

Assessment of Inspection Planning Strategies and Teachers' Instructional Effectiveness: A Comparative Analysis of Public and Lay Private Secondary Schools in the Centre Region of Cameroon

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Abstract: This study assesses the influence of inspection planning strategies on teachers' instructional effectiveness within public and lay private secondary schools in the Centre Region of Cameroon. Utilizing a comparative descriptive survey research design, the study operationalizes inspection planning into three sub-variables: Strategic Resource Allocation Planning (SRAP), Collaborative Pedagogical Capacity Planning (CPCP), and Participatory Mentorship Framework Planning (PMFP). The theoretical framework is anchored exclusively on Deming's Total Quality Management (TQM) core principles, which serves as a synthesis model bridging administrative regulatory compliance and continuous professional growth loops. Statistical evaluation data were gathered utilizing three newly developed 10-item 4-point Likert scales administered to a population of 599 teachers and 10 pedagogic inspectors across the region. Inferential analysis via independent samples *t*-tests and Pearson product-moment correlation coefficients reveals a statistically significant divergence between the sectors. Lay private institutions demonstrate superior efficacy in structured resource allocation planning ($M = 2.74, SD = 0.54$), whereas public institutions display structurally superior outcomes in collaborative pedagogical capacity planning ($M = 2.85, SD = 0.47$). The findings indicate that while private schools excel in operational efficiency, they lack the secure collaborative network architectures embedded within the public sector. The study concludes with systemic recommendations for regional pedagogic inspectorates to harmonize internal accountability structures using participatory mentorship frameworks and digitized monitoring grids.

Keywords: *Inspection Planning, Instructional Effectiveness, Public Secondary Schools, Lay Private Schools, Centre Region, Cameroon, Total Quality Management.*

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I. INTRODUCTION

The contemporary global discourse on educational quality consistently identifies teacher instructional effectiveness as the single most critical school-level determinant of student academic achievement and systemic efficacy. Within the decentralized and dual-subsystem educational architecture of the Republic of Cameroon, ensuring pedagogical uniformity, curricular alignment, and instructional vitality remains a complex administrative challenge. This challenge is particularly pronounced within the Centre Region, an administrative and demographic hub hosting a dense concentration of both public and lay private secondary schools. While both subsystems operate under the overarching statutory and regulatory purview of the Ministry

of Secondary Education (MINESEC), their internal governance models, financial resource pools, operational priorities, and institutional accountability structures diverge drastically.

Central to the state's multi-layered strategy for quality assurance is the institutionalized mechanism of pedagogic inspection. Historically conceived as a bureaucratic instrument for administrative compliance and regulatory surveillance, modern educational governance demands that the inspection function operate as a proactive, strategically planned intervention. Inspection planning strategies cannot merely be reactive administrative routines or superficial monitoring check-boxes; they must manifest as deliberate, data-driven blueprints specifically designed to optimize the

micro- level classroom instructional environment. When properly executed, strategic inspection planning provides classroom educators with structural clarity, standard didactic tools, and the professional scaffolding necessary to translate complex national curriculum objectives into measurable student classroom success.

In Cameroon's Centre Region, the coexistence of public schools (manned by civil servants with guaranteed tenure) and lay private schools (manned by contractual employees under private proprietors) provides a unique comparative landscape. The way pedagogic inspectors plan their schedules, allocate resources, design collaborative platforms, and establish continuous mentorship networks across these differing sectors ultimately determines the quality of instructional delivery. Therefore, a rigorous empirical investigation into these planning styles is critical to understand how macro-level administrative planning filters down into effective day-to-day teaching.

➤ *Statement of the Problem*

Despite institutionalized state mandates dictating regular pedagogical supervision across all secondary institutions in Cameroon, the secondary education subsystem in the Centre Region continues to experience noticeable and problematic variances in teacher instructional effectiveness. Public secondary schools, characterized by large class sizes, high student-to-teacher ratios, and civil- service institutional inertia, frequently suffer from lagging administrative agility, delayed resource deployment, and passive compliance cultures. Conversely, lay private secondary schools, driven by market competition, profit margins, and fee-paying client demands, prioritize rigid administrative compliance and immediate student performance outputs, yet often at the expense of sustainable teacher professional development, psychological safety, and pedagogical freedom.

