

**THE INFLUENCE OF SCHOOL INSPECTION ON CHANGING
TEACHERS' PRACTICES IN PRIMARY SCHOOLS IN BABATI DISTRICT,
MANYARA REGION**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN
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2017

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled “*The Influence of School Inspection in Changing Teachers’ Practices in Primary Schools in Babati District, Manyara Region*”, in partial fulfillment of the requirement for the degree of Master Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

.....
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.....
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DECLARATION

I, **Asella Alphonse Gobore**, do hereby declare that this dissertation report is my own original work and that has not been submitted by anyone for a master degree or its equivalent in any higher learning institution.

.....

Signature

.....

Date

DEDICATION

To my father Alphonse Kijogo Gobore and my mother Asteria Mmbanga who always felt proud of educating the girl child. Grace and Glory, I particularly say to you that you should love “*education*” to mirror your mum’s academic endeavors for your successful and brighter future.

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ABSTRACT

The study investigated the influence of school inspection on changing teachers' practices in Babati District Council, Manyara Region, in Tanzania. The specific objectives of this study were; (i) to examine school inspectors views on the role of school inspection on teaching and learning in primary schools, ii) to explore the views of teachers on contribution of school inspections in improving teaching and learning process in primary schools, iii) to find out the frequency of school inspection in schools in relation with learners' performance and iv) to determine how best school inspections should be carried out as to have a positive effect on teaching and learning. A total of 71 respondents participated in the study including 57 classroom teachers, four ward education officers, nine school inspectors and one District Education Officer. The findings indicated that school inspection plays a potential role towards changing teachers' practices and that advice and feedback given through inspection reports were useful for making improvements in their work performance. The study further revealed that, school inspectors judged the performance of the schools basing on schemes of work; lesson plans and pupils' exercise books, whereas classroom observations were not effectively carried out. Since this study concentrated on the influence of primary school inspection on teaching and learning, it did not go further to investigate the extent to which the inspection findings and recommendations are implemented. Thus, it is recommended that there should be further research to examine the extent to which the district education officer makes use of school inspection reports and recommendations.

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LIST OF ABBREVIATIONS

ASCD	Association for Supervision and Curriculum Development
CSEE	Certificate of secondary Education examination
DAM	Democratic Administration Movement
DCIS	District Chief Inspector of Schools
DEO	District Education Officer
DRC	Democratic Republic of Congo
HMCI	Her Majesty Chief Inspector
HMI	Her Majesty Inspectorate
MDGs	Millennium Development Goals
MoEC	Ministry of Education and Culture
MoEST	Ministry of Education, Science and Technology
NCLB	No Child Left Behind
OFSTED	Office of Standards in Education
PEDP	Primary Education Development Programme
PSLE	Primary School Leaving Examination
SPSS	Statistical Package for Social sciences
TETP	Tanzania Education and Training Policy
UNESCO	United Nations Educational Scientific and Cultural Organisation
UK	United Kingdom
USA	United States of America
WEO	Ward Education Officer

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This chapter presents the background information of the study. It is organized into sub-sections as follows: - background to the study, statement of the research problem, research objectives, research questions, significance of the study, limitation of the study, and the last section is delimitation of the study.

1.2 Background to the Study

School inspection as a form of accountability started being practiced way back in the 18th century (Neave, 1987). In this case, school inspection is a practices that supports the government and the stakeholders on understanding aspects in which the goals of education are attained and aspects that need to be improved in any education institution. In Tanzania school inspectorate department is charged with the responsibility to evaluate school performance in agreed criteria of assessment and report to the education stakeholders.

In any development process, education plays an important role in people's lives as it enlightens man to be able to understand his surroundings and solve problems facing him. In Tanzania there are different levels of education, which includes primary, secondary, and university education which all aim at providing knowledge and relevant skills. In fact, education is very important in all aspects of human existence in general and survival in particular (Education and Training Policy MOEC, 1995). It

is a process that empowers people to manage their lives and to contribute effectively to all aspects of socio-economic development.

High quality and relevant education prepares young people to participate meaningfully in their own development in their immediate communities, country and the world at large. Therefore, governments all over the world strive to educate the citizen and to a developing country like Tanzania, it is the tool to alleviate poverty as it is stipulated in the Development Vision of 2025 (Education and Training Policy MOEC, 2005).

External evaluation in education through school inspection by national governments in the world is not new in the education system. It is stated that the first school inspection or school supervision originated from France under Napoleon's regime at the end of 18th century (Grauwe, 2007). Later, the idea spread to other European countries in the 19th century (Wilcox, 2000; Grauwe, 2007). In the United Kingdom (UK), the first inspection services were carried out by Her Majesty's Inspectorate (HMI) in 1839 (Learmonth, 2000; Wilcox, 2000). School inspection, was conceived as one of the forms of accountability in education (Neave, 1987).

Other forms of accountability in education include the market choice as practiced in United States, UK, Australia and New Zealand. Also, the school voucher system in America, Chile, Colombia, and in England (Friedman, 2005; Lee & Wong, 2002). Accountability in its literal meaning denotes the obligation that one part gives an account on the work performed to the other (Wilcox, 2000). The underlying idea towards accountability in education is to make the providers of education

accountable to the people who pay for the education of their children (the taxpayers) (Neave, 1987; Ehren & Visscher, 2006; Davis & White, 2001; Richards, 2001; Sergioivanni & Starratt, 2007).

In England and Wales for example, accountability of teachers was engineered through payment by results (Neave, 1987; Hoyle & Wallace, 2005). This implies that, teachers' salary was based on performance of the pupils in the national examinations especially in 1870s (Neave, 1987; Levin, 1991). The idea behind this practice was to make teachers more committed towards the task of educating the pupils and contributing greatly towards their school achievements and excellencies.

In recent years, in America, the idea of accountability in education has been connected with the No Child Left Behind (NCLB) policy. The initiative has been thought to facilitate and ensure proper policy implementation and to make teachers more sensitive to every pupil's learning needs (Sergioivanni & Starratt, 2007).

Moreover, in some countries such as England and Wales and in the Netherlands, the school inspectorate, together with regional/district educational administrative units, are the organs that have been vested power and authority in making decisions in education (Neave, 1987). This is due to the belief that accountability in education through school inspection may facilitate the attainment of the desired outcomes and, at the same time satisfy the parents with regard to the type of education provided for their children (Levin, 1989; Neave, 1987).

In many African countries establishment of school inspection services accompanied the introduction of formal public education (Grauwe, 2007). Many of the developing

countries expanded the inspection services after independence. Also, the increased number of schools accompanied with a relatively slower growth in number of supervisor/inspection officers (Grauwe, 2007).

Essentially, there are three main premises that are put forward in both developed and developing countries regarding establishment of school inspections as external evaluation in education. First, it is argued that school inspection is the central frame through which the government can monitor and ensure the quality of education provided in the society. Second, it is also argued that there is no way that the governments can ensure the implementation of national goals and objectives in absence of external evaluation as the counter balance of teachers' accountability in teaching and learning. Third, it is further argued that for countries to prepare a competitive workforce to meet the challenges emerging due to globalization processes, school inspection as external control in education is indispensable and inevitable (Wilcox, 2000; Hoyle & Wallace, 2005; Neave, 1987; Davis & White, 2001; Chapman, 2001b; Mathew & Smith, 1995; Learmonth, 2000).

Clearly, therefore, inspections are seen as playing essential roles in monitoring quality in teaching and learning. The point of departure in this study is; to what extent school inspection in Tanzania has indeed impacted upon teaching and learning? In Tanzania, the communities and the news from the media tend to blame the school inspectors upon the decline of the quality of education in schools. When pupils fail in the national examination results, the society blames the school inspectors suggesting that they did not do their job properly or that too long a period has lapsed between inspections (See for example, Mwananchi News Paper of 19th

January 2009 on the poor performance of the Primary School Leaving Examination (PSLE) in 2008). On the other hand, when many pupils pass in the national examination results, all the praises have been directed towards the head teacher and the teachers that they are competent in the key areas.

In this case, the core functions of school are teaching and learning (Collie & Taylor, 2004; Doerr, 2004; Coates, James & Baldwin, 2005; Hoyle & Wallace, 2005; Lopez, 2007). Studies that have been carried out in relation to school inspection and school improvements mostly in England and Wales, The Netherlands and in some African countries, however, portray conflict thinking. Some studies have argued that school inspectors simply find faults thus there have been many inspection visits in schools but, with no or little impact on teaching and learning (Earley, 1998; Nkinyangi, 2006; Ehren & Visscher, 2006). Others, contend that school inspection is a mechanism that press unnecessary additional burden upon the teachers while, teachers themselves know what to do in their career and that emphasis has been on accountability at the expense of professional growth (Webb & Vulliamy, 1996; Chapman, 2001b; Richards, 2001). Some studies have further argued that school inspection brings about tension and fear to teachers and it diverts their concentration from teaching as their core role to record keeping in order to impress their supervisors/superiors (Webb, Vulliamy, Hakkinen & Hamalainen 1998; Ehren & Adrie, 2006; Webb & Vulliamy, 1996; Hargreaves, 1995; Brimblecombe, Ormston & Shaw, 1995). It is on these grounds that this study intends to examine the impact of school inspection on teaching and learning in Tanzania specifically at primary school level; and it aim to find out what was the experience of the teachers?

1.3 Statement of the Research Problem

The general function of the School Inspectorate is to ensure adherence to set policy, laws, regulations and standards of education in the school system of Tanzania. There are representatives of the inspectorate up to the district level. The Chief Inspector of Schools reports to the Commissioner of Education and is supported by four sections; namely management, basic education, secondary education and teacher education.

Academic performance of pupils in primary schools has received much attention of late in the Tanzanian educational system. It is relevant to understand that the so – called academic performance of primary school pupil is a Canker worm that has eaten deep into the fabrics of our primary schools today. However, in environment where such a situation is found, conflict and anarchy dictate the tone of relationship between pupils, the teachers for a smooth and effective school management.

The major concern is; in this globalization era, when the individual's competence skills in the labour market (knowledge based economy) are demanded than ever (Levin, 1991; Downey, Frase & Petters, 1994; Daun & Siminou, 2005; Woodhall, 2004; Ball, 2004; Galabawa, 2005; Sergiovanni & Starratt, 2007), what kind of education should be provided in the Tanzanian society? It is registered that education should prepare pupils to meet daily life and future challenges. Education provided should also help the pupils think for themselves, be able to analyze, reason and communicate effectively (Nkinyangi, 2006). Indeed, the education provided during the compulsory period of schooling should help the individual pupil acquire the knowledge and skills essential for full participation in their society as adults.

Academic excellence has been on the decline, this appears to be more pronounced in the primary schools. Poor academic performance has constituted a big problem not only for schools but the dynamic Tanzania society. The primary schools in Babati district Council have been faced with the problem, which is mostly reflected in Primary School Leaving Examination Results from 2013 to 2015.

The question therefore is; what is the factor that is responsible for fallen standard and poor academic performance of pupils in primary school? Is the fault entirely that of teachers, pupils or school inspectors or all of them? Or is it because teachers are no longer putting in much commitment as before? Or is it because school inspectors do not visit schools frequently? Or is it in teachers' method of teaching and interaction with pupils? The present study therefore sought to investigate the influence of school inspection on changing teachers' practices in primary schools in Babati District Council.

1.4 The General Objective of the Study

The general objective of the study was to investigate the influence of school inspection on improving teaching and learning in Tanzanian primary schools.

1.4.1 Specific Objectives

- (i) To examine school inspectors views on the influence of school inspection on teaching and learning in primary schools.
- (ii) To explore the views of teachers on the contribution of school inspections in improving teaching and learning process in primary schools.

- (iii) To find out the frequency of school inspection in schools in relation with learners' performance.
- (iv) To determine how best school inspections should be carried out as to have a positive effect on teaching and learning.

1.4.2 Research questions

- (i) What are the views of school inspectors on the role of school inspection on teaching and learning in primary schools?
- (ii) What are the teachers' views on the contribution of school inspection in improving teaching and learning process in primary schools?
- (iii) Does the frequency of school inspection in schools improve the learners' performance?
- (iv) How best should school inspection be carried out as to have a positive effect on teaching and learning?

1.5 Significance of the Study

This study is expected to provide valuable information to the school inspectors on how they can best support teachers especially in relation to teaching and learning and provision of the empirical evidence on the role/ contribution of school inspection on teaching and learning in Tanzania. Also this study will notify the educational policymakers and planners so that they see the need for the external evaluation in education and provide knowledge on school inspection that will possibly enhance the government to inject resources towards the inspectorate so as to monitor the provision of quality education in the Tanzanian society. Lastly, the study will contribute to the already available literature and serve as reference for other

researches in relation to school inspection and the contribution it has on teaching and learning in Tanzania.

1.6 Limitation of the Study

This study was conducted for only two months, which was a very short time for meaningful findings. Also, the issue of accessibility of the participants was a problem because some of the participants were out of their offices due to other responsibilities. Thus, the researcher had to attend the same office several times, and some were in hurry to the extent that they spent few minutes responding to the interview which might have affected the provision of useful data for this study. In addition, one of the school inspectors was out of the office for other duties.

The most challenging issue was doing the interview for a beginner researcher. The challenge was how to keep on track at the same time taking notes. So, with the interviews the researcher, therefore, had to record the main points as some of the interviewees were so talkative hence became very difficult to take in-depth notes.

1.7 Delimitation of the Study

This study was basically qualitative in nature and it was confined in Babati District Council within public primary schools. It involved few primary schools leaving aside many other primary schools within the district. Also, privately owned primary schools were not included in this study. This implies that the findings of this study may not be replicated and generalized to other part of the region and in Tanzania at large. Again, the study mainly concentrated on the influence of school inspection on improving teaching and learning and not on school improvement in general.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with the comparison of different theoretical frameworks. The chapter also provides other forms of accountability in education specifically the market choice, voucher system and decentralization in education. Then it provides an explanation on what is school inspection before the provision of some examples of school inspection systems in other countries such as England and Wales, The Netherlands, Finland, Norway, Sweden, Botswana and Zimbabwe. The chapter further discusses why Tanzania needs school inspection based on significance outlined in chapter one, followed by the role of school inspection for the mission of improvement in teaching and learning.

2.2 Theories of School Inspection/Supervision

As noted earlier, school inspection is essentially regarded as a process of external evaluation in the educational system. This section discusses in some depth the theories behind school inspection. It will begin with Scientific Management theory followed by Human Relations theory. The section will end up with a discussion of Critical theory.

2.2.1 Scientific Management Theory

School inspection as 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; the Scientific Management in 1880s by Fredrick Winston Taylor, Administrative Management in 1940s by Henri Fayol and Bureaucratic Management in 1920s by Max Weber (Wertheim, 2007; Sergiovanni & Starratt, 2007). All of these management thoughts were concerned on how to manage work and organizations more efficiently. Of the importance of Scientific Management theory in school inspection will be given more details.

Scientific Management theory was developed by Fredrick Taylor an American Engineer, in his book 'The Principles of Scientific Management (1911)'. Sometimes it is known as Taylorism/Taylor system of management. It is the theory of management that analyses and synthesizes work flow process in improving 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 was blamed by Taylor for industrial inefficiency and allowing workers to rely on the rule of thumb rather than scientific methods (Hoyle & Wallace, 2005). Taylor believed that decision based upon tradition and rules of thumb should be replaced by precise procedures developed after careful study of an individual at work.

The main argument was that human beings by their nature, and in this case, workers, are lazy and dislike work especially when working in groups. Workers as human beings will deliberately plan to do as little as they safely can. Also, because they

have little desire for responsibility they would prefer to be directed (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 maximize individual productivity.

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

It has been indicated that the application of Scientific Management in education in the USA started during 1920s (Hoyle & Wallace, 2005). The model was first used in connection with school inspection in early 1980s where there was a mild renaissance of interest in 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 US began to mandate the increased creation of policies in supervision and evaluation of teachers (Sergiovanni & Starratt, 1993; 2007; Hoyle & Wallace, 2005). At national level the Association for Supervision and Curriculum Development (ASCD) started to place stronger emphasis on school supervision and the quality of literature on that field expanded (Sergiovanni & Starratt, 2007). Training of Head teachers, principals and supervisors were trained in supervision techniques and there was an introduction of the instructional leadership (Sergiovanni & Starratt, 2007; Hoyle & Wallace, 2005). Supervision ranked higher on the agendas of both state policy makers 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.

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

accountability and efficiency with the clear cut manager-subordinate relationships are the watchwords of Scientific Management.

In UK it was conceived that 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 into the studying of 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 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 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 judged through appraisal to have achieved outcomes are entitled to a salary within an upper pay range. Moreover, according to Ehren and Visscher, (2006; 2008), in 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 criticized for concentrating on efficiency while ignoring its impact on effectiveness (Hoyle & Wallace, 2005). Major criticism came from Human Relations theorists in 1930s. Human Relations

greatly criticized the stand point 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 done but killing workers' creativity as they had to follow what other people plan and decide.

Moreover, it has been criticized 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 criticized 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 policy makers, administrators and supervisors.

2.2.2 Human Relations Theory

Human Relations theory had its origins in the Democratic Administration Movement (DAM) most notably by the work of Elton Mayo in 1930s in his classic research study at the Western Electric Hawthorne plant. Elton Mayo was a social philosopher and professor of business administration at Harvard University (Sergiovanni & Starratt, 1993; 2007). Mayo believed that the productivity of workers could increase by meeting their social needs at work and by promoting their interaction between them. According to Mayo, workers need to be treated decently and should be involved in decision-making processes (Sergiovanni & Starratt, 1993; 2007). Human relations theory assumes that people will be committed to work, if the

work conditions are favourable. Also, they can be self-directed and creative at work if properly motivated. People as human beings have their own thinking and they view the world in different ways (Druker, 1991). Accordingly, the need for recognition, security and a sense of belonging is more important in determining workers' morale and productivity (Druker, 1991; Sergiovanni & Starratt, 2007).

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

In education and schooling processes, teachers are regarded as whole persons in their own right rather than as packages of energy, skills and aptitudes to be utilized by administrators and school inspectors (Sergiovanni & Starrat, 1993; 2007). School inspectors need to create a feeling of satisfaction among teachers by showing interest in them as people (Sergiovanni & Starratt, 1993; 2007). It is assumed that a satisfied teacher would work harder and would be easier to work with (Sergiovanni & Starratt, 1993; 2007). Teachers know better about their strengths and weaknesses whilst the school inspector is simply there as a facilitator for supporting the teacher

for better performance. For that reason, teachers need to participate in the evaluation process and so school inspection methods and its objectives should make teachers feel that they are important and useful to a particular school. There is a need as well to create the 'personal feelings' and 'comfortable relationship' between teachers and school inspectors (Sergiovanni & Starratt, 2007:16).

Human Relations theorists, however, are not free from criticism due to their emphasis on winning friends (Sergiovanni & Starratt, 1993; 2007; Wertheim, 2007) an attempt to influence people as the means of manipulating individuals to comply with what one wants them to do. Also, Human relations promised much but delivered little coupled with misunderstandings as to how this approach could work (Sergiovanni & Starratt, 1993; 2007) since not everything needs a democratic approach. Accordingly, Human Relation theorists are also criticized for concentrating on a single aspect like the social environment to influence high productivity (Druker, 1991).

They forget other factors like salary level, culture, individual interest in work, and the structure of the organization that can all have a great deal of influence over worker's creativity and productivity (Gaynor, 1998). Moreover, the advocates of Human relations theory have been criticized on the issue of laissez-faire supervision (Sergiovanni & Starratt, 1993; 2007; Wertheim, 2007) in which they let people do things in whatever ways they would wish to, which can, in fact, also lead to under-productivity. Like Scientific Management theory, Human Relations theory though has some weaknesses it is still widely advocated and practiced today (Sergiovanni &

Starratt, 1993) in supervision/school inspection systems in different countries including Tanzania.

