Where the focus of an inspection is narrower (e.g. particular curriculum area) the involvement of a single inspector will often be sufficient.

The same view is shared by Rono (2000) who holds that the duration for a panel inspection should be at least two days if the inspection has to be thorough and that an educational institution should be panel inspected after every three years. Reporting on the situation in India, the Government of India with NIC (2000) equally posits “... each district inspector of schools has to inspect fully every recognized high school and intermediate college in the district at least once in two years. Such an inspection would be for at least two days.”

From the foregoing, it is evident that the number of persons in a full inspection team and the duration of the inspection depends on several factors but one thing that remains clear about the frequency of inspection is that the regularity is proportional to need and as OFSTED (2005) remarks, schools should be inspected about every three years and inspections are proportional to need, with most effective schools having the longest interval between inspections. It ends up that whenever Her Majesty’s Chief Inspector (HMCI) considers it necessary, arrangements will be made for a school to be inspected more frequently.

10) Follow-Up Inspection (FUI)

As the name implies, this inspection is a follow-up of an earlier (usually full or panel inspection) to determine to what extent recommendations have been implemented. Usually, after an inspection, where the inspection has found areas for improvement, these are identified for the organization or school so that through the process of addressing them, the outcomes and /or experiences for the learners are improved. Thus the length and depth of the follow-up inspection will depend on the initial outcomes of the inspection. In this respect, the ETI (2006) notes that organizations in which major issues are identified as needing attention should expect a more searching follow-up inspection than those in which areas for improvement were identified as being less significant.

Nevertheless, during such visits, inspectors should keep track of the relevant actions taken by the school authority concerning the recommendations that were made during the full inspection as contained in the inspection report. The inspector assesses the progress made in addressing the main issues identified in the report. Follow-up inspection usually takes place at least a year after the inspection report has been published. The outcomes of the follow-up inspection are reported to the organization and a letter is issued, which highlights the progress made in addressing the areas identified for improvement.

In particular, circumstances, where some areas have not been sufficiently or satisfactorily addressed, will be highlighted during the report back and could form the basis for a subsequent inspection with a published report. According to ETI (2006), for a school to build upon a follow-up inspection, it needs to:

A. Involve the whole staff. This is because, through wide involvement, there is a greater chance of getting a commitment from everyone as to what needs to be done, how it is to be done and what benefits will ensure.

B. Seek support: In some instances, the school will need to seek the support of officers in Curriculum Advisory and Support Services (CASS), or equivalent, both in devising appropriate action plans and in implementing them. Most likely, there would be a need for staff development, which will help to ensure that teachers are skilled appropriately for what they are required to do.

C. Self-evaluate: This should be a process of re-examining the quality of teaching and learning in their widest aspects regularly which is crucial to the continuing development and improvement of any organization.

Inspection Procedures

Inspection procedure refers to the correct or usual way of carrying on an inspection. Thus it should be noted that secondary school inspection involves a series of interrelated activities or procedures. Many authors and inspectorates (Adenkule, 1981; Aiyepoku, 1987; Wilcox, 2000; The Federal Inspectorate Service, 2001; EMB, 2005; OFSTED, 2005; and Rono, 2000) have all held to the fact that formal inspection procedures especially full inspection, should be carried out in three stages namely:

1. Pre-inspection procedures.
2. Actual inspection procedures.
3. Post-inspection arrangements.

The WASC Accrediting Commission for Schools (2004), in describing the full accreditation process, says it has three stages: self-study, the visit, and the follow-up, which can be aligned to the different inspection procedures.

Pre-inspection Procedures

Pre-inspection arrangements should be carried out meticulously before the inspection day. This phase of the inspection procedure deals mainly with planning on the part of all stakeholders involved. Such a planning stage will help the inspector according to Better Schools Series: Modules Two (1998), focus on the following: objectives of the visit, the type of inspection visit, resources that are required, institutions to be inspected, the programme and time of the inspection. Specifically, during this stage, inspectors should be able to do the following:

- a) Come out with a schedule of inspection visits.
- b) Collect documents and basic information from schools
- c) Make preparatory visits.

a) Come out with a schedule of inspection visits

This could be said for a term and the principals of the schools to be visited are informed of the dates to be inspected. According to Her Majesty's Inspectorate of Education (HMIE), (2006) Scotland, when selecting inspection schools, many factors are taken into consideration including when the school was last inspected to ensure that a broad range of schools is inspected each year.

Their inspection programme includes schools: in rural and urban areas; that are small, medium and large, across all 32 local authority areas in Scotland. As earlier mentioned, the need for principals to be informed before an inspection visit is carried out does not cancel the fact that surprise visits cannot be made and according to Rono (2000), the decision to inspect an institution with notice requires that it is informed in adequate time and that information on areas to be inspected is also communicated to the institution. Also, the decision to inspect an institution without notice depends on the circumstances prevailing there, especially the special needs or concerns of the community or stakeholders on its management, performance or other emerging issues. OFSTED equally holds this view especially as schools are notified between two and five days before a planned inspection but for most schools, the notification is two days. This notwithstanding, where HMCI is concerned about the safety or well-being of pupils in a school he will exercise his right to inspect a school without notice. Other inspectorates like the EMB talk of eight weeks while ETI talks of four working weeks signals before the inspection.

Nevertheless, there is often the question as to whether inspection visits should be announced at all or not. It is often argued that in a surprise visit, inspectors are more likely to see things as they are for, if announced, schools can spend an inordinate amount of time in preparation for an inspection and perhaps put on special shows to impress the inspectors. In line with this, Aiyepku, (1987) says it "encourages schools to window-dress in preparation for such visits" but goes ahead to say that "this may be true in the days of 'colonial' inspectors who were pre-occupied with fault-finding" during inspections. On a similar note, Wilcox (2000), pointing out the advantages of notification before an inspection visit is paid noted:

i.. The efforts a school might make to put its house in order before the inspectors come can be beneficial and regarded as part of the improvement process which is hoped that inspection achieves.

ii. In practice, it is difficult to see how a substantial inspection could take place without prior notification. If a team of inspectors descended on a school completely unannounced it would cause some considerable confusion and disruption. The likely result would be that the inspectors would not see the school under typical conditions.

iii. The judgment that inspectors make against their inspection criteria will be based on evidence or data accumulated during, and indeed before an inspection. Evidence collected before an inspection is invariably in the form of documents.

Whatever arguments are put against pre-inspection announcements, Aiyepoku (1987) says that modern inspectors operate differently and once principals understand inspectors' roles, schools will not need window-dressing. What is more, inspectors should go out of their way to explain to schools that it is a disadvantage to window-dress because inspectors can be of maximum help only if they are allowed to see schools' problems in their natural settings. In any case, inspectors are not easily fooled and they can detect window-dressing most of the time through such simple methods as a general conversation with a cross-section of the school's population and examination of records like past lesson notes, a record of work, mark-books, students notes, log book and so on.

iv. Heads of institutions should also be informed of the aspects of the school the inspectors will take particular interest in. In advisory visits, for example, the inspector because of the limited time available may wish to inspect just the organization and administration of the institution, the handling of science practical or technical and commercial subjects, or the organization of language teaching.

v. Such a notification usually in writing does not only keep the institution informed of the aims and dates of the inspection but also,

- Keeps them informed about the inspection procedures,
- Lists the documents and basic information/data to be submitted,
- States the date of the preparatory visit
- Let the school head inform all members of the school community of the inspection.

b) Collect documents and basic information from schools

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

- Any pre-inspection forms and/or questionnaires devised by the inspectors;
- School prospectus;
- School development plan or equivalent planning document;
- Annual report to parents
- Recent minutes of the governing body and /or local authority;
- Other policy documents;
- School timetable;
- Other information the school wishes to be considered by OFSTED (2005),
- A password to allow them to take a copy of the school's Self Evaluation Form (SEF). They will use the School's Performance and Assessment (PANDA) report and the report from the previous inspection to prepare a pre-inspection briefing about the school. Information about the school, its pupils, and its self-evaluation is gathered using the SEF much of which will be pre-populated.

Still, on the issue of the School Self Evaluation Form (SSEF), the Wikipedia free encyclopaedia says that in September 2005, OFSTED was going to put in place a new system of short notice inspections under which the school heads are required to complete a Self-Evaluation Form (SEF) continually, which requires them to be aware of strengths and areas of development. The SEF serves as the main document when planning an inspection, and is crucial in evaluating the quality of leadership and management and the capacity to improve. Answering the question as to what happens in a school inspection, OFSTED, (2006) says, inspectors, study the school SEF, and use this, the school's PANDA report, and report from previous inspections and prepare a pre-inspection briefing about the school.

Sounding the same note, the ETI (2006) gives the importance of the SEF to the inspectorate of Ireland when it says that a school should continue to be self-evaluative before or after an inspection and that for many years, schools have been self-evaluating their teaching and learning using a variety of models.

That is, through the whole school, departmental or curriculum reviews, they have identified their areas of improvement and priorities. The importance of such a tool for inspection is further hammered upon by the National Union of Teachers (NUT) Britain when NUT (2002) in a proposal mentions that “evidence from research and practice demonstrates that evaluation by schools themselves must also be the centre of school inspection and support” and to quote the Scottish HMCI, NUT says “unless schools know themselves, they cannot benefit from inspection”. Thus, the need for self-evaluation in an inspection system is very imperative. Hence, it is as a result of this that OFSTED (2005) recognizes the importance of school self-evaluation as a continuous process that is complemented from time to time by external inspection. Self-evaluation makes an important contribution to inspections. It provides the school and the inspectors with a means of ensuring that inspection covers matters of potential significance to the school. What is more, the SEF will play an important part in the inspection since

- Schools have a range of internal processes for monitoring their performance and evaluating the effectiveness of their work in raising achievement. Such monitoring and evaluation should contribute, directly or indirectly, to periodic updating of the school improvement plan, which maps the priorities for action and sets out programmes for implementing them. The inspection takes account of or contributes to, these processes in several ways.

A summary of the findings of the self-evaluation undertaken by the school is recorded in the self-evaluation form (SEF), which is used by the inspectors to focus inspection efforts where it matters most. The school’s summary of its self-evaluation is used as the basis for discussion between the lead inspector and the senior team and, where possible, governors of the school.

The quality and use made of school self-evaluation are a good indication of the calibre of management. Evidence of how effectively schools undertake self-evaluation and the use they make of it helps inspectors to evaluate the quality of management in the school and the capacity of the school to improve.

- The SEF is designed to match the common inspection schedule for schools and other post-16 provisions used by inspectors. As a result of the importance of self-evaluation by schools, Makoju (2004) in a plan for the reform of the Nigerian Inspectorate system noted that school self-evaluation should be introduced for all schools.

c) Make preparatory visits

A few weeks before the inspection (two weeks for EMB), the team leader and some members of the inspection team pay a visit to the school to:

- Introduce the rationale, coverage, process and procedures to all members of the staff
- Initiate professional dialogue with the school and establish a good working relationship between the school and the inspection team
- Finalize the inspection programme with the school
- Hold parents' meetings etc.

The need for such a meeting with parents cannot be overemphasized. According to the EMB (2005), such a meeting is an opportunity to inform parents/guardians about the inspection and collect their views on the school. Answering the question as to whether parents/guardians are involved in the inspection process, the Scottish HMIE in response affirms that before an inspection, letters are written to all parents/carers with children in the school letting them know that an inspection is taking place and that they shall be gathering views about the school by issuing a questionnaire. All parents and guardians are allowed to complete the questionnaire and return treated in confidence. The results are analysed and used to follow up on issues during interviews with education department staff. Parents/guardians will include representatives of the Parents Teachers Association (PTA).

In the same vein, the EMB (2005) also reiterates that only parents of students registered at the school at the time of inspection can attend the meeting while members of staff may attend only if they have a child/ child currently attending the school. The school head also may be present at the start of the meeting to introduce the inspection team. All this is what Rono (2000:12) sums up to say “there should be a systematic briefing meeting of the inspection team”.

Actual Inspection Procedure

“It is recommended that full inspection should start on Monday. It is advantageous for the inspection team to see the activities of the first working day of the week and assess how the school starts a typical week”. (Aiyepku, 1987). The purpose is to start the inspection during the morning assembly, which in secondary schools in the North West Region of Cameroon, is usually held on Mondays. In this case, the inspectors should be very early enough depending on the time of such an assembly most often, between 7.00 and 7.30 am. No matter what kind of assembly is being carried out, on arrival at the school, the team leader should introduce himself and all members of his team to the principal. The team of inspectors should equally be introduced to the students to avoid embarrassing them with strange faces on campus. Such an introduction is equally important because as the ETI (2006) states,

- a) Teachers and learners engage directly with the inspection as the inspectors observe teaching and learning, examine planning, scrutinize the work of learners, interact with them in the classroom, and hold discussions with teachers.
- b) The inspection includes planned meetings of inspectors with groups of learners to ascertain their views about aspects of the organization’s inspection.

What is more, the EMB (2005) further hammers on the need for students to be informed because they need to know

- Why the inspection has to take place
- When the inspection will take place
- The inspectors will be in their classrooms and all other areas of the school throughout the period, including breaks and lunchtime
- That they have a positive contribution to make to the evidence that is gathered and judgments that are made
- That they may be asked questions and should respond as fully as possible
- That inspector will look at their work.

Arrangements should also be made after the assembly to introduce Heads of Departments and all subject heads to the team so that each member of the team can meet

his counterpart on the teaching staff and start work. During the actual inspection, inspectors collect information through the following activities:

- Observation of lessons and other school activities
- Scrutiny of documents provided by the school
- Discussions with members of the school community, members of the School Management Commission (SMC), the school head, school staff and students
- Scrutiny of samples of students' work.

