

**SCHOOL COMMUNITY PERCEPTIONS OF THE POTENTIAL  
CONTRIBUTION OF SCHOOL INSPECTION IN IMPROVING SCHOOL  
PERFORMANCE IN TANZANIA: A CASE OF PRIMARY SCHOOLS IN  
MBARALI DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT FOR THE  
REQUIREMENTS OF THE DEGREE OF MASTER OF EDUCATION IN  
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN  
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**2014**

**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation titled: *School Community Perceptions of the Potential Contribution of School Inspection in Improving School Performance: A Case of Primary Schools in Mbarali District*” 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

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Date

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### **DECLARATION**

I, **Lazaro Yona Mwaisaka** do hereby declare that, the content of this dissertation is my own original work and that it has not been submitted for a similar degree in any other university.

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Signature

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Date

**DEDICATION**

This dissertation is lovingly dedicated to my parents Lazaro Mwaisaka and Edina Mwaisaka for their love, endless support and encouragement, my lovely wife Maria Mwaisaka for her motivation, inspiration and encouragement throughout the period I was pursuing the study.

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## **ABSTRACT**

This study investigated school community's perceptions of the potential contribution of school inspection in improving school performances among Mbarali district primary schools, Mbeya region. The first objective identified indicators of improved school performance; the second investigated school community perceptions of school inspectors; the third objective identified what inspectors do during school inspection and their influence on school performance and finally gauging the mitigating factors on school inspection in improving schools performance. The study used both quantitative and qualitative methods complementarily in data collection and analysis. The findings show that balanced teacher/pupils ratio, high pupils performance, enhanced deliverance of curriculum, high pupils attendance are among the indicators of improved school performance arising from school inspection. The results show that school inspectors use harsh language, harass and tend to criticize teachers more than motivating them. Respondents added that inspectors feel superior to teachers and that their reports are kept confidential so that teachers do not see what is contained in there.

Moreover, the study found out that inspectors oversee implementation of policies, laws, regulations, and directives of education and ensure provision of quality teaching and learning as well as inspecting teachers in classrooms. Also, teacher's motivation, good infrastructure, enough budgets, use of proper language improves school performances. The study recommends that inspection report should be distributed to teachers for their professional practice, and that school inspectors should have proper oral communication when inspecting, as it will help to motivate teachers and in turn improve school performance.

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**LIST OF ABBREVIATIONS AND ACRONYMS**

CIS	Chief Inspector of Schools
DEO	District Education Officer
DFID	Department for International Development
LEA	Local Education Authorities
MOEVT	Ministry of Education and Vocational Training
OFSTED	Office For Standards in Education
REO	Regional Education Officer
SPSS	Statistical Package for Social Sciences
UK	United Kingdom

## **CHAPTER ONE**

### **1.0 INTRODUCTION AND BACKGROUND TO THE PROBLEM**

#### **1.1 Introduction**

School inspection is concerned with the improvement of standards and quality of education and is an integral part of school improvement programme. In many countries where inspectorate system of supervision of schools is conducted such as Britain, Kenya, Tanzania and others, the responsibility of school inspection lies within the directorates of inspectorate. School inspection practices especially in third world countries are legacy of the colonial era. In Tanzania for instance, School inspectorate department is one of the departments of the Ministry of Education and Vocational Training (MOEVT) in Tanzania. Thus, school inspectorate department ought to perform its functions according to the ministerial statutory policies, goals, current reforms and directives. One of the functions is to inspect all schools and offer suggestions and recommendations to MOEVT and other stakeholders on ways and means for improving the quality of education offered in schools (Mbwambo, 1990).

The functions, responsibilities and strategies of school inspection were introduced during the colonial era and since its inception there have been insignificant changes made (Apelis, 2008). Thus, school inspection practices are associated with numerous problems like negative attitude of teachers towards school inspection (Katunzi, 1981). Such behaviour is partly contributed by incompetence and unprofessional behaviour of some school inspectors.