2.2.3 Critical Theory

This study draws upon Critical theory since it advocates freedom and emancipation process. It also gives more voice to teachers as the key players and implementers of the curriculum. Critical theory is used to refer to the work of a group of sociopolitical analysts emanated from the Frankfurt School. Some of the members of this group include Adorno, Marcuse and more recently, Habermas who is regarded as the father of Critical theory (Tripp, 1992; MacIsaac, 1996). Critical theory is a philosophical approach or position that attempts to question and challenge what is claimed to be the established knowledge (Syque, 2007). The philosophical foundations that deal with establishment of knowledge are referred to as epistemological and ontological orientations. Epistemological position can be conceived as the way of constructing acceptable knowledge (Bryman, 2004).

When natural science mode is employed in the study of social phenomena it is referred to as positivism. Positivism is an epistemological position that employs the natural sciences to the study of social reality (Bryman, 2004). Critical theory rejects the positivists' view of rationality, objectivity and truth (Carr & Kemmis, 1986). It calls the educational theory to accept the need to employ interpretative categories in different phenomena. It also identifies and exposes theoretical accounts to make members of the society aware of how they may eliminate or overcome their problems (Carr & Kemmis, 1986). While Positivists consider human beings to be

value free, Interpretivists as an alternative to positivists contend that there should be a respect and difference between people and the objects of the natural science (Bryman, 2004). Critical theory is featured by the claim that educational status should be determined by the ways it relates to practice (Carr & Kemmis, 1986).

Ontological position on the other hand, explains whether truth or reality is external to an actor/individual (Objectivism) or internal to an individual (constructivists) (Bryman, 2004). Objectivism as a philosophical position explains that social phenomena that confront human beings are external beyond their control. It considers an organization as a tangible object with rules and regulations, and standardized procedures to get things done (Bryman, 2004). Critical theory invites constructivists and social scientists to grasp the subjective meaning of the social action. Human being should be seen and conceived as unique with unique feelings and she/he is able to mould the world in which she/he lives (Carr & Kemmis, 1986; Bryman, 2004; Cohen, 2007). The main argument is that people in a certain culture, political and economic have control of their lives which can be achieved through emancipation process (Tripp, 1992; MacIsaac, 1996). Emancipation to Tripp refers to a process whereby oppressed and exploited people become sufficiently empowered to transform their circumstances for themselves by themselves. Moreover, Critical Theory is regarded as emancipatory knowledge since it identifies self-knowledge or self-reflection (Carr & Kemmis, 1986; Tripp, 1992; MacIsaac, 1992).

Similarly, Critical theory is emancipatory process in a sense that, it creates self-awareness for one to recognize the correct reasons for her/his problem Knowledge is socially constructed rather than accumulation of subjectively neutral objective facts

(MacIsaac, 1992). As such, knowledge gained by self-awareness through reflection lead to a transformed consciousness and hence, not knowledge for knowledge's sake (Tripp, 1992). This also involves the process whereby one sees her/his roles and the societal expectations form her/him. According to MacIsaac (1996) social knowledge is governed by binding consensual norms which defines reciprocal expectations about behavior between individuals.

In the school inspection system, teachers are regarded as people with free will and with total freedom (MacIsaac, 1996; Tripp, 1992). They are considered to be conscious about their strengths and weaknesses (Druker, 1991). When school inspectors recognize that teachers are free entities with their own thinking, their role as school inspectors is to facilitate the teaching and learning process and not dictate what should be done by the teacher. Teachers are to be encouraged to reflect on their teaching and learning practice in order to discern their areas of weaknesses and try to find the solutions of the problems that face them in teaching and learning (Tripp, 1992).

Critical theory aims at understanding peoples' values and uses the meaning they make rather than super-imposed solutions to the problems (MacIsaac, 1992). By understanding that there is no readymade solution to the problems makes teachers more creative and imaginative which can enhance high achievement of the pupils in schools (Carr & Kemmis, 1986). This reciprocal relationship between teachers and school inspectors is what will create mutual understanding for the betterment of the pupils and facilitation of their academic excellences in schools (MacIsaac, 1996; Leew, 2002).

However, Critical theory faces the shortcomings that individual freedom has limitations. Human beings cannot be left free without some degrees of control. Some individuals as human beings tend to misuse the freedom they have. As Scientific Management theory puts forward, a teacher cannot be left free to do whatever she/he wishes to do. Some rules and regulations are to be applicable with a mixture of humanity (Sergiovanni & Starrat, 1993: 2007) if the national goals and objectives have to be achieved.

2.3 What is School Inspection?

School inspection as a concept has been defined in different ways by different persons. It has been sometimes used interchangeably with school supervision. Richards (2001:656) for example, defines the term school inspection as the process of ‘observing work in schools, collecting evidences from a variety of other sources and reporting the judgments’. To Richards, school inspectors are not simply equivalent to the value-free cameras and video recorders that randomly provide snapshots of schools and classrooms. They need to interpret and not just report activities as not everything found in the school during inspection is necessarily inspected and reported. Richards, thus, stresses that only the main features that are deemed relevant to the educational industry are to be examined.

Wilcox (2000:15) on his side defines inspection as the process of ‘assessing the quality and/or performance of the institutional services, programmes or projects by those (inspectors) who are not directly involved in them’. The definition indicates that school inspection is an external system of educational evaluation, and in reality school inspectors have no direct control of the teachers but they influence their

accountability to their work performance through the publication of the school inspection reports (Ehren & Visscher, 2006).

School inspection is an essential instrument of the government, and in particular of the Ministry of Education, which can use it to ensure that performance in schools is improving. Its impact, however, depends on how it is done, and whether the results are used as a tool to drive improvement of school performance. In general terms, school inspection can be viewed as the process of assessing, examining, collecting information, and analyzing the performance of schools, so as to see if it meets the educational standards that the government intends to achieve through its educational system. As argued by Richards (2001b) school inspection involves making evaluations about the significance and value of what is observed, collected and reported. It is not simply a means of judging a school's compliance with government objectives or directives in any direct way. In this case, school inspection should be developmental and not judgmental (Dimmock & Walker, 2005; Wilcox, 2000). It means that it should help the teacher to improve and not just pinpointing his/her weaknesses.

2.4 School Inspection in Other Countries

As stated earlier, school inspection as external evaluation in education has been a feature of many governments of the world. In this study only few countries are selected so as to illustrate how other countries different from Tanzania organize school inspections. This based on the view that lessons can be drawn from one country to another. This study concentrated on England and Wales, The Netherlands,

Finland, Norway and Sweden from the developed world and Botswana and Zimbabwe for the African countries.

The term school inspection is still used in different countries like England and Wales, the Netherlands, Lesotho, Senegal and Tanzania with the reflection of compliance monitoring of education provided in the society (Grauwe, 2007). Indeed, since school inspection has become more related to offering advices to teachers that can stimulate their creativity, the terminology have been changing in various countries over time. Some countries prefer to adopt the term supervision over that of inspection. As indicated by Grauwe some countries have even developed more specific nomenclature in the position of school inspector. For example, Malawi uses Education Methods Advisor, Uganda Teacher Development Advisor and Mali “*animateur pedagogique*” (Grauwe, 2007: 710) meaning the Education Advisor.

Webb *et al.*, (1998) found in their study in England and Finland that during inspection teachers were under stress and busy with implementation of action plans and school inspection policies to impress their bosses so as to avoid the criticisms from them. Also, the same was found in England and Wales based on the study by Webb and Vulliamy (1996) where teachers were busy reviewing and updating the documents to be assessed positively. The studies by Hargreaves (1995); Brimblecombe, Ormston and Shaw (1995) also found that teachers had been working under additional stress because of increasing accountability demands. In this study the experienced tension and fear was viewed to be partly due to irresponsibility of the teacher and threats that are accompanied with school inspection. In normal circumstances, school inspectors report on the strengths and weaknesses of every

individual work performance, which later is used to judge the performance of the school.

2.5 Why School Inspections in Tanzania?

As outlined earlier in the first chapter, this section is an extension of the discussion in some depth on why Tanzania needs school inspection. The major concern is; in this globalization era, when the individual's competence skills in the labour market (knowledge based economy) are demanded than ever (Levin, 1991; Downey, Frase & Petters, 1994; Daun & Siminou, 2005; Woolhall, 2004; Ball, 2004; Galabawa, 2005; Sergiovanni & Starratt, 2007), what kind of education should be provided in the Tanzanian society? It is registered that education should prepare pupils to meet daily life and future challenges. Education provided should also help the pupils think for themselves, be able to analyze, reason and communicate effectively (Nkinyangi, 2006). Indeed, the education provided during the compulsory period of schooling should help the individual pupil acquire the knowledge and skills essential for full participation in their society as adults. Although primary education around the world and in Tanzania in particular, is not enough to make individual child compete in the labour market, it is argued, in this study, at least, that primary education is a place where the pupil is prepared for handling future challenges including a solid foundation for her/his further studies.

In addition, pupils are not a *tabula rasa*. They have the potential to think and evaluate, and they have their own way of viewing things (Samel & Sadovnik, 1999). They know for sure who is a good teacher and who is a bad teacher (Rogers & Freiberg, 1994). If one wants to understand what is taking place in a school should

ask the pupils. They know a great deal upon their learning and they can be a great source of valuable information regarding their teaching and learning and how it can be improved. School inspectors should find an opportunity to talk with the pupils to discern the perceived problems in their learning. Even though there have been some improvements in classroom construction due to the introduction of PEDP (Nkumbi, Warioba & Komba, 2006) there is a congestion problem of pupils in classrooms in Babati District Council. This is a great deal of negative impact upon the quality of the support given to the pupil. In a congested classroom the teacher cannot pay attention to an individual pupil learning problem. If the quality of teaching and learning is to be improved, then pupil' numbers in the classroom should be controlled. This can be achieved by constructing more classrooms and training more teachers with the mechanism of making sure that those teachers are retained and do not leave the profession (Galabawa 1993, Gaynor 1998). Again, the provision of information before school visits (Grauwe, 2007) should be maintained so as to create mutual understanding between the teacher and the school inspector.

Payment of allowances for leave and payment of their salaries on time and other incentives may make them more committed towards their work (Gaynor, 1998; Lexow & Smith, 2002). This in turn will also attract more qualified individuals and enhance the improvement in teaching and learning. As observed by Omari (1995) teachers' morale has been low due to low payment and delayed salaries. Also, Omari adds that teaching has been a last resort in choices for careers and further education in Tanzania due to the problems indicated above. Research findings in Nigeria and Tanzania also indicated the problem of teachers' absenteeism (Galabawa, 1993;

Gaynor, 1995, Lexow & Smith, 2002). This too, indicates continual shortages of teachers in Tanzania that have negative effects on the quality of education provided in the society.

Wilcox (2000) stresses the importance of school inspectors to demonstrate competence skills level in a subject area for them to be able to support teachers on how to teach a particular topic. To re-quote Wilcox says: ‘the good inspector should have appropriate qualification and experience. A hard-pressed teacher of Mathematics is unlikely to take seriously the judgments of an inspector that she/he suspects as having no academic qualification in the subject and little or no experience in teaching it’ (Wilcox, 2000).

In many countries of the world including Tanzania, school inspection is a major way in which schools are held accountable (Richards, 2001; Hargreaves, 1995; Sergiovanni & Starratt, 2007). As Gaynor (1998) observed, recommendations without actions are meaningless. As observed by (Glickman *et al.*, 1998, Goodlad, 1984) it has been unfortunate that the teacher, a key implementer of the curriculum, has been often left aside and neglected in issues related to curriculum changes. A System Thinking approach as advocated by Omari (1995) and Cummings and Lunsford (1996) should be adopted to focus on a whole system rather than supporting one part while the other part suffers. It has been the efforts towards making education provided to meet societal needs including the challenges of the MDGs. Indeed, as noted earlier school inspection has been regarded as a mechanism through which the government can ensure how financial resources injected in education produce desired outcomes (Levin, 1989; 1991; Neave, 1987; Learmonth,

2000). In The Netherlands for example, school inspectors are basically allowed to take actions when the school does not comply with the legal regulations and national standards (Ehren & Visscher, 2008).

Wilcox (2000), Chapman (2001a) and Grauwe (2007) argue that school inspection would seem to dictate and control the policy and practice in education for the foreseeable future in many countries of the world. This has been the case because of a greater concern for communities, and the quality of education provided in order to meet the needs of a global market economy, whereas knowledge-based skills control the play-ground of competition (Friedman, 2005; Hoyle & Wallace, 2005; Sergiovanni & Starratt, 2007).

Ehren and Visscher (2006) argued that despite the fact that school inspectors do not have direct control over the teaching and learning process, they provide potential information that can be employed in improving education delivery. If the recommendations and the school inspection reports are not worked upon then it is useless to visit schools, and indeed it demoralizes the school inspectors upon their work performance. As stated earlier, school inspectorate department in many developing countries including Tanzania is under resourced (Gaynor, 1998). Also, as it has been argued by Earley (1998) it might make the school inspectors lose their credibility and respect from the teachers as in most cases teachers may not be in a position to make changes that school inspectors recommend.

School inspection has been proved to be the major means through which the government can monitor the quality of education provided in the society (Wilcox,

2000; Learmonth, 2000; Hoyle & Wallace, 2005) school inspection department should receive proper attention. It is argued and acknowledged that, a district education officer who works upon the school inspection reports might be very effective in her/his work performance.

This is because school inspectors make visits in schools and collect first-hand information on what are the perceived problems that in one way or another may affect the work of the teacher. By working on those inspection reports, the district education officer might be touching the very problems that confront teachers in their day-to-day work performance.

According to Coombe, Kelly and Carr-Hill (2006) teaching and learning is what ultimately make a difference in the mind of the pupil and thus affecting knowledge, skills, attitudes and the capacity of young people to contribute to the contemporary society. From this perspective then, the role of educational policy in Tanzania should be to provide guidance, resources and accountability to support high quality of teaching and learning in the country. Can school inspection in Tanzania aid this end?

Is it viable and economically sound for Tanzanian poor nation to employ school inspection? Here are some reasons for school inspection all over the world and in Tanzania in particular. School Inspection for Enhancing Quality of Education Provided, School Inspection for Better Informed Government on Education Practices, Reinforcing the Responsibility and Accountability in Education, Controlling the Environment in which Education is provided, Tracking the Educational Goals and Objectives, and Maximizing the Potential of Pupils.

2.6 The Role of School Inspection in Improving Teaching and Learning

This section discussed the role of school inspection in improving teaching and learning. It also discussed four main roles as follows; inspection role and classroom observation, professional support, advisory role and provision of feedback.

2.6.1 Inspection Role and Classroom Observation

School inspectors are expected to provide a continuous monitoring, reviewing and assessing the attainment and progress of pupils (Nkinyangi, 2006). Just as teaching and learning activities are the teachers' core functions, school inspectors' core function is to inspect the schools.

It is meaningless for inspectors to visit the school, without checking what is going on in classrooms setting. School inspectors are to ensure that teachers are doing their job and that pupils are receiving what they are supposed to acquire as learning experiences. Learmonth (2000:6) contends 'we have the responsibility to provide all children with best possible education and school inspection is an important source of information about how successfully this aim is being achieved'. Learmonth believes that school inspection is both a tool for accountability and as a powerful force for school improvements.

The area of concern of school inspectors should be on teaching and learning and direct classroom observation in order to witness how learning is operationalised (Matthew & Smith, 1995; Chapman, 2001b). But, this should be done with care as school inspectors cannot change teachers just for two or three days of their stay in school inspections.

More importantly, for school inspections as an external evaluation in education to work properly it should be supplemented by internal school evaluations (self-evaluation). As argued by Webb *et al.*, (1998), MacBeath and Martimore, (2001) and Ehren *et al.*, (2005) self-evaluation is what will to a great extent facilitate teachers to know themselves better upon their strengths and weaknesses. This is the reason why scholars like Hargreaves (1995), Learmonth (2000) and Wilcox (2000) suggest the combination of both external and internal evaluation.

While external school evaluation will provide some benchmarks and criteria for teacher to measure their own progress in teaching and learning, internal evaluation enhances identification of teachers' weaknesses for them to improve in teaching and learning (MacBeath, 2006). As suggested by Nkinyangi (2006) improvement in teaching and learning should be the prime goal of school evaluation and not a mere mistake finding exercise that aims at capitalizing upon teachers' weak points.

Parents and the tax payers all over the world would like to see the value of money invested in the education of their children (Neave, 1987; Levin, 1991). As Castells (1996) contends, we live in an age when there is great optimism about the power of education to influence the well-being of individual and nations. Accordingly, parents see education as a valuable asset for their children own lives so that they build an understanding of their place in the world. Garrison (1997) considers teaching and learning as the major means through which teachers can fulfill the obligations of a caring profession, to bestow value on pupils and recognize their pupils' unique dreams and best future possibilities. Garrison adds that teachers should help the pupils to actualize their unique potential and actualize their best position in the

society. For this reason, accountability in education through school inspection is viewed to be the means towards an end.

Moreover, helping teachers in teaching a specific topic/subject is what gives the value-added of school inspection in school improvement (MacBeath & Martimore, 2001; Wilcox, 2000; Ehren, Leeuw & Scheerens, 2005; Ehren & Visscher, 2008). This means that, teachers need school inspections that enable them to solve specific problems in teaching and learning. As argued by Wilcox (2000), the acceptability of school inspectors by teachers will largely depend upon their competence level in their subject areas and the extent to which they can demonstrate their skills level in teaching. Also, it is what will make their impact on teaching and learning for improvements in pupils' achievements. Coombe *et al.*, (2006) contend that teachers need to promote critical thinking that will enhance pupils to apply the acquired knowledge in their daily life. For this to be possible monitoring pupils' understanding in the classroom setting and professional support should be the major practice of the school inspectors if at all their impact on teaching and learning is to be achieved.

2.6.2 Professional Support for Teachers

School inspectors, in whichever education system, and in the Tanzanian education system in particular, are expected to provide professional support to teachers. They are also supposed to ensure that teachers use different teaching and learning approaches appropriate to the Tanzanian pupils' needs. Moreover, they are to develop pupils' knowledge, understanding and skills in all curriculum areas (Nkinyangi, 2006). But, to what extent school inspectors are competent enough in all

curriculum matters? This is a big challenge to them. In addition, they need to encourage pupils to develop a positive attitude towards learning. In this regard, as stated earlier, pupils should be encouraged to learn how to learn (Lomax, 1996; Coombe *et al.*, 2006). The other challenge is to see the extent to which school inspectors have the opportunity to talk with pupils. The process may encourage the pupils to learn so as to unfold their fullest potentiality rather than concentrating too much upon teachers. Since learning involves pupils then talking with them too may reveal some of the ways in which their learning could be improved.

However, as observed by Nkinyangi (2006) school inspectors and quality assurance bodies have been limited in terms of professional support to teachers. To Nkinyangi, quality assurance officers go about their duties as fault finders, seeking to find mistakes rather than checking if there are problems affecting curriculum implementation and suggesting the way to overcome them. Also, Nolan and Hoover (2005) contend that many school inspectors tend to emphasize accountability at the expense of professional growth which results in poor or marginal teacher performance. It is the role of school inspectors in Tanzania that they become facilitators and supportive entities in the curriculum implementation and not concentrating on the weak points of teachers without supporting them on how to solve problems.

2.6.3 Advisory Role

Various studies like that of Collie & Taylor, (2004), Coates *et al.*, (2005), Doerr, (2004) and Lopez, 2007) suggest the need for school inspectors to encourage the staff to build a team work spirit so as the core function of the school to be realized.

They also need to advise teachers to make the best use of the available facilities both within the school and in the wider community and encourage self-evaluation with the support of teaching and learning process. Ehren and Visscher (2006:53) contend that, if the primary aim of school inspection is school improvement, the school inspectors are more likely to act as ‘critical friends’, getting to know well and offering advice and strategies for development. The challenge as well is to what extent Tanzanian school inspectors provide the constructive recommendations and not just mere comments. Their credibility and acceptance to teachers will heavily be dependent upon their reliable and attainable comments (Chapman, 2001b).