All this is to gather evidence and as OFSTED, (2005) informs,

Inspectors must collect sufficient evidence to secure the judgments required and to make a fair assessment of the school. Where a school disagrees with a provisional judgment, senior managers should be given the opportunity of presenting further evidence to support their case. Inspectors should be flexible enough to respond to such suggestions and to follow up on other important issues as they emerge. All inspectors must contribute to corporate judgments on all sections of the common inspection schedule for schools and other post-16 provisions.

It is therefore important of this that OFSTED further stressed that information held by the school must be freely available for inspectors to see, and the school must cooperate in the inspectors' task of gathering evidence. Therefore, according to them, on-site time is spent gathering first-hand evidence by:

- direct observation
- talking to staff, pupils and others in the school
- tracking school processes, such as evaluation and performance management
- analysing samples of pupils' current and recent work
- joining meetings such as school council or management meetings, and directly observing management processes, such as the monitoring of teaching
- analysing records relating to pupils with special educational needs, including individual education plans, statements, annual reviews and transitional reviews
- tracking case studies of vulnerable pupils such as those with learning difficulties and disabilities, and children in care.

Furthermore, during this time of the inspection, teachers should continue to adopt the methods that they usually used and according to the EMB (2005), the teaching staff

- Should get themselves acquainted with the Quality Assurance (QA) framework and the inspection process
- Are expected to adopt the methods that they usually use. The curriculum should not be modified to adapt to the perceived expectations of inspectors.

To add, Canham, (1983) then says as far as possible the programme for the inspection should not upset the school timetable. “It is generally a mistake, for example, for the inspector to say: ‘during period 5, I want to see class three doing mathematics’ when the timetable shows that class three will be doing English”. (Canham 1983).

- Are not expected to be seen with particular methods of teaching. Inspection is concerned with the effect of the teaching in promoting students during learning and does not prejudge what works best. Emphasizing this, the Association of Teachers and Lecturers (ATL) (2007) quoting from the British Handbook for inspecting secondary schools, says ‘On no account should inspectors ask for any particular form of lesson planning. ‘Inspectors must not do anything either before or during an inspection which would encourage teachers to prepare or plan materials, especially for the inspection.

It should be judged by how it supports teaching and learning, not by any perceived idea about its format or detail’ and ‘teaching includes all activity by teachers, and assistants working in a teaching role.’

- That the teaching staff is requested to complete the questionnaire to express their views about various aspects of the school. Government of India with NIC, (2000) even adds that during Panel Inspection, the district inspector of schools and his co-members give model lessons to the students in the presence of other members of staff while Richards (2001) equally remarks that during the actual inspection, not everything found in a school and not everything that happens during the period of an inspection, is inspected. On this note, only those features deemed directly or indirectly relevant to the enterprise of education by inspectors and the inspection system are examined.

The non-teaching staff like laboratory technicians, school social workers/student’s guidance officers, clerical staff, and junior staff all have an important role in working with students, supporting teachers and helping with the day-to-day running of the

school. Thus, during the inspection, inspectors may talk to them to find out what they do and how they work. Questionnaires are also issued to them for completion for them to express their views about various aspects of the school. It is this that, OFSTED (2005) then opines that during the inspection, inspectors must gather and analyse first-hand and other evidence and record judgments on standard forms when it says:

- Evidence forms are used to record first-hand evidence from observations and discussions, and the analysis of data and other documentary evidence.
- The overall judgments made about the school are reached corporately and recorded by the lead inspector in inspection judgments.

The forms, together with any briefings, plans or instructions prepared by the coordinating inspector, contribute to the evidence base for the inspection. The coordination inspector is responsible for compiling and assuring the quality of the evidence base. And to secure a judgment, the coordinating inspector must manage regular team meetings to ensure that judgments about the school, particularly the main evaluation and reporting requirements in the common inspection schedule for schools and other post-16 provisions, are corporately agreed upon and that the strengths and weaknesses of the school and what it must do to improve are identified. Judgments must be convincingly supported by evidence. Emerging findings must be discussed with the head teacher, and where appropriate senior managers, at regular intervals. The head teacher must be given every opportunity to provide further evidence should he or she wish to do so.

Then towards the end of the inspection, oral feedback on the inspection findings will be given to the Heads of Departments (HODs) and teachers concerned. The school head and school personnel are briefed on the preliminary inspection findings after the overall judgment that must reflect all the evidence considered by the inspection team. Final judgments should be made only when all first-hand evidence has been collected and considered, and must represent the corporate view of the whole inspection team. Adenkule (1981) in line with this noted that:

a. On completion of inspection hold a staff meeting if possible, to discuss criticisms and recommendations, to give teachers and had the opportunity to explain shortcomings or reasons for adopting certain procedures. Rono (2000) goes further to explain that the agenda of such a discussion meeting should focus on

- Good trends in the school which need to be mentioned
- Areas which require improvement
- Areas of limitation may require the outside intervention of other stakeholders if they are to be improved.

b. Write inspection reports when impressions are still fresh in memory or as soon as possible and OFSTED equally adds that:

- Inspectors must offer oral feedback to teachers and other staff about the work they see. Judgments must be clear.
- Constructive dialogue between inspectors and staff, particularly between the lead inspector and the principal, is essential.

c. post-inspection arrangements

These are activities that take place after the end of the inspection and this occurs only when conclusions are distilled from the bulk of the report. This generally occurs when the inspectors involved meet during the inspection and particularly at its end, to consider their detailed findings. Their detailed findings will then lead to trustworthy judgments. Emphasizing the need for trustworthy judgment, Wilcox (2000) reminds us that the key challenge of all inspections is to ensure that the reports, which are produced, are considered trustworthy.

Taking the cue, Richards (2001) opined that unless inspection judgments embody articulated aims, values and concepts they are likely to convey little more than overly general and potentially misleading indications of approval or disapproval... Judgments on the effectiveness of schools are, however, empty unless it is clear that aims are being effectively achieved, what values are successfully embodied and which concepts are being used to judge 'effectiveness' and 'success'.

All this taken into consideration, the EMB (2005) then says four weeks after the inspection, a draft report is sent to the school and according to the ETI (2006), such reports are not only sent to principals and staff, but to Board of Governors, to parents following publication. Nevertheless, much emphasis should be laid here on the nature of reports after inspection and as Wilcox notes, whether or not schools change in any permanent way is a consequence of the extent to which the conclusions of an inspection are acted upon. Thus all inspections irrespective of their lengths and scope, seek to draw

out some general conclusions, which are generally framed in an evaluative form. These may be positive indications of where things are going well or negative ones where attention is drawn to less satisfactory aspects. All emphasis here connotes that reports should be factual, clear and with evidence, which according to OFSTED, include the following:

- The text, balance and tone of the report must reflect the school. Reports should be well-argued, written in plain English and based convincingly on the evidence. Parents are the main audience for the report; a brief letter to pupils giving the main findings of the inspection should be provided as an annexe to the report. This should be addressed to the school council and should be written in language that is accessible to the pupils. HMCI expects schools to ensure that all pupils are made aware of the findings of the inspection.
- The report must be factually correct. The final pre-publication draft should be sent to the school for checking after the feedback meetings. One working day is allocated to the school to comment on the draft unless the school is placed in a category of concern. Judgments in the report cannot be changed unless factual errors or omissions have a significant bearing on them. Any such changes are the responsibility of the lead inspector who must consult the team. Then about three weeks after receiving the report, if it indicated a follow-up inspection, the inspectorate will then carry out such a follow-up inspection and the findings reported to the principal and a representative of the Board of Governors orally. This notwithstanding, a short-written report is issued to the school.

The notion as to whether inspectorates should undertake follow-up inspections differs from inspectorate to inspectorate. Some inspectorates argue that this is best left to the school and that inspectors should not jeopardize their impartial, “arms-length” relationship with teachers by espousing favoured approaches. Such notions can however hold in countries where schools have access to totally independent educational consultants. For example, in England, after the introduction of OFSTED inspections, there has been significant growth in the commercial education consultancy field, which can offer assistance both before and after an inspection. But Wilcox (2000) however argues that if inspectors are accountable for their reports and the trustworthiness of their findings and recommendations, to those responsible for the schools they inspect and those who use them, then they should be involved in some appropriate follow-up action.

“This could involve subsequent visits, perhaps even a follow-up inspection, to determine the extent to which individual recommendations have been implemented” (Wilcox, 2000).

All this notwithstanding, in an inspection activity whether that involves visiting an individual classroom, interviewing a particular teacher, or examining school documents, there must be clarity of purpose, focus and scope. What this indicates is that the purpose of any inspection activity should be consistent with the overall purpose of the inspectorate’s approach to inspection.

Purpose:

Any inspection activity should have a purpose and should be clearly stated. For example, Wilcox (2000) citing OFSTED (2015) says that a particular OFSTED inspector observing a specific lesson will contribute in some measure to an assessment of one or more of the following areas:

- The quality of education provided in the school;
- The educational standards achieved by the school;
- Whether the financial resources made available to the school are managed efficiently; and
- The spiritual, moral, social, and cultural development of pupils at the school.

Focus:

An inspection activity should have a focus. The focus, for example, might be to assess the quality of the teaching and its contribution to pupils’ attainment and progress. This could be narrowed further to a particular subject and aspect within that.

Scope:

The scope of an inspection will be determined by the type of evidence sought its actual availability in practice and, crucially, by the time allotted to the activity. For example, where an inspector chairs a meeting to which parents of a school have been invited before the start of its inspection. The purpose may be to contribute to an assessment of the standards achieved by the school by focusing on parents’ views of this aspect. The specific focus might be to obtain their views on the standards of behaviour of pupils at

the school. There are several ways of obtaining this kind of information. Perhaps because of time and resource implications the scope of the activity may be limited to a single group meeting rather than conducting individual interviews. Considering all this, there is therefore the need for inspectors to have a clear notion of the purpose, focus, and scope of their activities and, where this is possible, these should also be communicated to those being inspected.

Teachers' perception of School inspections

According to Haule (2012) and Machumu (2012), the acceptance or rejection of school inspection depends upon the way teachers perceive the inspection process. In this study, the researcher saw that teachers did not well perceive the inspections and this caused them not to cooperate with the inspectors during their work. This is because of the low level of involvement in the whole process. The inspectors also treated the teachers very harshly flouting the principle of friendship. This means that teachers understand that inspections are useful in enhancing academic performance but the friendly interaction between teachers and inspectors is a *sine qua none*.

A teacher who has a positive attitude towards the school inspection will modify his ideas and accommodate new and important ideas derived from the inspection process which are aimed at improving teaching and learning. On the other hand, if he/she holds a negative perception towards the inspection process, it will not be significant in improving teaching and learning practices in the school (Chapman and Haris 2001). They further place an argument that in learning institutions where a positive culture is embraced, teachers hold more positive attitudes and also react positively towards the inspection process. There is therefore likelihood that these teachers will change their former practices, as a result of the inspections. School inspection improves the quality of teaching. This is so because the teachers set yearly goals that aim at individual student improvement. It facilitates the conduct of an annual teacher performance review which looks at the teacher performance, comparing it with the yearly objectives set (Gurr, 1999).

In Mexico, when teachers were asked the extent and the conditions to which the inspection process had a positive result on the quality of teaching/ learning in schools; it was only ten percent of teachers who considered having encountered strong pedagogical support from inspectors (Schemelkes et al, 1996). In Austria, teachers held the opinion

that their development was more felt through casual means such as group-teaching or through informal means like team-teaching or by supportive planning together with their colleague teachers (Rogers and Webb,1991). In New Zealand, “the absence of an inspectorate also gave teachers greater scope for innovation and creativity rather than needing to comply with the accepted data and official wisdom. As such, local self-management facilitates quality teaching (OECD, 1994).

In Botswana teachers interviewed on the role of inspectors singled out three main weaknesses: That the number of visits to schools were too small, irregular and not well planned: Follow-up was insufficient and that inspectors could not send reports quickly enough to schools neither could they systematically act upon recommendations and that the ministry could hardly act upon the schools rightful complaints about their material situation, in particular with regard to equipment and infrastructure (Grauwe and Govinda, 1998).

Much surprise is not expected when most studies currently show, that the effect of inspection and support on classroom learning and learners achievement is way below the normal expectations (International Institute for Education Planning,1997). These different studies indicate that teachers are not satisfied with the work that the inspectors and the advisors are doing. The studies further the need that the teachers feel for an efficient system of inspection and support, both from within and outside the school (Carron and De Grauwe 1997). A study was conducted by Kairu (2010). It sought to determine the challenges facing quality assurance standards officers in supervising implementation of primary school curriculum in Gatanga district Kenya. The study used a sample of sixty six respondents and used questionnaires and interview guide as the tools for data collection. The findings of the study indicated that teachers held positive attitudes towards the roles played by Quality assurance of school inspections. Over 50.0% of the teachers agreed that supervision helped in developing innovative programmes and changes in school management and that it provided a forum where teachers felt free to initiate positive changes in their schools. This is an indication that teachers“ can hold positive perception regarding the inspection processes, something that the current study also sought to determine.

Another study was conducted by Ngugi (2014). The study used mixed research design to collect data from 137 respondents using questionnaires and interview schedules.

Pearson moment correlation was used to analyse the data on teachers and principals perceptions towards Quality assurance role of inspection. After analysis, the results showed that age, gender, professional qualification, professional experience of the respondents had no influence on teachers' perceptions. The study revealed mixed perceptions towards Quality assurance role of inspection services where all the teacher and principal respondents were positive when Quality assurance role of inspection were objective in carrying out their roles while majority of teachers viewed Quality assurance role of inspection as authoritarian and autocratic. In other studies, Kariuki (2008) study on primary schools teachers' perceptions on role of Quality assurance inspection s in Murang'a District revealed that majority of head teachers and teachers had positive attitude towards Quality assurance role of inspection. On the contrary, Wanjohi (2005) implies that many head teachers and teachers viewed the role of inspectors with a lot of fear, suspicion,

hostility and that they perceived them as fault finders who were only interested in reporting them to MOEST. These studies revealed that the respondents held different opinions regarding the role of Quality assurance of school inspection.