## **1.2 Background to the Problem**

One of the strategies for monitoring teaching and learning in schools and for enhancement of quality and raising standards which have received a great deal of attention over the years concerns school inspection. Therefore, inspection is concerned, in the main, with the improvement of standards and quality of education and should be an integral part of a school improvement programme. The rationale for this improvement is three folds (a) 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; (b) the effectiveness in education system is a key influence on economic well-being of every nation; and (c) the recognition of the need to equip students with the kind of education that enables them to contribute to increasingly complex and changing society (McGlynn and Stalker, 1995) .

Similarly, in South Africa, the Inspectorate is primarily concerned with and is divided into management functions and advisory services. However, they argue that, the functional effectiveness in terms of quality of teaching and learning and the instruments used to assess teacher competencies are highly limited (McGlynn and Stalker, 1995). According to Wilcox and Gray (1994), inspection, as a mode of monitoring education, offers the following major benefits. It gives inspectors an opportunity to observe classrooms and, thereby, a better basis for discussing the development of the school with head teachers, it gives school inspectors an opportunity to learn about the schools, the head teachers, the teachers, the curriculum, and the students and provides the way forward. It is a potential learning experience for those involved; as well as providing useful information to parents in their choice of schools; leads to a better understanding of schools; enhances staff

cooperation and public recognition that the school is basically on the right track; and it finally boosts staff morale.

According to Hargreaves (1995) inspection is a powerful means of monitoring the education system, tracks standards and performance levels over a period of time, and of identifying schools' failures. According to McGlynn and Stalker's (1995) findings of inspection can be used to identify aspects requiring attention and improvement in individual schools; to clarify performance of education systems as a whole; and to inform national and regional educational policy, practice, and development. In addition, the researcher argues that inspection findings are important in view of the Government's guidelines on school development planning and should provide the basis for national evaluation of education.

Inspection is built upon a number of assumptions and ideas about schools that raise the possibility that new inventions are possible. The following four basic assumptions underlie school inspection as per Wanga (1988). Inspection is an effective and cost-effective method for improving schools. The inspection process leads to a set of recommendations which describe the main areas requiring improvement; improvement of schools through inspection can be gauged from the extent to which the recommendations are implemented; and those in authority know and understand the objectives and goals of the school so well that they can assume superior academic and professional roles over teachers and pupils.

### **1.3 Statement of the Research Problem**

Many countries throughout the world have developed some means of monitoring the performance of their education systems. One of which is school inspection. The

critical role of inspection as one of the dominant strategies for monitoring and improving school performance cannot be overemphasized. School inspection is built upon a number of assumptions and ideas about how they contribute to improved school performance. Despite this important role school inspector practices and approach still have not demonstrated on instructional strategies as facilitators and advisors but rather act as fault finders. Some school inspections are harsh, discouraged teachers and some of the judgment are unfair to teachers as they do not work together and discuss their report; and so they give wrong perception to the school community. Therefore, this study aims to investigate school community's perceptions of the potential contribution of school inspection to improving school performance in Tanzania.

#### **1.4 General Objective of the Study**

The main objective of this study is to investigate school community's perceptions of the potential contributions of school inspection to improving school performance.

More specifically the objectives of this study are to:

- (i) Identifying the indicators of improved school performance;
- (ii) Examine school community' perceptions of school inspectors;
- (iii) Identify instructional roles of school inspectors for enhancing school performance
- (iv) Identify mitigating factors on school inspection in improving schools performance.

#### **1.3 Research Questions**

- (i) What are the indicators of an improved school performance?

- (ii) What are school community's' perceptions of school inspectors?
- (iii) What are the instructional roles of school inspectors in enhancing school performances?
- (iv) What are the mitigating factors to school inspection and performance?

#### **1.4 Significance of the Study**

This study revealed much about teachers perceptions on the potential contribution of school inspection in improving teachers` quality of instruction and hence school performance. The findings from this study shed some light on the roles of school inspection to improving schools' performance as well as to stimulate further studies on the subject under study.