Earley (1998) witnesses that teachers tend to value inspectors who behave professionally and who are in tune with school’s aims, purposes and values and who can understand the context. Although this as well should not be taken for granted for school inspector to comply with whatever the teachers have. They need a critical self, wider understanding and wisdom when dealing with teachers.

2.6.4 Providing Feedback

In actual sense school inspectors have the responsibility to provide the feedback both to the government and the school stakeholders. These are school owners, teachers, parents and other people responsible for education in a particular setting. Various scholars have different views on how feedback from the school inspection can be of use for school improvement purpose (see for example, Ehren *et al.*, 2005; Wilcox, 2000). It has been argued that; the feedback provided by the school inspectors do not necessarily lead to school improvement, there are a number of pre-requisites for feedback to have positive results. These include among other things that; the school

needs to experience the feedback as relevant, understandable, clear and useful. In principle, feedback will work towards improvement in teaching and learning when schools have insights in their own strengths and weaknesses.

This is why scholars such as Ehren *et al.*, (2005), MacBeath and Martimore (2001) and Webb *et al.*, (1998) advocate the self-assessment and evaluation for the schools. However, studies like that of Hargreaves (1995), Learmonth (2000) and Wilcox (2000) share the common view about what type of school inspection that should be carried out. To them the most effective school inspection of a school comes by neither internal self-evaluation nor external inspection. Some combination of both probably serves the purpose and does the job better in promoting school improvement than either alone.

Moreover, Matthews and Smith (1995) and Learmonth (2000) consider school inspection as external monitoring/evaluation as the mechanism to complement the internal procedures such as self-evaluation and staff appraisal. Both promote school improvement and satisfy the demands for accountability. For a government to be true to its educational philosophy, school inspectors should report on how schools see themselves, not just on how the school inspectors judge the schools (Hargreaves, 1995). To MacBeath (2006) in order to have a standardized perspective of determining a successful school, there is a need of an external evaluation to provide the criteria that can aid the comparison with internal self-evaluation. It is argued in this study that these roles of school inspection if properly observed will facilitate the work of the teacher and enhance the pupils' achievement in schools.

2.7 Empirical Literature Review

Different studies investigating various research problems in school inspections have been widely undertaken in most parts of the world. If narrowing down, the studies focuses more on understanding the impact of school inspections in schools (Rosenthal, 2003; Ehren and Visscher, 2006; Ehren and Visscher, 2008). Some have termed the impacts of school inspections into intended and unintended school inspections effects. Studies therefore, indicate that school inspections have both intended and unintended effects (Ehren and Visscher, 2006; De Wolf and Janssens, 2007). Among the investigated problems especially in developed countries is the understanding of how school inspections are perceived by school leaders and teachers (Balci et al., 2011; De Wolf and Janssens, 2007; Chapman, 2001 and 2002).

However, little studies in school inspections particularly in the subject of perceptions have been done in the Tanzanian context. The few available studies and reports on school inspections do not focus on the influence of school inspection on changing teachers' practices in primary schools. As mentioned before for example, the study on school inspections impact by Haule (2012) does not describe in any detail the influence of school inspection on changing teachers' practices in primary schools.

Reports by URT (2008), Uwazi-Twaweza (2011) and Uwazi (2010) provides no evidence whatsoever on how school inspections changing teachers' practices after school inspectors address the teaching and learning challenges in schools. As mentioned earlier, in the context of Tanzania, this study therefore attempted to investigate the influence of school inspection on changing teachers' practices in primary schools: the case of Babati District Council. Four general questions were

posed in attempting to achieve this aim: “How are school inspections perceived by school teachers and school leaders in primary schools?” and “how do school teachers and leaders react to school inspections?”

As we discuss the research findings and draw conclusions it is important to note that this study was confined to Government primary schools sampled in Babati District Council. Only six primary schools were involved leaving out many other schools in the Babati district and in Tanzania as a country. The implication is that the findings of this study may or may not be replicated and generalized to other parts of the Babati district and to other parts of Tanzania depending on school specific contexts.

2.8 Research Gap

Although the surveyed literature discussed extensively school inspection and school improvements, there was insufficient empirical evidence on how school inspections can impact upon the process of teaching and learning in Tanzanian primary schools. Many of the studies were carried out in developed countries and little has been done in developing counties including Tanzania. Indeed, school inspection was a less researched field in Tanzanian educational system.

Moreover, the studies basically concentrated on how school inspection can lead to school improvements in general and minimize the conflict between school inspectors and teachers. How school inspection can influence on changing teachers’ practices in primary schools has not been clearly studied and properly documented. This study, therefore, attempted to fill this gap.

2.9 Conceptual Framework

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

2.9.1 External Factors

For school inspection to have a positive impact on teaching and learning, it is stressed that supporting inputs (external factors) that can facilitate the work of school inspectors are to be reinforced. The main factors crucial in this context include the infrastructural support (like transport, housing and office equipment) and fiscal resources both for salaries and for field visits. It is argued in this study that, these factors if in place may greatly contribute towards school inspectors' work performance towards improvement in teaching and learning. The factors as well may facilitate the school inspectors' access to schools to monitor the quality of education provided. Cummings and Lunsford (1996:76) argue that the 'system or organisation should meet external and internal customer needs, pursuing its mission within its resources, performing within its capacity and keeping its core competencies'. Earley (1998) argues that for school inspectors to perform will largely depend on the level of funding directed to inspectorate.

The supporting inputs may not only make school inspectors hardworking but also, they might create a sense of satisfaction for their job. Although to be satisfied at

working place so many things crop in. However, it may lessen the problem of school inspectors of being too dependent upon the people they inspect. More importantly, it may enhance their credibility and acceptance of what they are trying to advise teachers (Earley, 1998; Ehren & Visscher, 2006). Cummings and Lunsford (1996) contend that a process or system can be measured by identifying its aims and determine indicators that relate to its capacity in producing a service that satisfies its customers.

This implies that quality of the service provided by school inspectors will be highly dependent upon the external factors within the education system. The Education and Training Policy of 1995, however, acknowledges that, “school inspection in Tanzania has not been effective as expected due to inadequate and competent personnel, shortage/lack of transport, offices and office equipment and housing” (URT, 1995:30-31).

2.9.2 Internal Factors

Accordingly, school inspection’s impact on teaching and learning, greatly depends upon the internal factors (internal strengths). These factors include among other things; the academic qualifications of school inspectors, their competence skills in subject matter, communication style, feedback mechanism and the quality of the school inspection produced reports.

Wilcox (2000) and Ehren and Visscher (2006) contend that school inspectors should advance themselves academically and they need to possess a wider knowledge base and skills to facilitate their work.

Also, Ehren and Visscher (2006) suggest that school inspectors should have a broad knowledge base and a good view on how the school is performing.

In this case, it may be easier for them to help teachers in terms of professional support when they demonstrate their competence skills level in a subject area (Wilcox, 2000). This does not mean that school inspectors know better than teachers especially when it comes to the process of teaching and learning. What is stressed here, however, is that school inspectors should have higher academic qualifications than the teachers they supervise their work. For example, they have to strive for masters degrees as most teachers in Tanzania are now struggling for diplomas and degree.

2.9.3 Enabling Conditions

For school inspection to have a positive impact on teaching and learning, teachers need to cooperate and need to be willing so as the discussion between them and school inspectors to be productive (Earley, 1998; Chapman, 2001a; Chapman, 2001b; Ehren & Visscher, 2006). Wilcox (2000) and Chapman (2001b) further argue that for the teachers to be willing (or not) to act on the issue raised by school inspectors, mutual understanding plays a significant role rather than political and administrative procedural nature/rules. Teachers also need to be committed towards work improvement and make use of the recommendations. If teachers are not willing and they do not put into practice the advices given by school inspectors then it may be difficult to improve teaching and learning in a particular school (Chapman, 2001b).

Accordingly, school inspectors should make sure that classroom observation/assessment is carried out as this is the very place where they can observe how the teacher is doing his/her work (Chapman, 2001b; Black & Wiliam, 2001; Mathew & Smith, 1995). It may be easy for school inspectors to discern the area of weaknesses so as to offer proper advices and some solutions on how the teacher can do better.

This, again, goes hand in hand with professional support (Nkinyangi, 2006) and it is in this respect that it is suggested that school inspector should be competent and knowledgeable in her/his subject area as argued by Wilcox (2000). The feedback and the quality of the inspection reports should make the teacher value her/his work more and not a kind of feedback that degrades teachers' dignity and/or makes a teacher discouraged.

2.9.4 Expected Outcomes

It is registered in this study that, if the external inputs are properly observed and the internal strengths of the school inspectorate are well established then, the expected outcome can be mutual understanding between teachers, school inspectors and the DEO.

The DEO will respect and value what school inspectors are recommending because of the positive outlook between them. The other expected outcome is that, the DEO and the teachers will act upon the school inspection recommendations that may lead in improvements of teaching and learning processes and hence, higher academic achievement of the pupils.

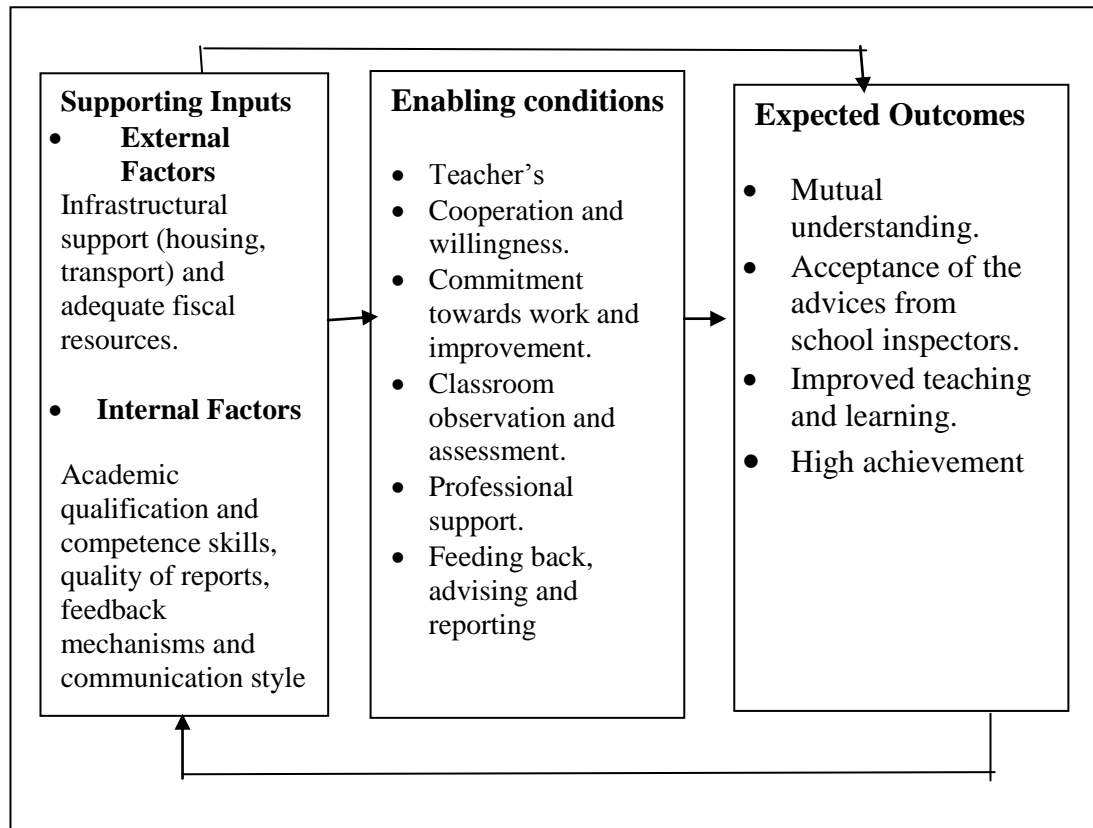


Figure 2.1: A Conceptual Framework for School Inspection to Have an Impact on Teaching and Learning

Source: Modified from Omari (1995)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology employed in this study to respond to the research questions. More specifically, the chapter covered the research design, followed by approaches of the study. A description of the study location and the reasons for choosing the area of the study followed. It then provided the sampling process of the schools and the respondents. This is followed by description of data collection methods, instruments of data collection and methods of data analysis.

3.2 Research Approach

This study was essentially qualitative in nature. The criteria for selecting a research design depended upon the appropriateness of the techniques for the objectives of the study (Cohen, Manion & Keith, 2000). The main reason for choosing a qualitative approach was that the researcher wanted to explore the views of teachers with regard to how they perceived school inspection in relation to their work performance. Also, qualitative approach was considered the best for this study due to its theoretical underpinnings as it regards the difference in individual perceptions and uniqueness in interpreting the phenomena (Mushi, 2002). Qualitative research which is exploratory in nature enabled the researcher to enter into the field with an open mind (Patton, 2002). It is holistic and it provides a contextual understanding of the lived experience from the participants (Brock-Utne, 1996). Moreover, it is more convincing and appealing than statistical power, generalized and replicated findings (Patton, 2002).

Qualitative research is more proof, concrete, and convincing information to the researcher. It was expected to do the same for other researchers, policy makers and planners and educational practitioners and considered to be more revealing than having a single page with summarized figures.

As teachers are the key implementers of the curriculum the researcher wanted to comprehend and explore their lived experiences in contact with school inspectors. The researcher was able to remold and refine the research problem in the field setting so as to meet the study objectives. The approach enabled the researcher to enter more deeply into the informants' world so as to capture their feelings, views and opinions in seeking the information on the impact of school inspection on teaching and learning in Tanzanian primary schools.

The approach of combining qualitative methods with some aspects of quantitative approach was based on the work of scholars like Vulliamy, Lewin and Stephen (1990), Fontana and Frey (1994), Bryman (2004), and Lund (2005) who stress the research triangulation or multiple sources of data. It was believed that the combination of both qualitative and quantitative approach would capitalize the strengths and offset the weaknesses of each approach.

For the purpose of minimizing the weaknesses of this approach, the researcher employed different data collection methods so as to ascertain the quality of the findings. The methods included the questionnaires, interviews, focus group discussion and documentary review.

3.3 Research Design

A cross-sectional research design was employed for this study, whereby data were collected at a single point in time. The choice is deemed appropriate as the design provides sound information and quick results. This study aimed to investigate the influence of school inspection on improving teaching and learning in primary schools.

Furthermore, this design is considered suitable where time for undertaking the research is too limited to allow the use of other research designs such as longitudinal design. Although it is clear that the use of a cross-sectional design to investigate the influence of school inspection may result into some major drawbacks such that the data collection may include biases in responses of school teachers and leaders, this drawback may be dealt through triangulation approach (Altrichter et al., 2008; O'Donoghue and Punch, 2003 and Cohen and Manion; 2000).

There are four possible basic types of triangulation: data, investigator, theoretical and methodological triangulation (Denzin, 1970). To address the mentioned drawback (respondents' biases) this study employed data and methodological triangulation approaches. By data triangulation this refers to gathering data through several sampling strategies, so that slices of data at different social situations, as well as on a variety of people, are gathered.

By methodological triangulation refers to the use of more than one method for gathering data (Denzin, 1970). For example, in this study the data triangulation involved collecting data from different schools, school teachers and leaders and

school inspectors while methodological triangulation involved the use of interviews and questionnaires which were substantiated by intensive document review on the same study subject.

3.4 Study Area

This study was conducted in Babati District Council, Manyara Region. The council has two Divisions, 25 Wards, and 103 Villages. The 2012 population and housing census results indicate that the district has a population of about 312,392 with the annual growth rate of 5.2% (URT, 2013). The Council borders Mbulu and Monduli districts in North, Simanjiro district in the East, Kondoa district in South and in the West bordered by Hanang' district . The council has a total number of 140 primary schools of which 137 are governmental owned schools and 3 private schools. The area of the Council is 5,608 square kilometers (URT, 2002).

This study was carried out in six primary schools namely Bacho, Bermi, Bulkeri, Kakoy, Maganjwa and Migungani in Babati District Council that selected purposefully. All these schools followed a system of co-education system (mixed boys and girls) and covering from pre-primary school classes to class VII. They had a total number of 2,761 pupils; 1,438 being boys and 1,323 girls. There were 65 teachers, of whom 29 (44.6%) were males and 36 (55.4%) females (Appendix J).

The teacher-pupil's ratio was 1:42 in average, although in some schools there was more congestion in classrooms as was the case at Migungani primary school (Appendix J) whereby the school had only four classrooms. Babati District Council has been selected because is where I am working as a school inspector. Therefore,

my major intention is to see to it as to why there is poor performance in the Primary School Leaving Examinations (PSLE) results at the national level for three years consecutively from 2013- 2015. It is of the interest to the study to find out whether or not school inspection has contributed to such failure. Moreover, due to the limited time given for this study, a single district was considered to be reasonable for the study in investigating the influence of school inspection in changing teachers’.

3.5 Population

In this study the target population of 519 people was limited to primary school teachers and leaders in six wards of Babati District Council. The composition of the population involved 502 teachers and 17 leaders. Kothari (2004), states that target population refers to a group of units with common characteristics in which a researcher is interested for study purposes. In the context of this study, the population has been purposefully selected. Also population refers to an aggregate of people or things that a researcher has in mind from which one can obtain information and draw conclusions (Fraenkel and Wallen, 2000).

3.6 Sample Selection and Sample Size

Primary school teachers were the target group in this study, simply because they are the ones responsible for the curriculum implementation. It was hoped that they could provide lived and rich experiences as well as real voices about how school inspectors contribute to their teaching and learning. Due to the limited time and resources for this research, a representative sample of teachers was purposively sampled from the six primary schools to participate in the study. In addition, the sample frame also comprised of school inspectors, Ward Education Officers and the District Education

Officer. Thus, a sample of 71 respondents out of a population of 519 was taken for this study. Table 3.1 indicates population and sample size.

Table 3.1: Sample Size

Sample frame	Population	Sample Size
Teachers	502	57
School Inspectors	10	9
District Education Officer	1	1
Ward Education Officer	6	4
Total	519	71

Source: Researcher (2016)

3.7 Data Collection Methods

As stated earlier, triangulation of the data collection methods was seriously considered for the purpose of ascertaining the authenticity of the data collected. The study employed four main research instruments; semi-structured interviews, questionnaires, focus group discussion and documentary review (Appendices A-G). This was as to allow triangulation of information/data to be collected. The multiple sources and instruments of data collection used to enhance the validity of the findings of the study.

3.7.1 Interview Guide (Individual Intensive Interviews with Key Informants)

Semi structured questions (Appendix B) were prepared to capture the details of the information and opinions or perception from head teachers, school inspectors, ward education officers and District Education Officer. The study employed the semi-structured interviews as they allowed more probing questions and facilitated interaction between the researcher and the informants (Fontana & Frey, 1994). This

method enabled the researcher to understand the fellow human beings (perception of teachers).

The choice of the method based on Bryman (2004) who contends that, if one wants to understand peoples' world and their life she/he should talk with them. Qualitative interview facilitated the researcher to understand the world from informants' point of view, to unfold the meaning of peoples' experience and to uncover their lived world prior to scientific explanations (Kvale, 1996). The method was considered relevant for this study basing on its theoretical underpinnings of drawing the best from the participants. In each school, school leaders who were interviewed mostly were the head teachers. Apart from school leaders, the School Inspectors, District Education Officer and Ward Education Officers were the ones of the key informants. At least 71 respondents participated in this study during field data collection in different categories as described above.

3.7.2 Questionnaires

In this study the self-completion form which sometimes is known as self-administered questionnaire was employed to gather information from the teachers so as to trap their perception in regard to improved work performance based on the support given by school inspectors (Appendix A). From each school ten questionnaires were given/ distributed for 8 school teachers and 1 head teacher. During collection of the questionnaires 57 questionnaires were fully filled and 8 questionnaires were either not filled or were misplaced by respondents in the different schools where they were distributed.