This systemic disparity points directly to potential variances in how inspection planning strategies are formulated and executed across both institutional sectors. Frequently, inspection processes are criticized by practitioners for being punitive, erratic, uncoordinated, or structurally detached from the daily practical realities of the classroom. There is an ongoing lack of empirical clarity regarding how regional and departmental inspectorates balance resource-driven logistical planning against human-centric collaborative and mentoring planning. Furthermore, minimal comparative data exist mapping how these specific planning dimensions influence actual instructional metrics within public versus lay private institutions in the Centre Region.

Empirical performance data from MINESEC regional data repositories indicate that over 38% of secondary school teachers in the Centre Region receive sub-optimal evaluations on instructional delivery during annual inspections, with a striking 45% of private sector teachers citing an absolute absence of post-inspection follow-up or developmental feedback. This problem is compounded by severe regional resource deficits, where the ratio of inspectors to teachers stands at an unsustainable 1:60, crippling the execution of

structured planning. Without a rigorous, empirically validated assessment of these inspection strategies, educational policymakers cannot determine whether current supervisory frameworks are actively enhancing teacher performance or merely reinforcing empty bureaucratic redundancies.

➤ *Research Questions*

To guide the empirical inquiry of this comparative study, the following three research questions were formulated:

- What is the difference between the strategic resource allocation planning (SRAP) of pedagogic inspectors in public and lay private secondary schools in the Centre Region of Cameroon?
- How does collaborative pedagogical capacity planning (CPCP) differ between public and lay private secondary schools in the Centre Region of Cameroon?
- To what extent does participatory mentorship framework planning (PMFP) vary between public and lay private secondary schools in the Centre Region of Cameroon?

➤ *Research Hypotheses*

The following null hypotheses were developed to be tested at a $\alpha = 0.05$ level of significance:

- H₀₁: There is no significant difference in the strategic resource allocation planning (SRAP) metrics between public and lay private secondary schools in the Centre Region of Cameroon.
- H₀₂: There is no statistically significant difference in the application of collaborative pedagogical capacity planning (CPCP) between public and lay private secondary school sectors.
- H₀₃: There is no significant difference in the design and execution of participatory mentorship framework planning (PMFP) across public and lay private secondary schools.

➤ *Objectives of the Study*

• *General Objective*

To investigate the relationship between pedagogic inspection planning strategies and teachers' instructional effectiveness in public and lay private secondary schools in the Centre Region of Cameroon.

• *Specific Objectives*

- ✓ To compare the implementation of strategic resource allocation planning (SRAP) by pedagogic inspectors within public and lay private secondary institutions.
- ✓ To assess and contrast the extent of collaborative pedagogical capacity planning (CPCP) executed across the two school subsystems.
- ✓ To evaluate the variance in participatory mentorship framework planning (PMFP) design and usage between public and lay private secondary educational environments.

➤ *Benefits and Barriers of Effective Inspectors' Pedagogic Planning*

• *Benefits*

Effective, preemptive pedagogic planning by inspectors introduces systemic predictability, operational alignment, and targeted quality improvement into the educational ecosystem. When inspectors deliberately map out their interventions, it optimizes the utilization of limited pedagogical assets, ensuring that under-resourced schools receive timely instructional toolkits, standard curriculum sheets, and didactic guidelines. Furthermore, strategic planning transforms inspections from surprise administrative audits into transparent, collaborative exercises. This reduces teacher anxiety, aligns instructional goals with regional performance targets, fosters a culture of reflective practice, and guarantees that professional development seminars are directly tailored to documented classroom deficiencies rather than generic assumptions.

• *Barriers*

Conversely, several severe institutional and structural barriers disrupt the realization of effective pedagogic planning within the Centre Region. First, severe resource constrictions act as a primary constraint. Budgetary allocations for regional inspectorates are frequently delayed or insufficient, leaving inspectors without the logistical means to conduct planned field visits to remote sub-divisions. Second, the high inspector-to-teacher ratio severely limits the personalization of inspection schedules; ten regional inspectors cannot adequately design personalized, high-frequency planning strategies for hundreds of teachers spread across vast geographic territories. Lastly, systemic resistance and institutional inertia slow down progress; many teachers view inspection planning as an intrusive, compliance-heavy bureaucratic mechanism designed for surveillance rather than support, leading to passive compliance during visits but no real modifications in actual daily classroom practice.

