

**SCHOOL INSPECTION STRATEGIES AND QUALITY PROVISION OF
SECONDARY EDUCATION IN TANZANIA A CASE OF MBEYA CITY**

JULIUS E. MWAMBOGELA

**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
UNIVERSITY OF TANZANIA**

2017

CERTIFICATION

The undersigned certifies that he has read and recommends for acceptance by the Open University of Tanzania a dissertation entitled: “*School Inspection Strategies and Quality Provision of Secondary Education in Tanzania a Case of Mbeya City*” in partial fulfilment of the requirement of the Master’s Degree in Education Administration, Planning and Policy Studies (MED-APPS) of the Open University of Tanzania.

.....

Dr. Felix Mulengeki

(Supervisor)

.....

Date

COPYRIGHT

No part of this dissertation may be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying and recording or otherwise without prior written permission of the author or the Open University of Tanzania.

DECLARATION

I, **Julius E. Mwambogela**, do hereby declare that this Dissertation is my original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

.....

Signature

.....

Date

DEDICATION

This dissertation is dedicated to first of all thealmighty God, second to my beloved parents, Mr. and Mrs. Edward Mwambogela they displayed a valuable sense of pray during my study.

The dedication is also extended to my wife Esther Vincent, she was a source of encouragement throughout my studies.

ACKNOWLEDGEMENT

The making of this dissertation was not that easy there are many who enabled me accomplish this task, I would like to extend my heartfelt pleasure to all people whose contributions encouraged me to come up with this work successfully, first and foremost to the almighty God who without him nothing could have been done, to him be the glory!

My genuine thanks go to my supervisor Dr. Felix Mulengeki who untiringly tried his best to make sure that my research proposal and later the dissertation look good, his comments played a significant role to enrich this work, without his support I wouldn't have written this work, though the deficit that may be observed remains mine.

I wish to thank the Open University of Tanzania, Mbeya branch masters coordinator Mr. Lusekelo Mwanongwa, zonal chief of school inspection department Mr. Mtandika M, Mbeya City Education officer Ms. Lidya Herbert for their cooperation, my friend Salvatory Mhando and my fellow MED APPS students at OUT Mbeya for their inputs. I'm also indebted a special thanks to my family - my wife, Esther and my children Nevice, Neville and Nancy for their Love and patience when I was busy with this work.

Finally I would like to take this opportunity to thank those whose names do not appear here, I really recognize the support they gave me in one way or another towards the completion of this dissertation.

ABSTRACT

This study explored the way school inspection strategies can influence quality provision of secondary education in Tanzania. The study examined the role played by the inspectorate, assess the strategies employed by school inspectors and identify the challenges hampering the strategies employed by School inspectors and the extent to which they can be effective in improving education provision. The study mainly employed a qualitative approach with some aspects of quantitative approach. Thus, case study design was used to help the researcher gather information about the role and contribution of the school inspectors to the promotion of students' academic performance in public and private secondary schools in Mbeya Region. Also the study employed 52 participants where by the data were collected through questionnaires, semi-structured interviews and focus group discussion in the field. The findings indicates that school inspection plays a potential role towards improving teaching and learning and therefore enhances the school performance, it was also discovered that resources (human and fiscal) do not match with hugely expanded secondary education, The study further revealed that, school inspectors judged the performance of the schools based on schemes of work, lesson plans and pupils' exercise books, whereas classroom observations were not efficiently carried out. The study recommends the government to commit its resources towards school inspectorate for effective monitoring of the quality education. By any means in this study it is recommended that classroom observations should be one among the central focus where by school inspectors should concentrate for enhancing positive impact on the whole process of teaching and learning to be realized in schools and to the students.

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT.....	vi
ABSTRACT	vii
LIST OF TABLES	xii
LIST OF APPENDICES.....	xiii
LIST OF ABBREVIATIONS	xiv
CHAPTER ONE	1
INTRODUCTION TO THE STUDY.....	1
INTRODUCTION AND BACKGROUND TO SCHOOL INSPECTION.....	1
1.1 Introduction.....	1
1.2 Background to the Study.....	2
1.3 Statement of the Problem.....	6
1.4 The Objective of the Study	7
1.5 The Specific Objectives	7
1.6 The Research Questions.....	8
1.6.1 Research Task One and Questions.....	8
1.6.2 Research Task Two and Questions	8
1.6.3 Research Task Three and Questions	8
1.7 Significance of the Study	8

1.8	Delimitations of the Study.....	9
1.9	Definition of terms.....	10
1.9.1	Inspection.....	10
1.9.2	Inspectorate.....	10
1.9.3	Strategy.....	10
1.9.4	Accountability.....	10
1.10	Organization of the Thesis.....	11
CHAPTER TWO		12
LITERATURE REVIEW		12
2.1	Introduction.....	12
2.2	The History of School Inspection.....	12
2.3	Theoretical Review.....	14
2.3.1	Underlying Theories of School Inspection.....	14
2.3.1.1	Scientific Management Theory.....	14
2.3.1.2	Human Relations Theory.....	19
2.4	Empirical Literature Review.....	22
2.4.1	Empirical Studies.....	22
2.4.2	The Gap in the Literature on the Subject.....	24
CHAPTER THREE		27
RESEARCH METHODOLOGY		27
3.1	Introduction.....	27
3.2	Research Approach.....	27
3.3	Research Design.....	28
3.4	Area of Study.....	29

3.5	Target Population, Sample and Sampling Techniques	30
3.5.1	Sample for the Study.....	30
3.5.2	Sampling Techniques.....	31
3.6	Data Collection Methods and Instruments.....	31
3.7	Data Analysis Plan.....	35
3.8	Ethical Issues	36
CHAPTER FOUR.....		37
DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS		37
4.1	Introduction	37
4.2	Average Number of Inspection Given to Each School	38
4.3	Aspects Covered During School Inspection	40
4.4	Challenges that Inspectors Encounter During School Inspection	41
4.4.1	Problematic Issues for School Inspectors	41
4.4.2	Teachers' Morale towards Work.....	41
4.4.3	Implementation of Reports and Recommendations	43
4.5	Teachers Perception on School Inspection and School Inspectors	43
4.6	How do the Strategies Influence the Performance of the School and Students?	45
4.6.1	Providing Feedback to Various Stakeholders	45
4.6.2	Professional Support	47
4.6.3	Reinforcing Teachers Responsibility and Accountability.....	49
4.6.4	Inspection and Classroom Observation.....	50
4.7	Emerging Themes	53
4.7.1	Large Number of Students in Classes	53

4.7.2 Shortage of School Inspectors.....	53
CHAPTER FIVE	55
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	55
5.1 Introduction	55
5.2 Summary	55
5.3 Conclusion.....	57
5.4 Recommendations	58
REFERENCES.....	60
APPENDICES	65

LIST OF TABLES

Table 3.1: Sample Distribution by Category and Location	30
Table 4.1: Respondents' Information	37
Table 4.2: Respondents' View about School Inspection Visits	38
Table 4.3: Respondents' View about Inspectors' Professional Support.....	44
Table 4.4: Respondents View about Feedback	45

LIST OF APPENDICES

Appendix I: Interview Guide for Teachers..... 65

Appendix II: Interview Guide for Head of Schools..... 66

Appendix III: School Inspectors’ Interview Guide..... 67

Appendix IV: Interview Guide for Zonal Chief Inspector of Schools..... 68

Appendix V: Interview Guide for Region/City Secondary Education Officer..... 69

Appendix VI: Focus Group Discussion for Teachers 70

LIST OF ABBREVIATIONS

ASCD	Association for Supervision and Curriculum development
CD	City Director
CSEO	City Secondary Education Officer
DAM	Democratic Administration Movement
DEO	District Education Officer
EFA	Education for All
ESR	Education for Self-Reliance
HMI	Her Majesty Inspectorate
MDGs	Millennium Development Goals
MoEC	Ministry of Education and Culture
MoEVT	Ministry of Education and Vocational Training
NAoT	National Audit of Tanzania
OFSTED	Office of Standards in Education
SEDP	Secondary Education Development Programme
RAS	Region Administrative Secretary
REO	Regional Education Officer
SPSS	Statistical Package for Social sciences
TDV	Tanzania Development Vision
TETP	Tanzania Education and Training Policy
UK	United Kingdom
US	United States
URT	United Republic of Tanzania

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

Many countries throughout the world have developed some means of monitoring the quality and standards of their education systems. In most cases, the monitoring process involves supervision by inspection of educational institutions such as schools, and other aspects of the education systems, with the aim of improving standards and quality of education and it should be an integral part of a school improvement program. In many countries where inspectorial system of supervision of schools is conducted, the responsibility for inspection lies with the Inspectorates.

School inspection practices, especially in Third World countries, such as Tanzania, are associated with numerous problems, which, as a result, education standards and quality seems to decline as we go on. Schools have to make their own inspection standards like monitoring the teaching in classrooms, collection of lesson plans before the time table starts and to inspect the students' exercise books weekly the practice which is partially done, Therefore we need to make some investigations on that.

This chapter provides an insight on strategies that are employed by school inspectors to develop quality provision of secondary education in Tanzania. It begins by showing the background to the study, statement of the problem, purpose of the study as well as the Objectives of the study. Furthermore it provides the significance of the study, delimitation of the study and the organization of the study.