#### **1.5 Limitations of the Study**

Limitations of study according to Kombo and Tromp(2006) are those factors or conditions beyond the control of the researcher, which hinder one from obtaining the valid data and may place restrictions on the conclusions of the study (Kombo and Tromp, 2006). The study was limited by a number of factors, such as financial constraints and limited time. The time and funds allocated for the study were not enough to conduct it in a wide area.

Delimitation of the study is about stating the scope or boundaries of the study in terms of respondents, subject matter and area of the study. Delimitation involves a purposeful and conscious action in order to make the research manageable (Kombo and Tromp, 2006). The study was confined to seven most frequently inspected, seven averagely inspected and seven not inspected primary schools in Mbarali District during a period of five years.

## **1.6 Organization of the Study**

This study is organized into five chapters. Chapter one presents the background to the study, statement of the problem, research objectives and questions, significance, limitations, delimitations and organizations of the study. Chapter two presents a review of related literature. Chapter three presents the methodological approach and looks at the sources of data, the population and sample, the techniques and procedures of data collection, development of instruments, data cleaning, data treatment, issues of validity and reliability, research ethics and data interpretation. Chapter four deals with the findings and discussion while chapter five deals with summary, conclusions and recommendations for policy and further research.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

This section presents a review of the literature on the potential contribution of school inspection in improving school performance in Tanzania. The literature review looks at different studies, researches done by different researchers regarding the problem. It also focuses on investigating what other researchers have said about the research problem at hand to identify gaps to be bridged.

#### **2.1 Definition of Terms and Concepts**

- i) Inspection refers to official visit to a school in order to check that rules are being observed and that standards are acceptable, (OXFORD Advanced Learner`s Dictionary, 6<sup>th</sup> EDITION) but for this study inspection refers to a critical appraisal involving examinations, measurement, testing, and evaluation of teachers quality in terms of adhering to the teaching and learning, and conformity to applicable or specified requirements.
- ii) School Supervision refers to identification of strengths and weaknesses in schools so that they (the schools) may improve the quality of education offered and raise the standards achieved by pupils, (Ofsted, 1993, Part 3). For this study School Supervision refers to professional activities concerned with the development, maintenance, and improvement of a school's instructional programme, especially its curriculum and teaching personnel.
- iii) School Inspector means a person whose job is to visit schools to check that the rules are being obeyed and that standards are acceptable (Oxford Advanced Learner`s Dictionary, 6<sup>th</sup> Edition) . For this study a school

inspector refers to specialist person given the role of monitoring the delivery of education according to stipulated curriculum and set standards.

- iv) School Inspectorate according to the Handbook for School Inspectors (Ministry of Education and Vocational Training, 2010) means a tool for monitoring, evaluating the implementation of the education policy, assessing the education standards, promoting schools improvement and advising all stakeholders in education, but for this study is a department within the Ministry of Education and Vocational Training headed by the Chief Inspector of Schools (CIS) who is also the Director of the department.
- v) Inspectorate is an official group of inspectors who work together on the same subject or at the same kind of institution (Oxford Advanced Learner's Dictionary, 6<sup>th</sup> Edition), but for this study inspectorate is the division of the Department of Education responsible for the evaluation of primary and post-primary schools and centres for education.
- vi) School performance means how well or badly the school works (Oxford Advanced Learner's Dictionary 6<sup>th</sup> Edition), but for this study refers to how well the school does academically.
- vii) Perceptions refer to an ideas, a belief or an image you have as a result of how you see or understand something, (Oxford Advanced Learner's Dictionary 6<sup>th</sup> Edition), but for this study it refers to the act or faculty of perceiving, or apprehending by means of the senses or of the mind; cognition; understanding or the process by which an organism detects and interprets information from the external world by means of the sensory receptors.

viii) Improvement refers to the act of making something better (Oxford Advanced Learner`s Dictionary 6<sup>th</sup> Edition), but for this study the term refers to the process of making something better or change that makes something better or more valuable.

ix) Contribution is an action or a service that helps to cause or increase something (Oxford Advanced Learner`s Dictionary 6<sup>th</sup> Edition), but for this study refers to help to cause something to happen.