Challenges faced in carrying out school inspection

In Cameroon, there are several challenges in carrying out school inspection; this inhibits the smoothness of education. According to Onasanya (2011), the government contributes in the following ways to make school inspections not function well.

Poor Remuneration of Teachers

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

Insufficient Staffing/Shortage of Inspectors

It cannot be denied that the number of inspectors in the country do not match with the increasing number of schools growing in the Fako Division of Cameroon. According to Ogunu (2005), the consequences of this shortage of supervisory personnel is that most

often, a lot of unprofessional practices are carried out in our schools to the detriment of the children and many schools left without being inspected

Poor Funding

Effective inspection requires adequate funds that will enable the inspectors carry out inspection visits. The fund allocated to the Inspectorate is usually insufficient. The only country which has a defined budget of the four countries is Namibia. A report by Matete (2009) further says that inspectors are poorly paid and more often than not they get low allowances. This inhibits their full devotion to the work of inspecting.

Poor Working Conditions

According to the comparative study by Grauwe (2001), countries like Botswana and Namibia have very good working conditions. The working conditions include quality offices, office equipment, support staff, housing situation distance from home to office and transport. The situation in Tanzania is terrible as found in the study.

In the place of accommodation, the inspectors as found in that study by Grauwe were evicted because of no payment of rent thus being forced to obtain houses far from their working places. This situation has an implication for the effectiveness of the inspectors given their responsibility of inspection.

Insufficient Secretarial Services

This is a great problem that faces inspectors in Cameroon. It has been revealed by Grauwe (2001) and Nkechi (2013) that the offices lack materials like computers, photocopiers, for their daily use. This situation in one way or another puts the work of the inspectors at risk in the sense of not functioning as required.

Shortage of Transport

This is another challenge that faces the school inspectors in Cameroon and most of the developing countries in Africa. According to Nkechi (2013), the lack of vehicles makes it difficult to reach the inspection schools. In Tanzania for example, the inspectors have to ask for a car from the District Educational Officer (URT, 2008; Matete, 2009). This means that it is the DEO who if he wants can give the car to the inspectors on the condition of putting fuel.

Changes in Curriculum

Most inspectors find it difficult to do their work because of the changes in the curriculum. The most talk about CBA, has posed a lot of problems to inspectors. The point here comes in that teachers who are to be inspected find it difficult to implement the changes in curriculum and hence inspectors also face the same problem of what they should inspect. There are however some problems that are found among teachers themselves. These are explained as follows:

Unprofessional Attitudes to Work

According to the study by Grauwe (2001), teachers who go astray regarding the profession pose a lot of problems to the inspectors because many of them do not work as they are required and hence make the whole process difficult work. The unprofessional attitudes of teachers make them even not ready to accept the advice and directives they are given by the inspectors.

Inspections throughout Europe and other continents operate following rules and regulations that each government has constructed to define the roles and functions of inspection. School inspections as a mechanism for assessment, evaluation, control and support have the power vested in them that is interpreted and experienced differently by various actors that are impacted by the process of inspection. Nowadays in most countries, inspection has become an indispensable means of governing education (Segerholm & Hult, 2016) and they do so by collecting data, conducting school and classroom observations, and talking to head teachers, teachers, students and other stakeholders involved in the education process. Inspectors are guided by many criteria, nevertheless, the decisions that they make are based on their professional judgment (Baxter, 2017). Inspectors claim to use data and combine them with their judgments from observations in an objective way and free of judgment. However, the accuracy and fairness of these judgments have been a source of much tension and subject to discussion between the inspection, the inspected and Governments. Several researchers in the field state that the effects of inspection are debatable, and there is evidence of side effects that are harming the teacher profession, resulting in negative emotions, stress and anxiety, absenteeism, disappointment, lack of motivation, decrease in creativity, fatigue, to name just a few (Hall, 2016, Penninckx, 2014).

Side effects are evident in several behavioural changes related to classroom practices. These practices may include schools' tactical manoeuvres to impress, or disguise and resort to window dressing, excluding weak students from school on the inspection days, instructing students about their answers, changing daily routines, teaching differently, and preparing different lesson plans during the inspection visits (Hopkins et al, 2016., Segerholm & Hult, 2016, Hanberger et al, 2016).

Inspection side effects may be determined by factors such as school features where leadership, innovative capacities, teacher qualifications, student population and other contextual factors are at play, and inspection features, such as inspectors' personality, their behaviour, credibility, quality of feedback they provide, communication style with the schools and other stakeholders as elements that influence the outcome of the inspection effects (Penninckx et al, 2016. Nelson & Ehren, 2014., Hopkins et al, 2016). The level of acceptance and operationalization in the practice of feedback and recommendations, and the quality of feedback may influence the effects of the inspection, including inspectors' behaviour towards the school.

Jones and Tymms, (2014), emphasize a lack of evidence that supports the claim that there is a direct impact of inspection on school improvement. However, there is a common agreement between several authors that schools need an inspection to prove that they are offering quality education to children (Alkutich & Abukari, 2018). In support, Hanberger et al, 2016) note that although schools' cultures differ in many respects, the approach towards performativity as a norm has been ingrained in the school culture of many countries and student performance is defined as criteria for the measurement of the school success and development.

In the words of Baxter & Hult, (2017), changes in inspection have been influenced by several factors among which are alarming comparative results from PISA (Program for International Student Assessment) that in many countries were experienced as what is by several authors labelled 'Pisa shock' that mobilized governments to initiate new reforms and changes in education and the governing systems as well (Baxter & Hult, 2017., Altrichter, 2017., Brown et al 2017). A range of changes is taking place in the governing methods and in some countries like Germany, Sweden, and Ireland school inspections were reinstated or drastically reformed in an effort for the governments to closely monitor the work of schools (Baxter, 2017).

Inspections are governing tools for governments but they are also organizations that have to transform, keep abreast and respond to changes in education policies. School inspections are expected to act as policy implementers as well (Dederring & Sovada, 2017). Changes include a shift in policy of how inspectors interpret their role and how they enact the policies in practice. For example in England that has had a long tradition of inspection, the claim that inspectors inspected ‘without fear and offered fair judgment’ has caused a lot of tension and stress for the schools by ‘naming and shaming schools, and has devalued the teacher professionalism, (Sachs, 2015., Baxter, 2014)). The new policy is about changing the inspection composition of the workforce by employing more head teachers as school inspectors (Moreton et al., 2017). The reasoning behind this endeavour is that school inspection in England is trying to build back credibility by believing that head teachers will be able to inspect and evaluate teachers and other head teachers in a more objective way. (Dobbelaer et al, 2017) describe the importance of feedback for quality improvement considering how feedback and who is included in the process of evaluation will result in better student and school performance.

Another element included in Dutch inspection processes is dependence on school self-evaluation which is part of the Irish system too (Brown et al, 2017). In their article about changes in inspection policy Baxter & Hult, 2017, note that remodelling of inspection in England includes a movement towards changing relationships, combining regulatory functions, and aligning them with lenience towards support for improvement. On the other hand, Hult & Segerholm, 2017, state that an interesting element in impacting change derives from the perceptions of what inspectors feel are their aims and goals of inspection and on the other side what is the perception of schools about the impact of inspection, stating that in cases where schools believe that inspection can make a change, they are more receptive towards the process of inspection. Some countries employ a different approach to school evaluation.

Germany is a representative case where Inspection was tried and abolished due to focusing on other methods of evaluation and accountability. Switzerland employs an inspection system that focuses on process features such as leadership, cooperation, climate and classroom management (Schweinberger et al., 2017). Kosovo on the other hand is trying an approach oriented towards self-evaluation combined with regular inspections that are lined towards monitoring schools in terms of compliance and the

level of effectiveness in implementing new curriculums that have been constantly changing due to efforts for reforming education in Kosovo (Mehmeti, et al 2018). The first results are encouraging.

The recommendations are that the schools need to build their capacities in understanding and conducting the process of self-evaluation and the emphasis that implementing such processes schools will need external support in capacity building. The first pilot projects have revealed the need for drastic measures of improvement including professional development of school leadership, teacher pre-service training, in-service teacher training, hiring and training new inspectors, focusing on decentralization and ameliorating relationships between politically appointed heads and municipal education directors and inspectors that may have been appointed based on political affiliations. The international community is still investing and offering support in the capacity building but according to the MSI (Management Systems International) a USAID-funded project, the efforts are directed at many levels, however, there is no coordination between donors, and therefore, a lot of support work is not resulting in significant improvement. Efforts are being focused on building capacities and structures to support decentralization supported by accountability mechanisms. The Inspectors are focusing mainly on assisting schools in the implementation of curricula,

and teacher evaluation. There is a movement towards assisting schools to conduct self-evaluation processes. All these uncoordinated efforts are resulting in high levels of confusion among educators regarding all the reforms that are taking place.

Academic performance

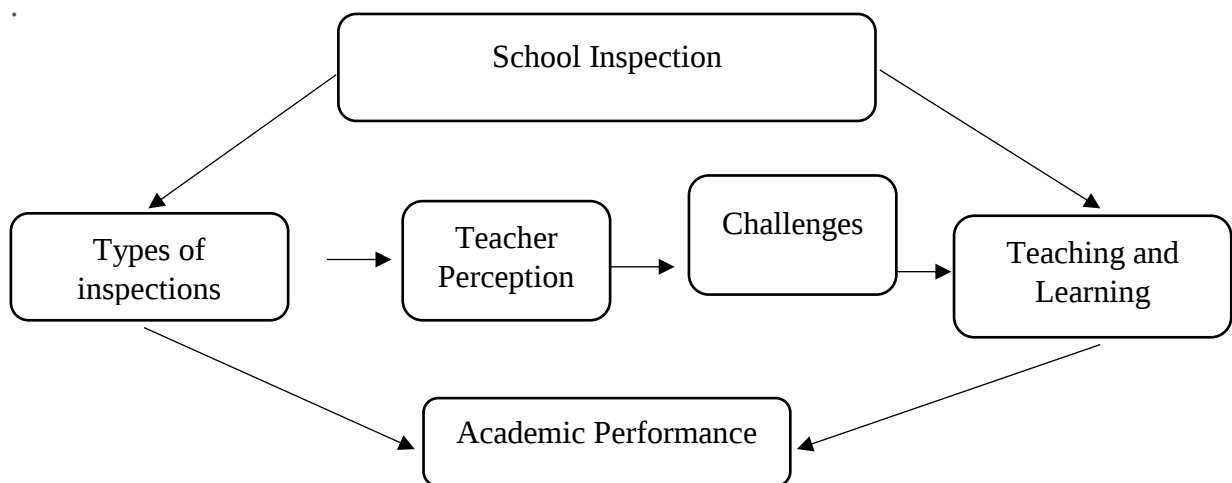
Academic performance involves factors such as intellectual level, personality, motivation, skills, interests, study habits, self-esteem or the teacher-student relationship. When a gap between the academic performance and the student's expected performance occurs, it refers to a diverging performance. Unsatisfactory academic performance is below the expected performance. Sometimes it can be related to teaching methods. (Marti, 2003, p. 376).

Conceptual framework

A conceptual framework, according to Hemuyuni, (2020), is a collection of overarching concepts and tenets drawn from pertinent fields of study and utilized to organize a subsequent presentation. It is argued that it really helps a researcher organize his or her

thoughts, carry out a study's investigation successfully, and explain the relationship between related ideas as well as any potential connections between the variables. Just to mention, the conceptual framework provides explanations for the why questions. Kivunja (2018) supports this when he stipulates that a conceptual framework is the full, logical orientation and associations of everything that comprises the fundamental assumptions, frameworks, plans, strategies, and methods that will be used to carry out your entire research endeavor. Therefore, your ideas about selecting the research topic, the issue to be looked into, the questions to be posed, the literature to be reviewed, the theories to be applied, the methodology you'll use, the methods, procedures, and tools, the data analysis and interpretation of findings, recommendations, and conclusions you'll draw are all included in the conceptual framework. As a result, the conceptual framework represents how your complete study endeavor makes sense. A conceptual framework is a metacognitive, reflective, and operational component of the overall research project, which is what it means when you say it is a logical conceptualization.