1.2 Background to the Problem

School inspection is commonly considered as an essential instrument for quality education that will help the nation to improve the standard and quality of education so that its graduates can compete in the ever-changing the world economy. It is the form of evaluation, which involves the measurement, testing and evaluation of educational activities in school systems for the purpose of improving the standards and quality of education programs offered (Ololube, 2014). Due to the demand to monitor and supervise the quality of education delivered to the citizens and raise general standards in education, inspection has been embraced as a method that helps to improve quality and shape teachers' professionalism since they are key implementers of education in the classrooms. (Van hoof & Van Petegem, 2007; Wilcox, 2000; Lingard & Varjo 2009). Governments need to be answerable for the appropriateness of the educational aims they seek to promote (Davis & White 2001). This practice is aimed at making teachers more committed towards the task of educating, in recent years there has been a rapid growth of enrolment in secondary schools versus the infrastructures and teaching learning resources and therefore schools are overwhelmed. For such enrolment, we therefore need strong Education monitoring agent because the bigger the number of student the higher care is needed, School inspection as a fundamental agent in the whole process of educational change, reform and development for it is responsible for monitoring, promoting, and supervising the provision of education to the students as well as teachers performance in the school setting. It has been revealed by different researchers such as Van Nuland & Khandelwal (2006) who noted that inspection has a greatest impact both inside and outside the school and when it is credible, ethical and has at its heart the care and well-being of children.

Like in many countries, here in Tanzania education is considered to be a key of life as well as a gateway for social and economic development. The inspection is carried out by the School Quality Assurance Department and the key purpose of school inspection is to inform the government about the standards and quality of education provided to the children so that corrective measures may be taken where things seem to go wrong. In Tanzania the purposes of inspection is to ensure that the school complies with the provisions of the Education Act and to ascertain whether that school is being properly and efficiently managed.

According to The Education Act No. 25 of 1978 School inspection is conducted for the following six major reasons; to have an overview of the quality of education, based on agreed all-round performance indicators of the performance of an educational institution and to report back to the educational institutions to enable them plan improvement strategies, to supervise the implementation of school curriculum, to help diagnose the problems and shortcomings in the implementation of the curriculum to identify some of the discipline problems encountered in schools, to monitor and to improve teaching and learning in schools and to provide guidance to schools on how they can improve.

For that matter it is apparent that, school inspectorate department is responsible in maintaining high standard school performance and teachers conduct, and perhaps more than any other category of employees. Furthermore, they are responsible in assessing the quality and performance of the education institutions, services, programmes, as well as the schools projects. One strategy for monitoring teaching and learning in schools and for enhancing quality and raising standards which has received a great

deal of attention over the years in the world is supervision by inspection (UNESCO, 2000).

UNESCO (2002) refers to quality Education as an improvement of all aspects of learning and ensuring excellence so that recognizable and measurable learning outcomes are achieved by all learners especially literacy, numeracy and essential life skills such as appreciating and being able to accommodate others, that are necessary for responsible living. In addition (Bernard, 1999) as quoted by the UNESCO working paper (2000) also defines quality education as learning which strengthens the capacity of all children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes which creates for themselves and others. Education among other things is recognized for its positive contribution to economic, social and physical outcomes. These therefore include the cognitive development, which is a primary objective of education and the Education ability to promote creative and emotional development, peace, citizenship, security, higher wages, and better health and pass cultural values down to future generations.

There's a need for a research to see whether the Tanzanian school inspectorate is doing what is intended because secondary school performance has been deteriorating every year. Since 1978 the government instituted a policy in section 4 (3.9) of the education Act No. 25 of 1978 with the objective of enhancing equitable access to quality education (MoEC, 1995). However, the official statistics revealed that, academic performance in primary and secondary schools still have a problem. In fact, a large number of students fail to pass the examinations. This has been the case for many years, but the problem has become more critical and debated over the recent

years. For example, the National Form Four Examination results in recent years (2009, 2010, 2011, and 2012) revealed mass failures (by 70%, 90% 89% and 85% respectively) (MoEVT, 2013). This massive failure of students is evidence that the standard and quality of education is misgiving.

A poor performing student in secondary schools in such vital subjects reveals a loss for the individuals as well as for the society. It affects the possibility for students to move on to higher education. It also hinders the ability for the Government to reach strategic development goals such as Millennium Development Goal (MDGs) of 2015 to 2025 not just for the education sector, but for the society and the country at large (NAoT, 2008). Many issues have influence on the quality and the progress of schools and students' performance. The students' social and economic background as well as their parents' education and engagement are examples of factors influencing the students' performance. But school inspection seems to be the most critical factors that can enhance the positive academic achievement in schools (MoEC, 1995).

The government is for instance is able to influence curriculum, competence of teachers, training materials and pedagogical practices. The school inspection is at the same time one important tool for the government with the mission to notice and ensure the quality of good performance in the schools as it was emphasized in the Education and Training Policy 1995 (MoEC,1995). Also the inspectorate team has recently reformed from school inspectorate department to quality assurers where the responsibilities are almost the same. Though, the earlier studies show that, there are indications showing that the school inspection is not as efficient and effective as it is intended. Measures have also been taken to improve the situation. However, when it

comes to students' performance in secondary school, the results are still poor. This indicates that the school inspection is not efficiently and effective in addressing its mission to enhance good quality in education, for instance it reaches a time when some schools are not inspected for a very long time. Thus, the study has therefore decided to conduct a research on the contribution of school inspection toward secondary schools performance in Tanzania mainly in Mbeya Region before and after the reform of its name of quality assurers. There are claims that Tanzanian secondary school students come out poorly which means something has gone wrong in our education, we need to do some findings, Mbeyahas been chosen to represent other regions of Tanzania for this study.

1.3 Statement of the Problem

Despite the government of Tanzania's effort to institute the inspectorate department for schools so as to supervise and guide the teaching and learning process, still secondary school performance seems to be below average. Statistics by NECTA in recent years show that the performance especially in public schools is not in a good condition. There's a concern that education process in schools is not monitored the way it ought to be. Researchers have carried out some researches to determine the effectiveness of the inspectorate against the increased number of students as a result of SEDP, but none has dealt with the strategies for improving inspection.

Educational process is an actual curriculum implementation, to ensure smooth running of this process as well as teachers' commitment towards work as facilitators of the process, needs a strong supervision and monitoring body, inspectorate is the body that has been given this task to make sure that the teaching and learning process is carried

out in schools in a methodical approach, no matter of the shortfalls the department may be facing.

The expansion of secondary school education in the recent years in our country and many other changes that have taken place may not be well known by the community and the inspectors, as it seems to be no link between the rapid increase of secondary schools against the expansion/improvement of the inspectorate in terms of physical resources, number of workforce and the induction seminars to improve their (inspectors) performance, this may have caused poor school performance. Thus, this study is going to examine the strategies employed by school inspectors and whether inspectors are doing what is expected to cope with the existing changing situation for developing quality to the schools with regards to the standards set by the government.

1.4 The Objective of the Study

This study is going to examine the strategies employed by school inspectors, which will provide deeper insight to the educational administrators, planners and policy makers to help the current situation of secondary schools in developing the quality of secondary education in Tanzania

1.5 The Specific Objectives

- (i) To examine the role played by the inspectorate to the development of schools and students performance
- (ii) To assess the strategies employed by school inspectors to observe set inspection standards per school
- (iii) To identify the challenges hampering the strategies used by school inspectors in promoting secondary schools performance.

1.6 The Research Questions

Based on these objectives, the research sought to take three tasks

1.6.1 Research Task One and Questions

Examining the role of inspection strategies towards improved performance in secondary schools

- (i) Do education stakeholders work on school inspection reports/feedback for improved performance?
- (ii) How can school inspection be best organised to bring about positive impact in the teaching and learning process?

1.6.2 Research Task Two and Questions

Assessing the strategies employed by school inspectors which are related to the standards set:

- (i) What was the average number of inspection given to each school?
- (ii) What aspects were covered during the inspection?

1.6.3 Research Task Three and Questions

Identifying the challenges that may hinder the effectiveness of inspection strategies used by inspectors to promote school performance

- (i) What challenges do inspectors encounter during school inspection?
- (ii) How do teachers perceive school inspection and school inspectors?
- (iii) How do the strategies influence the performance of the school and students?

1.7 Significance of the Study

This study is intended to examine the contribution of school inspection strategies for effective teaching and learning in Tanzanian secondary schools in order to make

suggestions as to ways in which school inspections can have a more positive impact on teachers' work performance for quality education.

Therefore it is significant to different educational stakeholders, to the Ministry of Education for, the findings on this study will highlight various issues that are setbacks to the Inspection process in schools and see the way to solve so as to make inspection smooth, more over the findings will act as the feedback which may necessitate a review of policies and bring some new directives. The findings will also benefit the inspectorate department by showing their successes and weaknesses and therefore make some improvement.

1.8 Delimitations of the Study

The study was conducted in Mbeya City where by the zone office of school inspectorate is found. Also the study will visit five public secondary schools and three private secondary schools where by all secondary schools are inspected by the school inspectors. The scope is based on the fact that the two are related and are dependants for each other; henceforth the information on strategies employed by school inspectors to ensure quality provisions of secondary schools education will be articulated.

1.9 Limitation of the Study

This refers to constraints or drawbacks both theoretical and practical that the researcher had little or no control over being aware of these constraints enables the researcher to avoid pitfall and over expectation in the course of study, in this study the researcher faced the following limitations; financial problems for stationeries, transport

to various centres for interview and discussions and giving motivation to respondents although this was covered by the researcher's own fund, the researcher also encountered the problem of bureaucratic procedures at the Inspectorate and education offices as to trace them required considerable time, which delayed the researcher's programmes.

1.10 Definition of Terms

1.10.1 Inspection

Inspection refers to the process of assessing the quality and or performance of school by external agents (Wilcox 2000).