II. LITERATURE REVIEW

The academic study of educational management recognizes that supervisory frameworks are multi-dimensional systems that interact directly with teacher psychology and instructional output. To build a robust framework, this study reviews literature along three core dimensions of inspection planning.

➤ *Strategic Resource Allocation Planning (SRAP)*

Strategic Resource Allocation Planning represents the structural foundation of educational quality assurance. It is defined as the systematic, data-driven forecasting, procurement, and deployment of physical, material, fiscal, and logistical resources by the inspectorate to facilitate instructional delivery. In the comparative context of Cameroon, SRAP involves the distribution of official textbooks, pedagogical guides, laboratory equipment, and the structural scheduling of regional inspection timetables. Authors like Alimi and Akinfolarin (2012) emphasize that the structural synchronization of resources with school calendars prevents instructional friction. In public sectors, this is

heavily dependent on central ministerial budgetary allocations, which can cause severe operational delays. In private settings, resource planning is highly agile and localized, driven by corporate survival metrics, though sometimes unevenly distributed across smaller, less-funded private units.

➤ *Collaborative Pedagogical Capacity Planning (CPCP)*

Collaborative Pedagogical Capacity Planning isolates the human-resource and professional growth component of supervision. It refers to the structured design of interactive, group-oriented supervisory networks that actively involve teachers in curriculum interpretation, instructional design, and collaborative problem-solving. CPCP shifts the focus of inspection from individual compliance tracking to macro-level capacity building through regional workshops, subject-matter clusters (*Conseils d'Enseignement*), and collaborative action research. Striker (2016) notes that horizontal collaboration reduces isolation among teachers and boosts self-efficacy. In Cameroon's public secondary schools, CPCP is supported by the permanent, secure tenure of civil-service teachers, which naturally fosters a collaborative environment free from immediate commercial threats. In private sectors, the hyper-competitive culture can sometimes push collaborative work aside in favor of immediate individual outputs.

➤ *Participatory Mentorship Framework Planning (PMFP)*

Participatory Mentorship Framework Planning represents the relational and psychological dimension of modern inspection strategies. It is defined as the deliberate planning of sustained, non-punitive, peer-driven professional mentorship systems that link experienced senior educators or inspectors with junior classroom instructors. Glickman et al. (2014) argue that modern inspection must replace traditional, short-term classroom observations with continuous feedback loops and developmental coaching frameworks. The successful planning of participatory mentorship ensures that teachers are provided with an ongoing psychological safety net that allows them to experiment with innovative teaching methods. In the Centre Region, PMFP remains underutilized. Public systems possess the organizational structures to host mentorship programs but lack the active motivation to sustain them, while private institutions often lack these long-term mentoring structures entirely due to high teacher turnover rates.

➤ *Theoretical Framework: Total Quality Management (TQM)*

To establish academic validity, this study anchors its independent and dependent variables entirely within Deming's (1986) Total Quality Management (TQM) framework. Originally developed within organizational science and later adapted to educational management, TQM asserts that systemic excellence is achieved through an integrated commitment to continuous quality improvement, stakeholder collaboration, and data-driven administrative processes. When applied to educational management and modern pedagogic inspection, TQM serves as a robust framework that successfully bridges administrative compliance and collaborative growth.

TQM posits that poor performance is rarely caused by individual worker deficiencies; rather, it is almost always the result of flawed institutional systems. Therefore, teacher instructional ineffectiveness is viewed not as a personal failure, but as a direct outcome of sub-optimal inspection planning strategies. TQM explicitly links all three research variables into a single, cohesive framework: Strategic Resource Allocation Planning (SRAP) directly maps onto Deming's focus on systemic data tracking and structured resource distribution; Collaborative Pedagogical Capacity Planning (CPCP) directly reflects the TQM principle of breaking down departmental silos and driving horizontal cooperation among professional staff; and Participatory Mentorship Framework Planning (PMFP) fulfills Deming's emphasis on eliminating fear-based compliance by instituting modern, supportive leadership and continuous on-the-job training. By filtering the study through TQM, the interactions between inspectors and teachers in both sectors can be evaluated using a clear, unified baseline: whether inspection planning creates an integrated system of continuous instructional improvement or simply reinforces empty administrative compliance.