Figure 1: Conceptual framework showing how variables are related to influence Academic Performance



Theoretical framework

Behaviorist Theory

Behaviorism as propounded by J B Watson (1878-1958) and B F Skinner (1904-1990) is primarily concerned with observable and measurable aspects of human behavior. In defining behavior, behaviorist learning theories emphasize changes in behavior that result from stimulus response association made by the learner. An individual selects one response instead of another because of prior conditioning and psychological desires existing at the moment of the action. (Parky & Has, 2000)

Behaviorists assert that the only behaviors worthy of study are those that can be directly observed; rather than thoughts or emotions which are legitimate objects of study. Behaviorist theory does not explain a typical behavior in terms of the brain or its inner workings. Rather, it posits that all behavior is learned habits and attempts to account for how these habits are formed

In assuming that human behaviour is learned, behaviourist also hold that behaviour can also be unlearned and replaced by one behaviour; that is when a behaviour becomes an unacceptable one. A key element to this theory of learning is rewarded response. The desired response must be rewarded in order for learning to take place (Parky & hass, 2000)

Lessons learned from Behaviourism have guided educators over the years in thinking about strategies to change behaviour. Rewards are key to changing unacceptable behaviour to acceptable ones

Watson believed that human behaviour resulted from specific stimulus that elicited certain response. Watson's basic premise was that conclusions about human development should be based on observation of overt behaviour rather than speculations about sub conscious motives or latent cognitive processs (Shaffr,2000)

Watson's view of learning was based in part on the studies of Ivan Pavlov (1849-1936). Pavlov was well known for his research on a learning process called Classical conditioning. This is a learning that occurs when a neutral stimulus becomes associated with a stimulus that naturally produces behaviour. To determine whether external stimuli had an effect on this process, Pavlov rang a bell when he gave food to the experimental dogs. He noticed that the dogs salivated shortly before they were given

food. He discovered that when the bell was rung at repeated feedings, the sound of the bell alone (a conditioned stimulus) would cause the dogs to salivate (a conditioned response). Pavlov also found out that the conditioned reflex was repressed if the stimulus proved “wrong” too frequently; if the bell rang and no food appeared, the dog eventually ceased to salivate at the sound of the bell

Expanding on Watson’s basic stimulus-response model, Skinner developed a more comprehensive view of conditioning known as Operant Conditioning. His model was based on the premise that satisfying responses are conditioned, while unsatisfying ones are not. Operant conditioning is the rewarding of part of a desired behaviour or a random act that approaches it. Skinner believed that seemingly spontaneous actions are regulated through rewards and punishment. Skinner believed that people do not shape the world but instead, the world shapes them’ Skinner believed that human behavior is predictable just like a chemical reaction. He is well known for his “Skinner box” a tool to demonstrate his theory that rewarded behaviour is repeated. Through Skinners research on animals, he concluded that both animals and humans would repeat acts that led to favorable outcomes and suppressed those that produced unfavorable results (Shaffr, 2000)

Consequences may occur immediately a behaviour changes. Consequences may be positive reinforcement, negative reinforcement and punishment.

Positive reinforcement is a presentation of a stimulus that increases the probability of a response. This type of reinforcement occurs frequently in the classroom. Teachers may provide positive reinforcement by smiling at a student after a correct response, commending students for the work, selecting them for a specific project and praising students’ ability to parents.

Negative reinforcement increases the probability of a response that removes or prevents an adverse condition. Many classroom teachers mistakenly believe that negative reinforcement is punishment administered to suppress behaviour, however negative reinforcement increases the likelihood of a behaviour as does positive reinforcement. Negative reinforcement might include, obtaining a score of 80% or higher but the teacher makes the final exam optional; or submitting all assignments on time results in lowest grade being dropped.

Punishment involves representing a strong stimulus that decreases the frequency of a particular response. Punishment is effective in quickly eliminating undesirable behaviour. Students who fight are immediately referred to the principal, late assignments are given a grade of “O”. Failure to do homework results to after school detention, (privileges of going home recovered)

The educational implications of using behaviourist theory in a class can be rewarding for both students and teachers .Behavioural change occurs for a reason .Students work for things that bring them positive feelings and for approval from people they admire.

The change in behavior is to satisfy the desires they have learnt to value. They generally avoid behaviours, they associate with unpleasantness and develop habitual behaviours from those that are repeated (Park & Hans. 2000). The entire rationale of behaviour modification is that the most behaviour is learned. If behaviour can be learned then they can also be unlearned

A behaviour that goes unrewarded will be extinguished. Consistently ignoring an undesirable behaviour will go towards eliminating it. When the teacher does not respond angrily, the problem is forced back to its source, the student. Other successful classroom strategies are contracts, consequences, punishment and others that have been described in detail earlier.

Behaviourist learning theory is not only important in actively desired behaviour in mainstream education. Special education teachers have classroom behaviour modification plans to implement for their students. These plans assure success for these students in and out of school.

Constructivist Theory

Constructivism as propounded by Jean Piaget 1896-1980 is based on the idea that people actively construct or make their own knowledge and that reality is determined by your experience as a learner. Basically learners use their previous knowledge as a foundation and build on it with new things that they learn. So anyone's individual experience makes their learning unique to them.

Constructivism is crucial to understand as an educator because it influences the way all of your students learn

There are many specific elements and principles of constructivism that shapes the way the theory works and applies to students as they learn about the different principles of constructivism and how they make up the whole theory.

Knowledge construction is the basic principle; meaning that knowledge is built upon other knowledge. Students take pieces and put them together in their own unique way building something different from what other students will build. The student's previous knowledge, experiences, beliefs and insights are all important foundations for their continued learning

Another principle is that students learn to learn as they learn. This means that learning involves constructing meaning and systems of meaning. For example if a student is learning the chronology of dates for a series of historical events, at the same time they are learning the meaning of chronology. If a student is writing a paper about history, they are also learning the principles of grammar and writing as well. Each thing we learn gives us a better understanding of other things in future

Learning as an active process involves sensory input to construct meaning. The learner needs to do something in order to learn. It's not a passive activity. Learners need to engage in the world so they are actively involved in their own learning and development. You cannot just sit and expect to be told things and learn, you need to engage in discussions, reading, activities and many more.

Learning is a social activity, learning is directly associated to our connections with other people .Our teachers, family or peers and our acquaintances impact our learning. Educators are more likely to be successful as they understand that peer involvement is the key to learning. Isolating learning isn't the best way to help students learn and grow together. Progressive education recognizes that social interaction is the key to learning and thus conversation, interaction and group applications help student retain their knowledge

Learning is contextual. Students don't learn isolated facts and theories separate from the rest of our lives. They learn in ways connected to things already known, what we believe and more. The things learned and the points to remember are connected to the things around us.

Knowledge is personal, because Constructivism is based on your experiences and beliefs, knowledge becomes a personal affair. Each person will have their own prior knowledge and experiences to bring to the table. So the way and the things people learn and grab from education will be very different

Learning exists in the mind. Hands on experiences and physical actions are necessary for learning, but those elements are not enough. Engaging the mind is key to successful learning. Learning needs to involve activities for the minds not just our hands. Mental activities are needed for retaining knowledge

Motivation is the key to learning. Students are unable to learn if they are unmotivated. Educators need to have ways to engage and motivate learners to activate their minds and help them be excited about education. Without motivation it's difficult for learners to reach into their past experiences and make connections for new learning.

As far as constructivism is connected with classroom experiences, it is important to know how teachers can apply this theory in their classrooms to create a unique learning environment for students. In Constructivism classrooms, the teacher has a role to create a collaborative environment where students are actively involved in their own learning. Teachers are more facilitators of learning than actual instructors. Teachers must work to understand the pre-existing conceptions and understanding of students than work to incorporate knowledge within those areas. Teachers will also need to adjust their teaching to match the learners' level of understanding.

Constructivists rely on four key areas to be successful

- Shared knowledge between teachers and students
- Shared authority between teachers and students
- Teachers act as a guide or facilitator
- Learning groups consists of small numbers of students

Constructivist classrooms are often very different from normal classrooms in many ways. Constructivist classrooms focuses on students' questions and interests, they build on what students already know, they focus on interactive learning and are student centered, teachers have a dialogue with students to help them construct their own knowledge. They root in negotiation and students work primarily in groups. Constructivist classrooms often have teachers who do small group work with collaborative and interactive activities and open dialogue about

what students need in order to find success (Brown, 1994; Brown and Campione, 1994)

Human Relations Theory

Human Relations Theory stresses the fact that paying attention to employees' needs, having a good relationship and involving them in decision-making processes improves their performance at work. Human Relations Theory was developed by Elton Mayo between the 1920s and 1930s. In this study, the theory was applied to explain that employees' motivation, attention and satisfaction would improve their performance. If the employees are well-motivated and satisfied, they will be self-directed, creative and committed to work (Aguti, 2015). The theory still emphasizes that if managers care for their workers, they will be motivated, feel valued, respected and recognized which energizes them to perform. The theory additionally holds that if employees receive special attention and are encouraged to participate in the development of activity plans before execution, they perceive that their work has significance, and they are motivated to be more productive, resulting in high-quality work (Bruce & Nyland, 2011).

In addition, Sergiovanni & Starrat (2007), Human Relations Theory suits best in supporting the quality development of education in schools. In this study, Human Relations Theory has been cited to guide the school inspectors to communicate effectively with their teachers since they are regarded as whole persons in their right rather than as packages of energy, skills and aptitudes to be utilized by administrators and school inspectors (Pretomode 1997).

This means that school inspectors need to develop a feeling of satisfaction among teachers by creating interest in them as important persons and encouraging intrinsic motivation so that teachers can have a feeling of personal enjoyment, interest and pleasure at work (Emily, 2011, Sergiovanni & Starrat, 1993; 2007). Deci et al (1999), state that intrinsic motivation energizes and sustains activities through spontaneous satisfaction. Therefore a satisfied teacher will work harder and will be easier to work with. Teachers know better about their strengths and weaknesses so the school inspector is just there as a facilitator for supporting them for better performance. For this reason, teachers need to participate in the evaluation process and also in school inspection methods and its objectives should make teachers realize their importance and usefulness to a particular school (Sergiovanni & Starrat 1993, 2007).

Inspectors need to have the skills of psychological application so that teachers can teach effectively and deal with problems in their schools. Therefore, the use of Human Relations Theory enables the teacher to reason analytically, make references and make a decision concerning their students (Hoy & Miskel, 2008). In addition, Hoy & Miskel (2008) add that a school is an open social system that has five important sub-systems thus, structure; the individual; the culture, the political and the pedagogical. To gain the confidence of the members in a school, the administrators should harmonize the human relationship (Mullins, 2005) because the system must be defined in terms of the aim and not in terms of methods. When the whole system is optimized, everybody wins and less than optimization of the whole system means an eventual loss to everyone. Deming (1993) states administrators need to encourage good relationships to cultivate intellectual and professional stimulation among staff. If well supported, staff will effectively fulfil the demands of students to follow the curriculum. Schools as social systems and human relations have an important role in facilitating results (Chima, et al., 2012). They, (Chima, et al., 2012) add that the view and expectations about people determine good and real understanding in a rationalized manner because the relationship in schools must not be based on morality alone.

The quality of education is to be maintained as other cultural and sociological factors contribute to the effective promotion of the school's climate. That is why in this study HRT is considered since it is still widely advocated for and practised in many school inspection systems of many countries including Uganda (Sergiovann & Starrat 1993; 2007).

Therefore, because of its high regard for humanity, valuing employees (teachers) and motivation for them to perform, it was adopted as a useful catalyst for improved teacher performance.

Scientific Management Theory

School inspection as an external evaluation in education has a long history in the world and it can be traced back to the 18th century in European countries (Grauwe, 2007). However, School inspection as an organ of quality assurance in education gained its strengths in connection to the introduction of Classical Management Theories. These include; Scientific Management in the 1880s by Fredrick Winston Taylor, Administrative Management in the 1940s by Henri Fayol and Bureaucratic

Management in the 1920s by Max Weber (Wertheim, 2007; Sergiovanni & Starratt, 2007). All of these management thoughts were concerned with how to manage work and organisations more efficiently⁴. The importance of Scientific Management theory in school inspection will be given in more detail. Scientific Management theory was developed by Fredrick Taylor an American Engineer, in his book “The Principles of Scientific Management (1911)”. Sometimes it is known as Taylorism/Taylor system of management. It is the theory of management that analyses and synthesises workflow processes in improving labour productivity (Halk, Candoli & Ray, 1998; Hoyle & Wallace 2005; Wertheim, 2007). The main legacy of Taylor’s work was the optimistic assumption that there could be one best way of leading or managing that will save both time and financial resources (Hoyle & Wallace, 2005). Management blamed Taylor for industrial inefficiency and for allowing workers to rely on the rule of thumb rather than scientific methods (Hoyle & Wallace, 2005). Taylor believed that decisions based upon tradition and rules of thumb should be replaced by precise procedures developed after careful study of an individual at work. The main argument was that human beings by their nature, and in this case, workers, are lazy and dislike work, especially when working in groups. Workers as human beings will deliberately plan to do as little as they safely can. Also, because they have little desire for the responsibility they would prefer to be directed (Halk et al., 1998; Hoyle & Wallace, 2005; Wertheim, 2007). Taylor felt that the secret to Scientific Management was the compliance of workers and that they did not need autonomy or freedom of thought but instead their role was simply to follow the directions of their superiors (Sergiovanni & Starratt, 1993; Welsh & McGinn, 1999; Hoyle & Wallace, 2005). From that strand, according to Hoyle and Wallace (2005), Taylor suggested the use of Scientific Management with four strategic and systematic approaches to maximise individual productivity:

- Application of time-and-motion science is required for comprehensive job specifications broken down into standardised units.
- Workers are to be carefully selected and trained to carry out each unit to replace a rule of thumb
- Motivate workers by more pay through a bonus scheme based upon earlier analysis. A supervisor is responsible for monitoring workers’ performance, training, and ensuring adherence to the stipulated work conducts.

Managers are to plan and control the work process. Workers should do as they are told to do otherwise, their wages are to be lowered or they are dismissed. It has been indicated that the application of Scientific Management in education in the USA started during the 1920s (Hoyle & Wallace, 2005). The model was first used in connection with school inspection in the early 1980s when there was a mild renaissance of interest in supervisory activities in education (Sergiovanni & Starratt, 2007). The Scientific Management concept was carried over to school supervision/inspection when teachers were viewed as the key implementers of the highly refined curriculum and teaching system (Sergiovanni & Starratt, 2007; Hoyce & Wallace, 2005). It has been argued that many states in the US began to mandate the increased creation of policies in the supervision and evaluation of teachers (Sergiovanni & Starratt, 1993; 2007; Hoyle & Wallace, 2005). At the national level, the Association for Supervision and Curriculum Development (ASCD) started to place a stronger emphasis on school supervision and the quality of literature on that field expanded (Sergiovanni & Starratt, 2007). Training of Headteachers, principals and supervisors were trained in supervision techniques and there was an introduction to instructional leadership (Sergiovanni & Starratt, 2007; Hoyle & Wallace, 2005). Supervision ranked higher on the agendas of both state policymakers and local school administrators. By 1998 a massive growth of supervision was witnessed and its critical point of evolution was reached.