1.10.2 Inspectorate

This has been defined as "a group of inspectors who officially inspect schools" by the Longman Dictionary of the contemporary English 2006

1.10.3 Strategy

According to Longman Dictionary of Contemporary English 2005, the living Dictionary a strategy is a planned series of actions for achieving something; simply a Strategy is an art of planning to achieve a particular aim.

1.10.4 Accountability

Refers to holding the providers of services answerable to the beneficiaries and other stakeholders regarding both process and outcome of a programme, openness and transparency in management and a participatory approach in planning, making key decisions and evaluation are necessary conditions of accountability (The World Bank, 2008. Cited in Ahmad 2000). In Education, Accountability refers to the process by

which the education system holds itself responsible for delivering appropriate services and meeting its goal of educating students.

1.11 Organization of the Thesis

The study is organized in five chapters. The first chapter presents the background information on school inspection as a form of accountability in education. The statement of the study, alongside the objective and specific objectives, research questions and the significance of the study, the chapter also gives the delimitations of the study, Chapter two discusses the concept of school inspection and roles of school inspectors, the theories underlying school inspection especially in connection with Scientific Management and the Human Relations and the last part of the chapter provides the summary of the surveyed literature and the gap in the literature on the subject.

Chapter three is concerned with research methodology, research design/strategy, area of study, reasons for the choice of the area of the study, sampling and selection of schools and research participants. The chapter again provides instruments for data collection employed in this study; questionnaires, semi-structured interview guide and focus group discussion. The chapter further provides the research procedures and it covers the issue of ethical concerns in this particular study, data analysis plan. The last section of the chapter provides the summary.

Research findings are presented, analyzed and discussed in chapter four, based upon the themes, which arose from the data analysis. And lastly chapter five provides the summary of the findings, conclusion and the recommendations for policy implementations, for more researches and conclusions.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The previous chapter has put much attention on the rationale of school inspection in secondary school so as to provide justification for this study. This chapter reviews the literatures relevant to school inspection in terms of the roles, contribution, and challenges facing the functioning of inspection in schools. The chapter examines previous studies on school inspection; it identifies the knowledge gap, which the study seeks to fill, and it gives the theories underlying school inspection as an external evaluation in education from scientific management and Human relation theories.

2.2 The History of School Inspection

School inspection is very important as a means of monitoring and promoting the delivery of education, adherence to stipulate curriculum, set standards, ensuring efficiency and quality in education. These principles and beliefs make a teacher in a position to distinguish right from wrong or acceptable from unacceptable actions. It is widely argued that the status of teaching in most countries, both developed and developing, was higher in the last century than is the case today (Bennell, 2004). At that time, school inspection was highly valued and respected by the community due to ethical practices, high commitment and dedication to work they demonstrated. It is to the early Athenian philosophers Socrates (469-399 BC), Plato (427-347) and Aristotle (384-322) that the concepts of ethics and virtue can ultimately be traced in educational discourse (Nyirenda&Ishumi, 2002).

In Britain, for examples in the 1930s school inspectors were highly valued, respected and remunerated (Hargreaves, 2006). This made them morally upright and committed to work. The situation changed during the years 1979 to 1988 when a new Conservative government came into power. This was a period of major review of education policies leading up to 1988 Education Reform Act and the introduction of a national curriculum and local financial management accompanied with reduction of teacher privileges. Continued random policy change without training the actors, demoralized schools inspectors as well as inspection hence marked the increase of unethical practices such as corruption, absenteeism, private tutoring and cheating (Hargreaves, 2006).

Similarly, in China between the 1950s and 1960s, school inspection conditions in terms of supervision and respect by the community were exemplary and the rate of teacher malpractice was very minimal. The situation changed during the Cultural Revolution between 1966 and 1976, which emerged with philosophy “knowledge a useless way of thinking”. This philosophy led to unfair treatments of school inspectors as well as teachers including decrease in salaries, which in turn affected the education system (Xiaohuan, 2002). Low morale and low remuneration paved the way for professional malpractices among school inspectors.

In Africa, during the colonial days school inspection was the most respected field in the area of education around the entire continent. They were highly respected by all and sundry (Olatunji, 2011). However, the respect accorded to them was not because of what they possessed materially but for who they were “Education custodian” and then non-commercial values that characterized their occupation. School inspectors

worked passionately, were satisfied not only with their remuneration but also with the job itself. This however, is no longer the case in the post colonial Africa where there has been a rapid reform accompanied with a rapid expansion of education without considering teachers working condition as well as school inspectors. The expansion of education and schools lowered teacher remuneration, led to poor supervision and the influx of unqualified teachers in education (Colclough, 2003). The outcome of the above was the outbreak of school inspection

2.3 Theoretical Review

Theoretical framework was also established for substantiating the statement of research problem and objectives. Several theories and approaches have been established to give meaning to different education concepts. Each theory has its meaning and context in which if applied will produce desired outcomes. A theory has its meanings; terms, ideas and some of them have a model which elaborates the given phenomenon. In the social sciences, most theories are associated with social problems existing in the society; among them are those related to School Inspection.

2.3.1 Underlying Theories of School Inspection

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, which is chosen for the study.

2.3.1.1 Scientific Management Theory

Scientific Management theory was developed by Fredrick Taylor an American Engineer, in his book “The Principles of Scientific Management (1911)”. Sometimes

it is known as Taylorism or Taylor system of management. It is the theory of management that analyses and synthesises 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:

Application of time-and-motion science is required for comprehensive job specification broken down into standardized units. Workers are to be carefully

selected and trained in order to carry out each unit to replace a rule of thumb. Efficiency refers to the situation whereby one uses little or the same resources in producing more. It is the ratio between what have been brought and invested in the system and the results coming from the system.

Motivate workers by more pay through a bonus scheme based upon earlier analysis. A supervisor is responsible for monitoring workers' performance, training, and ensuring the adherence to the stipulated work conducts. Managers are to plan and control the work process. Workers should do as they are told to do otherwise, their wages are to be lowered or they are dismissed.

It has been indicated that the application of Scientific Management in education in the USA started during 1920s (Hoyle & Wallace, 2005). The model was first used in connection with school inspection in early 1980s where there was a mild renaissance of interest in 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; Hoyle & 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, to the extent that Sergiovanni&Starratt confess that:

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

Moreover, classroom supervision and observation were introduced as approaches for teachers' evaluation together with 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 criticised 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 criticised 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.

Effectiveness in general terms denotes the extent to which objectives and goals are achieved. It differs with efficiency in the sense that, while efficiency strives for

appropriate use of resources and time, effectiveness will always ask, to what extent the intended objectives have been attained. One may be efficient but not necessarily effective. Most people tend to put more emphasis on efficiency at the expense of effectiveness.

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; the basic premises and precepts of Scientific Management theory are still thought to attract many policy makers, administrators and supervisors.

2.3.1.2 Human Relations Theory

The theoretical framework that I will work with to explore this study is Human relation theory, especially the assumption that workers increase productivity when they feel that they are cared, motivated and involved in decision making, Human Relations theory had its origins in the Democratic Administration Movement (DAM) most notably by the work of Elton Mayo in 1930s in his classic research study at the Western Electronic Hawthorne plant. Elton Mayo was a social philosopher and professor of business administration at Harvard University (Sergiovanni&Starratt,

1993; 2007). Mayo believed that the productivity of workers could increase by meeting their social needs at work and by promoting their interaction between them.

According to Mayo, workers need to be treated decently and should be involved in decision-making processes (Sergiovanni&Starratt, 1993; 2007). Human relations theory assumes that people will be committed to work, if the work conditions are 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 utilised by administrators and school inspectors (Sergiovanni&Starratt, 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 criticised 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 organisation 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 criticised 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 underproductivity. 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.

2.4 Empirical Literature Review

2.4.1 Empirical Studies

Some studies have been conducted in relation to school inspection, For example, in Scotland, as explained by McGlynn and Stalker (1995), Her Majesty's Inspectorate (HMI) was charged with the following major inspectoral responsibilities: To undertake a program of inspections of individual schools and colleges and of key aspects of education, to monitor arrangements for quality assurance in education through the Inspectorate's Audit Unit, to provide sincere and objective advice through the Inspectorate's Chief Inspector of Schools to the Secretary of State; and to ensure that educational initiatives are implemented effectively.

McGlynn and Stalker (1995) wrote about the process of school inspection in Scotland, cited the following three reasons for conducting school inspection. These are to: report on the effectiveness of education in schools and other educational institutions and to recommend action for improvement; evaluate the arrangements for assuring quality in schools; and provide frank and objective advice to the higher education authorities and to ensure that educational initiatives are implemented effectively. Furthermore, Wilcox and Gray (1994), in a study that explored the reactions of primary teachers, head teachers, and inspectors to school inspection in Britain,

reported that both inspectors and the school teaching staff agreed that inspection had been valuable in reviewing the position of the school and indicating its way forward.

Therefore, inspection is concerned with the improvement of standards and quality of education performance and should be an integral part of a school improvement program. The rationale for this improvement is three folds (McGlynn & Stalker, 1995) the universal recognition of the right of every child in every classroom, in every school to receive a high quality education appropriate to their needs and aptitudes; the effectiveness in education system is a key influence on economic well-being of every nation; and the recognition of the need to equip students with the kind of education that will enable them to contribute to increasingly complex and fast changing society.