3.7.3 Focus Group Discussion

This method was also used to gather information in this study. The group discussion comprised of teachers who had the same background in terms of knowledge and interests. Basically, focus group discussion resembles interviews as it involves face-to-face interaction, but with this technique, a group of teachers were interviewed at the same time in the same group (McNamara, 2006; Fontana & Frey, 2004).

In this study, eleven teachers from Migungani primary school were involved in the focus group discussion. The focus group discussion took place at Migungani teachers' staffroom and it was carried out for one hour. They were free to discuss and air out the impact of school inspection on their daily activities especially on teaching and learning.

The researcher prepared a list of questions that could be discussed and so kept track on the issue under discussion (Appendix G). It was of equal importance for the researcher to ensure that every individual had a right to talk and to air out his/her feelings and the topic was not sensitive such that the teachers would be afraid to air out their views and opinions.

3.7.4 Documentary Review

Through this method secondary data were collected from the monthly reports of the educational office as well as inspectorate office, the examination records both at district, regional and national level, notes boards of the school inspectorate, education office and in primary schools. Other data were collected by reviewing the

school inspection literature. Both books and papers specifically journals were very useful in this particular piece of research.

Also, the Tanzania Educational and Training Policies of 1995 and 2014 were useful in tracing government statement about school inspection. The written texts provided information that could not be readily available in spoken form and the access was easy with low cost (Hodder, 1994). Again, written documents provided permanent historical insights and were revised and reviewed repeatedly (Denscombe, 1998; Hodder, 1994).

According to Brock-Utne (2006) however, secondary data has the disadvantage of being old and may have been collected for a different purpose and from different background. Yet, the collected data in this study served the purpose and the researcher critically scrutinized the literature and extracted what seemed to be relevant to the issue in question.

3.8 Validation and Reliability of Instruments

The term validity deals with a question that a study measures what it purports to measure (Cohen, Manion & Keith 2007). In more details, validity has many forms in qualitative data. Qualitative data can be addressed through the honesty, depth, richness and scope of the data achieved. The validity of this study was measured through the help of the research supervisor and colleagues. The research instruments were refined to ascertain its relevance, coverage and consistency before the researcher applied them in real field situations.

Reliability refers to the degree of consistence whereby if the study is repeated over again using the same procedures, it will bring about the same results (Yin, 1984; Brock- Utne, 1996; Kvale, 1996). In order to ensure the validity and consistency of the study, the research instruments were piloted among six primary school teachers in Magugu primary school before applying them in the field setting. It was hoped by the researcher that they could check the consistency of the questions, because, as teachers, they have come across school inspection. In addition, the researcher made the efforts to track the data and suggestions so as to organize and record the information in such a way that it could meet the research objectives.

3.9 Ethical Issues

Ethical issues are of paramount concern when planning to carry out social research (Bryman, 2004; Cozby, 2007). Before going in the research field, the researcher had to make sure that all the procedures in doing research were properly followed. First, the researcher obtained the letter of permission (a letter of research clearance) from the Open University of Tanzania and channeled it to the District Executive Director (DED) in Babati District Council. On behalf of the District Executive Director, the District Chief Inspector of Schools wrote a letter of introduction of the researcher to the respective schools (Appendices H-I).

Again, the issue of participants' consent as stressed by Fontana and Frey (1994) was highly observed in this study so as to ensure a free participation. Before administering the questionnaires and during face-to-face interview, the research purpose and objectives were explained and clearly articulated so as the participants could take part freely based on their own consent. The interviews were carried out in

a place where no one could invade the privacy of the issue in discussion. Participants were assured their security and confidentiality of all the information given.

For this reason, the researcher employed numbers 1- 9 for school inspectors, numbers 1-4 for Ward Education Officers and letters A- F for head teachers to represent the interviewees' names for the purpose of maintaining the confidentiality of the collected information in this study. Also, the issue of anonymity was ensured as participants did not indicate their names in the questionnaires. They were therefore; free to give the responses with their free will, knowing that no one could identify who said what on issues pertain to school inspection.

3.10 Data Analysis Procedure

This study involved two types of data, which were qualitative and quantitative data. The data from the interviews were summarized, analyzed and presented using textual representation (the voices) after organizing them in patterns in relation to research objectives. The data from the questionnaires were coded and analyzed using Statistical Package for Social Sciences (SPSS) for windows and presented using tables and graphs. Using SPSS for windows was helpful for the researcher and easier to give descriptive statistics particularly the frequencies of the responses with its respective percentages especially for “Yes” and “No” responses.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter deals with data presentation, analysis and discussion of the findings. The data are presented in line with the research objectives that guided the study. These were: firstly, examining school inspectors views on the role of school inspection on teaching and learning in primary schools; secondly, exploring the views of teachers on contribution of school inspections in improving teaching and learning process in primary schools; thirdly, finding out the frequency of school inspection in schools in relation with learners' performance, and fourthly, determining how best school inspections should be carried out as to have a positive effect on teaching and learning. With these objectives in mind, the research questions were as follows:

- (i) What are the views of school inspectors on the role of school inspection on teaching and learning in primary schools?
- (ii) What are the teachers' views on the contribution of school inspection in improving teaching and learning process in primary schools?
- (iii) Does the frequency of school inspection improve the learners' performance?
- (iv) How best should school inspection be carried out as to have a positive effect on teaching and learning?

The study involved 71 participants. 57 participants were teachers, nine school inspectors, four were ward education officers and one was a district education officer (Table 1). Apart from completing the questionnaires, head teachers in all six primary

schools were involved in the interview. It should be noted here that, in a school context a head teacher has a dual responsibility first, as a classroom teacher and second; he/she deals with school leadership activities. Also, eleven teachers participated in a focus group discussion. Both the questionnaires and interview guides had two sections; the background information of the participants, for example, their age, work experience and qualifications, and the second section had the questions, which were directly related to the research topic.

The interview guide had open ended questions and the questionnaires had ‘Yes’ or ‘No’ questions with some open ended questions so as the participants to justify their responses. This was done with the purpose of giving the participants the opportunity to provide their views and opinions on school inspection. In phenomenological study, individual perception and experience are the centers of inquiry; background information helped the researcher to understand whether or not the education system had suitable and qualified individuals to take the responsibility vested in them.

In the first section of the chapter, research participants’ characteristics (gender, age group, educational level and experiences) are provided. The proceeding section gives an account on the research findings and its analysis. The last section of the chapter provides a summary.

4.2 Participants’ Characteristics

In this study, four types of participants were involved in the study. These were the teachers (the main implementers of the curriculum), the school inspectors (the quality assurance officers), the ward education officers and district education officer

as educational leaders in the ward and district level respectively. The findings are presented and analyzed in relation to the information that was collected through the questionnaires, interviews and focus group discussion based on the four research questions as indicated earlier.

4.2.1 Sex Information and Educational Level

As already indicated earlier, Table 2 shows the respondents' gender information and their levels of education.

Table 4.1: Respondents' Gender Information and Educational Level

Respondents' Category	Sex		Educational Level			
	Male	Female	IIIA	Diploma	Degree	Masters
Teachers (57)	29(50.9%)	28(49.1%)	50(87.7%)	6(10.5%)	1(1.8%)	-
Ward Education Officers (4)	1(25%)	3(75%)	3(75%)	1(25%)	-	-
School Inspectors (9)	5(55.6%)	4(44.4%)	-	-	8(88.9%)	1(11.1%)
DEO (1)	-	1(100%)	-	-	1(100%)	-

Source: Field Data (2016)

In this study 29 (50.9%) of teachers were males and 28 (49.1%) were females (Figure 4). This was so, because among the sampled schools, two of them are found in sub-urban or in minor towns, that is Bermi primary school and Migungani respectively. The two schools at least had a good number of teachers although there are deficit of them. In actual fact, the number of male teachers is bigger than female teachers in Babati District Council. In a single school one can find only one or two female teachers sometimes none because many female teachers follow their husbands who work in urban areas, unlike men who in most cases are located in rural

areas. This has been so, due to the fact that, in African culture it is the woman mostly who follows the husband. This is not surprising that, most of the staff members in schools located in the urban centres in Tanzania is women. Although when it comes to the leadership, four out of six head teachers were males. This as well may indicate that there was a gender bias in school leadership, many being male teachers who occupied a school headship position.

In addition, in this study, nine school inspectors were interviewed. There were 55.6 percent men and 44.4 percent females. This indicates that in the school inspection department, gender has been a major consideration as more and more women are now joining the department. This is good evidence that at least women get some chances in educational leadership.

4.2.2 Teachers' Educational Level and Experience

Figure 4.1 indicates that, most of teachers 50 of them (87.7%) were educated up to an ordinary level with teachers' certificates; and 6 teachers (10.5%) had upgraded their academic up to Diploma level. Only one teacher had a Degree (1.8%). As indicated earlier in the first chapter, this is due to the fact that, most primary school teachers in Tanzania are certificate holders who undergo a two year course after the completion of form four (Ordinary level) national examinations, namely Certificate of Secondary Education Examination (CSEE).

Only six teachers had a diploma. This was contrary to the ongoing educational reforms that require a primary school teacher to have a diploma, and a degree especially for a person to be the head teacher.

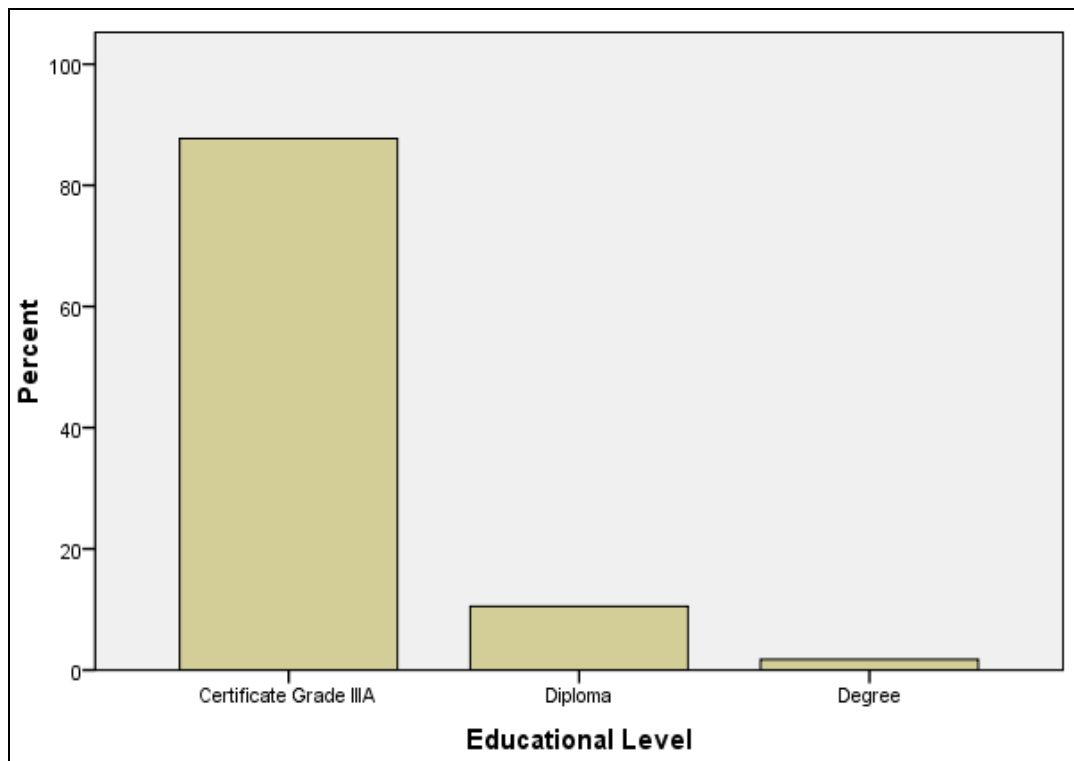


Figure 4.1: Teachers' Educational Level

Source: Field Data (2016)

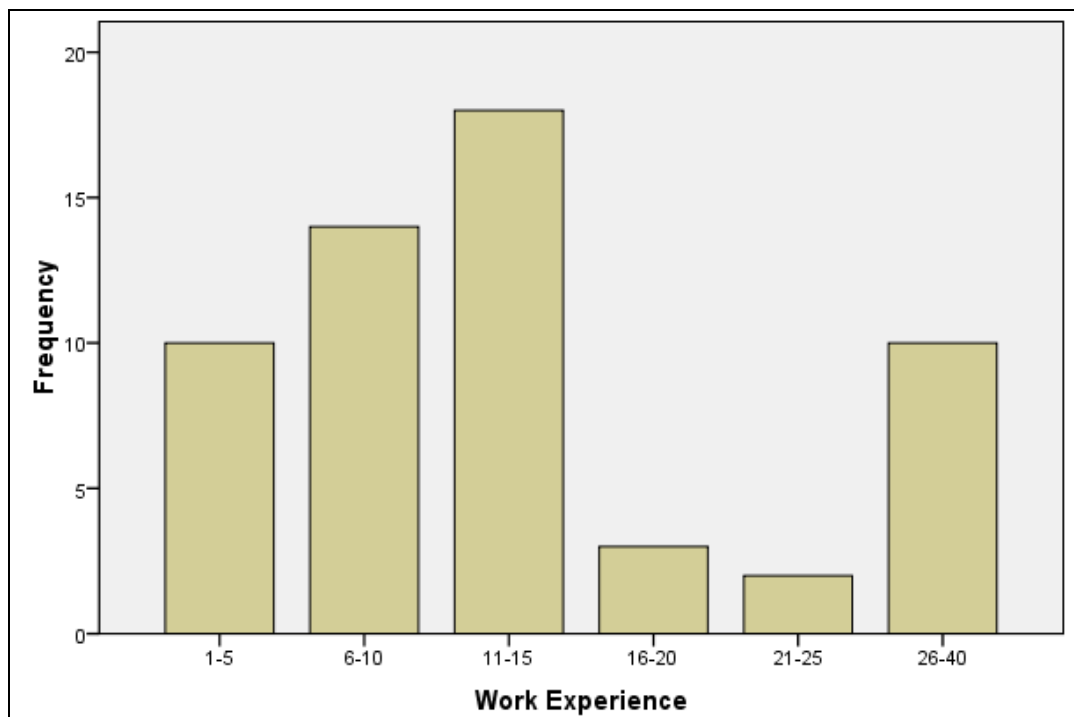


Figure 4.2: Teachers' Work Experience

Source: Field data (2016)

As it can be noted on the Figure 4.2, most teachers had worked for more than 10 years. This implies that most teachers had vast experience on their teaching profession which is a witness as well that they possess some of the qualities that are required from the teachers. Because teachers were the target group of the study, the researcher expected to learn much from them based on their experience, especially in connection to the impact of school inspection on their work performance.

4.2.3 Ward Education Officers' Educational Level and Experience

Figure 4.3 indicates that, three of them (75%) were educated up to an ordinary level with teachers' certificates; and the other one (25%) had upgraded their academic up to Diploma level. All of them did not possess the qualities required for becoming the Ward Education Officers since their educational level was contrary to the ongoing educational reforms that require a Ward Education Officer to have at least a bachelor degree.

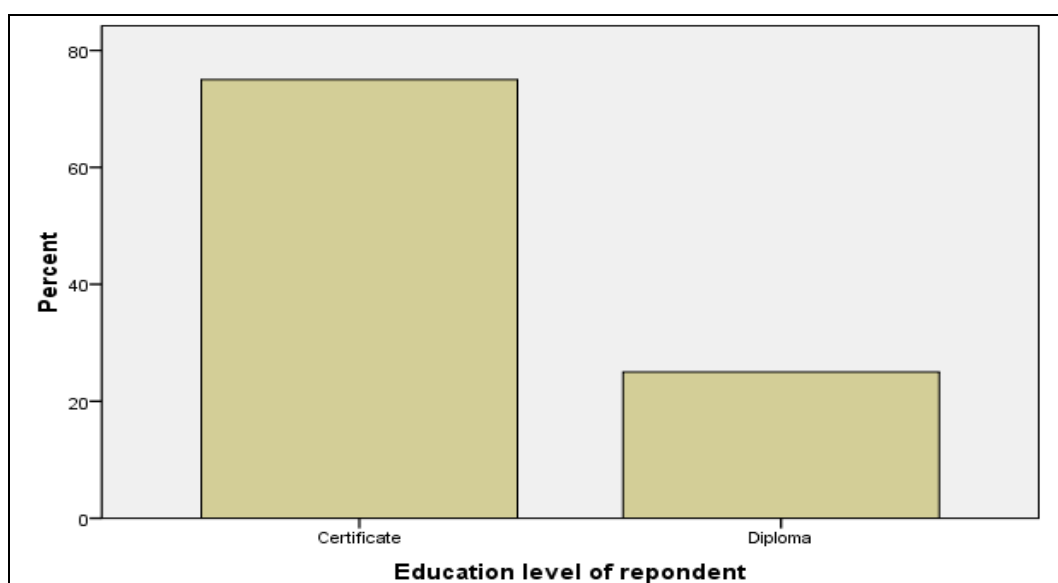


Figure 4.3: Education Officers' Educational Level

Source: Field Data (2016)

In terms of work experience, all Ward Education Officers had been teachers for not less than 10 years before the acquisition of their current position as Ward Education Officers (Figure 4.4). So, due to their experience in teaching professional that is why they were chosen to conduct their work as ward education officers. This implies that they are capable to make a link between schools and the education office, making prior school inspection in their respective schools before the arrival of the District Inspector of Schools whereby they normally advise/help the teachers on what to do in areas of weaknesses so that their schools can do better in examinations and write the report on what is going on in their schools.

The ward education officer encounter some constraints during their daily work performance such as lack of motor bicycles for their daily movement from one school to the other, lack of fuels, stationeries and the like.

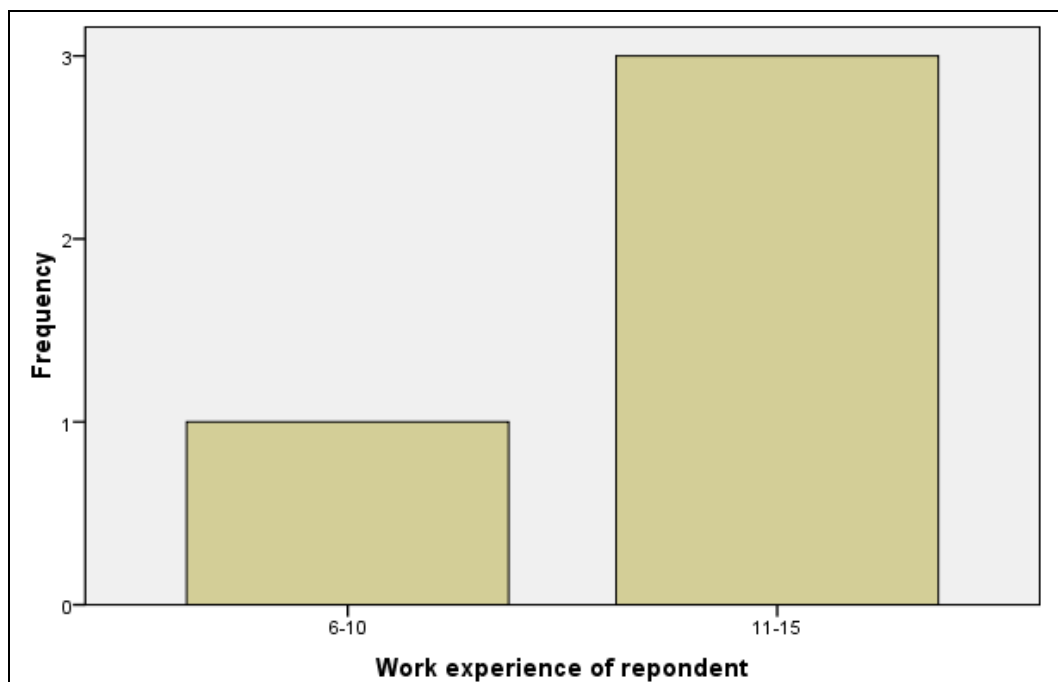


Figure 4.4: Ward Education Officers' Work Experience

Source: Field data (2016)

4.2.4 School Inspectors' Educational Level and Work Experience as Teachers

Figure 4.5 indicates that 8 (88.9%) of the school inspectors were degree holders and 1 (11.1%) was a Masters holder. It was interesting for this study to find that all school inspectors had upgrade their academic status up to undergraduate degree which is the official requirement for one to become a school inspector and one (the District Chief Inspector of Schools) had a master's degree which is the official requirement to become a District Chief inspector of schools (DCIS).