III. RESEARCH METHODOLOGY

This section outlines the empirical framework used to collect and analyze quantitative data from secondary schools within the Centre Region of Cameroon. This study adopted a comparative descriptive survey research design, allowing for a clear statistical evaluation of organizational variances across public and private sectors without altering the natural

educational environment. The target population comprised all secondary school educators within the Centre Region. Using a stratified random sampling technique to ensure balanced representation across institutional sectors, a highly representative sample of $N = 599$ full-time teachers and $N = 10$ pedagogic inspectors was selected, totaling an empirical database of 609 participants. The sample was split across sectors, capturing 300 educators from public secondary institutions and 299 educators from lay private schools, alongside the regional inspectorate corps.

Data collection was executed using three newly developed psychometric evaluation instruments designed around a 4-point Likert scale format to eliminate mid-point neutrality bias: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1. Content validity was verified by a panel of educational measurement experts, and instrument reliability was confirmed using Cronbach's alpha ($\alpha \geq 0.85$). Statistical testing was conducted via independent samples *t*-tests to compare sector means, and Pearson product-moment correlation coefficients (*r*) to calculate the strength of relationships between the planning dimensions and teacher effectiveness.

IV. DATA PRESENTATION AND INTERPRETATION

This table displays the 10-item Likert scale responses assessing the structural, logistical, and material resource planning behaviors of inspectorates across public ($n=300$) and lay private ($n=299$) secondary school teachers.

Table 1 Strategic Resource Allocation Planning (SRAP) Item Analysis

Item No.	Evaluation Statement Metric	Public Mean	Public SD	Private Mean	Private SD
Q1.1	Inspection schedules are communicated well in advance of field visits.	2.12	0.65	2.89	0.44
Q1.2	Logistical resources are planned effectively to reach remote school areas.	1.98	0.71	2.45	0.62
Q1.3	Distribution plans for official didactic materials are strictly executed.	2.54	0.58	2.80	0.51
Q1.4	Official inspection timetables align cleanly with regular school calendars.	2.65	0.62	2.95	0.49
Q1.5	Resource allocations for school labs/libraries are tracked systematically.	2.22	0.69	2.76	0.55
Q1.6	Inspectorate data from previous years guide current resource planning.	2.31	0.60	2.64	0.58
Q1.7	Budgetary planning prioritizes providing teachers with core lesson guides.	2.60	0.55	2.88	0.52
Q1.8	Inspector field intervention schedules are optimized using digital tools.	1.85	0.74	2.52	0.66
Q1.9	Material aid distribution plans target verified low-performing schools.	2.44	0.61	2.69	0.59
Q1.10	Clear accountability structures manage the use of educational assets.	2.51	0.59	2.92	0.48
Comp.	Overall Strategic Resource Allocation Scale Metrics	2.32	0.63	2.74	0.54

➤ Interpretation of Table 1

The data in Table 1 reveal a consistent trend: lay private secondary school teachers report higher mean scores on almost all strategic resource allocation metrics. The composite mean for the private sector ($M = 2.74, SD = 0.54$) highlights a noticeably higher level of satisfaction with structural scheduling and material tracking compared to the public sector ($M = 2.32, SD = 0.63$). Particularly stark differences appear in item Q1.1 (advance communication of schedules) and item Q1.8 (use of digital scheduling tools).

This indicates that lay private school administrations operate with greater structural agility, faster communication loops, and tighter tracking of material resources. Conversely, public sector scores lag noticeably, pointing to administrative delays and systemic bottleneck issues within the centralized ministerial distribution lines.

This table covers the 10-item scale tracking horizontal professional networks, group workshops, and collaborative action research planned by regional inspectorates.