Supervision appeared to be everything in the American educational system, to the extent that Sergiovanni & Starratt confess that:

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

Moreover, classroom supervision and observation were introduced as approaches for teachers' evaluation together with a performance appraisal scheme based on specific targets (Sergiovanni & Starratt, 1993; Hoyle & Wallace, 2005). The idea behind the introduction of close supervision practice was to ensure that teachers were teaching the way they were supposed to and they carefully followed the approved teaching protocol and guidelines (Sergiovanni & Starratt, 2007). For example, they were needed to prepare the schemes of work extracted from the syllabus and prepare the lesson plans that followed the scheme of work. Teachers had to follow the pre-determined objectives

and goals of education stated in the national curriculum. School inspectors were to make sure that teachers followed these arrangements for effective teaching and learning. According to Sergiovanni & Starratt, control, accountability and efficiency with clear-cut manager-subordinate relationships are the watchwords of Scientific Management.

In the UK it was conceived that a well-managed school would be the vehicle through which external specification of curriculum could be implemented (Hoyle & Wallace, 2005).

Taylor's theory of Scientific Management was made explicit. The UK government focused its attention on studying the science of the job (Hoyle & Wallace, 2005). It has been said that this has been the reason for the expansion of leadership and management in the Her Majesty Inspection (HMI) survey reports. More recently, the emphasis has been pressed on OFSTED inspections and reports on school leadership and management (Hoyle & Wallace, 2005; Ehren & Visscher, 2006:2008). According to Hoyle and Wallace (2005) in the UK, there had been the specification of national standards and refined curriculum. Also, there had been an annual increment of salary for teachers' equivalent to bonus subjected to the conditions upon satisfactory performance. Accordingly, those who have developed expertise and are judged through appraisal to have achieved outcomes are entitled to a salary within an upper pay range. Moreover, according to Ehren and Visscher, (2016; 2008), in the UK schools have to demonstrate how the recommendations given by the school inspectors are to be implemented including the preparation of strategic action plans.

Scientific Management theory, however, has been criticised for concentrating on efficiency while ignoring its impact on effectiveness⁵ (Hoyle & Wallace, 2005). Major criticism came from Human Relations theorists in the 1930s. Human Relations greatly criticised the standpoint of Scientific Management for treating human beings as machines and for its value-laden aspects (Richards, 2001b; Sergiovanni & Starratt, 2007; Wertheim, 2007). Taylor's system of management was concerned solely with means, to let things be done but killing workers' creativity as they had to follow what other people plan and decide. Moreover, it has been criticised for the possibility of one best way to achieve efficiency and the validity of adopting a particular method for achieving it (Hoyle & Wallace, 2005). It has been criticised as well for diverting teachers' attention from teaching, as their core function, to extensive record keeping

(Hoyle & Wallace, 2005). Despite these weaknesses, however, according to Sergiovanni & Starratt (2007), the basic premises and precepts of Scientific Management theory are still thought to attract many policymakers, administrators and inspectors.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the research approach, research design, location of the study, population of the study, sampling techniques and sample size. It also gives the methods of data collection, validity, ethical issues and data analysis and limitations of the study.

Research Approach

This study employed a mixed research approach using both qualitative and quantitative approaches to the study. Qualitative research emphasizes the process of discovering how social meaning is constructed and stresses the relationship between the investigator and the topic studied. Conversely, quantitative research is based on the measurement and analysis of causal relationships between variables. These approaches can be combined within the same piece of research (Saunders, Lewis and Thornhill, 2006). By combining these two approaches, it was easy to obtain a better and more substantive picture of the reality of the problem and for verifying the responses given by the informants (Berg, 1989).

Research Design

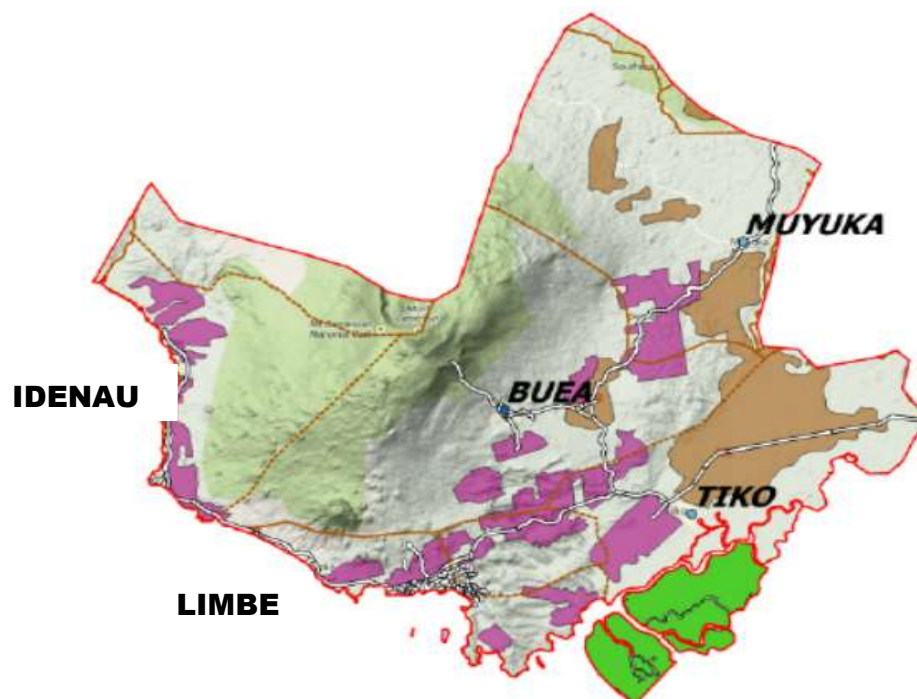
Research design is a plan which clearly shows the way and strategy or plan of action to accomplish an investigation as best decided by the researcher. A research design is a plan which specifies and states clearly the population to be studied, the methods for the study and the procedure for processing and analysing the data (Kothari 2009).

This study adopted prediction design; researchers aim to predict outcomes by employing specific factors as predictors rather than merely associating variables. Therefore, prediction studies are valuable because they aid in predicting or anticipating future behavior. For instance, the influence of school inspection on the academic performance of teachers and students.

Study Area

This study was conducted in Fako-Division of the South West Region of Cameroon. This Division is further divided into 5 Sub-Divisions which include Buea Sub-Division, Muyuka Sub-Division, Tiko Sub-Division, Limbe Sub-Division and Idenau Sub-Division. The choice for the area of the study is informed based on the researcher's experience with the way inspections are conducted here.\

Figure 2: Map of Fako Division



Source: Limbe Urban Council, 2022

Target Population

According to Ary, Cheser, and Sorensen (2010), “the population refers to the larger group to which a researcher wishes to generalize; it includes all members of a defined class of people, events, or objects”. In other words, the target population refers to the large group to which the researcher wishes to generalize the results of the study. The population refers to the group to which the researcher would ultimately like to generalize or apply the results of the study (Lodico, Spaulding, & Voegtle, 2006). Best and Kahn (2007) also stated that a population is any group of individuals who have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type or a more restricted part of that group”.

The target population of this study involved secondary school teachers, school inspectors, and principals from the following schools in Fako division.

Table 1: Total population of the study.

Subdivision	Schools	Number of Teachers	Accessible Population
Buea	Bilingual Grammar School Molyko Buea	232	20
	Government High School Bokwaongo	140	20
	Government Bilingual High School Muea.	150	20
	Government Secondary School Buea Rural, Bokova	60	10
	Government High School Great Soppo Buea	110	10
	Government Secondary School Government Secondary School Buea Town	49	10
	Government Secondary School Bwiyuku Buea	40	15
	Inter Comprehensive High School 5 teachers	73	5
Limbe	Government High School limbe	223	15
	Government High School Limbe	243	20
	Government High School Batoke	69	5
	SONARA College Limbe	52	15
	Kulu Memorial	54	2
Tiko	Government Bilingual High School Tiko	123	10
	Government Secondary School Motombolombo	43	10
Idenau	Government High School Idenau	78	5
Total		1739	192

Source: Regional Delegation of Secondary Education, South West Region, 2022

Sample Size and Sampling Procedures

A sample is a group selected from a population for observation in a study. Similarly, a sample has been defined as a group chosen from a larger population to yield

information about this population as a whole is termed as a sample. It is a miniature picture of the entire group or aggregate from which it has been taken. It is a smaller representation of a larger whole (Ary, Cheser, & Sorensen, 2010). A good sample not only needs to be representative; it needs also to be adequate or of sufficient size to allow confidence in the stability of its characteristics (Salaria, 2012). Due to the nature of the study, purpose and objectives, the study used both purposive sampling and simple random sampling type. The sample size of this study was determined using Krejcie and Morgan.

Table 2 : Distribution of Sample per school.

Sub division	Schools	Accessible Population	Sample
Buea	Bilingual Grammar School Molyko Buea	20	10
	Government High School Bokwaongo	20	10
	Government Bilingual High School Muea,Buea	20	5
	Government Secondary Buea Rural,Bokova Buea	10	5
	GHS Great Soppo Buea	10	5
	Government Secondary School Buea Town	10	5
	Government Secondary School Bwiyuku Buea	15	5
	Inter Comprehensive High School 5 teachers	5	5
Limbe	Government High School Limbe	15	15
	Government Bilingual High School Limbe	20	5
	Government High School Batoke	5	5
	SONARA College Limbe	15	5
	Kulu Memorial	2	5
Tiko	Government Bilingual High School Tiko	10	5
	Government Secondary School Motombolombo	10	5
Idenau	Govrnment High School Idenau	5	5
Total		192	100

Source: Fieldwork,2022

Data Collection and Instruments

Data are described as the information obtained during an investigation or a study (Polit & Hungler, 1999). In this study, data were collected using main two instruments: Questionnaires and Documentary analysis.

Questionnaires

A questionnaire refers to an instrument in which respondents provide written responses to questions or mark items that indicate their responses (Ary, Cheser, & Sorensen, 2010). The major research instrument used in this study is a self-administered questionnaire. Questionnaires were designed using a Likert scale. Thus, questionnaires were distributed to teachers in selected secondary schools in Fako Division of Cameroon. This instrument enabled the researcher to collect information from different particular mentioned groups about their perception of school inspection.

The data collection instrument (questionnaire) , is made up of seven (7) sections; the first(1) section contains respondent's demographic data made up of 3 items. Section two (2) The role of school inspection on improving the teaching and learning process in secondary schools (3) Types of inspections carried out in secondary schools, section (4) Challenges hinder effective school inspection (5) Academic Performance. There are 38 items in all the other sections of the questionnaire and respondents were requested to mark an (x) in the box that corresponds to their point of view. The four options that were used and their corresponding weights were as follows.

Table 3: Questionnaire options and corresponding weights on the Likert scale

Option	Weight
Strongly Agree (SA)	4 Points
Agree (A)	3 Points
Disagree(D)	2 Points
Strongly Disagree (SD)	1 Point

Source: Field Work, 2022

A pre-testing of instruments was conducted in Presbyterian Girls Secondary School Limbe, before the implementation of research instruments, to test the usefulness of data collection instruments. The pilot study mainly focused on the group with the same interest and roles in the selected schools. Thus, the pilot test helped the researcher to avoid limitations and ambiguity, and minimise errors and weaknesses in the questionnaire administered. After that, some corrections were made on the questionnaire.

Documentary Analysis

Documentary analysis refers to the systematic examination of documents to investigate specific topics or themes (Ary, Cheser, & Sorensen, 2010). This data collection technique was useful for analysing and collecting secondary data from the documents which contain the type of inspection, the impact of inspection on teachers' performance and their perception of inspection.

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Validity of Instruments and Reliability of Research

This study relied on the principles of measurement of validity and reliability.

Validity of the Instruments

Validity is defined as the extent to which an instrument measured what it claims to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument (Ary, et al., 2010). According to Joppe (in Golafshani, 2003), “validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. In other words, does the research instrument allow you to hit "the bull's eye" of your research object? Researchers generally determine validity by asking a series of questions and often look for the answers in the research of others”. In this study, to ensure that the validity is respected, the researcher used piloting tests feedback, peer discussion, member checking, and proofreading instruments.

A pilot study was carried out to test the worth of the research instruments. The pilot study feedback was used to review the research instruments to fit the purpose of the study to minimise data collection and analysis barriers and errors. On the other hand, to ensure the research validity, questions from questionnaires were scrutinized by the research supervisor, an expert in curriculum and evaluation, grammatically corrected

and checked to avoid ambiguity and confusion in responses. The language of the questions was simplified and made understandable to all respondents. Questions were focused on the purpose and specific objectives of the research to avoid deviation from the desired target.

The validity also was ensured through peer discussion; proofreading of instruments, and member checking or external audit of instruments. This allowed the researcher to get feedback about instruments designed by an expert in the domain. Besides, the statistical relationship between inspection and school performance was determined using Pearson's correlation. As a result of correlation analysis of school inspection and performance, the results indicated that many constructs recorded a mean positive correlation ($r(100) = .962, p < .01$). This was an indication that there was a significant positive relationship between school inspection and performance.

Reliability of Instruments

Reliability or precision is the extent to which results are consistent over time and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable Joppe (as cited in Golafshani, 2003). If a measure consistently gives the same scores, it has high reliability and great precision (McMillan, 2016). Additionally, Charles (as cited in Golafshani, 2003) adheres to the notion that consistency with which questionnaire [test] items are answered, or individual's scores remain relatively the same can be determined through the test-retest method at two different times. This attribute of the instrument is referred to as stability. If we are dealing with a stable measure, then the results should be similar.