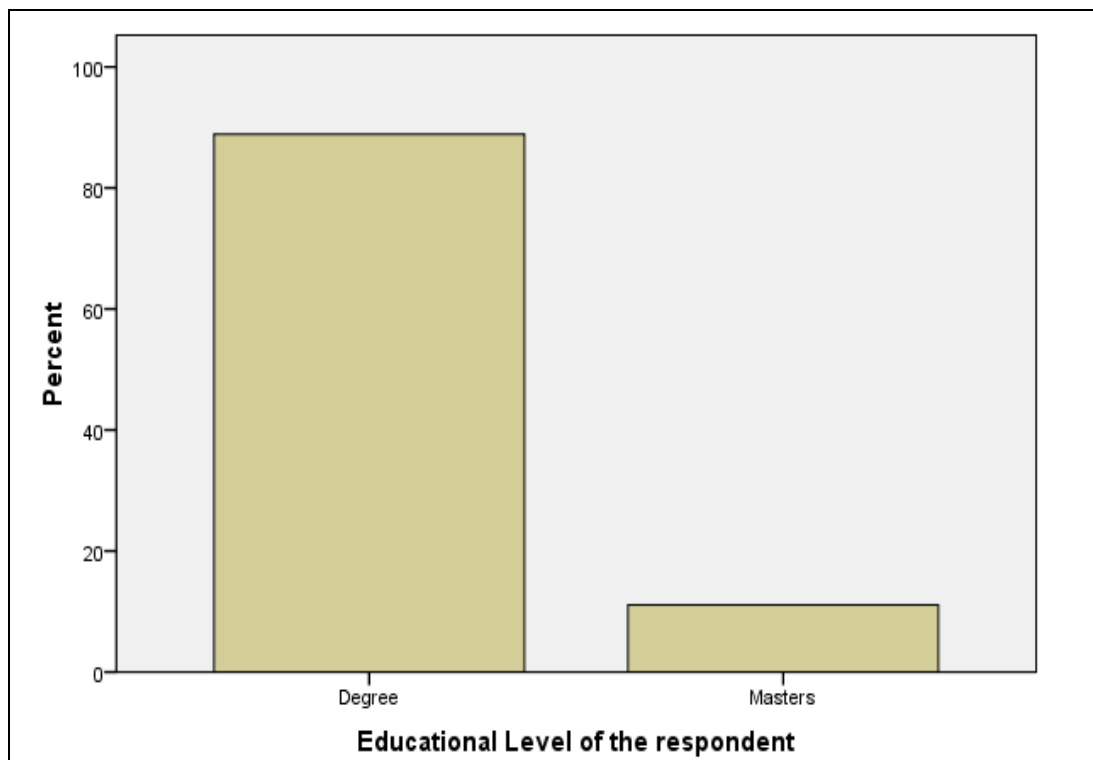


Figure 4.5: School Inspectors' Educational Level

Source: Field Data (2016)

Also, in Figure 4.6 almost all school inspectors had worked as teachers for more than 10 years. This as well denotes that school inspectors had a vast experience in the teaching profession and so they could be in a better position to help teachers in areas of weaknesses including the professional support. It also confirms that individuals

fulfilled the basic requirement of working as teachers before becoming school inspectors. In addition, the DEO was a degree holder with teaching experience of more than 20 years and had been in the District Education Office for six years up to date.

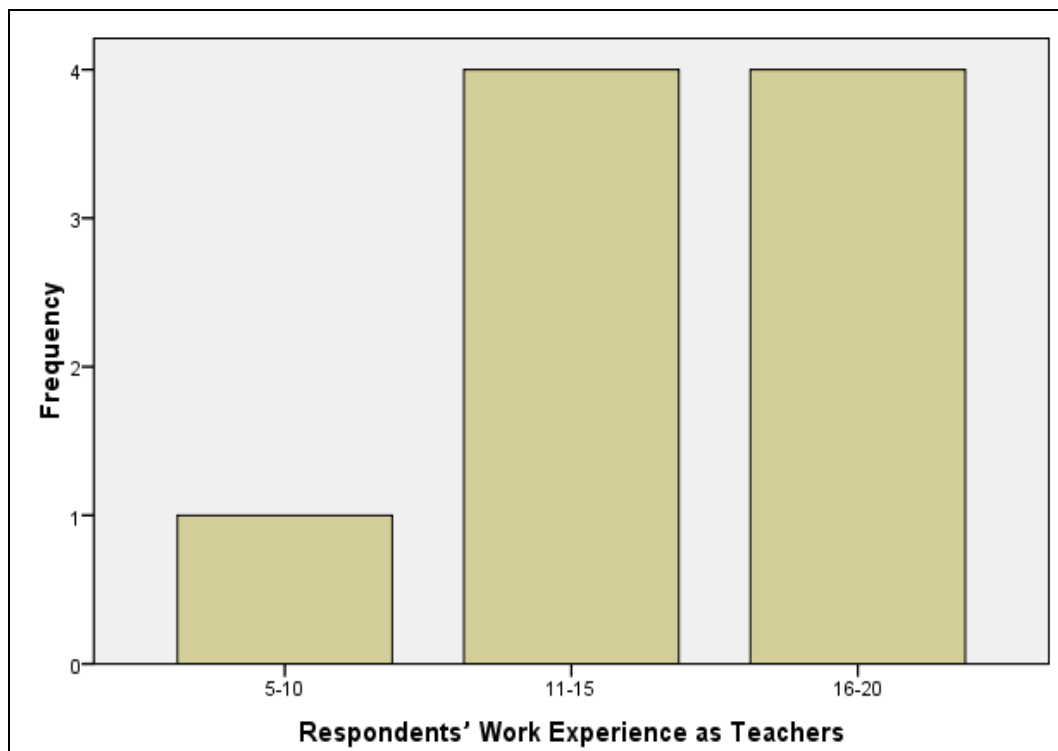


Figure 4.6: School Inspectors' Worked as Teachers

Source: Field Data (2016)

Figure 4.7 indicates the number of years that the school inspectors had been in the inspectorate department. It shows that almost all of them had experience in school inspection though with varying degrees of time ranging from less than 5 to 15 years. At least every one was expected to offer constructive advice and comments to teachers and be able to write the school inspection reports that would be the document upon which teachers' improvements of teaching and learning would be based.



Figure 4.7: School Inspectors' Work Experience

Source: Field Data (2016)

4.3 School Inspection Contribution on Teachers' Work Performance

This section presents data from the field on how school inspection contributes to teachers' work performance. It presents the data on improved teaching and learning, professional support and how school inspection feedback enhances the work of the teacher.

4.3.1 Improvement on Teaching and Learning

This study sought to investigate the extent to which school inspection has an influence in changing teachers' practices in Tanzanian primary schools. The items in the questionnaires were as indicated in Table 4.2.

As it can be seen on the Table 4.2, 53 (93%) out of 57 respondents said school inspection helps them improve in teaching and learning. The reasons given included

that, they offer advice on how to help the individual pupils in the classroom and how to make or prepare the schemes of work and lesson plans based on the level of the pupils. Further explanation indicated that; they also provide advice on how to use the teaching and learning materials.

Table 4.2: School Inspection for Improvement of Teaching and Learning

Question category	Yes	No	Total (%)
1. Does school inspection help you improve in teaching and learning?	53(93%)	4(7%)	57(100%)
2. Do school inspectors provide professional support?	53(93%)	4(7%)	57(100%)
3. Does school inspection feedback (report) enhance improvement in teaching and learning?	52(91.2%)	5(8.8%)	57(100%)

Source: Field Data (2016)

Again, it was stated that school inspectors help teachers on paradigm shifting which emphasises the use of participatory learning methods and techniques. The findings from the focus group discussion supported the findings from the questionnaires. Teachers admitted that school inspection is very important; as human beings by their very nature, tend to forget things and sometimes they need the encouragement to enable them perform to the desired standards.

However, the findings were not entirely positive. Data from some of the interviewee indicated that, when school inspectors visit the schools, normally they collect subject log books, schemes of work, lesson plans and the teaching and learning materials and then, they give marks basing on that. For example, one of the respondents explained:

In general, when school inspectors visit our school, they just collect schemes of work, lesson plans and the teaching and learning materials and they judge the performance of the school based on those things. If they see

that teachers are good enough they congratulate them, but if not they tend to blame the teachers without helping them on how better they can improve their teaching and learning. To me, I think these school inspectors are just making evaluation and not improvement on teaching and learning.

Another interviewee had this to say:

School inspectors when visit our schools tend to blame us that we do not teach properly, but they do not help us cope with the changes that are taking place every day especially the frequent changes of the curriculum. For example, the Vocational Skills subject has been introduced without any prior preparation for teachers. We are just told to teach it and when school inspectors come tend to blame us while they know for sure that there had been no single seminar conducted on how to teach the subject.

From the above findings then, it shows that although the majority of teachers agreed that school inspection helps them improve in teaching and learning, they wanted further help from the school inspectors especially the support about how to teach the subject rather than blaming them that the subject was not properly taught. It also, indicates that classroom observation was not properly carried out.

4.3.2 Professional Support

A further aim of this study was to gauge whether or not school inspectors provide professional support. It was found that in most cases school inspectors provided professional support as 53 (93%) percent of the respondents agreed on that matter (Table 3). However, although the majority admitted that school inspectors provide professional support, 4 (7%) disagreed and they indicated some of the reasons such as, school inspectors do not help teachers to teach better as difficult topics are left without any support. The findings from focus group discussion indicated that it could be better if school inspectors could prepare a lesson plan and teach at least a single sub-topic of the subject for the teachers to imitate.

Moreover, data from the interviews indicated that, although school inspectors place emphasis upon teaching methodology, they tend to concentrate too much on the number of exercises, schemes and lesson plans but do not properly support teachers on how a particular subject should be taught. One of the Interviewee had this to say:

When school inspectors come, tend to concentrate so much on how many lesson plans, schemes of work and how many exercises had been provided to pupils. But, they do not help teachers on how to teach the subject. In my view I think school inspectors should help teachers on how to teach the subject and not just counting the exercises. They are also supposed to monitor the pupils' understanding on the subject matter and not a mere concentration on the number of exercises offered to pupils.

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

4.3.3 School Inspection Feedback/Reports

It was again the interest of the study to further investigate the extent to which school inspection reports are useful and helpful to teachers. As it can be noted from Table 3, 52 (91.2%) of teachers found school inspection reports to be helpful, though some complained that those inspection reports were not in practical terms, because school inspectors put quite important recommendations, but nothing was done to ensure that such recommendations were implemented. When school inspectors visiting the same school a second time they find the same problems.

The frequently mentioned problem was about the distribution of teachers. One can find many teachers in one school whilst other schools have a deficit of 5-6 teachers.

This was felt a problem as it made it difficult for the teachers to be effective in their work performance. One of the head teachers made this comment:

Normally, when school inspectors visit the school they discover that there is a shortage number of teachers. They inform the District Education Officer so as to take the action. But, nothing is done to insure that there is a proper distribution of teachers which makes it very difficult for us to teach quite a big number of subjects.

In the same vein it was noted that school inspection reports were not worked upon by the district education officer, who represents the owner of the schools. It was found in this study that what school inspectors recommend in inspection reports to the owner of the school (the Council Director), remained in papers. When school inspectors again visited the same school they tended to find the same problems. One of the school inspectors had this to say:

We visit schools and write reports. But, no one seems to work upon our school inspection reports. However we tend to recommend that the school owner should take action, when visiting the same school we find the same problem. Indeed, it discourages a lot when someone works in vain. If you write the report and nobody works on it, why should you continue sending the reports that are meaningless? And in fact, we cannot do anything as we are merely the advisers. Others are to take the actions.

The other one added:

We have been writing so many reports, but no one seems to be interested with them. In my view I think, the district education officer together with the district academic officer could be very effective and efficient if they could have utilized the school inspection reports. But, it seems they are busy with other things that they benefit from them. We cannot force them to use the reports, may be someone will come who can find school inspection reports useful in his/ her administrative process.

On the other hand, the district education officer admitted that they receive the inspection reports and make use of it although school inspectors stated that they do not see the implementations of their recommendations. The district education officer had this to say:

We normally cooperate with school inspectors. They give us school inspection reports and the district academic officer makes use of them. When they need a car we give them knowing that these are governmental resources that we should share for the betterment of our children. Actually, we do not have any problems with school inspectors.

From the findings above it indicates that, although school inspectors provide recommendations on what should be done in a certain school, they are not legally entitled over the actions deemed necessary for improvements of teaching and learning. But, they can induce some of the solutions to rectify the problems that confront schools through the provision of useful feedback to the key stakeholders. However, from both school inspectors and head teachers' point of view the recommendations were not implemented although the district education officer claimed to make use of the inspection reports.

4.4 Teachers' Views towards School Inspections

It was a further interest of study to find out the teachers' views on school inspections and how teachers perceived the importance of it as a means of improving their work performance. In this category, the study concentrated on information before school visits, classroom observation, and an opportunity to talk with pupils and whether or not school inspection brings fear during inspection period (Table 4.3).

Table 4.3: Teachers Views on School Inspection

Question Category	Yes	No	Total
1. Do school inspectors provide information before school visiting?	55(96.5%)	2(3.5%)	57(100%)
2. Do school inspectors make classroom observation when they visit your school?	46(80.7%)	11(19.3%)	57(100%)
3. Do school inspectors find opportunity to talk with pupils about their academic matters?	10(17.5%)	47(82.5%)	57(100%)
4. Does school inspection bring tension and fear to you as a teacher?	50(87.7%)	7(12.3%)	57(100%)

Source: Field Data (2016)

4.4.1 Information before Visiting the School

The majority of teachers (96.5%) agreed that school inspectors provided information before the actual visiting (Table 4.4). Although this had two sides of the coin that sometimes when school inspectors provide information that they will visit the school, those who work within the given rules and regulations are able to use it as an opportunity to show up how capable they are. On the other side, it becomes a preparation time for teachers who did not previously do their job properly and so the school can be assessed positively while in reality it is not. One of the head teachers had this to add:

When teachers receive the information that school inspectors will visit their school, it is the high time for them to put things properly so as not annoy the bosses. When they come they find things in a good way which could not be necessarily the case if they come without prior information. To my view, I think they need to inform the school about inspection visit in two or three days prior to inspection rather than a week before. This will not only make teachers work hard but it will also portray the reality on what is being performed in schools.

On the other hand school inspectors see that there is teachers' dissatisfaction especially when they visit schools. By knowing that their work performance will be reported, teachers tend to be unhappy with the school inspectors. This has been the case because of the traditional name of school inspectors that they are there to find the mistakes that teachers commit. On this, one of the school inspectors had this to explain:

Sometimes when we visit schools we experience that some teachers as human beings are not happy to be criticized upon their work performance. As they know for sure that their work performance will be reported they would not like to see the school inspectors. But, they should know that we school inspectors are just facilitators and not people who go about in schools to seek the mistakes of the teachers. Our aim is to facilitate and monitor the teaching and learning process for the benefit of the Tanzanian pupils.

In the same vein, data from the focus group discussion noted that it is unfair to demote the head teacher because of poor performance, as failure is a result of many factors. The group again explained that the working condition of teachers discourages them from being committed to their work. Some of the problems facing them include the low salary, the delay in promotions and lack of houses.

Due to these problems and others, therefore, school inspectors should understand the people they are dealing with and find ways to solve the problems rather than blaming them. From the findings above, it can be seen that it is a challenge for school inspectors to find ways that teachers will see them as critical friends and not enemies. The main aim should be to facilitate teaching and learning so that teachers to appreciate the presence of the school inspectors in their school rather than seeing them as a burden.

4.4.2 Classroom Observation

The study further intended to explore whether or not school inspectors make classroom observations when visiting schools. The findings indicated that 46 (80.7%) of the teachers said “Yes” and 11 (19.3%) said “No” (Table 4). However, although it was noted that the majority agreed that school inspectors make classroom observation, for those who said no, there is certainly some evidence that sometimes school inspectors do not visit classrooms where the whole process of teaching and learning takes place. One of the Interviewee had this to say:

School inspectors sometimes do not come in classrooms. I do not know if it is due to the reason that they are few or not. They normally collect the pupils’ exercise books and schemes of work and lesson plans. If one comes in the class it is not easy to monitor the whole process so as to know how learning takes place. They can just spend only 10 minutes or

even below that. This makes it difficult for them to discern the area of weakness of teachers.

Another one had this to explain:

Not all the time that school inspectors do classroom observation. They sometimes do and sometimes not. Because they are very few and we teachers are many, they cannot afford to go to every class and make follow ups for every teacher. So, it is not easy for them to understand how the subject has been taught and whether or not learning has taken place to the pupils. May be when they increase in number or spend more days in a single school they can be able to do that but for the time being it is difficult.

Based on the above comments, it is evident that sometimes school inspectors do not visit classrooms to witness how teaching and learning is taking place. Also, the repeated voices on the collection of pupil's exercise books, schemes of work and lesson plans portray that classroom observation is rarely done. If classroom observation is not carried out, there is no way that the school inspectors can give valid data about how the school is performing especially in teaching and learning as core functions of the school.

4.4.3 School Inspectors Opportunity to Talk with Pupils

This study also wanted to explore whether or not school inspectors had an opportunity to talk with pupils so as to find out what were the problems that confronted pupils in their learning process. As indicated in Table 4.4, about 47 (82%) of the respondents said "No" when it comes to the issue of whether school inspectors' had the opportunity to talk with pupils. About 10 (17.5%) said "Yes" but they referred to the situation when school inspectors spoke about the national anthem and not on academic grounds. One of the Interviewee had this to offer:

When School inspectors visit schools normally, they discuss with teachers and not the pupils. They only talk to pupils when it comes to the issue of national anthem and the African song. It could be good if they could find the opportunity to talk with pupils and seek their views on how they think their learning could be improved and organized.

The other one had this to say:

School inspectors do not talk to pupils. Their concentration is on teachers. To my view, I think there is nothing bad if pupils are to be involved in giving out their views on how their learning could be improved. This will not only make them important in their own learning but also, we can build confident individuals of the future generation in the society.

From the above findings, it was learnt that school inspectors did not have opportunity to talk with pupils. Since learning is a two-way process, speaking with the pupils is of equal importance as talking with teachers. Pupils are to be involved in solving problems encountered in their academic world.

4.4.4 Tension during School Inspection

This study further sought to find out whether or not school inspection brings about tension and fear amongst teachers. It was found that, the majority of teachers (87.7%) accepted that school inspection brings fear and tension (Table 4). This perception was due to the fact that, school inspectors report on the strengths and weaknesses of every individual teacher. Knowing that their performance will be reported as discussed earlier, it is this which places them under pressure.

From the focus group discussion it was noted that, tension and fear during school inspection visits were created due to poor preparation and not school inspectors because nowadays they tend to be facilitators. When they see school inspectors they hope that they may be helped in the area of weakness though it has not necessarily been the case as they are not supported in how to teach the difficult topics and that

sometimes they are blamed, without a solution. Also, the group indicated that for pupils to pass or fail in examinations there are so many factors that affect that outcome. It depends on the parents support at home, the teacher organization of learning and the individual pupil's willingness to learn. In the same vein, one interviewee added:

There is a grain of truth that, teachers tend to be in tension and fear during school inspection, this is due to the fact that, some teachers are lazy and with the combination of the language that some school inspectors use, make them feel bad. School inspection is not in favour of weak teachers and head teachers, as they have to put things in such a way that will impress their bosses. In my opinion, that is a false respect.