Table 2 Collaborative Pedagogical Capacity Planning (CPCP) Item Analysis

Item No.	Evaluation Statement Metric	Public Mean	Public SD	Private Mean	Private SD
Q2.1	Inspectors plan and coordinate interactive, subject-matter workshops.	2.92	0.42	2.31	0.68
Q2.2	Regional inspection plans allocate time for peer- to-peer lesson review.	2.84	0.49	2.10	0.72
Q2.3	Active group participation is required during post-inspection meetings.	2.95	0.41	2.44	0.65
Q2.4	Subject clusters (<i>Conseils d'Enseignement</i>) are structurally supported.	3.10	0.35	2.50	0.59
Q2.5	Inspectorates plan collaborative action research targeting class needs.	2.62	0.58	2.01	0.70
Q2.6	Professional development seminars focus closely on teacher-shared goals.	2.78	0.51	2.25	0.63
Q2.7	Feedback models emphasize collective growth rather than single failures.	2.81	0.47	2.12	0.69
Q2.8	School clusters are utilized to spread innovative pedagogical styles.	2.89	0.46	2.36	0.61
Q2.9	Collaborative design of lesson evaluation tools is actively encouraged.	2.75	0.53	2.18	0.66
Q2.10	Inspector planning builds continuous learning networks across schools.	2.85	0.48	2.22	0.64
Comp.	Overall Collaborative Capacity Planning Scale Metrics	2.85	0.47	2.25	0.66

➤ Interpretation of Table 2

The empirical data in Table 2 demonstrate a complete reversal of the previous trend. Public secondary school teachers score significantly higher on all dimensions of collaborative pedagogical capacity planning. The public sector composite score ($M = 2.85, SD = 0.47$) indicates strong, established collaborative structures, whereas the private sector composite drops to a much lower baseline ($M = 2.25, SD = 0.66$). Item Q2.4 (structural support for *Conseils d'Enseignement*) yielded the highest public sector score ($M = 3.10$). This proves that public school teachers heavily benefit

from institutionalized, non-threatening professional networks. In lay private institutions, the lower scores reflect an environment where time is tightly managed for raw classroom instructional output, leaving little to no room for uncompensated collaborative planning or cross-school learning networks.

This table presents responses regarding the design and deployment of long-term mentoring relationships and non-punitive developmental coaching models.

Table 3 Participatory Mentorship Framework Planning (PMFP) Item Analysis

Item No.	Evaluation Statement Metric	Public Mean	Public SD	Private Mean	Private SD
Q3.1	Inspector planning includes long-term mentoring systems for new teachers.	2.45	0.59	2.01	0.72
Q3.2	Mentorship assignments are based on clear subject matter expertise matches.	2.52	0.56	2.11	0.68
Q3.3	Inspectors plan regular, non-evaluative coaching visits to support growth.	2.10	0.68	1.89	0.74
Q3.4	Senior teachers are formally trained to act as certified onsite mentors.	2.38	0.61	1.95	0.71
Q3.5	Mentorship frameworks prioritize psychological safety and open dialogue.	2.41	0.58	2.04	0.69
Q3.6	Diagnostic observation tools are co-designed by mentors and teachers.	2.15	0.64	1.82	0.75
Q3.7	Evaluation data from mentoring sessions remain strictly non-punitive.	2.64	0.52	1.76	0.81
Q3.8	Planned reflection cycles occur regularly between mentors and mentees.	2.30	0.60	1.99	0.70
Q3.9	Inspectorates allocate formal credit/recognition for mentoring actions.	1.92	0.73	1.65	0.79
Q3.10	Mentorship plans are adjusted based on changing classroom needs.	2.28	0.62	2.08	0.66
Comp.	Overall Participatory Mentorship Scale Metrics	2.32	0.61	1.93	0.72

➤ Interpretation of Table 3

The data in Table 3 indicate that participatory mentorship planning is the lowest-performing dimension across both educational subsystems in the Centre Region, though lay private schools score critically lower. The public sector composite score ($M = 2.32, SD = 0.61$) indicates weak implementation, but the private sector composite ($M = 1.93, SD = 0.72$) signals a major structural absence of mentorship planning. In particular, item Q3.7 (non-punitive use of data) shows a profound gulf: public schools score 2.64, while private schools drop to 1.76. This highlights a stressful private sector environment where supervisory data are frequently used for immediate disciplinary action or contract termination, completely undermining the psychological safety required for an authentic mentorship framework.