## **2.2 School Inspection and Quality Education**

The provision of quality secondary education in Tanzania is an urgent matter to be made by the Government. There is a contention on the meaning of quality education with each organization defining it differently. It could be looked at from a number of “areas or factors such as infrastructures, administration, teacher training, educational materials, and teaching or student achievement” (Davidson 2005). Davidson ( 2005) further argues that quality education involves the following areas/factors “gender awareness, curriculum, realistic learning targets, and motivated, committed and adequately rewarded teachers of both sexes, involvement of teachers in their own professional development and the issue of relevance.

In a Third World country such as Tanzania, the need to provide quality education has been emphasized by several writers. A major factor associated with education quality relates to teacher quality. The quality of teachers is important in three main ways: it is key to the development of the main attitudes towards learning and self-image of the learners; it determines the foundation on which subsequent learning will be built;



and it is central to the improvement of the quality of schooling and school's performance.

### **2.3 Empirical Literature Review in Developed countries**

Many European countries have inspectorates of education and although they differ in some ways, all focus on the quality of education, all undertake evaluations and all strive for improvement in education. First, it can be argued that reciprocity between inspectors and inspectees (such as schools, colleges and institutes for vocational education) is important both for the evaluative work of inspectorates and for their impact on quality improvement. Insights from the social, behavioural and economic sciences are used to underpin this point. Nevertheless, in practice it seems that only a minority of the 14 European inspectorates examined are involved in a reciprocal relationship with their evaluands/inspectees. Second, reciprocity and quality assurance organizations in higher education are discussed. It is argued that in this field reciprocity between evaluator and evaluand are important. Third, several suggestions are made about how educational inspectorates can become more involved in reciprocal relationships without 'negotiating the truth.

In a study that examined primary and secondary teachers and head teachers perceptions of inspection in 5 local authorities in UK, Dean (1995) reports a lack of feedback to teachers who, as a result, were frustrated. Also, teachers in the study agreed that they were disturbed whenever an inspector simply left the lesson without saying anything. In a similar study in UK, Dean (1995), examined what primary and secondary teachers and head teachers thought about inspection and reports that the teachers studied generally felt threatened by inspection and that an inspector's attitude in the classroom was intimidating, especially if the inspector spent all the

time at the back of the class with a clipboard making notes which were never shown to the teacher. These findings are corroborated by other findings elsewhere (Thomas, 1996). Additionally, Wilcox and Gray (1994), in a study that explored the reactions of primary teachers, head teachers, and inspectors to school inspection in three local education authorities in Britain, reports that teachers studied supported joint inspection in which the inspector and the school staff are involved.

According to Clegg and Billington (1994), in reflecting on the practice of inspection by the Office For Standards in Education (OFSTED) in Britain, a major purpose of inspection is “to collect a range of evidence, march the evidence against a statutory set of criteria, arrive at judgments and make those judgments known to the public” (P. 2). Also, Maw (1996), in reflecting on the British Education (Schools) Act 1992, noted that the role of school inspection in Britain is to monitor the standards, quality, efficiency, and ethos of the schools and to inform the Government and the general public on these matters. Further to this, McGlynn and Stalker (1995), who wrote about the process of school inspection in Scotland, cited the following three reasons for conducting school inspection, namely (a) report on the effectiveness of education educational institutions and recommend action for improvement; (b) evaluate the arrangements for assuring quality in schools; and (c) provision of objective advice to higher education authorities and to ensure that educational initiatives are implemented effectively. Additionally, Wilcox and Gray (1994), in a study that explored the reactions of primary teachers, head teachers, and inspectors to school inspection in three Local Education Authorities (LEA) in Britain, reports that both inspectors and the school staff agreed that inspection had been valuable in reviewing the position of the school and indicating its way forward.