The other informants added:

When school inspectors inform teachers about their visit, it is the very time when teachers and head teachers are busy making things properly so as the school inspectors should not report their weak point. They try to their level best to make things look good to be accessed positively. But, after school inspectors have gone, teachers tend to relax and do away with all things that school inspectors tend to emphasis.

Based on the quotations above, one can think that tension and fear among teachers is created after seeing that they are not working as expected. Although some teachers might be well prepared and performing their job accordingly, but by understanding that school inspectors when visit their school may experience tension and fear.

4.5 School Inspection Organization Impact on Teaching and Learning

The study further intended to find out how school inspection should be organized for a positive impact on teaching and learning. In this section, the study presents the findings on how school inspection can be organized for more improvement in teaching and learning. It focuses on inspection visits and what kind of communication style should be in place for teachers and school inspectors' mutual

understanding and for more solutions of the problems that teachers encounter. It also presents the issue of school inspectors' working conditions in relation to their responsibility on monitoring quality of primary education.

4.5.1 School Inspection Visits

The study further wanted to understand, how many times school inspectors visited schools per academic year. It was found that in most cases school inspectors visited schools once after three years. The responses are as indicated in Figure 4.8.

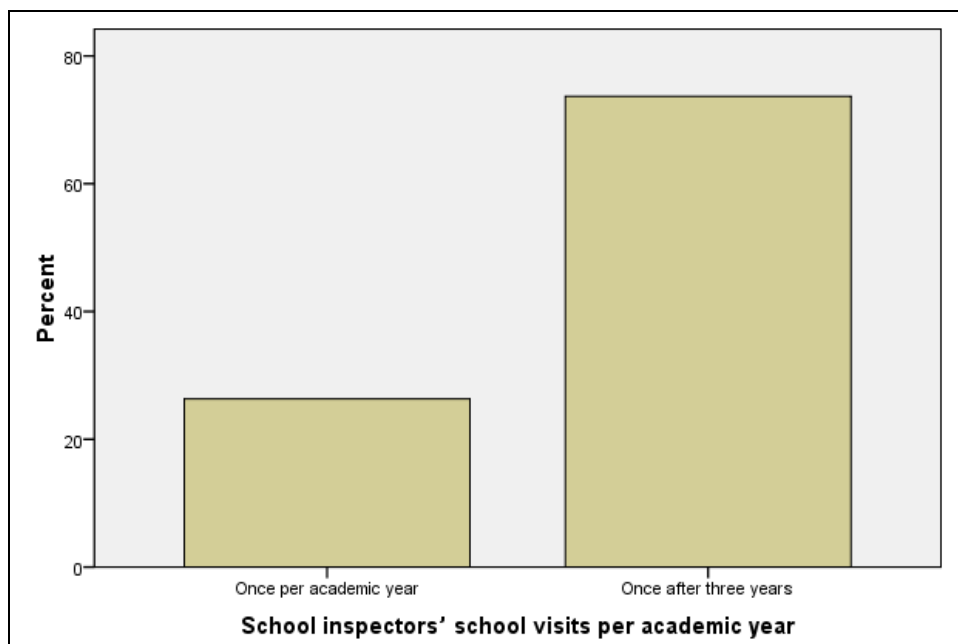


Figure 4.8: School Inspectors' School Visits Per Academic Year

Source: Field Data (2016)

From Figure 4.8, 42 (73.7%) of the respondents indicated that, school inspectors visited their schools once after three years and 15 (26.3%) indicated that they visit their schools once per academic year. It was found from the interview that, those who mentioned once per academic year were also referring to an internal school inspection which is conducted by Ward Educational Officers and external school

inspection done by school inspector's team. The responses indicate that, there was no follow up inspection on what school inspectors had recommended before. One of the problems was associated with a shortage in financial resources (for fuel and field allowances). On this point, one of the school inspectors had this to explain:

We are nine in the office. We are supposed to visit at least a half of our schools per academic year, which is very difficult to achieve the goal due to lack of financial resources to meet fuel, vehicle maintenance and field allowances. So, what we can only do is to visit a school once after two or three years.

From the district education officer point of view, school inspectors are there but they lack financial resources to enable them visit schools at least half of our school per academic year and this have impact on teaching and learning. The district education officer had this to comment:

We have enough school inspectors in Babati district council. We had nine school inspectors in the office with 140 primary schools. But the problem here is how school inspectors can visit those schools because they are not given funds for inspection from Ministry of Education and Vocational Training. Sometimes the council assists them with fuel to do passerby inspection. Now, with this situation, one may not expect school inspectors to be accurate and effective when inspecting schools. It is not known if these school inspectors make classroom observation, because in actual sense it is very difficult for them to go around all the classrooms and discussing with every teacher without enough financial resource to make them stay at least 2 days in each school. Actually they are working in bad situation.

From the quotation above, it is evident that it is difficult for school inspectors to make school visits in 140 primary schools. This might account for the explanation why school inspectors had been blamed for the collection of schemes of work, lesson plans and pupils' exercise books as the basis for their judgment on the performance of the school as it was found in this study. It is important to note that they were not able to visit a half of the schools per academic year due to lack of financial resources.

4.5.2 Communication Style

One of the important aspects was about what type of communication style that school inspectors use when discussing with teachers on issues pertaining to teaching and learning. Figure 4.9 indicates the responses from teachers in the questionnaire:

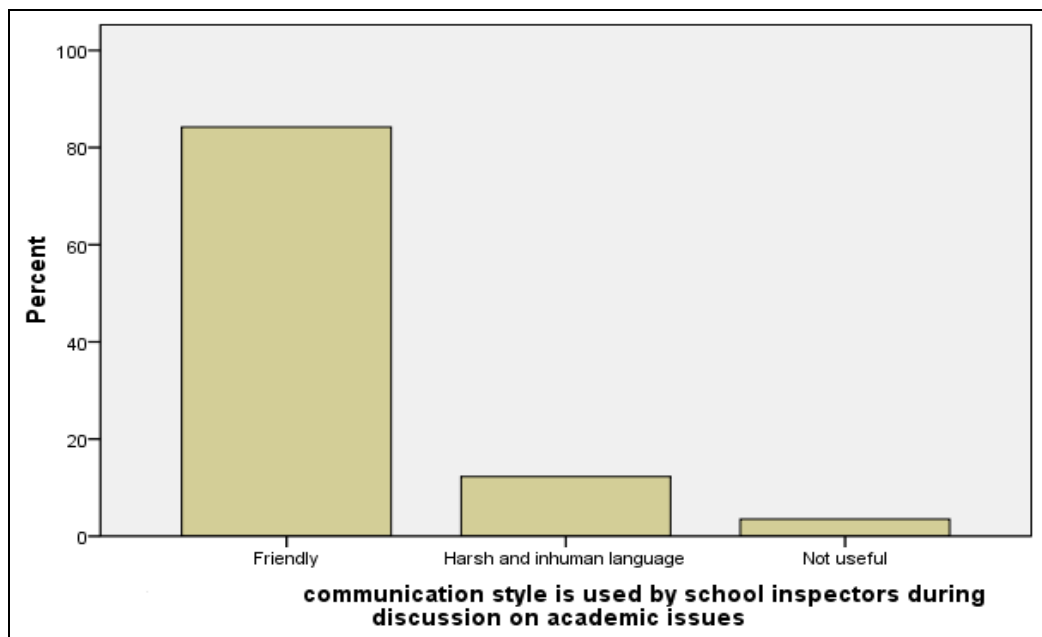


Figure 4.9: School Inspectors' Communication Style in Schools

Source: Field Data (2016)

From Figure 4.9, shows 84.2 percent of the respondents indicated that school inspectors used friendly language when in discussion with teachers. One of the Interviewee had this observation:

School inspectors nowadays use friendly language when communicate with teachers. This is quite different from previous years, when school inspectors were very harsh and intimidated teachers. For the current time we see school inspectors as facilitators and not our enemies. If it happens that you find someone quarrels with them it is due to some individual weaknesses and that some teachers are not committed towards their work.

The other one also had the same comments:

Currently, school inspection is quite different from that of early years. It shows that school inspectors have changed a lot. They do not come with

all superiority complexes that they are the ones who know better as it used to be. Frankly speaking school inspectors visit schools as friends, teachers and co-workers. They use friendly language that makes teachers feel encouraged in their daily teaching and learning duties.

From the quotations above, it was learnt that teachers appreciated that school inspectors used friendly language. This may not only make them encouraged to be committed towards teaching and learning but also, it may enhance and facilitate the productive discussion between the teacher and the school inspector.

However, 3.5% of participants indicated that the communication style of school inspectors is not useful and, 12.3% indicated harsh and inhuman language. Although the percentages are negligible, these responses denote that, there are some school inspectors who still use harsh and unfriendly language. This as well might happen due to the individual problem of teachers that fail to communicate with school inspectors, especially when it comes to the way a teacher is doing his/her work.

4.5.3 School Inspectors' Working Conditions

The study further revealed that, school inspectors faced a number of constraints that limited their contribution towards teaching and learning. Poor working conditions of the school inspectorate department were among the problems. While the DEO had office transport and fuel (provided by the government) school inspectors in Babati district had a vehicle with no fuel and field allowances and by the time being the car is totally damaged. The problem comes when it is a remote school; according to school inspectors, they sometimes had to use the DEOs' car. Although the District Education Officer confirmed to support the school inspectors with a means of transport, school inspectors perceived to be inadequate as they received such a

support on the condition that they share transport with other education officers when they are in their normal routine. To them, this was a problem as they did not have sufficient budgets for that purpose, and they received little money for a few litres of diesel from the MoEST. One of the school inspectors had this to explain:

We have a car, but we don't have fuel and funds for maintenance, what we do is to use the car from the DEO. This has a problem, because the DEO's timetable might not be compatible with our timetable. The problem associated with hiring a car from other department is that, you do not have freedom; you have to return it in time. Again, when you put little amount of liters of fuel you have, and the car has been taken by the owner, you do not have the right to demand it. And so, the day has passed even though the fuel could be used for more than 2 school visits, it ends up with one school. If we are provided with fuel, funds for maintenance and field allowances it will be easier for us to meet our action plans and may be contributing greatly and effectively to the monitoring of education system in our district, although we are grateful that we have been provided with the computers.

On the same issue, school inspectors explained that they had to visit the school without being paid allowances. Given the nature of their salary and the kind of work they are supposed to perform, brings many problems. They were just devoted towards work, and in most cases they did the work so as to accomplish the action plan to avoid the criticism from the highest authority. From this again, it was a lesson to the researcher why school inspectors were repetitively blamed by teachers to collect pupils' exercise books and lesson plans to judge the performance of the schools as it has been noted earlier.

On this, one of the school inspectors added:

What do you expect for a hungry person? I am going to do school inspection without paid field allowance, using my salary, and maybe I do not know what my children are going to eat in the evening. It is quite impossible that I can concentrate making follow ups of what is required rather than a mere sign up that I have inspected the school. Actually, this kind of work demoralizes me so much, but what can I do, I have to show up that I am working.

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

4.6 Emerging Themes

In this study some of the findings came as a result of face-to-face interviews with teachers. Although they were not part of the original research objectives, they emerged through the data collection. The two themes were first, the frequent changes in primary school curriculum, and secondly, overcrowding of pupils in a single classroom.

4.6.1 Frequent Curriculum Changes

The frequent curriculum changes were major concerns of the most interviewed teachers. Many of them complained that there had been frequent curriculum changes without proper preparation of teachers about how to manage and handle such changes. It was found that seminars on curriculum change were involving only one or two teachers and mainly the head teachers hoping that they will teach others. Teachers thought that first-hand information is what could be more useful to them. One of the interviewee had the following comments:

There had been frequent curriculum changes. Today you are told to teach this subject tomorrow they change and sometimes they mix the subjects. Then later they decide to separate them. This has been a frequent disturbance to teachers. The problem is that all these changes are made without prior preparation of the teacher on how to teach the new subjects. The teacher is just there to implement, although this has the implication that the teacher may fail to effectively teach the subject.

It was evident that teachers were unhappy on the frequent changes of the curriculum because it affected the teaching and learning process of subjects. Before they mastered how to teach the subject, they experienced further changes again, without preparation about how they would cope with such changes.

4.6.2 Managing Large Class Sizes

It was again revealed that teachers were under stress as the number of pupils in some classrooms was big to an extent that it was so difficult for them to control the class during the teaching and learning process. Data from focus group discussion indicated that the problem of large class sizes makes it difficult for the teacher to handle the class. To them the school inspectors should consider this problem as it affects classroom management. Also, during the interview teachers complained that the number of pupils in classrooms was too big to the extent that it impeded their ability to support individual pupils. One of the teachers explained:

We have a challenge on how to manage these big classrooms. In a single class you can find more than 80 pupils, in some even more than 100 pupils. How can this teacher be able to control the class and support individual pupil? It is quite difficult. This is partly the reason why you can find so many pupils do not know how to read and write at the end of class one. I think due to this, parents should help the pupil at home, if we leave the responsibility to the teachers, we should expect more and more illiterates in the near future.

Another one added:

Pupils' number in classrooms is too big compared to the number of teachers. You can find that teachers have so many teaching periods with many pupils in classes. It becomes too difficult especially when it comes that the teacher has to mark the exercises before teaching another or new lesson. In that sense, teachers fail to identify the pupils with learning needs as they tend to concentrate on the pupils who seem to be sharp in classroom. By so doing, we are creating a generation of illiterates which is a danger for the future national development.

From the quotations above, it is evident that large class size hindered effective teaching and learning. It made teachers unable to attend individual pupil with learning difficulties. As a result, pupils completed a certain grade without knowing basics in reading, writing and counting.

4.7 Discussion of Findings

As stated earlier in the previous chapter, this section discusses the major themes extracted from the findings as follows:

4.7.1 Importance of Educational Level and Experience in Offering Inspection Services

It was important in this study to note that, school inspectors had vast experience both in the teaching profession and in school inspection and all had advanced their academic status up to a degree level. This was evidence that people who were appointed to be school inspectors met the basic requirement and had worked as teachers before. This may not only track their credibility but also it might facilitate the process whereby their advices and recommendations may be accepted by teachers who will, therefore, be willing to implement them as argued by Earley (1998), Chapman (2001b) and Ehren and Visscher (2006).

Likewise, educational level and experience of school inspectors may to a large extent strengthen teachers' trust towards the people who supervise their work. Teachers may understand that people who monitor their work possess the knowledge about what they would like to advise them. As it has been argued by Ehren and Visscher (2006) school inspectors should have a broad knowledge base and a good view on

how the school is performing. This is a reason why school inspectors have to master their subject areas, as one cannot offer advice and support in an area where she/he is incompetent. These findings are in line with Wilcox (2000) who suggests in his study that a good school inspector should have appropriate qualifications and experience in a subject area.

According to Wilcox, the teacher may doubt the ability of the school inspectors who has little or no experience in teaching the subject she/he tries to inspect. It has been acceptable that if a person has been teaching the subject it might be easier for her/him to offer the required support and advice to teachers. Although this does not mean that school inspectors know more than teachers, as argued earlier in this study, but at least teachers should appreciate that, a person who gives support and advice about the best way of how to teach the subject, possesses valid qualifications and meets professional requirements.

Also, as suggested by Wilcox (2000) school inspection recruitment procedures need to find the right balance between qualifications and experience and should take careful consideration of the evidence from the referees. More importantly, school inspectors should set a good example both in work performance and advance themselves academically. It is hoped that teachers may emulate and be encouraged in those areas. Literature demonstrates that effective leaders exercise an indirect but powerful influence on the effectiveness of the school and on the achievement of pupils (Harris, Day, Hopkins, Hadfield, Hargreaves & Chapman, 2003). However, it does not necessarily follow that individuals with all the qualifications can offer the

service effectively within the society. It will mainly depend on individual personal characteristics and whether or not he/she values his/her employment. Yet, it is argued in this study that, experience and educational level can help the system understand what kind of a person has been given the responsibility of controlling the work of the teacher. For those with diplomas, it is relevant and advisable to make sure that they advance themselves academically and professionally so as to be more comfortable when supervising teachers, as it might be problematic to supervise a person with equivalent qualifications.

4.7.2 Teachers' Perceptions of Support

This study again was intended to explore the teachers' views on how they perceived the importance of school inspection on improvement of teaching and learning and whether or not school inspectors provided professional support. The findings indicated that school inspection helped teachers improve in teaching and learning. The study also found that school inspectors provided professional support. The findings are in line with the suggestions given by Wilcox (2000) that school inspection should develop pedagogical skills of the teachers. The findings also concur with that of Barrett (2005) who studied teachers' perceptions of the local community and education administrators in two regions in Tanzania (Coast and Shinyanga) where teachers viewed the guidance given by school inspectors to contribute towards professional development and keeping them up-date with curriculum changes.

However, Nkinyangi (2006) in her study on quality standards and quality assurance in basic education in five African countries (Burundi, Eritrea, Kenya, Rwanda and

Uganda) found that quality assurance officers (school inspectors) were limited in terms of professional support, as they approached schools as fault finders. The difference in findings, however, might be due to the difference in inspection style especially the language that school inspectors use. If it is too harsh then it might be perceived that school inspectors are looking faults in the teachers.

Also, the differences in findings might have been due to difference in environmental setting, leadership approaches and cultural differences. Dimmock and Walker (2005:3) contend that “leadership is a culturally and contextually specific... intertwined with its large environment”. In actual sense if the leader (the chief inspector of schools) demonstrates a good example, the rest of school inspectors, might follow the trend and visit the school to facilitate teaching and learning and not seeking to capitalize mistakes that teachers commit.

The majority of teachers in this study, however, expressed that they would be happier if school inspectors could help them in teaching a particular subject. This could be the value-added of the school inspection towards school improvement in teaching and learning as stressed by Earley (1998), MacBeath and Martimore (2001), Wilcox (2000), Ehren, Leeuw and Scheerens (2005) and Ehren and Visscher (2008). The findings again capture the suggestions provided by Wilcox (2000) who sees that if teachers are to be inspected, they deserve school inspectors who they regard as acceptable in the subject area and in school inspection professional practice.

It is important that teachers are helped to find solutions to the problems they face, especially in connection to a specific topic and how to resolve the difficulties in

teaching it. If the major aim of school inspection, therefore, is to monitor and improve the quality of education provided, the teacher(s) should be helped how to teach the particular subject or topic.

As stated earlier, the support provided is closely linked with the ability of school inspectors in a subject area. The challenge to the school inspectors is how to be well equipped and be competent in mastering their subject areas. This has been a challenge because school inspectors at primary school level in Tanzania have no subject specialization. One has to be able to inspect all the subjects, which might be difficult as a person may not be competent in all subjects.

But, at least a school inspector should be capable and strong in two or three subjects. It is believed, however, that a person in the field knows better than a person who is just evaluating what is taking place. In most cases, knowledge, if not used becomes obsolete. For this reason and others, it is not a surprise sometimes to find that the teacher is more competent in her/his subject area than the school inspector. What is needed is that the school inspector should have a mutual understanding of the reality instead of taking things for granted that because she/he is in the office then, she/he knows better.

4.7.3 Inspection Reports and Implementation of Recommendations

The study further wanted to find out how teachers viewed the potential benefits of school inspection reports towards their work performance, in this case teaching and learning. In this study teachers stated that school inspection reports helped them improve in teaching and learning. The reasons given included, among other things

that school inspectors indicate the strengths and weaknesses of the teacher in a particular subject and they try to suggest what should be the alternative or what the teacher should do. In so doing, teachers are encouraged to capitalize their strengths and at the same time it enables them to rectify the areas of weaknesses. The findings concur with that of Chapman (2001b) who studied changes in classrooms as a result of inspections, and Ehren and Visscher's study on the impact of school inspection for school improvements in 2006. In their studies they found that oral and written feedback from school inspectors was important stimulus for school improvement.

It was further found in this study, however, that although school inspectors write reports and recommendations to the respective stakeholders those recommendations were not implemented. Teachers complained that there was nothing done as a follow up of what had been recommended by the school inspectors. Not only that the interviewed teachers were frustrated as their voices were not heard, but also school inspectors were discouraged as they saw their work to be in vain.