➤ Hypothesis Testing

- *Inferential Independent Samples t-Test Computations*
To evaluate the statistical significance of the observed sector differences, independent samples *t*-tests were executed across the three primary research hypotheses. Calculations were computed using a standard pooled degrees of freedom formula ($df = N_1 + N_2 - 2 = 300 + 299 - 2 = 597$).
- ✓ Hypothesis 1 Testing (H_{01}): Public Sector ($n_1 = 300, M_1 = 2.32, SD_1 = 0.63$); Private Sector ($n_2 = 299, M_2 = 2.74, SD_2 = 0.54$). Computed *t*-statistic = -8.77 ($df = 597$), with a two-tailed *p*-value of $p < 0.001$. *Decision*: Because the calculated *p*-value is substantially less than the critical threshold of 0.05, the first null hypothesis is completely rejected. There is a statistically significant difference in strategic resource allocation planning, with lay private

- secondary schools demonstrating superior structural efficiency.
- ✓ Hypothesis 2 Testing (H_02): Public Sector ($n_1 = 300, M_1 = 2.85, SD_1 = 0.47$); Private Sector ($n_2 = 299, M_2 = 2.25, SD_2 = 0.66$). Computed t -statistic = 12.82 ($df = 597$), with a two-tailed p -value of $p < 0.001$. *Decision*: The p -value falls well below 0.05, leading to the rejection of the second null hypothesis. Public secondary institutions display a statistically superior application of collaborative pedagogical capacity planning compared to their private counterparts.
 - ✓ Hypothesis 3 Testing (H_03): Public Sector ($n_1 = 300, M_1 = 2.32, SD_1 = 0.61$); Private Sector ($n_2 = 299, M_2 = 1.93,$

$SD_2 = 0.72$). Computed t -statistic = 7.15 ($df = 597$), with a two-tailed p -value of $p < 0.001$. *Decision*: The third null hypothesis is rejected. Public secondary schools maintain a statistically higher—though globally suboptimal—level of participatory mentorship planning relative to the private sector.

This matrix tracks the Pearson product-moment correlation coefficients (r) mapping the linkages between the three independent planning variables and the dependent variable: Teacher Instructional Effectiveness.

Table 4 Bivariate Correlation Matrix

Empirical Research Variables	Strategic Resource (SRAP)	Collaborative Capacity (CPCP)	Participatory Mentorship (PMFP)	Teacher Effectiveness
Strategic Resource (SRAP)	1.00	0.18	0.22	0.48*
Collaborative Capacity (CPCP)	0.18	1.00	0.54*	0.62*
Participatory Mentorship (PMFP)	0.22	0.54*	1.00	0.51*
Teacher Effectiveness	0.48*	0.62*	0.51*	1.00

*Note: Correlation is Highly Significant at the 0.01 Level (2-Tailed).

➤ *Correlation Analysis*

The correlation matrix indicates that all three inspection planning dimensions correlate positively and significantly with teacher instructional effectiveness. Collaborative Pedagogical Capacity Planning (CPCP) displays the strongest correlation ($r = 0.62, p < 0.01$), proving that interactive, group-based supervisory strategies have the most powerful positive relationship with teacher performance. Participatory Mentorship Framework Planning (PMFP) also shows a strong correlation ($r = 0.51, p < 0.01$), followed closely by Strategic Resource Allocation Planning ($r = 0.48, p < 0.01$). This confirms that while material resource tracking is essential, human-centric collaborative and mentoring strategies are the primary drivers of instructional quality.

V. DISCUSSION OF FINDINGS

➤ *Deep Analysis of Strategic Resource Allocation Planning (SRAP)*

The superior performance of lay private secondary schools in Strategic Resource Allocation Planning ($M=2.74$ vs. Public $M=2.32$) validates the structural components of Deming's TQM framework. Lay private institutions operate on highly commercial, performance-driven survival models. Administrative managers within these schools treat inspectorate guidelines as rigid blueprints to minimize wasted resources and guarantee competitive student outcomes. However, as highlighted by educational researchers in sub-Saharan Africa (e.g., Tambi & Ndansau, 2021), this private-sector efficiency often targets superficial compliance rather than deep educational development. Public schools lag behind because of centralized bureaucratic delays within MINESEC. Logistical resources and updated curriculum toolkits are often delayed by administrative friction in the central government, preventing public inspectors from providing timely structural support.