To determine the reliability of the questionnaire, twenty (20) copies were administered to twenty (20) teachers in secondary schools in Fako division I. IBM Statistical Product and Service Solution (SPSS 25) was used to compute Cronbach's alpha for the reliability test. Thus, the result gave a reliability coefficient of 0.99 which was considered excellent and appropriate for the study.

Table 4: Alpha Coefficient for the Reliability Tests

S/N	Aspect	No of item	Cronbach alpha
1	Role of school inspection	05	0.902
2	Perceptions of secondary school teachers on	09	0.987

	school inspection		
3	Types of inspections	06	0.960
4	Challenges hinder effective school inspection	07	0.949
5	Academic Performance	04	0.941
Mean		31	0.947

Source: Fieldwork, 2022

Ethical Issues

Ethical issues are a set of standards designed specifically to guide the work of researchers, specifying their obligations to their subjects and their profession. Ethical principles lead all the activities related to this study (Ary, Cheser, & Sorensen, 2010). The researcher used all the required and acceptable procedures to ensure that the ethical issues are taken care of. The procedures include obtaining permission to conduct the study, the confidentiality of the data collected, informed consent, respect toward the research environment, accurate interpretation and presentation of data, and respect for participants' privacy.

The researcher obtained permission to conduct the study and collect data from both the University of Yaounde I and the regional delegation of Secondary Education in South West region of Cameroon. The confidentiality of the data collected was also given more attention by the researcher. The research avoided publishing confidential information without permission. The researcher respected the participant's privacy by not putting their names in the study. This was done concerning the anonymity of participants. The researcher guaranteed the participants that the research information is only utilised for academic purposes and that principles of privacy be followed. Then, the questionnaires have not carried the names of respondents to avoid divulgence of the identity of the participants. The participants were not forced to answer the questions. They voluntarily participated in the research.

Additionally, the cover of the questionnaire introduced to the participant the purpose of the study. The researcher also enclosed the introductory paragraph that states the purpose of research from the office in charge of research and the authorisation letter from the University of Yaounde 1. The researcher also remained honest and professional in reporting the findings and results.

Objectives of Research	Hypothesis of research	Variables Independent (IV) Dependent (DV)	Indicators	Modalities	Measurement scale	Statistical analysis	Questionnaire items
- To examine the role of school inspection in improving the teaching and learning process in secondary schools.	H0 ₁ - School inspection has no significant influence on the teaching and learning process in secondary schools.	<u>Independent variable</u> (School inspection) <u>-Role of inspection</u> <u>-Perception of User</u>	Teaching and Learning learning Materials quality assurance teachers' accountability Professional support self-evaluations	-Strongly agree -Agree		-Percentage Frequency Mean Standard deviation	05
- To explore the perceptions of secondary school teachers on school inspection.	H0 ₂ - Teacher perceptions of inspection have no significant influence on students' performance.	-Type of inspections Challenges to inspection <u>Dependent Variable</u> (Academic performance)	capacity-building school effectiveness curriculum instructional strategies innovation Full inspection Follow up inspections	-Disagree -Strongly disagree		Simple linear Regression	09
- To examine the type of	H0 ₃ -Types of inspection have no				Ordinal	-Simple linear Regression	06
							07

inspection carried out in secondary schools in Fako Division.	significant influence on student's performance.	Regression
- To Identify the challenges that hinder effective school inspection.	H04 Challenges that hinder effective school inspection have no significant influence on academic performance in secondary schools	

Table 5: Synoptic Table of Study

CHAPTER FOUR

DISCUSSION OF RESULTS AND FINDING

This chapter presents the research findings and analysis in line with the contribution of pedagogic inspection of secondary schools and teacher's performance in selected schools in Fako division of South West Region of Cameroon. Data was collected through a questionnaire and findings were presented to respond to the four specific objectives of this study. (i) To examine the role of school inspection in improving the teaching and learning process in secondary schools. (ii) To explore perceptions of secondary school teachers on school inspection. (iii) To examine the types of inspection carried out in secondary schools in Fako Division. (iv) To identify the challenges that hinder effective school inspection.

Demographic Characteristics of Respondents

Gender of respondent

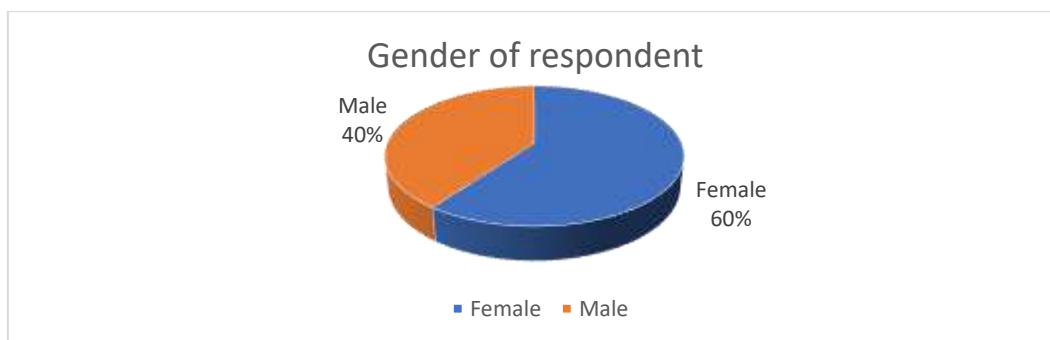
The gender for this study included male and female teachers of secondary schools in Fako Division of the Southwest region of Cameroon.

Table 6: Gender of respondent

Gender of Respondent

		Frequency	Percent
Valid	Female	60	60.0
	Male	40	40.0
	Total	100	100.0

Figure 3: Gender of respondent



Source: Fieldwork, 2022

The pie chart on gender distribution shows females constituted a bigger number of respondents (60%) as compared to (40%) of male respondents. This shows that the majority of the respondents to the questionnaire were female.

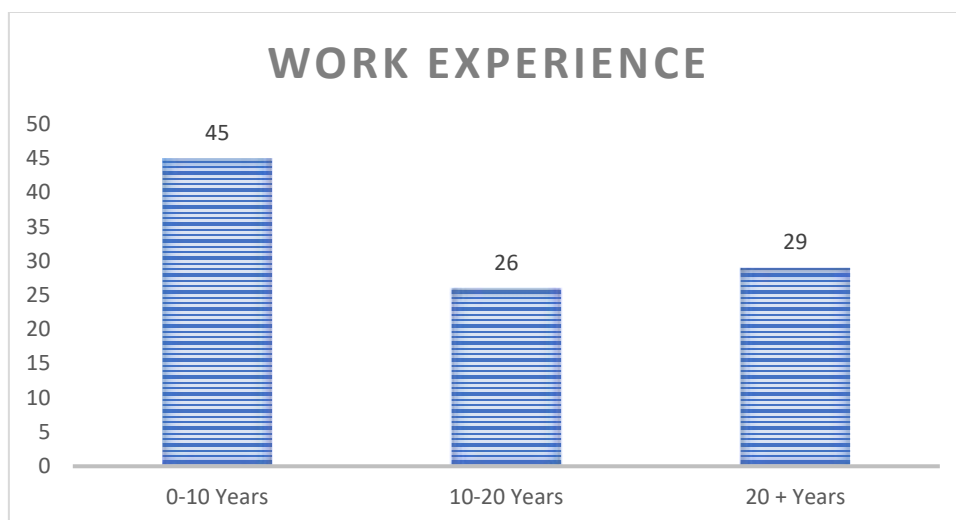
Work experience of respondents

Respondents were grouped into three groups of experience. That is the first group (0-10 years' experience), the second group (10 -20 years' experience) and the third group range from (20+ years' experience).

Table 7: Work Experience

Work Experience			
		Frequency	Percent
Valid	0-10 Years	45	45.0
	10-20 Years	26	26.0
	20 + Years	29	29.0
Total		100	100.0

Source: Fieldwork, 2022

Figure 4: Work Experience of respondent

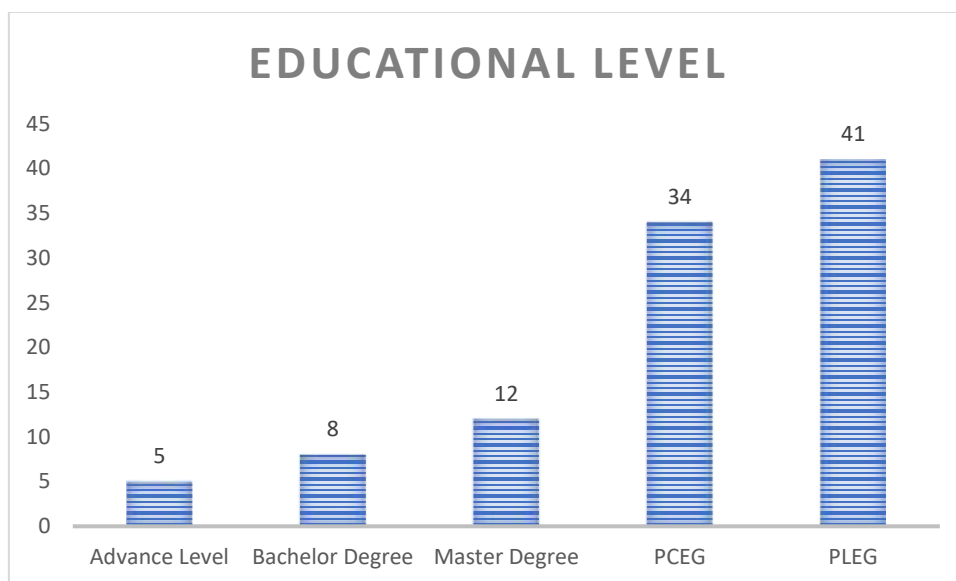
The highest proportion of respondents of 48%, with work experience ranging from (0-10 years), as shown in figure 29% of respondents had the experience of 20+ years. Finally, 10-20 years' experience had 26%.

Educational Qualification

From the information collected respondents were divided into four categories based on their educational qualifications. That is Advance level, Bachelor, Master degree, PCEG and PLEG.

Table 8: Educational level

Educational Level			
		Frequency	Percent
Valid	Advance Level	5	5.0
	Bachelor Degree	8	8.0
	Master Degree	12	12.0
	PCEG	34	34.0
	PLEG	41	41.0
	Total	100	100.0

Figure 5: Respondent's Educational Level

Source: Fieldwork, 2022

The majority of the respondents were PLEGs at 41%, followed by PCEG at 34% then Master's Degree at 12%, Bachelor's degree at 8% and finally 5% for Advance Level. From the information collected, it is evident that the majority of the respondents had the necessary qualifications to administer and teach in secondary school.

Presentation of research findings

Findings were presented to respond to the four specific objectives of this study. (i) To examine the role of school inspection in improving the teaching and learning process in secondary schools (ii) To explore perceptions of secondary school teachers on school inspection. (iii) To examine the type of inspection carried out in secondary schools in Fako Division (iv) To Identify the challenges that hinder effective school inspection

Table 9: Role of school inspection

SN	Statement	SA	A	D	SD	Mean	Standard deviation
		Frequency	and	Percentage			
		N=100					
		f(%)	f(%)	f(%)	f(%)		
1	Improvement of the Teaching and Learning through regular support	50(50)	45(45)	5(5)	0	3.45	.592
2	Improved preparation of lesson through seminars	71(71)	29(29)	0	0	3.71	.456
3	An instrument for quality assurance	80(80)	18(18)	0	2(2)	3.76	.553
4	Improvement of teachers' accountability	88(88)	12(12)	0	0	3.88	.327
5	Professional support to teachers	50(50)	30(30)	15(15)	5(5)	3.25	.892
TOTAL						3.61	.504

Source: Fieldwork, 2022

S1 looks at improvement of the teaching and learning through regular support. 50% of the respondents strongly supported the opinion that teaching and learning is improved through regular support. 45% equally agreed to that and only a small portion of 5% disagreed. A mean of 3.45% strongly supported the opinion.

S2 presented the need for the improvement in lesson preparation when teachers attend seminars. To buttress this point, 71% of the respondents strongly agreed, while 29% agreed. To strongly booster this opinion 00% disagreed. This goes a long way to prove that there is need for teachers to attend seminars because lesson preparation will improve.

S3 explored the opinion of inspection being an instrument for quality assurance. In this light, 80% of the respondents strongly agreed to the fact that inspection is a necessary

instrument for quality control and 18% agreed and only a minimal portion of 2% disagreed. With a high mean of 3.88% there is there no doubt that inspection is a vital instrument for quality assurance.

S4 examined inspection as a tool for improvement of teachers' accountability. In this light a very high percentage of 88% strongly attested to that and it was closely tied with a 12% of those who agreed. The 00% for those who disagreed and strongly disagreed only went a long way to buttress the opinion.

S5 delved into inspection as a professional support to teachers. In this vein 50% of the respondents strongly supported the opinion while 30% agreed, although a small portion of 15% disagreed and 5% strongly disagreed, a high mean of 3.25% reinforced the opinion.