These findings confirm what Grauwe (2001) found in his study in four African countries (Botswana, Namibia, Tanzania and Zimbabwe) that the recommendations made by school inspection reports, and issues which were addressed to the administration or the pedagogical authorities, were not implemented which frustrated the school staff as well as school inspectors. In all four countries, school inspectors were frustrated by their lack of autonomy and authority to take actions especially in their own recommendations. In Zimbabwe for example, Gaynor (1998) found that inspection reports were not used by the responsible authority and school inspectors

did not see any reason, therefore, for submitting them. Wilcox (2000) also found the same finding; the implementation of school inspection recommendations remained problematic in England.

It is argued in this study that school inspectors and teachers would appreciate it if what they perceived as obstacles towards teaching and learning being properly addressed. However, as noted by Wilcox (2000) the implementation of school inspection will have financial implications and it may not be possible to meet the budgetary costs within a short time as it may distort the priorities. But, what is within the capability of the system should be put into practice.

Collaborative and team work spirit is what will lead to massive developments in education at district level and national level. As it has been argued by Cummings and Lunsford (1996), system thinking is what will enable achievement of goals and objectives in education system. This means that education stakeholders should think as a system, knowing that parts are just there to form a whole. May be what is missing, is an understanding that every individual, whether school inspector or district education officer, works and strives for the pupil's betterment.

It is important that school inspectors should create this environment and understanding and make sure that school inspection reports are worked upon. This may be done by frequent communication (both written and face to face) of the inspection findings with the district education officer, school committees and the owner of the schools (the Council Director).

4.7.4 Inspection Visits and Classroom Observations

The study further sought to explore teachers' perceptions on the nature of school inspection visits and whether or not classroom observations were carried out. It was found in this study that, school inspectors visited the schools after three years, with one or two days per single school visit. Also, the findings indicated that, classroom observations were not sometimes carried out by the school inspectors. Teachers stated that school inspectors tended to collect the lesson plans, schemes of work, pupils' exercise books and judged the performance of the school based on those grounds. It is worth arguing that the collection of pupils' exercise books, lesson plans and schemes of work as it was reported by teachers in this study, may not help the school inspectors to understand how teachers are performing in the whole process of teaching and learning.

It may also be difficult for them to discern the areas of weakness of the teachers particularly in the teaching and learning process. Some teachers might be very good in preparing material requirements but not in teaching the subject. How pupils learn and what they learn should be a prime goal of the school inspectors (Rogers & Freiberg, 1994; Holan & Hoover, 2005). Because, it is what they learn and how they learn that may have an impact on their real lives in their surrounding community and society at large. According to Coombe, Kelly and Carr-Hill (2006) teaching and learning is what ultimately makes a difference in the minds of the pupils and affects their knowledge, skills and attitudes meaningful to the society. The teaching and learning process, therefore, should be the main focus of the school inspection rather than the material evidence which is a preparatory part of the process.

Furthermore, Chapman (2001b), Black and Wiliam (2001) and Matthew and Smith (1995) see classroom observation as an important practice of school inspectors. For school inspectors to influence learning, classroom observation should take place as it lies at the very heart of quality assurance of the school and the core function of improving teaching and learning (Glickman, Gordon & Ross-Gordon, 1998). As observed by Black and Wiliam (2001) school inspections that ignore classroom observations will not be able to effectively direct what a particular school should improve in their teaching and learning.

However, learning does not necessarily take place within four walls (inside the classroom). As argued earlier, individual pupils can learn elsewhere, for example, by emulating the adults, learning from peers, here the emphasis is upon what is taking place in the classroom setting. However, as it was found in this study that school inspectors lack financial resources to enable them visits all primary schools in the district, it was good to find that at least school inspectors were able to visit each school once in an academic year.

In line with these findings, it was also found that there were no follow up school inspections. The tendency had been that, after a school inspection, teachers would see the school inspector again in the next three years. For that reason, it lowers teachers' commitment towards teaching as required as they perceive that they can relax after a tough exercise of receiving criticisms from the school inspectors. The findings concur with that of Webb and Vulliamy (1996) who found that teachers felt relaxed after inspection week in England. It is of equal importance, therefore, that school inspectors should track what they have recommended to observe whether

their recommendations have been implemented though, as noted earlier this is problematic.

It is argued in this study that, teachers should be motivated to perform because they are committed to their work rather than because they know that school inspectors will visit their school. It is acknowledged at this point, drawing upon various studies that teachers all over the world are under-resourced and face difficult working conditions including low salaries, that cause demoralization, apathy and misconduct amongst them (Harris *et al.*, 2003; Grauwe, 2007).

As a result, it might be difficult to be committed towards their work. But, it is good that teachers should feel this responsibility of educating the pupils regardless of personal gains. They should render the service to their nation by serving individual pupils who are the expected teachers of the future generation. They need to be accountable to the individual, the community and to the nation so that the parents see the value of money invested in education of their children as argued by Neave (1987) and Levin (1989). Although again, for the teacher to be motivated intrinsically, external factors like that of teaching allowances, promotions and payment of salary in time play a significant role towards improved performance of the teacher (Gaynor, 1998).

Yet, human beings by their very nature might have fear, some teachers might have tension and fear during inspection week even though they are good enough and they have made all the preparations, but knowing that someone is coming in for inspection might be perceived as problematic. However, according to Grauwe (2007)

and Wilcox (2000) information before hand of school visits and transparency encourage teachers to consider school inspectors as sources of help rather than of criticism. This means that school inspection should be developmental and help teachers to improve rather than being judgmental (Dimmock and Walker, 2005).

It is stressed in this study that school inspectors should be the facilitators of teaching and learning and pedagogical leaders and not people who frustrate teachers. Although this does not mean that teachers should take things for granted, they have to perform their duties accordingly in line with the laid down governmental laws, rules and regulations. However, this could be possible if school inspectors can create environments that will always facilitate teaching and learning and not merely criticize teachers.

4.7.5 Problematic Issues for School Inspectors

In this study most school inspectors did not seem to be satisfied with their work conditions. First, they did not have a good means of transport. Even though they received some amount of fuel from the Ministry of Education and Vocational Training, it was very little to cover school inspection activities. In most cases they depended upon the mercy of the district education officer. They also faced problems with lack of field allowances and some claimed that they visited schools only to demonstrate to their superiors that they were not idle and to avoid the criticisms. These findings again confirm what Grauwe (2001) found in his study on challenges and reforms in supervision in four African countries (Botswana, Namibia, Tanzania and Zimbabwe) where in all four countries, there was a continuous lack of

satisfaction both for teachers and school inspectors with the impact of supervision on classroom. There were more concern on lack of resources, especially vehicles and funds that impeded travel to visit schools and the small number of school inspectors to cope with an increased number of schools.

From the findings it was learnt that school inspectors felt inferior to the district education officer as they did not have economic power. This was important to this study in explaining why school inspectors tended to collect subject log books, pupils' exercise books, lesson plans and schemes of work without classroom observation and relying on that as the criteria for the school performance. Based on the findings in this study, school inspectors lacked motivation towards their work. Also, this is partly an explanation of why some changes might have not been implemented as teachers might think that the recommendations from school inspectors were not realistic.

Wilcox (2000) and Earley (1998) argue that, the influence of school inspections upon school improvements in teaching and learning is largely a result of the extent of resourcing devoted to it. Also, Cummings and Lunsford (1996) contend that in system thinking one should consider the provision of the means through which the goals and objectives should be achieved. School inspections by their very nature are labour-intensive from the planning process, to compiling and writing the school inspection reports to distribution to respective stakeholders (Gaynor, 1998). All these activities need time and resources and sometimes school inspectors spend extra time in order to accomplish the required inspection reports. As argued by Gaynor lack of

resources often makes it impossible for school inspectors to provide adequate pedagogical support to all teachers especially those in remote areas.

It is of equal importance to argue that, if quality education is among the governmental policy priorities as the Tanzania Education Policy and Training (TEPT) of 2015 stipulates, then the district inspectorate department should be supported like any other educational department so as its impact on school improvement may be realized. Wilcox (2000) suggests that there should be regular school inspection system assessment of the available skills and development of its practitioners so as to plan for appropriate training to motivate the staff with salary and attractive career patterns to facilitate their contribution towards school improvement.

4.7.6 Teacher-School Inspector Relations

This study intended to explore what kind of relationship exists between school inspectors and teachers. The study found that school inspectors used friendly language when communicating with them. Also, all the interviewed head teachers appreciated that school inspectors had changed their approach towards the teachers compared with inspection conducted in the past. Teachers claimed that school inspectors were behaving as facilitators and not, as it had been in previous years, as superiors. These findings capture the suggestions given in studies by Leeuw (2002) and Ehren and Visscher (2008) who share the common thinking that, there should be a positive relationship and respect between teachers and school inspectors so as to have a productive dialogue. Thus, the reciprocity relationship as indicated by Leew

(2002:138) on a balance of “*give and take*” and *you too-me too*” applies with special weight in this context.

According to Ehren and Visscher (2008), a good relationship between school inspectors and teachers would probably have more impact on teaching and learning as teachers would be more open to accept suggestions with regard to their strengths and weaknesses. Ehren and Visscher (2006) view the school inspector as a critical friend whose visit in schools leads to improvement in teaching and learning. Although it cannot be automatic, as there are underlying conditions to achieve that goal. It is further, assumed that teachers may be happy to see a friend coming to school for the purpose of facilitating teaching and learning and not frustrating them.

In this study some teachers, however, indicated a negative response in relation to school inspectors’ harsh language that could not help teachers improve in teaching and learning. This may be an indicator that there might be some school inspectors who still maintain their superiority complex, which might affect teachers’ expectations. Yet, teachers admitted that if that happens, it is only that individuals differ and sometimes it depends on the teacher’s preparation for teaching and learning. If there is poor preparation then the teacher might be defensive anyway. What is important here is that, the school inspector should always strive to make all possible ways of improving the work of the teacher. Sometimes it happens because of frustrations some teachers have, especially those with very difficult working environments. More wisdom is required so that one can easily understand the personalities involved and especially the perceived difficulties of the environmental setting where the school is located.

4.7.7 Curriculum Changes and Classroom Congestion

In this study, the most striking complaints of teachers were in two aspects. First, the frequent curriculum changes and second, classroom congestion as these both affected their work performance. For the case of curriculum changes, it was perceived that making changes was not necessarily bad since one needs to cope with a dynamic world where knowledge and skills are invented and generated every day. The problem, however, came when teachers, who are the key players and main implementers of the curriculum, are not prepared to manage such changes.

The findings concur with that of Nkinyangi (2006) who sees that teachers are not properly supported in the management of the curriculum. Goodlad's study of 1984 on schooling revealed that teachers were not involved in decisions about the curriculum. Also, Glickman, Gordon and Ross-Gordon's study in England in 1998 found that in most schools teachers were not expected to contribute experience, knowledge and wisdom to decisions about the common good of educating pupils.

It was viewed that conducting seminars or training before the actual school visits would yield more productive results on improvement of teaching and learning. With regard to the second theme, teachers complained about congestion in classrooms. A single class accommodated between 50-80 pupils in average, which made it difficult for the teacher to attend every individual pupil as well as solving individual learning needs. As a result, according to teachers' explanations many pupils completed a certain level of education without mastering basic skills in reading, writing and simple arithmetic. As Omari (1995) indicates, it has not been surprising to find in

Tanzanian primary schools that some pupils finish class seven without knowing how to read, write and simple calculations.

There is a consensus on the debate concerning the effects of class size in teaching and learning that smaller classes provide a better quality of teaching (see for example Bourke, 1996; Blatchford & Martin, 1998; Goldstein & Blatchford, 1998). According to Bourke (1986) smaller classes promote higher achievement, better attitudes, different instructional practices, and higher teacher satisfaction and morale. It also promotes efficiency of teaching and learning. Rogers and Freiberg (1994) contend that pupils would like a teacher who cares about their learning affairs, their grades, who cares about the whole class, not just teaching Mathematics and other subjects, but a teacher who finds what a pupil is doing, a teacher who listens and supports the pupil, which could be very difficult to achieve in a congested classroom.

According to Rogers and Freiberg (1994), small class sizes encourage the pupils to think for themselves, to have autonomy, help them to be creative as they learn by doing. In the same vein, Hopkins (2007) contends that small class sizes will inculcate a sense of ownership in learning and so facilitating the pupils to reach their learning potential as the teacher has the opportunity to attend each individual pupil and let her/him participate fully in the teaching and learning process. Rogers and Freiberg (1994) and Hopkins (2007) share the common view that pupils need to be encouraged to think and to take responsibility for their own learning so as to unfold their fullest potential.

However, there is a problem with regard to class size because a small class in England or in any developed country is not the same as a small class in Tanzania.

For example, in England Bourke (1986) considers a big class to have 24 pupils unlike the class he used to have with 15 pupils. In Tanzania a class of 40 pupils is what has been regarded to be accepted as normal class size according to the government regulations. The problem has been associated with the rapid population increase and free education policy introduced by the government in this year 2016, which does not match with the available resources. While the number of people increases every year, the resources remain the same. Also, when there is enrolment expansion the number of teachers is relatively the same.

It is, however, argued in this study that, if the problem of large class size remains unsolved, it is no surprise to find high illiteracy levels in Tanzania in the near future. Illiteracy is a threat for the national survival and the economy of the country. Studies indicated that an illiterate person may not contribute much to the economy of the country as illiteracy is a stumbling block for any meaningful acquisition of knowledge and skills necessary for any development activity (Kanukisya, 2008).

As it was revealed in this study, classroom congestion and curriculum changes were probably the most stressful factors for teachers because they may undermine the ability of teachers when they perform in front of school inspectors. As a result, school inspectors may judge the teacher to have poor ability while in reality is not. For Tanzania to achieve Development Vision 2025 that stresses the learned and learning society and preparation of people conscious to their own environment and be able to solve the problems encountered in their daily life class size has to be controlled and teachers are to be involved in curriculum.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter is concerned with the summary, conclusion and recommendations. It first provides the summary of the major findings of the study. The chapter also provides the conclusion of the study and lastly the recommendations for action, policy practices and for further researches.

5.2 Summary of Major Research Findings

This study investigated the influence of school inspection in changing teachers' practices in Tanzanian primary schools. It was essentially qualitative study with some combination of quantitative aspects. The study was grounded by Scientific Management, Human Relations and Critical theories. Research participants were 71, of whom 57 (80.3%) were primary school teachers, 4 (5.6%) ward education officers, 9 (12.7%) were district inspector of schools and one (1.4%) district education officer. The main research methods employed in data collection in this study were questionnaires, interviews (semi-structured interviews), focus group discussions and documentary analysis. Primary school teachers were involved in the completion of the questionnaires and in focus group discussions. All head teachers in all six primary schools were involved in the interview. The study centred in four main research questions:

(i) Does school inspection have an impact on teaching and learning in Tanzania?

The central aim of this study was to investigate the impact of school inspection on teaching and learning in Tanzanian primary schools. Under this research question,

the study intended to find out the extent to which teachers were provided with necessary support for improvements in teaching and learning. It also intended to investigate whether or not school inspectors provided professional support to teachers and if at all inspection reports were useful in improving teachers' work performance.

In the current study the majority of teachers (93%) stated that school inspection helped them improve in teaching and learning and 93 percent of teachers admitted that school inspectors provided professional support. Teachers explained that school inspectors offered advice on how to teach various subjects and on the proper use of teaching and learning materials. It was perceived that the support provided helped the teachers in rectifying some of the problems encountered in teaching and learning process. However, teachers wanted to be supported further on how to teach a particular topic or subject. Teachers stated that school inspectors tend to give advice on what should be done without setting the example by teaching a single topic. If school inspection has to be of value, teachers perceived that they deserve inspectors who can show them the way on how to teach the subject in question.

It was also found that school inspection reports were important for the improvement of teachers' performance. The majority of teachers (91.2%) considered the inspection reports to be useful in improving teaching and learning because in most cases inspection reports indicated the strengths and weaknesses of individual teachers. Also, inspection reports were considered important for informing the authority on the number of problems that face the schools that in one way or another hinder the

effective teaching and learning such as the shortage number of teachers, lack of teaching and learning materials and the shortage of classrooms. However, it was further found that the inspection reports and the recommendations given by school inspectors were not implemented by the respective authorities. This, to some extent affected the work performance of both the teachers and school inspectors.

(ii) What are the teachers' views on school inspection in relation to their work performance in Tanzania?

It was also the aim of this study to explore the teachers' views on school inspection in relation to their work performance. Under this research question, the issues of concerns were teachers' views on information before school visits, classroom observation, tension and fear during inspection week, and school inspectors' opportunity to talk with pupils. The findings were as follows:

All teachers in the questionnaires and in the interviews indicated that school inspectors provided information before the actual school visit. It was perceived that the provision of information before school visit enhances transparency and mutual understanding between the teacher and school inspectors. Though some viewed that it makes irresponsible teachers and head teachers update their plans and strategies so as they can be assessed positively.

In relation to information before the school visit, almost all head teachers agreed that school inspectors provided information before the actual visiting. Although on this point, again, teachers admitted that it made lazy teachers prepare more thoroughly so as to be assessed positively. Also, it was found that information before the actual

visit in a certain school put teachers under tension during the inspection days as they had to focus on their practice to impress the supervisors. Moreover, the study found that school inspection causes tension and fear during the inspection days.

Moreover, the study found that classroom observations were not properly carried out. The frequent quotes from the teachers indicated that the school inspectors collected the subject logbooks, schemes of work, lesson plans and pupils' exercise books and judged the performance of the school based on those materials. It was perceived to be difficult for the school inspectors to discern the areas of weakness of the teachers if classroom observation is not a central focus of any meaningful school inspection.

The study further found that school inspection caused tension and fear amongst teachers. The majority of teachers (87.7%) indicated the inspection period to be a hectic time for them. The tension was partly perceived to be created due to irresponsibility of the teacher and threats that are accompanied with school inspection especially in connection to the report on the strengths and weaknesses of every individual teacher's work performance.

Moreover, the study indicated that school inspectors did not find opportunity to talk with pupils. The majority of teachers stated that school inspectors talked with pupils in matters related to national anthems and school songs, and not in academic matters. It was viewed that school inspectors should find the opportunity to talk with pupils as they have quite a lot of information on what they learn and what are the problems that face them in their academic endeavours.

(iii) Does the frequency of school inspection improve the learners' performance?

The study further wanted to understand, how many times school inspectors visited schools per academic year. It was found that in most cases school inspectors visited schools once after three years. From Figure 13, 42 (73.7%) of the respondents indicated that, school inspectors visited their schools once after three years and 15 (26.3%) indicated that they visit their schools once per academic year. It was found from the interview that, those who mentioned once per academic year were also referring to an internal school inspection which is conducted by Ward Educational Officers and external school inspection done by school inspector's team. The responses indicate that, there was no follow up inspection on what school inspectors had recommended before. One of the problems was associated with a shortage in financial resources (for fuel and field allowances). On this point, one of the school inspectors had this to explain:

Through school inspection in most cases leads to good performance of learners. This can be seen to those schools that had been visited at least once per year whereby their results at the end of the day are fantastic, for instance Bacho, Bermi, and Migungani primary schools. Likewise, poor performance to some of the schools (Bulkeri, Kakoi and Maganjwa) is due to lack of school inspection at their schools.

(iv) How school inspections be organized so as to make a positive contribution towards teaching and learning?

This study was also intended to determine how school inspection could be organised to make a positive impact on teaching and learning. Based on this research question;

the study centered on inspection visits, communication style and school inspectors' working conditions. It was found in this study that school inspectors visited the school once after three years and there were no follow up inspection on what they had recommended. It was perceived that making follow-ups could enhance the implementation of the inspection recommendations by teachers. The study also revealed that school inspectors succeeded to create positive relationship with teachers.