Problems Encountered in the School Inspection; Various scholars such as (Wanga, 1988; Bowen, 2001; Isolo, 2000; Kamuyu, 2001; Nakitare, 1980; Ndegwa, 2001) have highlighted the constraints encountered towards the school inspection in various countries. Such challenges includes those associated with the following major areas: professionalism, attitudes and commitment, feedback and follow-up, collaboration, pre-service and in-service training, Inspectorate autonomy, means of transport, planning inspection, inspectorate-university Partnerships, education system, cost of inspection, inspector recruitment, selection, and deployment, adequacy of inspection, resourcing, inspection reports, post-inspection evaluation, inspectorate titles.

In Tanzania MoEC (1995) noted that, the inspectorate department is responsible for monitoring, reviewing, setting the standards, ensuring the efficiency, quality and reporting to the education agencies, managers and administrators about the education

activities in pre-primary, basic, secondary and tertiary education. In many countries where inspectoral system of supervision of schools is effective, the responsibility for school inspection lies with the Inspectorates. NAO (2008) conducted a study to check the effectiveness of school inspectorate department and the finding revealed that, issue of poor performing students in schools is due to poor efficiency and effectiveness of school inspectorate department. For examples, the inspectorate doesn't provide any information to what extent the schools are actively involved in programme dealing with problems of poor performing students. Also, the School Inspectorate doesn't provide sufficient information on whether the schools use their existing resources for efficient and effective activities to deal with the issue of poor performing students (Ndegwa, 2001).

In such situation, the school inspectorate revealed to have a limited capacity to share knowledge on successful or less successful practices. The School Inspectorate has limited capacity – as said above – to assist the Government's work with developing policies on addressing students' poor performance. Thus, the study recommended for either the department to be assisted by the government in order to improve the general situation of the school performances.

2.4.2 The Gap in the Literature on the Subject

Despite section 4 (3.9) of the education Act No. 25 of 1978 that empowers the inspectorate department to monitor all public and private schools (MoEC, 1995). A review of the related literature above indicates that still there is a prominent increase in inefficient and effectiveness in inspecting schools, the surveyed literature indicated that there is a great need for controlling the environment in which education in

schools takes place by making those who teach accountable for their work. This has been the case as a result of the globalised world where competence skills are needed more than ever so as to ensure individual pupil can compete in the labour market. Also, the literature has greatly concentrated on what kind of communication style should be in place so that school inspectors can facilitate the work of the teacher.

It has also indicated the most important role of school inspector that it should be professional support and not mere criticism to teachers. The literature also suggested that if school inspection is to lead to school improvement, there should be a combination of both external and internal evaluation so that teachers have the opportunity to evaluate themselves upon their strengths and weaknesses. Again, the literature emphasized on the classroom observation as a core function of school inspectors. This is because a classroom is a place where the teacher can fulfil her/his responsibility of educating the students and since school inspection's main target is to monitor the quality of education provided, classroom observation is argued to be the most important focus of any inspection process.

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

the conflict between school inspectors and teachers. How school inspection impact teaching and learning has not been clearly studied and properly documented. Therefore, this study seeks to fill such a gap in MbeyaCity.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Chapter two presented the review of literature related to this study and identification of the knowledge gap related to the research problem. This chapter presents the methodological procedures that were used in data collection relevant for the research problem introduced in chapter one. It focuses on the research approach and research design, area of the study, the target population, sample and the sampling techniques for the study. It also includes a description of the methods, which were used to collect data, the procedure for data analysis as well as the research protocols.

3.2 Research Approach

This study mainly employed a qualitative approach with some aspects of quantitative approach. In order to find out the way inspection strategies can influence quality provision of secondary education, 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 and consequently the improvement of the quality of secondary education. The qualitative research has helped the researcher to generate or gather in-depth opinions directly from respondents related to the role and contribution of the school inspectors in the promotion of teacher ethics through interviews and observation checklists. Similarly, the quantitative approach, which is number-oriented and statistical procedures, was used to complement the study by collecting the data to validate the stipulated hypothesis. Therefore, the use of both approaches made a researcher in a good

position to confirm, cross-validate or corroborate findings within a single study (Creswell, 2009).

The major criticism for qualitative approach is that, it relies on a few numbers of informants and so the findings cannot be generalised in a larger population. For the purpose of minimising the weaknesses of this approach, the researcher employed different data collection methods so as to determine the quality of the findings. In this regard, data were collected from the teachers, head teachers, school inspectors, and from the City Education Officer. Also, the issue of triangulation of the research methods as stated earlier was considered in this particular study. The methods included the questionnaires, interviews and focus group discussion. The study used some aspects quantitative approach because the researcher intended to get quantity information from a number of teachers in secondary 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 stresses the research triangulation or multiple sources of data. It is believed that the combination of both qualitative and quantitative approach would capitalise the strengths and offset the weaknesses of each strategy.

3.3 Research Design

The study employed a case study design, which entails detailed investigation as a whole, in this instance the whole case is used as a case of analysis. Tellis (1997) states that case studies are designed to bring out the details from the view points of the

participant by using multiple sources of data. Thus, the researcher's choice to this design aimed at learning and collecting in-depth information about the school inspection for promoting quality education from teachers, school inspectors and education officers from the selected cases, this design helped the researcher to spend time with different selected respondents on school inspection from their own words through semi-structured interview, questionnaires and focus group discussion.

The appropriate design to tackle this problem was case study because it provides strategy of inquiry in which the researcher explores in-depth information, events, activity, process or one or more individuals cases are bounded by time and activity and researchers collected detailed information using the said variety of data collection procedures over a sustained period of time. The uniqueness of case study design is that it utilizes both qualitative and quantitative data to allow data collection through description of a case under study; Mbeya city provided a typical case of the study.

3.4 Area of Study

The study was conducted in Mbeya region, particularly Mbeya city which is one of the districts in Mbeya. The selection of this particular region is influenced by the academic decline of the region as a report from the Ministry of education and vocational training 2016 which ranks the region out of the best ten regions as opposed to the way it used to be in past years, before 2010 Mbeya region ranked among the top five regions, but thereafter it started deteriorating, it has never been in the list of the best ten regions, for example in 2014 and 2015 Mbeya region was the 13th consecutively, for that matter it is put to the list of the regions with cases relating to poor performance in academic achievement. This condition provided a good reason for the selection of the region for this study.

3.5 Target Population, Sample and Sampling Techniques

A population is any group of individuals with one or more characteristics in common and which are of interest to the researcher (Best and Khan, 2006). The target population for this study includes; teachers, education officers, school inspectors, and heads of schools.

3.5.1 Sample for the Study

A sample is a small portion of the population that is selected for observation and analysis. A sample represents the actual characteristics of the whole population, its size depends upon the nature of the population of interest for the study (Best and Khan, 2006). With respect to this study, the selection of the samples considered a number of factors such as the information required, purpose of the study and time. Under this ground, a total of fifty two respondents were involved, eight secondary schools in the city were involved. In particular, the sample consisted of the Regional Education Officer, Southern highland zone Chief Inspector of schools and eight heads of schools (one from each sample school), thirty classroom teachers and eleven inspectors. AS clarifies the distribution in the Table 3.1.

Table 3.1: Sample Distribution by Category and Location

Participants	Region Level	%	Mbeya City	%	Highland Zone	%	Total	%
Teachers			30	57.7%			30	57.7%
School heads			08	15.3%			08	15.3%
CEO			01	2%			01	2%
REO	01	2%					01	2%
School Inspectors					11	21%	11	21%
Chief Inspector					01	2%	01	2%
Total	01	2%	39	75%	12	23%	52	100%

Source: Field Data, 2016

3.5.2 Sampling Techniques

Sampling is a process of choosing the units of the target population which are to be included in the study (Omari, 2011). The study employed two types of sampling techniques, namely simple random sampling and purposive sampling. Simple random sampling was used to select teachers for interviews and focus group discussion. Purposive sampling technique was used to select education officers, school inspectors, and heads of schools. The researcher chose and visited Legico, Iyunga, SamoraMachel, Uyole, Wigamba, Itebwa, Airport and Southern highland secondary schools.

3.6 Types of Data and Data Collection Methods

Data used in this study based on both primary and secondary sources and five data collection methods and instruments.

3.6.1 Primary Data

Primary data are first-hand information collected by the researcher from their original sources. They are normally collected through various methods such as observation, interview and questionnaires (Cohen et al., 2000). The researcher in this study collected primary data from the following respondents: REO, CEO, and Zonal Chief School Inspector, heads of schools, school inspectors and teachers. The methods used in collecting primary data include interview, questionnaires, focus group discussion and observation.

Interview

An interview is a scheduled set of questions administered through verbal communication in a face-to-face relationship between a researcher and the respondents (Kothari, 1990). This method allows flexibility, as there is an opportunity for the researcher to restructure the questions. Interviews are among the most important sources of case study information. The interviews can be structured, focused, or open-ended. In an open-ended interview, the researcher can ask the important information, opinion on events or facts (Tellis, 1997). In this study a semi-structured interview schedule was administered in order to get rich and deep information from Regional and District - REO, CEO, Chief Inspector, School Inspectors and heads of schools. Each interview session took about 30 to 60 minutes and was held in the respondents' respective offices.

Questionnaires

The researcher used questionnaires since the technique allows the coverage of a large population within a short period of time. Respondents have adequate time to give well thought responses, and respondents who are not easily approached can be reached easily by this method (Best and Khan, 2006). In this study both open and close-ended questions were employed to collect data from teachers and officers. Open-ended questions allow the respondents to explain their views on particular issues while close-ended questions permits the respondents to choose among the given responses only.

The researcher distributed the questionnaires to teachers, then were collected within two or three days since teacher respondents were asked for an ample time to fill in the questionnaires. Therefore, the use of questionnaires provided the researcher with valid

information from teachers on the issues related to the school inspection as the bases for academic performances in secondary schools.