➤ *Deep Analysis of Collaborative Pedagogical Capacity Planning (CPCP)*

Conversely, the prominent success of public schools in Collaborative Pedagogical Capacity Planning ($M=2.85$ vs. Private $M=2.25$) aligns directly with TQM principles emphasizing horizontal collaboration and the elimination of fear-based silos. Because public secondary school teachers enjoy secure, long-term civil-service tenure, the threat of immediate dismissal is entirely absent. Consequently, the supervisory environment naturally shifts away from a punitive audit toward a collaborative, peer-driven mentorship ecosystem. Teachers enthusiastically participate in subject-matter clusters (*Conseils d'Enseignement*) and regional workshops (Tanyitika, 2019). In lay private schools, the pressure to maintain profit margins and meet parent demands means that school owners view time spent on collaborative workshops or peer reviews as an uncompensated drain on teaching hours. Private sector teachers are forced to focus strictly on isolated classroom instruction, which undermines group innovation and deep professional growth.

➤ *Deep Analysis of Participatory Mentorship Framework Planning (PMFP)*

The low scores for Participatory Mentorship Framework Planning across both sectors—especially in private schools ($M=1.93$)—reveal a major systemic gap in the region's quality assurance framework. TQM states that true quality requires long-term, supportive coaching relationships built on trust. Yet, secondary schools in the Centre Region continue to rely heavily on traditional, top-down observation methods. In lay private institutions, the complete failure to build healthy mentorship networks stems from a transactional employment model (Tchombe, 2014). Because teacher turnover is high and performance tracking is aggressive, supervisors treat classroom observations as high-stakes compliance audits. This lacks the psychological safety required for open dialogue and formative coaching, turning inspections into a

stressful exercise that encourages superficial compliance rather than genuine instructional improvement.

VI. CONCLUSION

This study demonstrates that neither the public nor the lay private secondary school subsystem in the Centre Region of Cameroon currently possesses a flawless approach to inspection planning. Lay private institutions excel in organized resource allocation, rapid scheduling, and administrative accountability, yet they lag behind in fostering horizontal collaboration and supportive peer mentorship. Public institutions thrive in collaborative capacity planning and group-based professional learning networks, but their overall effectiveness is crippled by slow bureaucratic processes, logistical delays, and delayed resource deployment. True educational quality can only be achieved by intentionally integrating these two approaches. According to Total Quality Management principles, administrative efficiency must serve to support, rather than suppress, collaborative human growth.

Inspectors must move away from top-down compliance audits and transition toward integrated quality assurance systems that provide structural predictability alongside ongoing pedagogical support.

VII. LIMITATIONS OF THE STUDY

While this study offers valuable empirical insights, it is bounded by certain distinct limitations. First, it relies exclusively on quantitative survey metrics, which may capture broad structural trends but can miss the nuanced, lived experiences of educators during face-to-face inspections. Second, the empirical scope was limited strictly to secondary schools in the Centre Region of Cameroon, meaning the findings may not fully apply to more rural or economically disadvantaged regions where resource challenges are even more severe.

➤ Future Perspectives

Future educational research should employ mixed-method longitudinal designs to track changes in teacher performance over multiple inspection cycles. Additionally, future studies should investigate how digital technologies and mobile-based supervision tools can be leveraged to reduce administrative delays and improve inspection scheduling in under-resourced sub-Saharan contexts.

➤ Compliance with Ethical Standards

To ensure strict compliance with international research ethics, several protective protocols were maintained throughout this study. Prior to administering the survey instruments, official administrative authorization was obtained from the Regional Delegation of Secondary Education for the Centre Region. All 599 teachers and 10 pedagogic inspectors participated on a completely voluntary basis, verified through signed informed consent forms. Absolute confidentiality and anonymity were guaranteed; no personal identifiable data, specific school names, or institutional tracking codes were collected. Participants

retained the right to withdraw from the study at any stage without penalty. The collected data were used exclusively for academic research purposes and were stored securely in encrypted digital files to prevent unauthorized access.

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