Table 10: Perceptions of secondary school teachers on school inspection

SN								
	Statement		SA	A	D	SD	Mean	Standard deviation
			Frequency	and	Percentage			
			N=100					
			f(%)	f(%)	f(%)			
1	Improving self-evaluations		40(40)	30(30)	20(20)	10(10)	3.00	1.005
2	Improving capacity-building		50(50)	20(20)	25(25)	5(5)	3.15	.968
3	Improving school effectiveness		46(46)	28(28)	16(16)	10(10)	3.10	1.01
4	Effective school and teaching conditions		37(37)	49(49)	4(4)	10(10)	3.13	.895
5	Narrowing curriculum and instructional strategies		50(50)	22(22)	17(17)	11(11)	3.11	1.053
6	Refocusing curriculum and teaching and learning strategies		35(35)	35(35)	19(19)	11(11)	2.94	.993

7	Hinder teachers' innovation in teaching	10(10)	20(20)	50(50)	20(20)	2.20	.876
8	Improve academic performance	50(50)	30(30)	11(11)	9(9)	3.21	.967
9	School inspection fosters teachers' accountability	50(50)	31(31)	10(10)	9(9)	3.22	.960
TOTAL						3.01	.942

Source: Fieldwork,2022

S1 highlighted the perception of secondary school teachers on school inspection as a means of improving self-evaluation, and to this,40% strongly agreed that if teachers perception of school inspection is positive it will improve self-evaluations. This is further reinforced by 30% respondents who agreed. However the 20% of respondents who disagreed and the 10% who strongly disagreed is just a small minority and does not dispel the truth.

S2 looked at teachers' perception towards school inspection. In this vein, if it is positive, it will improve capacity building. This is evident in the 50% respondents who who strongly agreed and 20% who agreed. This notwithstanding 20% disagreed and 5% strongly disagreed. This only goes a long way to point to the fact that a positive perception towards inspection will improve teachers' capacities.

S3 presents data on the need for teachers to perceive inspection as a condition for improving school effectiveness. To this 46% strongly agreed and 28% agreed.16% disagreed while 10% strongly disagreed. This is an indicator that if teachers perceive school inspection positively, that will not run away from it and it will improve school effectiveness.

S4 samples the need for teachers to view inspection as a means of enhancing effective teaching conditions. It is evident by 37% of respondents who strongly agreed and 49% who agreed. This notwithstanding a small number of respondents of 4% who disagreed and 10% who strongly disagreed only goes a long way to necessitate the reason why teachers need to build a positive perception towards inspection as this will increase performance.

S5 delves into the idea that pedagogic inspection narrows down the curriculum and instructional strategies. The statistics make it even crystal clear in that 50% strongly

agreed and 22% agreed. The 17% who disagreed and 11% which strongly disagreed hampers more on the need for teachers' perception about inspection to be positive.

S6 sought to inquire about pedagogic inspection refocusing curriculum and teaching and learning strategies. To this effect, 36% strongly agreed and 35% strongly agreed making it glaring that there is need for a positive perception of teachers towards inspection as it will facilitate the teaching and learning strategies once it is refocused to touch pertinent areas. However 19% disagreed while 11% strongly disagreed.

S7 investigated pedagogic inspection as a medium to hinder teachers innovation in teaching and it is evident that the response is negative and that is why we registered only 10% of respondents who strongly agreed and 20% who agreed. The 50% who disagreed and the 20% who strongly disagreed is a pointer to the fact that pedagogic inspection cannot hinder teachers' innovation, contrarily pedagogic inspection increases teachers' sense of innovation.

S8 examined pedagogic inspection as a tool in improving academic performance. The results were glaring as 50% strongly agreed, 30% agreed. Only 11% disagreed and 9% strongly disagreed. Teachers therefore perceive pedagogic inspection as a tool to improve academic performance.

S9 explored school inspection as a means of fostering teachers' accountability. The statistics give a clear picture why this opinion has to be reinforced. 50% strongly agreed and 31% agreed. Only a minority of 10% disagreed while 9% strongly disagreed which cannot dispel the idea.

Table 11: Types of inspection carried out in secondary school in Fako Division

SN							
	Statement	SA	A	D	SD	Mean	Standard deviation
		Frequency and Percentage N=100 F(%)	F(%)	F(%)	F(%)		
1	Full inspection of schools i.e. a comprehensive assessment of all aspects of the school, annually or bi-annually is being carried out.	8(8)	10(10)	50(50)	32(32)	1.94	.862
2	Follow-up inspections i.e. a follow-up of an earlier inspection to determine the extent to which recommendations are implemented.	10(10)	31(31)	10(10)	49(49)	3.19	.982
3	Inspections for the promotion of teachers are undertaken.	15(15)	5(5)	50(50)	30(30)	2.05	.978
4	Subject-based inspection i.e. specialized inspections carried out by the inspectors in their areas of subject specialization is undertaken.	55(55)	25(25)	13(13)	7(7)	3.28	.944
5	Examination and subject recognition inspection is being undertaken.	10(10)	10(10)	42(42)	38(38)	1.92	.892
6	Pre-opening of school inspection is undertaken before schools are opened.	10(10)	8(8)	48(48)	34(34)	1.94	.908
TOTAL						2.39	.855

Source: Fieldwork,2022

S1 inquired whether full inspection, that is, a comprehensive assessment of all aspects of the school, annually and bi-annually is being carried out in schools. In this vein, there is evidence that the contrary is true. Only 8% of the respondents strongly agreed and 10% agreed, contrarily, 50% of the respondents strongly disagreed and 32% strongly disagreed, making it crystal clear that full inspection is not carried out in schools in Fako Division. It is therefore imperative that it should be done in schools.

S2 investigated about follow up inspections, that is, follow up of an earlier inspection to determine the extent to which recommendations are implemented. To this, 10% strongly agreed and 31% agreed which clearly indicates that that follow up of earlier inspections is not well done and should be strictly done. To even make this more glaring 10% of the respondents disagreed and 49 strongly disagreed. Every reason why this inspection type must be reinforced and implemented.

S3 examined whether inspections for the promotion of teachers are carried out. Here too, this has to be stepped up as only 5% strongly agreed and another 5% agreed that this type of inspection is done. The 50% respondents who disagreed and 30% who strongly disagreed only goes a long way to highlight the point.

S4 checked out if subject based inspection, that is specialized inspection is observed by inspectors in their various areas of subject specialization. The statistics come out clearly in favour of this because it is the most practised in our institutions in Cameroon. 55% of the respondents strongly agreed and 25% agreed to buttress the fact that it is well exploited. The 13% that disagreed and the 7% that strongly disagreed have very little effect.

S5 delved into examining whether examination and subject recognition inspection is being carried out and the response is negative as it is made clear by the 10% respondents who strongly agreed and 8% who disagreed. The 42% who disagreed and 38% who strongly disagreed is proof of the fact that it is poorly done and should be laid emphasis on by Inspectors in order to increase the performance of teachers.

S6 was intended to find out whether pre-opening of school inspection is undertaken before schools reopen. The response was a 10% respondents who strongly agreed and 8% who agreed that this type of inspection is carried out in schools. The 48% who disagreed and the 34% that strongly disagreed only made it clear that inspectors have to

put hands on deck to ensure that pre-opening of school inspection should be carried out before schools are opened.

Table 12: Challenges that hinder effective school inspection

SN								
	Statement	SA Frequency N=100 f(%)	A f(%)	D and f(%)	SD Percentage f(%)	Mean	Standard deviation	
1	Inadequate clerical staff at the service of inspectors constitutes a hindrance to effective inspection.	70(70)	30(30)	0	0	3.70	.461	
2	Lack of appropriate professional	80(80)	20(20)	0	0	3.80	.402	
3	Financial problems	50(50)	30(30)	10(10)	10(50)	3.20	.985	
4	Inadequate inspection visits per year by inspectors	80(80)	20(20)	0	0	3.80	.402	
5	Lack of implementation of the school inspection recommendation	45(45)	43(43)	6(6)	6(6)	3.27	.827	
6	Poor control at the administrative level	50(50)	35(35)	15(15)	0	3.35	.730	
7	Inadequate support from teachers	40(40)	50(50)	10(10)	0	3.30	.644	
TOTAL						3.49	.586	

Source: Fieldwork,2022

S1 researched to examine whether inadequate clerical staff at the service of inspectors constitute a hindrance to effective school inspection. The 70% respondents who strongly agreed and the 30% who agreed made it clear that there is need to increase the

number of clerical staff put at the disposal of inspectors to facilitate their task. The 0% who strongly disagreed and the 0% who disagreed reinforced the opinion.

S2 looked at the lack of appropriate professionals as a hindrance to effective school inspection and to this, 80% strongly agreed and 20% agreed. This goes without saying that appropriate professionals should be recruited to carry out inspections so as to improve teachers' capacities for their performance to be up to standard.

S3 presents financial problems as a hindrance to effective school inspection. The statistics showed that finances have a serious bearing on school inspection in the 50% respondents who strongly agreed and the 30% who agreed. The 10% who disagreed and the 10% who strongly disagreed only strengthens the fact that finances should be made available for effective inspection to be carried out, so that teachers' performances will improve.

S4 inquired whether inadequate inspection visits per year by inspectors affect pedagogic inspections. To this effect, 80% strongly agreed and 20% agreed. This is a pointer to the fact that the number of inspection visits effected by inspectors has to increase in order for the teachers to be effective.

S5 investigated to know whether the lack of implementation of the school inspection recommendations affect effective pedagogic inspection of teachers. The answer is a 45% respondents who strongly agreed and 43% of those who agreed. The 6% of those who disagreed and 6% who strongly disagreed only go a long way to buttress the fact that when recommendations are not effected, there is a break in the teaching and learning process and teachers cannot be effective. Therefore the recommendations should be implemented.

S6 explored poor control at the administrative level as a hindrance to effective school inspection. The 50% respondent strongly agreed and 35% who agreed goes a long way to reinforce the fact that the school administration must play their role to ensure proper control of inspections in their various schools. The 15 % of respondents who agreed and 00% who strongly disagreed only strengthened the point.

S7 investigated the role of teachers as far as inspections are concerned. 40% of the respondents strongly agreed and the 50% who agreed that teachers' support and participation is highly imperative for their effective performance and the above

indicates maximum support in that light. The 10% who disagreed is such a small portion and has little or no effect. The bottom line is for maximum support to be given by teachers for effective school inspections to be carried out.

Dependent Variable

Table 13: Academic performance

SN		SA	A	D	SD		
Statement		Frequency N=100		and	Percentage	Mean	Standard deviation
		f(%)	f(%)	f(%)	f(%)		
1	Create a supportive culture and learning climate by focusing on character and socialisation skills	50(50)	43(43)	7(7)	0	3.43	.624
2	Academic Achievement increases after inspection of GCE exams.	77(77)	30(30)	03(3)	0	3.74	.505
3	Increase the overall contentment, satisfaction and motivation of students	55(55)	25(25)	12(12)	08(8)	3.27	.962
4	Teacher apply CBA on course delivery after inspection	50(50)	30(30)	10(10)	10(10)	3.20	.985
TOTAL						3.41	.735

Source: Fieldwork, 2022

S1 examined whether creating a supportive culture and learning climate by focusing on character and socialising skills affect academic performance. In this vein, 50% strongly

agreed and 43% agreed. The 7% respondents who disagreed has no impact. Therefore this aspect must be taken into consideration for academic performance to be standard.

S2 Academic achievements increase after inspection of GCE exams .70% of the respondents strongly agreed and 30% of the respondents agreed. This is to buttress the fact that the inspection of GCE exams is highly imperative for teachers to be effective and perform well.

S3 examined whether the increase in the overall contentment, satisfaction and motivation of students affect academic performance. The response is positive, evidence of this is the 55% of respondents who strongly agreed to that, 25% who agreed, while a minority population of 12% disagreed and 8% strongly disagreed.

S4 found out how teachers application of CBA on course delivery after inspection affects academic performance. 50% of the respondents strongly agreed and 30% agreed. The 10% who disagreed and the 10% who strongly disagreed does not cancel the fact that inspection visits and the knowledge gathered from them, will facilitate the application of CBA on course delivery than those not exposed to such inspections.

Table 14: Correlations among variables

	Pearson Correlation				
	Role of school inspection	Perceptions of secondary school teachers	Types of inspections	Challenges hinder effective school inspection	Academic Performance
Role of school inspection					
Perceptions of secondary school teachers	.962**				
Types of inspections	.846**	.912**		*	.
Challenges hinder effective	.977**	.988**	.872**		

school

inspection

Academic

.984**

.971**

.859**

.984**

Performance

Mean

3.61

3.01

2.39

3.49

3.41

Standard

.504

.942

.855

.586

.735

deviation

N

100

100

100

100

100

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

To be more precise and fully test the assumption of the linearity and strengths of relationships between the separate IVs and the DV. The outcome of the results shows that the Role of school inspection, Perceptions of secondary school teachers, Types of inspections, and Challenges hindering effective school inspection have a strong positive correlation with Academic Performance.

Concerning the strength of the relationship, the IV's Role of school inspection and Perceptions of secondary school teachers (Pearson's $r(100) = .962$, $p < .01$), Role of school inspection and Types of inspections Pearson's $r(100) = .846$, $p < .01$), Role of school inspection and Challenges hinder effective school inspection Pearson's $r(100) = .984$, $p < .01$), Perceptions of secondary school teachers and Types of inspections Pearson's $r(100) = .912$, $p < .01$), Perceptions of secondary school teachers and Challenges hinder effective school inspection Pearson's $r(100) = .988$, $p < .01$), Types of inspections and Challenges hinder effective school inspection Pearson's $r(100) = .972$, $p < .01$). All in all the four IVs are correlated.

Inferential Test

Regression analysis

Regression analysis enables the researcher to predict 'the specific value of one variable when we know or assume values of the other variable(s)' (Cohen, Manion & Morrison, 2018).

A regression analysis will be carried out to show how the IVs predict (Role of school inspection, Perceptions of secondary school teachers, Types of inspections, and Challenges that hinder effective school inspection) with DVs' Academic Performance.