Focused Group Discussion

Focused Group Discussion is a form of group interview, though not in the sense of a backward and forwards between interviewer and group. Rather, the reliance is on the interaction within the group who discuss a topic supplied by the researcher (Cohen et al., 2000). The technique is used in qualitative research in which respondents are asked about their attitudes towards a product, concept, product, an idea or package (Patton, 1987).

In the light of this study the researcher conducted focus group discussion with teachers so as to get their experience with and reactions on school inspection. The group discussion comprised of teachers who the researcher thought had the same background in terms of knowledge and interests, the researcher followed a predetermined interview guide to direct the discussion. Focus group discussions were done by five teachers in each school visited, in a private room so as to avoid partiality and provide respondents with freedom to express their views. Each discussion session took between 45 to 60 minutes. This technique was applied so as to complement the data collected through questionnaires.

Observation

Best and Kahn (2006) describe the use of an observation checklist as a fieldwork instrument whereby a researcher in the field takes notes which contain sufficient information to recreate the observations. Observation technique includes participant and non-participant. In the respect to this study, non-participant observation technique

was employed around schools surroundings. The researcher's focus was on generating data related to teacher actions like, attendance, punctuality, teacher-student relationship, teacher-teacher relationship and the like. The data collected through observation checklist complements the data gathered through interviews, questionnaires and document search. Yin (2011) contends that, observation increases the chance for the researcher to obtain a valid and realistic picture of the phenomenon being studied. Thus the method helped the researcher to have an opportunity to look at what was taking place in the real situation.

Secondary data refer to information which has already been collected and compiled for other purposes. Such sources may consist of encyclopaedias, newspapers, books, periodicals and compiled statistical statements and reports. Secondary data are provided by an individual or individuals who may not have directly observed the event, object, or condition (Cohen et al, 2000). These sources were used in order to obtain relevant information that could possibly not be obtained directly from the field. Secondary data was therefore collected through documentary search and/or analysis.

3.6.2 Secondary Data

Secondary data are those pieces of information that do not bear a directed physical relationship to the events of the study (Cohen et al, 2000). This type of data was obtained by reviewing previous studies such as Journals, books, report from MoEVT, newspapers, and internet. The data provided basic information to the study to be aware with the school inspection. The information collected through secondary sources was used to supplement the information provided by primary data.

Documentary Search

Documentary review involves data collection from carefully written official records or documents. Such official records includes: reports, printed forms, letters, autobiographies, diaries, compositions, themes, or other academic work, periodicals, bulletins or catalogues, syllabi, court decisions, pictures, films and cartoons (Best & Khan, 2006: 267).

In this study, data was obtained through the reports on inspection that was found in schools as a school inspection record, and heads of schools records. Inspectors and education officers also had their files on inspection, information collected through this technique enabled the researcher to cross - check the reliability of the information collected through the questionnaires and interviews.

3.7 Data Analysis Procedure

According to Kothari (1990) data analysis is a process that implies editing, coding, classification and tabulation of collected data. The process involves a number of closely related operations, which are performed with the purpose of summarising and organising the collected data in such a way that they answer the research questions. Since the study involves both qualitative and quantitative data, the data analysis process has also been governed by the two approaches.

Qualitative data collected through observation, interviews, discussions were analyzed using themes emerging in the descriptions, and were backed by people's reflections upon phenomenon under investigation and document search has been subjected to content analysis for the verifications and illustrations of the qualitative findings. Quantitative data gathered through questionnaires and document search is

categorized and presented in graphical and tabular forms then converted into frequencies and percentages.

3.8 Ethical Issues

Ethical issues are very important for the researcher to observe in the whole process of any research especially the ones involving human beings. Therefore, in this study, the researcher has adhered to all ethical issues related to human rights as well as the national rules and regulations.

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 expressed so as the participants could take part freely based on their own consent. The interviews were carried out with a very good discussion. Participants were assured their security and confidentiality of all the information given. For this reason no interviewees' names for the purpose of maintaining the confidentiality of the collected information in this study, as a result 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 pertaining to school inspection.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter deals with data presentation, analysis and discussion of the findings in line with the objectives and hypotheses related to the study, the researcher had the task to identify function of the Inspectorate towards the improvement of secondary education quality, to see the strategies employed by school inspectors to cope with the standards set and/or required for school inspection and lastly to list the challenges hampering the strategies used by the school inspectorate department in promoting secondary schools performance. The study involved 52 participants, the zonal chief of Inspectorate, 11 school inspectors, 8 head of secondary schools, 28 classroom teachers and 2 education officers of the region (REO) and the city (CEO), the number and information of the respondents is as shown in Table 4.1.

Table 4.1: Respondents' Information

Respondents' category	Gender		Education level	
	Male	Female	Diploma	Degree
Classroom teachers	15 (54%)	13 (46%)	16 (57%)	12 (43%)
Heads of Schools	06 (75%)	25 (25%)	01 (12%)	7 (88%)
School inspectors	06 (50%)	06 (50%)	—	12 (100%)
Education officers	01(50%)	01 (50%)	—	2 (100%)

Source: Field Data, 2016

The researcher had an interview with all participants after which they completed the questionnaires, both the interview and questionnaires sought two things, back ground information of respondent in the first part, that is their age, qualification and work experience which helped the researcher to understand the suitability and qualification of individuals in the education system, and the second part had the questions which were directly related to the research topic. Some questions were open – ended so as to justify their responses, this aimed to give the participants’ opportunity to provide their views and opinions on school inspection, individual perception and their experiences, and some questions were closed which sought Yes/No answers.

4.2 Average Number of Inspection Given to Each School

The study sought to understand the frequency of inspection in secondary schools, how many times do school inspectors visit schools per academic year, it was found that school inspectors visited schools very rarely as the responses indicate in Table 4.2.

Table 4.2: Respondents’ View about School Inspection Visits

Question	Respondents’ category	Twice per year	Once per year	None	Total
How many time do school inspectors visit your school per academic year	Heads of school	1 (12%)	4 (50%)	3 (38%)	8 (100%)
	Teachers	3 (10%)	15 (50%)	12 (40%)	30 (100%)

Source: Field Data, 2016

From the table the above responses indicate that 40% of the respondents denied to have seen school inspectors in the academic year, 50% of the respondents admitted that school inspectors visited their school only once per academic year, while 10% approved that their school had been visited twice in the year. For that matter school inspection visits is not done as required, some schools had not been visited for the

whole academic year, that is improper for academic improvement, one of the respondent declared the following:

“I have been in this school for two years now as a new appointment, since I came here I have not been inspected by school inspectors, I just use the knowledge I got from the college except for internal inspection and follow-up that is done by the academic office, so I’m helped to that extent”(Field Data,2016).

During the interview with the zonal chief of the school inspectorate, he commented that:

“The inspectorate department suffers a shortage of human resource as well as other resources to run the office, only twelve secondary school inspectors are there to serve schools in the whole Southern highland zone, that’s why some schools are not visited timely, though we try our best to make sure we visit as many schools as possible, it happens we fail to reach some schools then the next year those schools are given priority” (Field Data,2016).

From the quotation above it is obvious that much attention has not been given to school inspection, it is real difficult for twelve school inspectors to visit all the schools in the academic year, so even when they visit the schools it is clear they can’t be that much considerate, for they want to rush to other schools, with that haste in inspection we expect no or little change in the academic performance. This finding is contrary with the study done by McClynn and Stalker (1995) where the findings revealed to use a large number of inspectors who have an authority. On the other side, this findings is in line with the study done by Kamuyu (2001) who noticed the same and it recommended to add more inspectors/quality assurers’ who will comply with all criteria of inspecting the schools for quality development.

4.3 Aspects Covered During School Inspection

Under this objective the researcher wanted to know what aspects exactly are covered during an inspection in secondary schools, during an interview with the Chief zonalinspector of school gave the following explanation in relation to what is covered during inspection

“When we visit school for inspection we focus on inspecting the teaching process, delegation of duties and responsibilities, job description and supervision, students’ enrolment and attendance, school discipline and many other things that ensures the school comply with the education act or directives as given time to time”(Field Data,2016).

As it can be taken from the respondent above school inspectors cover many inspection aspects, it is likely due to limited time and resources some other aspects are not covered as one of the respondent argued:

“When school inspectors come to school they are busy with checking our schemes of work, lesson plans and students’ activities in relation to our plans, very rarely they come into classes to observe what is going on, and once they come they just spend little time and off they go”(Field Data,2016).

When asked about this one of the school inspectors had this to say;

“Sometime we find it difficult to go into the class for observation because of limited time we have, we just see the documents related to teaching and we understand what is generally done in classes, we ought to make classroom observation but we find that our schedule is so tight, we sometime do classroom observation and sometime not, because we can’t afford to go to every class and make follow up for every teacher”(Field Data,2016).

From the comment above, it was noted that most of the time on their visit to schools, Inspectors deal with the documents used in the teaching process like schemes of work, lesson plans and lesson notes as well as students’ exercises. For that matter they miss

what is really taking place in classrooms, shortage of human resource in the school inspectorate is the cause of this. This study is in line with the study done by Kamuyu (2001) and Nakitare (1980) noticed the same.

4.4 Challenges that Inspector Encounter During School Inspections

For a quality and improved education performance there should be an effective school inspection, in this study it has been found that there are situations that hinder effective school inspection for quality provision of secondary education.