The majority of teachers (84.2%) appreciated that school inspectors used friendly language when communicating with them. Though some indicated that school inspectors used harsh and inhuman language. This denotes that there were some of school inspectors who used unacceptable kind of language when discuss with teachers. This study further revealed that school inspectors had poor working conditions. They did not have fuel for the car and when required to visit schools in remote areas they had to use a car from the DEO with the condition that they have to share with education officers. This created a problem because the car was used for other activities too, and hence only the few schools could be inspected. Sometimes when they had planned for the inspection, there was a collision with DEO's plans which led to a cancellation of inspection schedule.

It was further found that school inspectors did not have field allowances to facilitate their visits in schools. This was perceived to be a problem as school inspectors became too dependent to the schools they visited which could affect the inspection findings and their reputation before the teachers.

5.3 Conclusion

The main aim of this study was to investigate the influence of school inspection on changing teachers' practices in primary schools and contribute. From the respondents indicated that, school inspectors visited their schools once after three years and in some cases they visit their schools once per academic year. It was found from the interview that, those who mentioned once per academic year were also referring to an internal school inspection which is conducted by Ward Educational Officers and external school inspection done by school inspector's team.

The responses indicate that, there was no follow up inspection on what school inspectors had recommended before. One of the problems was associated with a shortage in financial resources (for fuel and field allowances). On this point, one of the school inspectors had this to explain: to a greater knowledge as to how school inspection can be organized to have a positive impact on the work of the teacher. Based on the most significant findings in this particular piece of research, it is concluded that, school inspection plays a potential role in improvement of teaching and learning.

Also, what this study highlights is the importance of inspectors working conditions and their capacity to conduct a full and thorough inspection as a means of providing feedback to teachers. Without these issues being overcome, quality education remains problematic with teachers unable to fully take advantage of the inspection process. Moreover, if no one seems interested in working on such issues within the inspection system, it seems meaningless to have them, and it is waste of time for

school inspectors to write such inspection reports. It is important, therefore, that the responsible authorities should utilize the inspection findings in order to improve the inspection process which in turn would improve teaching and learning in schools.

Wilcox (2000:59, 65) contends “whether or not schools change in any permanent way is a consequence of the extent to which the conclusions of an inspection are acted upon. If quick implementation is not achieved, schools may be tempted to discontinue their efforts in order to respond to the latest demands”. This demonstrates the importance of understanding school inspections as a human process rather than an automatic objective procedure.

5.4 Recommendations

Drawing upon the findings of the relevant issues given above, the following recommendations are made:

5.4.1 Recommendation for Action

- (i) The findings in this study indicated that most teachers desired to be supported in teaching a particular topic or subject. It is recommended that school inspectors should be trained on specific subject so as when they inspect the teacher they can be able to help her/him on how to teach the subject or topic.
- (ii) Also, in this study teachers indicated their concern on the appropriateness of the collection of pupils’ exercise books, lesson plans, subject logbooks and schemes of work as the criteria of evaluating the school performance. It is recommended that the prime goal of school inspection should be to monitor the

process of teaching and learning in the classroom setting. It may be easier for the school inspector to discern the area of weaknesses when teachers are assessed in the classroom setting. By so doing, it will facilitate the process in discussion with teachers in order to solve the problems arising. Thus, classroom observation should be a central focus for each and every school visit and school inspectors are to fulfill this obligation for a positive impact on teaching and learning to be realized.

- (iii) School inspectors should also be allowed to take actions when they see a need to do so especially in teachers' redistribution. The reason behind this idea is to make teachers more committed towards their work, rather than just thinking that school inspectors will come and fulfill their obliged responsibility of inspecting the school whilst leaving other people to implement the changes. This however, should be in line with the government rules and regulations to avoid the misuse of power.
- (iv) Moreover, large number of teachers and schools compared with the small number of school inspectors places a great demands and responsibility for assessing teachers. In turn it affects the quality of the job performed by school inspectors and the quality of inspection reports they provide. It is suggested that, there should be more training of school inspectors to cope with an increased number of schools. But, the increased number of school inspectors should be done with the pre-requisite of improving their work conditions so as to attract many qualified individuals to join the inspectorate department. If the government does not keep a critical eye towards that problem, it might be expected in the future, many school inspectors choose to leave the profession.

- (v) Also, for the sustainability of school inspection department there should be provision of a means of transport and field allowances so that to lessen the dependency nature on the DEOs and the schools they inspect. This will not only give school inspectors credibility in the eyes of teachers, but also it will enhance the quality and unbiased reports that can help the government to solve the problems facing education system.
- (vi) Accordingly, the implementation of school inspection reports and recommendations was indicated as a critical problem in this study. Teachers can be motivated towards their improved work performance when they see that their problems are solved. Also, school inspectors will take their responsibility seriously when they understand that their work is of value and it receives some attentions from the key stakeholders like that of the Council director and DEO. For improvement in teaching and learning to be achieved, the DEO and the owner of the schools (the Director) should make use of the school inspection reports and recommendations. It should be noted that, if school inspection findings are not put into practice, it frustrated both the school inspectors and the teachers. Efforts should be made so as to ensure that no one thinks her/his work is in vain.

5.4.2 Recommendation for Policy

- (i) In addition, curriculum changes without proper preparation of the teachers were a concern of majority of teachers who participated in this study. Teachers should be trained on how to handle changes to the curriculum before the actual implementation of it. The argument on this matter follows the thinking that

teachers are the ones who know the problems in the teaching field. Due to the experiences they have, they know the best methods of teaching different subjects. If the main goal is to improve the quality of education provided in the Tanzanian society, teachers should participate in the curriculum evaluation and development and be the key players in any curriculum changes. Of equal importance, teachers' problems should be solved quickly. Issues such as promotions.

- (ii) The Government of Tanzania should consider establishing an independent school inspectorate. Different stakeholders should be brought onboard on develop the mode of operation of the independent school inspectorate. It can either work as an agency or as a hired organization or company.

5.4.3 Recommendation for Further Research

- (i) Nevertheless, since this study concentrated on the influence of school inspection on changing teachers' practices in primary schools, it did not go further to investigate the extent to which the inspection findings and recommendations are implemented. Thus, it is recommended that there should be further research to examine the extent to which the district education officer makes use of school inspection reports and recommendations. Similarly, this study was essentially qualitative in nature and the findings, therefore, cannot be replicated in other areas different from Babati District Council. A study should be carried out in the wider geographical area at regional level or zonal level so as to establish a better understanding and clearer picture on school inspection and the impact it has on teaching and learning in the Tanzanian context.

- (ii) A baseline survey on the establishment of an independent school inspectorate in Tanzania. A lesson learned in other countries with independent school inspectorates.

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APPENDICES

Appendix A: Questionnaire for Classroom teachers

(Dodoso kwa walimu wanaofundisha darasani)

1. Taarifa binafsi

Jinsia: (Weka alama ya (v) panapohitajika)

Mwanaume

☐

Mwanamke

☐

2. Kiwango cha elimu: (Weka alama ya (V) panapotakiwa)

Astashahada	
Stashahada	
Shahada	

3. Umri wako kazini

4. Ni mara ngapi wakaguzi wa shule wanatembelea shule yenu kwa mwaka?

(Tafadhali chagua moja kwa kuweka alama ya (V) kwenye chaguo lako)

☐ Mara moja kwa mwaka

☐ Mara mbili kwa mwaka

☐ Mara moja kila baada ya miaka 2

☐ Mara moja baada ya miaka 3

☐ Zaidi ya miaka 3

5. Je, wakaguzi wa shule wanapotembelea shule yenu wanaingia darasani kukagua masomo? ☐ Ndiyo ☐ Hapana

6. Elezea nini wakaguzi wanafanya wajapo shuleni kwako:
.....

7. Je, wakaguzi wa shule wanapotembelea shule yenu wanatoa msaada wa kitaalam/kitaaluma katika ufundishaji na ujifunzaji? ☐ Ndiyo ☐ Hapana

Kama ndiyo je, ni msaada gani wanaotoa? (Tafadhali weka maelezo zaidi)
.....
.....

8. Je, unafikiri msaada wanaotoa unakusaidia wewe kama mwalimu katika ufundishaji na ujifunzaji?

☐ Ndiyo ☐ Hapana

Kama ndiyo tafadhali eleza ni kwa jinsi gani msaada unaopewa na wakaguzi wa shule unakusaidia katika kufundisha na kujifunza?

.....
.....

9. Je, ni mawasiliano ya aina gani wanayoyatumia wakaguzi wa shule wanapojadili na walimu kuhusu ufundishaji na ujifunzaji? Tafadhali chagua moja.

☐ Kirafiki

☐ Hutumia lugha kali na isiyo na ubinadamu.

☐ Lugha isiyosaidia katika kuinua viwango vya kufundishia na kujifunzia.

10. Kwa maoni yako unafikiri wakaguzi wa shule wafanyaje wanapotembelea shuleni kwako:
.....

11. Je, taarifa za ukaguzi wa shule zinakusaidia katika kuinua viwango vya ufundishaji na ujifunzaji?

☐ Ndiyo ☐ Hapana

12 .Je uliwahi kuiona taarifa ya wakaguzi Ndiyo () Hapana () Kama sivyo, ni kwa nini unafikiri taarifa za ukaguzi wa shule hazikusaidii?

.....

13. Je, wakaguzi wa shule wanapotembelea shule yenu wanapata nafasi ya kuongea na wanafunzi?

☐ Ndiyo ☐ Hapana

14. Je, ni kweli kwamba wakaguzi wa shule wanapotembelea shule walimu hujawa na hofu na wasiwasi?

☐ Ndiyo ☐ Hapana

Kama ndiyo, je unafikiri ni kwa nini?.....

Appendix B: Interview Guide for Head Teachers

Name of school.....

1. Sex:

2. Educational level.....

3. Age.....

4. Work experience.....

5. How many teachers do you have in this school?

Male.....Female.....Total.....

6. How many pupils do you have in your school?

Boys.....Girls.....Total.....

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

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

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

Yes.....No..... If yes, what kind of professional support do they provide.....

10. Do school inspectors have the opportunity to talk with pupils when they visit your school.....

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

12. Is it true that when school inspectors visit your school teachers tend to be tense and fearful.....

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

14. What should be done to make you as a teacher committed and motivated towards your

work?.....

.....

..

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

.....

.....

Appendix C: Ward Education Officer's Interview Guide

Name of Ward.....

1. Sex:

2. Educational level.....

3. Age.....

4. Work experience.....

5. How many schools do you have in your ward.....

6. How many teachers do you have in your ward?

Male.....Female.....Total.....

7. How many pupils do you have in your ward?

Boys.....Girls.....Total.....

8. How many times do school inspectors visit your school per academic year and what were the consequences of the visit. Do teachers changed behaviour or what happened.....

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

10. Is there any professional support that school inspectors offer to teachers when they visit your schools? Yes.....No..... If yes, what kind of professional support do they provide.....

11. Do school inspectors have the opportunity to talk with pupils when they visit your schools.....

12. What kind of communication style do school inspectors have when visiting your schools.....

.

13. Is it true that when school inspectors visit your schools teachers tend to be tense and fearful.....

14. What challenges do you face in your daily work performance especially in relation to your work as a Ward Education Officer.....

15. What should be done to make you as a WEO committed and motivated towards your work.....

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

Appendix D: Interview Guide for District Inspector of Schools

1. Sex:
2. Educational level.....
3. Age.....
4. Work experience.....
5. For how long have you been a school inspector.....
6. How many schools do you visit per academic term.....
7. What is the most important thing to do when you visit schools?
.....
8. What kind of support do you offer to the teachers to help them improve in
teaching and learning?
.....
9. What challenges do you face when visiting schools?
10. In which ways do you think your work can be improved to be more effective and
efficient.....
11. What do you suggest as mechanisms to allow school inspection to have a greater
impact on teaching and learning?

Appendix E: Interview Guide for District Chief Inspector of Schools

1. Sex:
2. Educational level.....
3. Age.....
4. Work experience.....
5. For how long have you been a chief inspector of schools?
.....
6. How many school inspectors are there in your office?
Male.....Female.....Total.....
7. How many schools can you afford to inspect in an academic year?
.....
8. Do you think such a number of schools to be inspected per year are enough?
Yes.....No..... If not, what are the reasons?
.....
9. What kind of support do you provide to teachers when you visit schools?
.....
10. What challenges do you meet when visiting schools?
.....
11. With whom do you cooperate as part of job performance?
.....
12. What should be done so that school inspection can have a greater impact upon teaching and learning?.....

Appendix F: Interview Guide for District Education Officer

1. Sex:
2. Educational level.....
3. Age.....
4. Work experience.....
5. For how long have you been in this office as district education officer?
.....
6. Do school inspectors send school inspection reports to you?
Yes.....No..... If yes, what is your opinion on these
school inspection reports?.....
7. Do you think school inspection reports can make you effective and efficient in
your work performance? If yes, can you please give the reasons?
.....
If not, can you please explain?
8. What kind of support do you provide to school inspectors?
.....
9. Is there any positive cooperation between your office and school inspectors?
Yes.....No..... If No, can you please explain?
.....
10. In your own view, what can be done to make school inspection more useful in
improving the work of teachers?.....

Appendix G: Focus Group Discussion


1. Does school inspection have any value in facilitating improvements in teaching and learning for teachers?

2. What should be done so that school inspection can have greater influence upon teachers' work performance?

Appendix H: Research Clearance from the Open University of Tanzania

THE OPEN UNIVERSITY OF TANZANIA
 DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759
 Dar es Salaam, Tanzania,
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.2101
 Fax: 255-22-2668759,
 E-mail: drpc@out.ac.tz

22/3/2016

Municipal/ District Executive Director
MANYARA

RE: RESEARCH CLEARANCE


The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **MS. ASELLA ALPHONCE GOBORE, PG201401460** who is a Master student at the Open University of Tanzania. By this letter, **Ms ASELLA** has been granted clearance to conduct research in the country. The title of his research is **"THE INFLUENCE OF SCHOOL INSPECTION IN CHANGING TEACHERS' PRACTICES IN PRIMARY SCHOOLS IN BABATI DISTRICT, MANYARA REGION"**. The research will be conducted in Mtwara Municipality. The period which this permission has been granted is from 30/03/ 2016 to 30/04/2016.

In case you need any further information, please contact:
 The Deputy Vice Chancellor (Academic); The Open University of Tanzania;
 P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820


We thank you in advance for your cooperation and facilitation of this research activity.
 Yours sincerely,



Prof Hossea Rwegoshora
 For: VICE CHANCELLOR
 THE OPEN UNIVERSITY OF TANZANIA

Appendix I: Permission to Conduct Research from Inspectorate Department

JAMHURI YA MUUNGANO WA TANZANIA
WIZARA YA ELIMU, SAYANSI, TEKNOLOJIA NA MAFUNZO



Idara ya Uthibiti Ubora wa Shule (H/W),
S.L.P 542,
BABATI.

Kumb. Na UUSW/BBTV/VOL.II/83 24/03/2016


Kwa Yeyote anayehusika.

YAH: OMBI LA KUFANYA UTAFTI KWA MWANAFUNZI ASELLA ALPHONCE GOBORE
SHAHADA YA UZAMILI CHUO KIKUU HURIA CHA TANZANIA

Rejea mada tajwa hapo juu.

Mtajwa hapo juu ni mtumishi katika Idara ya Uthibiti Ubora wa Shule katika Halmashauri ya Wilaya ya Babati. Kwa hivi sasa ni mwanafunzi wa Chuo Kikuu Huria cha Tanzania anayemalizia mafunzo yake ya utafiti katika shahada ya Uzamili.

Kwa barua hii ninaomba apewe ushirikiano na msaada wa kipekee ili aweze kukamilisha utafiti wake. Aidha, amelenga baadhi ya shule ambazo ni shule ya msingi Bacho, Bermi, Bulkeri, Kakoy, Maganjwa na Migungani kama eneo chaguliwa la utafiti.

Ahsante.

Abdallah S. Sulle

Mthibiti Ubora wa Shule Mkuu (H/W)
BABATI.

**Appendix J: Number of Teachers and Pupils in Selected Primary Schools in
Babati District Council**

(a) Teachers

Name of the School	Male	Female	Total
Bacho	07	02	09
Bermi	04	14	18
Bulkeri	06	00	06
Kakoi	05	02	07
Maganjwa	03	06	09
Migungani	04	12	16
Total	29	36	65

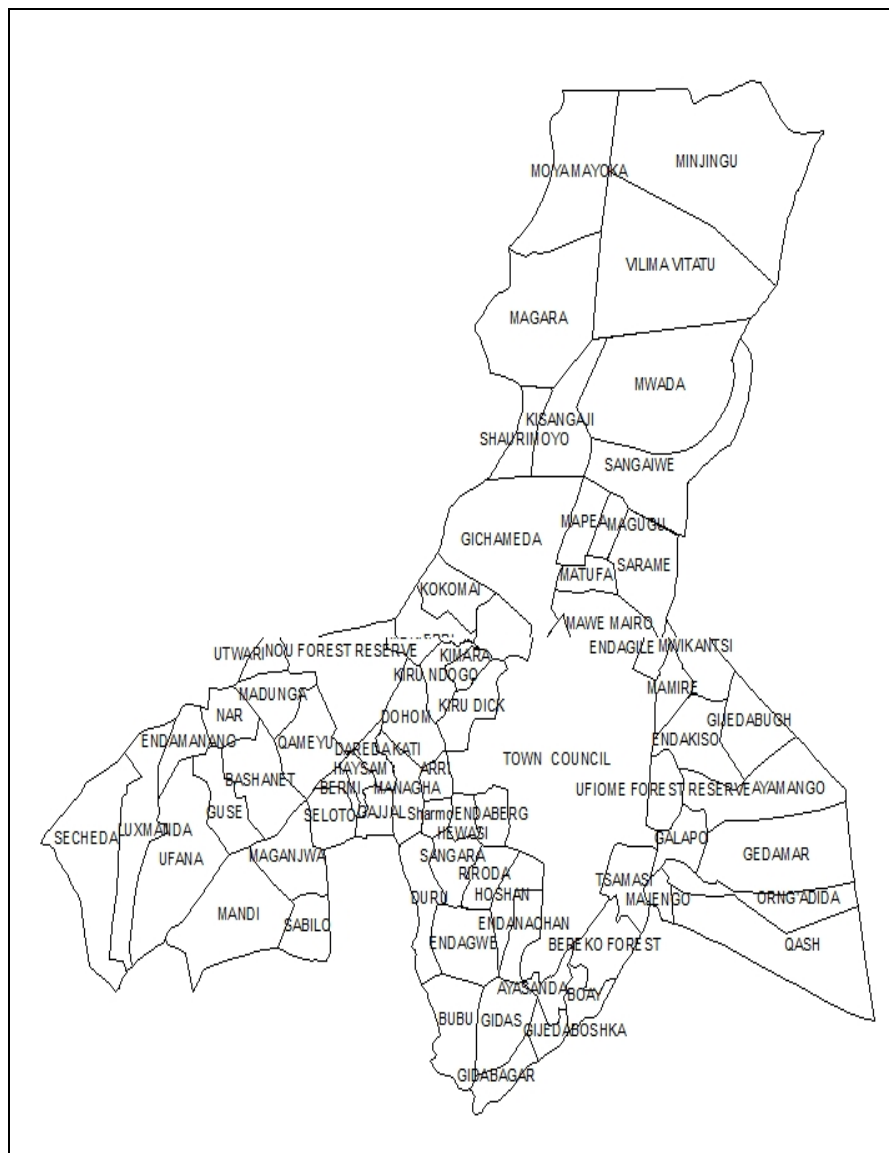
Source: Field data (2016)

b) Pupils

Name of the School	Boys	Girls	Total
Bacho	124	108	232
Bermi	316	285	601
Bulkeri	94	116	210
Kakoy	247	205	452
Maganjwa	306	313	619
Migungani	351	296	647
Total	1,438	1,323	2,761

Source: Field Data (2016)

Appendix K: A Map of Babati District showing Villages



Source: Babati District Council (2016)