Test of Hypothesis

H01: School inspection has no statistically significant influence on the teaching and learning process in secondary schools

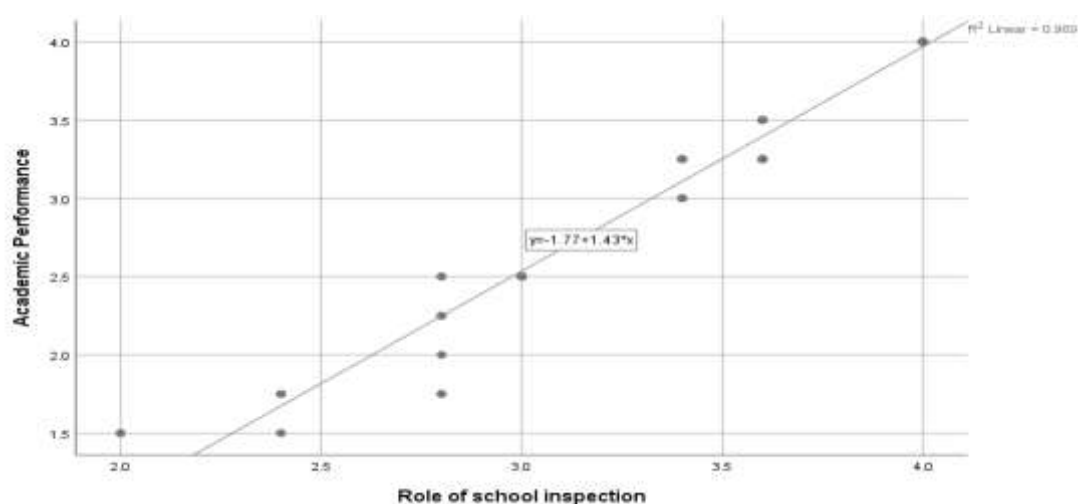
Here, also, regression was carried out to ascertain the extent to which school inspections predict academic performance.

The R-value represents the simple correlation which is .984 which indicates a high degree of correlation. The Adjusted R^2 value indicates how much the total variation on the role of inspection can be explained by the academic performance, the regression model predicts 9.69 % variance.

Table 15: Model Summary of the influence of role of school inspection on academic performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. An error in the Estimate
1	.984 ^a	.969	.969	.130

a. Predictors: (Constant), Role of school inspection



Source : Field Work,2022

Table 16:ANOVAa of the influence of role of inspection on academic performance.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	51.789	1	51.789	3073.689	.000 ^b
	Residual	1.651	98	.017		
	Total	53.440	99			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Role of school inspection

ANOVA results show that the linear regression F test has the null hypothesis that there is no statistically significant on the role inspection on academic performance, in other words, $R^2 = 0$, with $F(1, 100) = 3073.689$, $p < .000$, the test is highly significant, thus we can assume that there is a statistically significant influence between the role of inspection and academic performance

Table 17:Coefficients of the influence of the role of inspection and academic performance

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.770	.094		-18.766	.000
	Role of school inspection	1.435	.026	.984	55.441	.000

a. Dependent Variable: Academic Performance

The regression results showed a significant relationship between the role of inspection and academic performance ($t = 55.441$, $p < 0.000$). The slope coefficient for the role of school inspection was .984 so academic performance increases by a factor of .984.

H02 Teacher perceptions on inspection has no statistically significant influence on academic performance.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.971 ^a	.943	.942	.177

a. Predictors: (Constant), Perceptions of secondary school teachers

Here, also, regression was carried out to ascertain the extent to which teacher perception of inspection predicts academic performance.

The R-value represents the simple correlation which is .971 which indicates a high degree of correlation. The Adjusted R^2 value indicates how much the total variation on the Perception can be explained by the academic performance, the regression model predicts a 9.42 % variance

ANOVA ^a						
		Sum of				
Model		Squares	df	Mean Square	F	Sig.
1	Regression	50.384	1	50.384	1615.620	.000 ^b
	Residual	3.056	98	.031		
	Total	53.440	99			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Perceptions of secondary school teachers

ANOVA results show that the linear regression F test has the null hypothesis that there is no statistically significant on the role inspection on academic performance, in other words, $R^2 = 0$, with $F(1, 100) = 1615.620$, $p < .000$, the test is highly significant, thus we can assume that there is a statistically significant influence between teacher perception of inspection and academic performance.

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficient	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	1.089	.060		18.023	.000
	Perceptions of secondary school teachers	.772	.019	.971	40.195	.000

a. Dependent Variable: Academic Performance

The regression results showed a significant relationship between teacher perception of inspection and academic performance ($t = 40.195$, $p < 0.000$). The slope coefficient for teacher perception was .971 so academic performance increases by a factor of .971.

H03 Type of inspection has no statistically significant influence on students' performance.

Here, also, regression was carried out to ascertain the extent to which the type of inspection predicts academic performance.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.859 ^a	.738	.735	.378

a. Predictors: (Constant), Types of inspections

The R-value represents the simple correlation which is .859 which indicates a high degree of correlation. The Adjust R² value indicates how much the total variation on types of inspections can be explained by the academic performance, the regression model predicts a 7.38 % variance.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	39.421	1	39.421	275.578	.000 ^b

Residual	14.019	98	.143
Total	53.440	99	

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Types of inspections

ANOVA results show that the linear regression F test has the null hypothesis that there is no statistically significant on the types of inspection on academic performance, in other words, $R^2 = 0$, with $F(1, 100) = 275.578$, $p < .000$, the test is highly significant, thus we can assume that there is a statistically significant influence between types of inspection and academic performance.

		Coefficients ^a		Standardized		
		Unstandardized		d		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.648	.113		14.626	.000
	Types of inspections	.738	.044	.859	16.601	.000

a. Dependent Variable: Academic Performance

The regression results showed a significant relationship between types of inspection and academic performance ($t = 16.601$, $p < 0.000$). The slope coefficient for types of the inspection was .859 so academic performance increases by a factor of .859.

H04 Challenges that hinder effective school inspection has no statistically significant influence on academic performance in secondary schools.

Here, also, regression was carried out to ascertain the extent to which challenges of effective inspection predict academic performance.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.984 ^a	.969	.969	.130

a. Predictors: (Constant), Challenges hinder effective school inspection

The R-value represents the simple correlation which is .984 which indicates a high degree of correlation. The Adjusted R^2 value indicates how much the total variation on challenges of effective school inspection can be explained by the academic performance, the regression model predicts a 9.69 % variance.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	51.794	1	51.794	3082.842	.000 ^b
	Residual	1.646	98	.017		
	Total	53.440	99			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Challenges hinder effective school inspection

ANOVA results show that the linear regression F test has the null hypothesis that there is no statistically significant on the challenges of inspection on academic performance, in other words, $R^2 = 0$, with $F(1, 100) = 3.082.842$, $p < .000$, the test is highly significant, thus we can assume that there is a statistically significant influence between challenges of inspections and academic performance.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta	d		
1	(Constant)	-.895	.079			-11.388	.000
	Challenges hinder effective school inspection	1.234	.022	.984		55.523	.000

a. Dependent Variable: Academic Performance

The regression results showed a significant relationship between challenges of inspection and academic performance ($t = 55.523$, $p < 0.000$). The slope coefficient for challenges of the inspection was .984 so academic performance increases by a factor of .984.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS.

This chapter presents the conclusions and recommendations drawn from the findings of this study. The main purpose of this study was to investigate the contribution of school inspection on academic performance in secondary schools. The study was driven by four objects. (i) To examine the role of school inspection in improving the teaching and learning process in secondary schools (ii) To explore perceptions of secondary school teachers on school inspection. (iii) To examine the type of inspection carried out in secondary schools in Fako Division (iv) To Identify the challenges that hinder effective school inspection.

Discussion of finding

The regression results showed a significant relationship between inspection and the teaching /learning process ($t = 55.441$, $p < 0.000$). The slope coefficient for the role of school inspection was .984 so academic performance increases by a factor of .984. This permitted us to reject the Null hypothesis.

Also, in line with the first objective, most of the respondents strongly agree that inspection improves the teaching and learning process. A grand mean of 3.61 concludes this statement. The finding agrees with the study of Lowell (2015) School inspection contributes to higher academic achievement. Regularly inspected schools performed better academically. There is a direct correlation between school inspection and academic achievement.

The regression results showed a significant relationship between teacher perception of inspection and academic performance ($t = 40.195$, $p < 0.000$). The slope coefficient for teacher perception was .971 so academic performance increases by a factor of .971. The Null hypothesis was rejected.

A grand mean of 3.01 on objective two ties to the fact most of the respondent strongly agree that teacher perception of inspection influence academic performance. This is supported by the study of Kabiru (2041). There is Signification difference in the perception of the primary school head on school inspection based on age. It showed the Poor attitude of primary school heads towards school inspection.

The regression results showed a significant relationship between types of inspection and academic performance ($t = 16.601$, $p < 0.000$). The slope coefficient for types of the

inspection was .859 so academic performance increases by a factor of .859. The null hypothesis was rejected too here.

Most of the respondents strongly agree that types of inspection influence academic performance. Subject inspection was the most commonly applied in this region and had a great influence on teachers' academic performance in the classroom. Kisembo (2015) also agreed that subject inspection by inspection will influence the amount of students that succeed in board examinations.

The regression results showed a significant relationship between challenges of inspection and academic performance ($t = 55.523$, $p < 0.000$). The slope coefficient for challenges of the inspection was .984 so academic performance increases by a factor of .984. Most of the respondents strongly agree that the following factors influence inspection: Inadequate clerical staff at the service of inspectors constitutes a hindrance to effective inspection; Lack of appropriate professionals; Financial problems; Inadequate inspection visits per year by inspectors; Lack of implementation of the school inspection recommendation; Poor control at administrative level; Inadequate support from teachers. This was supported by Matete (2009) in her study on the Impact of Primary School Inspection on Teaching and Learning in Tanzania: A Study of Mbeya City District.

Recommendations

Based on the findings of this study the following recommendations were made to enhance the impact of school inspection on academic achievement.

- Improve capacity building and increase instructional strategies.
- Pre-opening of school inspections should be carried out before schools are opened.
- Increase the number of clerical staff at the service of inspectors.
- Increase in the number of Inspectors.
- Increase in the number of inspection visits
- Budget for school inspections should be increased.
- Finances be made available for inspection visits.
- Create a supportive culture and leaning climate by focusing on character and socialisation skills

Perspective for further studies

- Quality assurance, type of inspection and teachers' academic performance .

Conclusion

Inspection affects the academic performance of schools in the Fako Division of Cameroon. Quality inspection will only be possible if teachers and inspectors work in a friendly and professional manner with the vision of promoting academic performance.

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QUESTIONNAIRE

Dear respondents,

I am Etonde Constance Mbome, a masters 2 student at the University of Yaoundé 1, Faculty of Education, and Department of Curriculum and Evaluation, precisely in Curriculum and Evaluation. We are carrying out research to evaluate **the impact of Pedagogic inspection of secondary school teachers and students' performance in selected schools in Fako division of the Southwest region of Cameroon**. We request that you contribute by completing the following items. All the information you give will be kept confidential and shall only be used for the purpose of this study. This exercise will not take you more than 10 minutes. **Your participation is voluntary and free of charge. Anyone who stated this exercise can withdraw his/her self at any desired moment.** Thank you in advance for filling it to an end!

Section A: Sociology-demographic characteristics (*Enter the number in the box provide*)

A1. Your gender 1. Male 2. Female /___/

A2. How old are you this year?Years.

A3. Your highest level of education 1. No diploma 2. FSLC 3. GCE-OL
Technical 4. GCE-AL 5. GCE-AL Technical 6.
BTS/HND/DSEP/Professional degree 7. Degree 8. Master degree 9.
Doctorate degree/Ph.D /___/

Section B: *Please tick one box OR number per line OR per statement*

Sub-section 1: library resource available to improve students' academic performance

Below are seven statements that you may agree or disagree with. Using the 1-4 scale below:

1. Strongly disagree**2. Disagree****3. Agree****4. Strongly agree**

The role of school inspection on improving the teaching and learning process in secondary schools				
Item	SA	A	D	SD
Improvement of the Teaching and Learning				
Improved preparation of teaching and learning Materials				
An instrument for quality assurance				
Improvement of teachers' accountability				
Professional support to teachers				
The perceptions of secondary school teachers on school inspection.				
Items	SA	A	D	SD
Improving self-evaluations				
Improving capacity-building				
Improving school effectiveness				
Effective school and teaching conditions				
Narrowing curriculum and instructional strategies				
Refocusing curriculum and teaching and learning strategies				
Hinder teachers' innovation in teaching				
Improve academic performance				
School inspection fosters teacher's accountability				
Types of inspections carried out in secondary schools				
Item	SA	A	D	SD
Full inspection of schools i.e. a comprehensive assessment of all aspects of the school, annually or bi-annually is being carried out.				
Follow up inspections i.e. a follow up of an earlier inspection to determine the extent to which				

recommendations are implemented.				
Inspections for promotion of teachers are undertaken.				
Subject based inspection i.e. specialized inspections carried out by the inspectors in their areas of subject specialization is undertaken.				
Examination and subject recognition inspection is being undertaken.				
Pre-opening of school inspection is undertaken before schools are opened.				
Challenges hinder effective school inspection				
Item	SA	A	D	SD
Inadequate clerical staff at the service of inspectors constitutes a hindrance to effective inspection.				
Lack of appropriate professional				
Financial problems				
Inadequate inspection visit per year by inspectors				
Lack of implementation of the school inspection recommendation				
Poor control at administrative level				
Inadequate support from teachers				
Academic Performance				
Item	SA	A	D	SD
Create a supportive culture and learning climate by focusing on character and socialisation skills				
Academic Achievement increases after inspection GCE exams.				
Increase the overall contentment, satisfaction and motivation of students				
Teacher apply CBA on course delivery after inspection				