4.4.1 Problematic Issues for School Inspectors

In this study school inspectors did not seem to be satisfied with their work conditions. They lack basic resources to run the office, go to the field and even if they go they lack field allowances and some claimed that they visited schools only to show their superiors that they were not dormant and to avoid the conviction. From the findings it was learnt that school inspectors felt disappointed, as they did not have economic power. This was important to this study in explaining why school inspectors tended to collect subject logbooks, students' 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.

4.4.2 Teachers' Morale towards Work

Inspectors meet difficulties when meeting dissatisfied teachers, teachers should be motivated to perform their duties because they need to be committed to their work

rather than because they know that school inspectors will visit their school, and a respondent from the inspectorate commented the following:

“We get difficulties when we come to schools we find a big number of teachers in a school complaining about their low salaries and unpaid debts from the government actually their morale is too low in fulfilling their duties”(Field Data,2016).

The challenge to the school inspectors in Tanzania is how to facilitate teaching and learning among the frustrated teachers and find the proper approaches in dealing with them. School inspectors should always reflect whether or not they are promoting problem solving or making teachers more confused. Although not all teachers can be frustrated due to a low salary some might have their own means of earning a living apart from what they get as monthly salary. In whatever language it can be explained, devoting time for other activities for more earning affects teachers' commitment towards teaching and learning.

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 demoralisation, it might be difficult to be committed towards their work. Teachers, morale has been low due to low payment and unpaid salary arrears and many other ignored rights, as a result teaching in Tanzania has been a last resort in choices for careers and further education due to the problems indicated above. But, it is good that teachers should feel this responsibility of educating the students regardless of the challenges they face.

From the study it is obvious that teachers are frustrated with the kind of life they live, and the way the society look down at them, they position themselves and off course

the society at large put them at a lower class, this makes them dissatisfied with the job they are in and consequently low performance in their duties for that matter we expect less or no improvement of the quality of education.

4.4.3 Implementation of Reports and Recommendations

It was found in this study that although school inspectors take much time to write reports and recommendations to the respective stakeholders those recommendations were not implemented as one inspector commented:

“When we visit schools we give suggestions and recommendation of all shortcomings we see, but when we visit the same school the next time we find things the same way we left and had recommended for improvement, especially things associated with infrastructures”(Field Data,2016).

Teachers also complained that there was nothing done as a follow up of what had been recommended by the school inspectors, what is within the capacity of the system should be put into practice, teachers as in most cases teachers may not be in a position to make changes that school inspectors recommend. This finding is indeed contracting with what in some of developed countries where the reports and recommendation are seriously worked with it but it is in line with what Kamuyu (2001) noticed that there are no serious measure are taken by the schools to rectify the situation as per inspection reports.

4.5 Teachers Perception on School Inspection and School inspectors

This study again was intended to explore the teachers' views on the importance of school inspection on improvement of teaching and learning and whether or not school inspectors facilitates education. The findings indicated that school inspection helped

teachers improve in teaching and learning as one of the respondent from the teachers' side had the following to say;

“The today’s school inspectors are very cooperative, they establish a good personal relationship facilitating a constructive partnership in work, when school inspectors come to school they ask for a staff meeting, we introduce each other then after their inspection and classroom observation they organise another meeting to wind up what they have observed with advices and suggestions about how to improve our teaching, actually we enjoy this kind of relationship”(Field Data,2016).

From the findings above it was evident that school inspectors advise and help teachers in one way or another to make them up to date in their professional, teachers seem to be satisfied with the way school inspectors share with them things related to their professional. Table 4.3 illustrates more about this.

Table 4.3: Respondents’ View about Inspectors’ Professional Support

Question	Respondents’ category	Yes	No	Total
Is there any Professional support that school inspectors offer to teachers	Heads of school	08 (100%)	—	08 (100%)
	Teachers	28 (93%)	02 (7%)	30 (100%)
Is it true that when school inspectors visit school teachers tend to be tense and fearful	Heads of school	05 (63%)	03 (37%)	08 (100%)
	Teachers	20 (67%)	10 (33%)	30 (100%)

Source: Field Data, 2016

From the comments above and the table it is obvious that teachers perceive school inspectors in a positive way. However they are less motivated with what exactly the inspectors recommends what in this study was found is to have a respect with fear which fails to rectify some of the schools in enhancing quality education.

4.6 How do the Strategies Influence the Performance of the School and Students?

This section presents data from the field on how school inspection strategies contributes to quality provision of secondary education, how the strategies improves teaching and learning process. The strategies include; providing inspection feedback, reinforcing accountability in education, professional support, classroom observation, advisory role and arrangement of inspection visits.

4.6.1 Providing Feedback to Various Stakeholders

It was the interest of the study to investigate the extent to which school inspectors give reports/feedback on what they have discovered in the field during inspection and whether those reports are useful and helpful to education/school managers and teachers, teachers and other people responsible for education. It was found that school inspectors spend much of their time after school visit to write the reports and give important recommendations whenever necessary and these reports are given to education authorities and back to school for implementation, a good percent of the respondents admitted that the inspection is done in schools and that the reports are given to relevant authorities for follow-ups, the responses were as shown in the Table 4.4.

Table 4.4: Respondents View about Feedback

Question	Respondents' Category	YES	NO	TOTAL
Do school inspectors provide Report/feedback	Teachers	27 (90%)	03 (10%)	30 (100%)
	School heads	08 (100%)	—	08 (100%)

after their visit to school?	Education officers	02 (100%)	—	02 (100%)
Does the feedback help to improve academic provision in schools?	Teachers	27 (90%)	03 (10%)	30 (100%)
	School heads	08 (100%)	—	08 (100%)
	Education officers	02 (100%)	—	02 (100%)

Source: Field Data, 2016

As we can see from the responses above it is true that reports are disseminated to authorities intended but unfortunately enough it seems the reports are not worked out because most of the time when school inspectors visit the same school the second time they find the same problem, one of the respondents from the Inspectorate commented the following;

“The first thing we do after the inspection in schools is to write the Inspection report which is sent to the Region Administrative Secretary (RAS) and the City Director (CD) as well as the owners for private schools, whom we expect to make some adjustments for problems we have seen in schools, other clients of our reports are the schools themselves, but it seems the reports are not even read by the concerned, because we see no adjustment made when we visit the same schools the second time”(Field Data, 2016).

The response on the matter from the City Education Officer was:

“Actually we receive the reports whenever school inspectors visit schools, the reports come with a lot of recommendations and suggestions, some of which need budget for implementation, especially those associated with school infrastructures, we write to the City Director (CD) and the Region Administrative Secretary (RAS) so that he may allocate some money for school maintenances, most of the time we fail to get money in time, but those which need improvement in our performance we act immediately”(Field Data, 2016).

From the findings and quotation above it is obvious that inspection reports are given to all necessary stakeholders but it seems the reports are not even read by the concerned, all the recommendations remain in papers, the problems noted like big number of students in class, shortage of science subjects teachers are not worked out.

If the recommendations and the school inspection reports are not worked upon then it is useless to visit schools, and indeed it demoralises the school inspectors upon their work performance. 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. It is argued and acknowledged that, District education officers who work upon the school inspection reports might be very effective in their 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.

4.6.2 Professional Support

Professional support is one of the strategies in school inspection, it is about providing assistance to teaching staff related to their professional to ease their work, the majority of the respondents (teachers) admitted that school inspectors provide professional support, one among the heads of schools commented:

“Yes, there’s professional support, when school inspectors come they sit with teachers to encourage them to abide to their professional conduct, they share with teachers the teaching methodologies/techniques and emphasize the necessity of preparing basic documents for teaching like schemes of work and lesson plans”(Field Data,2016).

Furthermore, one of the school inspectors commented the following during an interview:

“once we visit schools we do not only check what teachers are doing but also to give them some assistance on anything that

seems to puzzle them related to their teaching, for example we offer short seminars on competence based teaching/learning approach, we support them with relevant skills to improve their capacity and profession and we discuss many other issues that appear to be a challenge in their daily activities of educating young generation”(Field Data,2016)

From the comment above we see that there’s professional support to teachers when school inspectors visit schools, and actually a good percent of the respondents admitted to receive professional support from the inspectors, though very few had different view about school inspectors claiming that they partially offer the support expected, that they expected the inspectors to teach the complicated topics in class so that teachers see the real example,the percentof the responses wereas the Table 4.4 indicates.

From the findings,it’s true that professional support to teachers is offered though it seems that some teachers are not satisfied with what inspectors do, they expected more from them which they do not get, and further it was noted that some teachers tend to be tense and fearful when they see school inspectors visiting their schools.It was again the interest of the researcher to see whether school inspectors support and encourage teachers to behave professionally and build a team work spirit so as the core function of the school to be realised and whether they advise teachers to make the best use of the available facilities both within the school and in the wider community, encourage teachers’ self-evaluation to improve the teaching and learning process.It was found that school inspectors most of the time on their visit to schools they offer advice and strategies for improving the teaching and learning process, they encourage and help teachers to put up with the current methodologies of teaching so as to improve the quality of our education, as one of the inspectors commented;

“I always advise teachers to implement the principle of competence based teaching/learning approach which is the modern method of teaching, we usually sit and discuss with teachers the best way of delivering the knowledge to students according the modern innovative methods of teaching, I advise them to update themselves with the modern world” (Field Data,2016).

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. As 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.

4.6.3 Reinforcing Teachers Responsibility and Accountability

A further aim of this study was to investigate whether school inspectors help teachers accountability on their work performance, it was found that most teachers are not accountable and responsible for their work, most of them are busy with other business outside the school complaining that their salaries are very low so they have to do some extra activities to top up their income, this makes them not responsible in the education of their students, devoting much of their time for private earning affect

teachers commitment towards their work, and that their classes are too big to be fine handled, as one of the respondent alleged:

“We are under stress because the number of students in some classrooms is too big to an extent that is difficult to control the classes during teaching, that’s why there’s poor teaching, on top of that we get very low salaries compared to daily life expenses that we incur, which actually brings down our teaching morale, we sometimes have to go out of the school and look for more income” (Field Data,2016)

It was further noted that only when school inspectors visit schools is when teachers make themselves busy with education, even the academic documents like lesson plans which ought to be daily prepared, are mostly not prepared as needed, but are prepared when the information about the inspectors visit comes, lazy teachers are paying special attention during the school inspection, for that matter they help to ensure accountability in schools for they make sure that students are getting their education potentially. If there could be no school inspection the situation could be worse.

4.6.4 Inspection and Classroom Observation

The study intended further to explore the inspection is done with classroom observation, the findings indicated that school inspectors make classroom observation though it was revealed that there’s minimal observation, one of the interviewee said the following;

“When school inspectors come to school they are busy with checking our schemes of work, lesson plans and students’ activities in relation to our plans, very rarely they come into classes to observe what is going on, and once they come they just spend little time and off they go” (Field Data,2016).

When asked about this one of the school inspectors had this to say;

“Sometime we find it difficult to go into the class for observation because of limited time we have, we just see the documents related

to teaching and we understand what is generally done in classes, we ought to make classroom observation but we find that our schedule is so tight, we sometime do classroom observation and sometime not, because we can't afford to go to every class and make follow up for every teacher”(Field Data,2016).

From the comment above, it was noted that most of the time on their visit to schools, Inspectors deal with the documents used in the teaching process like schemes of work, lesson plans and lesson notes as well as students' exercises. For that matter they miss what is really taking place in classrooms, shortage of human resource in the school inspectorate is the cause of this.

It is worth arguing that the collection of students' 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 detect 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 students learn and what they learn should be a main goal of the school inspectors (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 CarrHill (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.

More over 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 just 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 were few in number in relation to the number of secondary schools in the Southern highland zone in which Mbeya city is, it was good to find that at least school inspectors were able to visit each school once in an academic year. Although implementation of the recommendations needs more time, one year is not enough for them to put the changes in place.

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 year or a longer period more than that. 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.

4.7 Emerging Themes

In this study some of the findings came in as a result of in-person interview with the participants. The findings which were not intended by the study that is they were not part of the original research objectives, they emerged during data collection these were first, large number of students in classes and the second was the shortage of school inspectors.

4.7.1 Large Number of Students in Classes

During the interview with teachers complained about class sizes, that their classes are too big for them to handle, this makes it difficult to provide quality education, in recent years a big number of students enter secondary schools, as the policy that everyone should at least reach form four with no school fees which is termed as free education, together with the introduction of Secondary Education Development program (SEDP) basic education goes up to form four therefore it is compulsory for children to attend up to that level. The expansion pace of infrastructures has not gone with the enrolment. For that matter classes are overcrowded

4.7.2 Shortage of School Inspectors

It was again revealed that there's a shortage of human resource and other resources in the inspectorate department to manage the daily expanding secondary education in Tanzania, data from interview with the zonal chief inspector of schools as well as his subordinates indicated that there's a shortage of school inspectors as the chief explained:

“We are very few in this office to go all over the southern highland zone, we find it difficult to visit all the schools and make an intensive inspection in a year, as you know there’s a big increase of secondary schools, some of which without inspection and close supervision cannot run as expected, and sometimes we produce the reports very late due to shortage of stationery and sometime we use the Headmasters/Headmistresses to inspect their schools on behalf and other time the Ward education officers” (Field Data, 2016)

From the quotation above it is obvious that the insufficient resources and number of school inspectors makes the department inefficient which means the less the inspection and supervision the less the quality of education. Thus this findings is supported by different empirical studies (Nakitire, 1980; Wanga, 1988; Kamuyu, 2001; NAOt, 2008) noticed that in order to enhance quality education the inspectors should have efficient in the implementation of its obligations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter will provide the summary of the major findings of the study, conclusion of the study is also provided. The last section of the chapter provides the recommendations both for policy practices and for further researches.

5.2 Summary

This study sought to examine the strategies employed by school inspectors on teaching and learning in Tanzania, which will provide deeper insight to the educational administrators, planners and policy makers to help the current situation of secondary schools in developing the quality of secondary education in our country. Research participants were 52, of whom 30 (57.7%) were secondary school teachers, 8 (15.3%) heads of secondary schools, 12 (23%) were school inspectors and 2 (4%) education officers. The main research methods employed in data collection in this

study were interviews (semi-structured interviews), questionnaires and focus group discussions. Secondary school teachers were involved in the completion of the questionnaires and in focus group discussions and all heads of school in all eight secondary schools did that, as well as completing the questionnaires, which were involved in the interview.

This study further revealed that school inspectors had poor working conditions. They suffered a shortage of human and other resources like means of transport to take them to schools and stationeries for production of various school reports; the situation hinders them from performing their duty effectively and efficiently. It was further found that school inspectors did not have allowances to facilitate their visits in schools. This was perceived to be a problem as school inspectors became too dependent to the schools they visited which could affect the inspection findings and their reputation before the teachers.

The disregarded inspectors' reports and feedback was another challenge observed, he authorities concerned with the accomplishment of the inspectors reports seem not to care about, no matter what reasons all comments and recommendation made by inspectors need to be worked upon failure to that it demoralises the inspectors. It is insincere 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. We believe that school inspection is both a tool for accountability and as a powerful force for school improvement.

5.3 Conclusion

The main aim of this study was to examine the school inspection strategies and quality provision of secondary education in Tanzania, the study revealed that School inspection was an important service in all schools, which when best used ensures improvement of academic performance in schools. The impact of the school inspection however, depends on how it is done, and whether the reports/feedback and recommendations by inspectors are used as a tool to drive improvement of school performance, and where feedback and follow up was lacking then school inspection was a waste of time and resources. School inspection aimed to eliminate the shortcomings in the provision of quality education.

Therefore the recommendations given during school inspection focused on the improvement of academic achievement. School inspection on the other hand provided advice to school administration on teachers, students and on the teaching/learning environment. This research aimed to find out the school inspection strategies, that helps academic achievement. Moreover to see how the strategies contribute 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 strategies if properly used plays a potential role in improvement of teaching and learning. There are numerous deficiencies in the practice of school inspection in our country. Of particular importance is the fact that school inspectors themselves are poorly supported in their office and into the inspection process. It appears that school

inspection in Tanzania is considered of a slightest meaning, because it seems no one cares what they are doing as long as their reports are not worked out to the extent that is acceptable.

5.4 Recommendations

Based on the findings of this study, the following recommendations are made to enhance school inspection strategies for the quality provision of secondary education in Tanzania. The findings in this study indicated that the inspectorate face a number of problems caused by scarcity of resources. It is suggested that the budget for school inspection be increased, more money would cover the cost for inspecting more schools and timely including extra days for conducting workshops and seminars for teachers to improve their performance. The number of school inspectors should be increased as well. Due to inadequate fund shortage of inspectors there are schools, which could not be visited even in two years time.

The frequency of inspections should be increased to provide adequate guidance and support, as pointed out school inspectors reminded and supported teachers in performing their duties. Regular school inspections update teachers using modern. Teachers needed school inspectors in the implementation of new syllabi and implementation of new teaching strategies. At the same time school inspectors needed to discover and report on the implementation of the teaching learning process.

Of equal importance, teachers' problems should be solved quickly. Issues such as promotions, payment of allowances for leave and payment of their salary increments and other incentives may make them more committed towards their work. 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 lack salary increments. 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.

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 detect 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. Black and William (2001) and Matthew and Smith (1995) consider classroom observations to be the central practice to improve teaching and learning. As discussed in this study, a classroom is regarded as a black box where one cannot see what is taking place until she/he goes in. Thus, classroom observation should be a central focus for each and every school visit and school inspectors are to fulfill this obligation for a positive impact on teaching and learning to be realized.

Accordingly, the implementation of school inspection reports and recommendations was indicated as a critical problem in this study. As Gaynor (1998) observed, recommendations without actions are meaningless. 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 district director and DEOs and REOs. For improvement in

teaching and learning to be achieved, the DEO/REO and the owner of the schools (for Private owned schools) 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 frustrates both the school inspectors and the teachers (Gaynor, 1998). Efforts should be made so as to ensure that no one thinks her/his work is in vain.

So far, since this study concentrated on the school inspection strategies for quality provision of secondary education, it was revealed that School inspection was a very important service in all schools, which is used to ensure improvement of academic performance in schools. The impact of the school inspection however, depends on how it was done and the way the recommendations were made into practice.

REFERENCES

- Best, J. W., & Khan, J. K. (2001). *Research in Education. 10th Edition*. New Delhi: Kindle Direct Publishing.
- Black, P., & Dylan, W. (2001). *Inside the Black Box: Raising Standards through Classroom Assessment*. London: Blatchford, Peter & Clare.
- Carr, W. & Stephen, K. (1986). *Becoming Critical: Education, Knowledge and Action Research*. London: The Falmer Press.
- Chapman, Christopher. (2001b). Changing classrooms through Inspection. *School Leadership and Management Journal*, 21(1), 59- 73.
- Cohen, L., Manion, L., & Marrison, K. (2000). *Research methods in Education (5th ed)*. London: RoutledgeFalmer.

- Colclough, C., Al-Samarrai, S., Rose, P., & Tembon, M. (2003). *Achieving Schooling for all in Africa*, Aldershot: Ashgate Press.
- Collie, S. & Alton, T. (2004). *Improving Teaching Quality and the Learning Organization. Tertiary Education and Management*, London: Graig Venter Institute Publishers.
- Creswell, J. W. (2009). *Research design: A qualitative, quantitative, and mixed method approaches* (3rd ed.). Los Angeles: SAGE Publications Inc.
- Ehren, M., & Adrie, V. (2006). Towards a Theory on the Impact of School Inspections, *In The British Journal of Educational Studies*, 54(1), 51 – 72.
- Fontana, A. & James, F. (1994). "Interviewing: The Art of science" Denzin, Norman & Yvonna Lincoln (eds): *Handbook of Qualitative Research*, Sage Publications Inc.
- Galabawa, J. (1993). "Decentralization of Education and the Role of Educational Managers in Tanzania." Dar es Salaam: Mkuki Na Nyota Publishers.
- Galabawa, J. (2005). *Returns to Investments in Education: Startling Relations and Alternatives before Tanzanians. Professorial Inaugural Lecture Series 45*. Dar es Salaam: Dar es Salaam University Press.
- Gaynor, C. (1995). "Decentralization of Primary Education: Implication at School and Community Level-The Case of Nigeria and Tanzania" Consultant Report. World Bank, Economic Development Institute, New York, USA.
- Gaynor, C. (1998). *Decentralization of Education: Teacher Management*. Washington, DC: The World Bank.
- Glickman, Carl, Stephen Gordon & Jovita Ross-Gordon. (1998). *Supervision of Instruction: A Developmental Approach 4th edition*. London: Allyn & Bacon.

- Grauwe, A. (2007). *Transforming School Supervision into a Tool for Quality Improvement. In International Review of Education, 21(3), 709-714.*
- Hoyle, E., & Mike, W. (2005). *Educational Leadership: Ambiguity, Professionals and Managerialism.* London: SAGE Publications Inc.
- James, N., & Linda, A. H. (2005). *Teacher Supervision and Evaluation, Update edition: The Theory into Practice.* New York: John Wiley & Sons, Inc.
- John, C. (1997). HIM & OFSTED: Evolution or Revolution in School Inspection: *British Journal of Educational Studies, 45(1), 39-52.*
- Kanukisya, B. (2008). *Contemporary Adult Education Policies and Practices in Tanzania: Are They Meeting National Challenges?* Oslo: University of Oslo.
- Kothari, R. C. (2004). *Research methodology: Methods and technique.* New Delhi: Wiley Eastern Limited.
- Lee, J. (1997). HIM and OFSTED: *Evolution or Revolution in School Inspection. In: British Journal of Educational Studies, 45(1), 39 – 51.*
- Lee, V. & Elyssa, W. (2002). *Education Voucher System, Report Paper 06/01 02, Research and library Services Division Hong Kong, China.*
- Leslie, R. (2003). *Do School Inspections Improve School Quality OFSTED Inspections and School Examination Results in the UK. In Economics of Education Review, 23(2), 143-151.*
- Levin, H. (1991). The Economics of Educational Choice, *Economics of Education Review, 10(2), 171 – 175.*
- MacBeath, J. (2006). *School Inspection and Self- Evaluation: Working with the New Relationship.* London: Routledge.

- Martin, C. (1998). The effects of Class Size on Classroom Process: It's a Bit like a Treadmill- Working Hard and Getting Nowhere fast, *In British Journal of Educational Studies*, 46(2), 118-137.
- MoEC. (2005). School Inspectorate: Powers, Roles and Responsibilities. Retrieved on 25th Oct. 2016 from: http://www.moe.go.tz/inspectors/roles_respons.html.
- Nakitare, W. (1980). *Competence in supervision approach*. New York: The Guilford Press.
- Neave, G. (1987). *Accountability in Education*, In Psacharopoulos, George. (1987) (Ed.) *Economics of Education-Research and Studies*. Oxford: Pergamon Press.
- Nkinyangi, S. (2006). *Quality Standards and Quality Assurance in Basic Education: Experience from Burundi, Eritrea, Kenya, Rwanda and Uganda*. Nairobi: UNESCO.
- Nyirenda, S. D., & Ishumi, A. G. (2002). *Philosophy of education: An introduction to concepts, principles and practice*. Dar es Salaam: Dar es Salaam University Press.
- Omari, I. (1995). Conceptualizing Quality in Primary Education in Tanzania. *JIPED Education and Development*, 16(25), 45-129
- Omari, I. M. (2011). *Education research: A practical guide based on experience*. Dar es Salaam: Delah Educational Publishers.
- Rajani, R. (1999). *The state of education in Tanzania: Crisis and opportunities*. Kuleana Publishers.
- Sergiovanni, T. & Robert, S. (2007). *Supervision: A Redefinition* 8th edition. New York: McGraw- Hill.

- Stufflebeam, D. L. (2000). *The CIPP model for evaluation*. In D. L. Stufflebeam, G. F. Madaus & T. Kellaghan (Eds.), *Evaluation models* (2nd ed.). Boston: Kluwer Academic Publishers.
- Taylor, F. (1911). *The Principles of Scientific Management*. Retrieved on 19th Oct, 2016 from: <http://www.netmba.com/mgmt/scientific>.
- Tellis, W. (1997). *Application of case study methodology: The qualitative report*, Retrieved July 19, 2011, from <http://www.nova.edu/ssss/QR/QR3-3/tellis2.html>.
- Tony, B. (2003). *Theories of Educational Leadership and Management* 3rd edition. London: SAGE Publications.
- United Republic of Tanzania (URT), (1964). *Public Service Act, 1964*. Dar es Salaam: Government Printers.
- URT, (1968). *Public Service Act, 1968*. Dar es Salaam: Government Printers.
- URT: (1995). *Education and Training Policy*. Ministry of Education and Culture. Dar es Salaam, Tanzania.
- Webb, R., Graham, V., Kristi, H., & Seppo, H. (1998). *External Inspection of Self Evaluation? A comparative Analysis of Policy and Practice in Primary Schools in England and Finland*. *British Educational Research Journal*, 24(5), 539-556.
- Welsh, T., & Noel, M. (1999). *Decentralization of Education: Why, When, What and How?* Paris: UNESCO Woodhall,
- Wilcox, B. (2000). *Making School Inspection Visits More Effective: The English Experience*. Paris: UNESCO.
- Xiaohuan, S. (2002). *Education in China: Reform and innovations*. Beijing: China Intercontinental Press.

Yin, K. R. (2011). *Qualitative research from start to finish*. New York: The Guilford Press.

APPENDICES

Appendix I: Interview Guide for Teachers

1. Sex:
2. Educational level.....
3. Age
4. Work experience.....
5. How many students are there in your classes? Many..... Average
6. How many times do school inspectors visit your school per academic year?
7. How do you feel when school inspectors visit your school
8. What things school inspectors place more emphasis upon when they visit your school?
.....

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

 ...

10. Do school inspectors provide report/feedback after their visit to your school? Yes NoIf yes does the feedback help to improve academic provision in the school? Yes No
11. What challenges do you face in your daily work performance especially in relation to teaching and learning?

12. What should be done to ensure teachers are committed and motivated towards the work?

Appendix II: Interview Guide for Head of Schools

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 students do you have in your school? Boys.....Girls..... Total.....
7. How many times do school inspectors visit your school per academic year?

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

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

.....
...
.....

10. Do school inspectors provide report/feedback after their visit to your school?
Yes NoIf yes does the feedback help to
improve academic provision in the school? Yes No
.....

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

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

13. What should be done to ensure teachers are committed and motivated towards the
work?
.....

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

Appendix III: School Inspectors' Interview Guide

1. Sex:
2. Educational level.....
3. Age.....
4. For how long have you been a school inspector?
5. How many schools do you visit per academic term?
6. What is the most important thing to do when you visit schools?
.....
.....

7. What challenges do you face when visiting schools?
.....
.....

8. What kind of support do you offer to the teachers to help them improve in
teaching and learning?

9. What are the inspection strategies do you use to improve your inspection work?

.....
.....

10. What do you think can make your work more effective and efficient to improve the quality provision of secondary education

.....

Appendix IV: Interview Guide for Zonal 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. What strategies do you use when visiting schools for inspection, do they work?
.....
.....
8. How many schools do you inspect per year 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 is the main challenge do you meet when visiting schools?
.....
...
- 11. Where do you provide/send Inspection report/feedback?

(i)..... (ii) (iii)
- 12. What should be done to improve school inspection so that it can have a greater impact upon teaching and learning?

AppendixV: Interview Guide for Region/City Secondary Education Officer

- a. Sex:
- b. Educational level.....
- c. Age.....
- d. Work experience.....
- e. For how long have you been in this office as Region/District education officer?
.....
- f. Do school inspectors send school inspection reports to you? Yes
No..... If yes, what is your opinion on these school inspection reports, do they help to improve the academic provision in schools?
.....
.....
- g. What kind of support do you provide to school inspectors?
.....

- h. Is there any positive cooperation between your office and school inspectors?
Yes.....No..... If not, can you please explain?
.....
- i. In your own view, what can be done to make school inspection more useful in
improving the work of teachers and Quality provision of education?
.....

Appendix VI: Focus Group Discussion for Teachers

1. Does school inspection have any importance for smooth progress and improvements in teaching and learning in secondary schools?

.....
.....
.....
.....
.....
.....

2. What are the challenges do school inspectors have in the whole process of inspecting the schools

.....
.....
.....
.....

3. What should be done so that school inspection can have great impact upon teachers' work performance?

.....
.....
.....
.....
.....