In many countries where the inspectoral system of supervision of schools is conducted, the responsibility for school inspection lies with the Inspectorates. For example, in Scotland, Her Majesty's Inspectorate (HMI) is charged with the following major inspectoral responsibilities: (a) to undertake a programme of inspections of individual schools and colleges and of key aspects of education; (b) to monitor arrangements for quality assurance in education through the Inspectorate's Audit Unit; (c) to provide frank and objective advice through the Inspectorate's Chief Inspector of Schools to the Secretary of State; and (d) to ensure that educational initiatives are implemented effectively (McGlynn and Stalker (1995).

#### **2.4 Developing Countries**

Some school inspectors have been criticized for being harsh to teachers and for harassing teachers even in front of their pupils (Bowen, 2001; Isolo, 2000). According to Isolo (2000) many school inspectors have developed the following questionable habits: (a) look down upon teachers with resentment and suspicion; (b) demand bribes from teachers in order to make favorable reports; (c) are dictatorial and have taken the attitude of "do as I say or get in trouble" and (d) work with unsmiling determination. Describing unprofessional conduct of school inspectors, Kamuyu (2001) notes that some inspectors behave like outsiders whose sole mission is to work against teachers to prove that no teacher is competent. Similarly, Masara (1987) noted that some inspectors reportedly visit schools to boss and to harass teachers instead of helping them to solve professional problems.

The unprofessional behaviour of some school inspectors has the following serious negative consequences: poor relationships between inspectors and teachers (Masara, 1987); the tendency of teachers to mistrust school inspectors (Republic of Kenya

Ministry of Education, Science, and Technology, 1999); teachers regard inspection as a stressful experience due to fear of the unknown (Ndegwa, 2001); education standards are compromised because teachers are not given a chance to disapprove inappropriate policies forced on them by inspectors (Ndegwa, 2001); a harsh and unfriendly teacher-inspector relationship (Daily Nation Editor, 2001, 21<sup>st</sup> June; Isolo, 2001); lack of sufficient teacher support (Wanga, 1988); lack of guarantee that teachers recognize and accept shortcomings identified by inspector; many teachers and head teachers when advised on impending inspection, are likely to be apprehensive and, consequently, may decide to put something of a show to impress inspector; fear among school personnel (Wanga, 1988); and lack of professional commitment on the part of teachers (Nakitare, 1980).

According to Mwanzia (1985), teachers develop negative attitudes toward inspectors. On this point, Masara (1987) comments that, although things at times have changed, teachers still view inspectors in the same way as they were during the colonial days in which many teachers regarded school inspectors as intruding policemen, who were always looking for faults, and as potential danger. Masara (Ibid) concludes that teachers have tended to develop a great deal of anxiety about inspection and, consequently, are unable to carry out their duties well. Also, Wanga (1988) concludes that, because of questionable behaviour of some school inspectors, the idea of inspecting teachers still makes teachers “feel small” and irresponsible and, consequently tend to remain more anxious, and therefore unable to discharge their duties well.

Kamuyu (2001) reports that head teachers and teachers are normally thrown into a panic any time school inspectors are mentioned. Over the years, school inspectors have had general negative attitude toward inspection and a decided lack of commitment and positive approach to inspection (Olembo et. al, 1992). Nakitare's (1980) critical study of supervisory practices in Kimilili Division of Bungoma District, Kenya, reports that 5% of the teachers studied believe that some inspectors were not dedicated to their inspectoral duties. The general negativity toward and the lack of commitment to inspection may be attributed to the lack of appropriate incentives associated with inspectoral role of school inspectors. According to Wanga (1988), there seems to be a lack of recognition for inspectoral role by higher Government authorities. Because of apparent lack of incentive, the researcher notes that there is a lack of commitment and initiatives on the part of school inspectors to their inspectoral roles, which has further led to inspectors performing inadequately.

Maranga (1986) analyzing school inspectors' perceptions of teacher-inspector relationship in Tanzania, reports that 75% of the inspectors studied felt that most inspectors portrayed themselves to teachers in such a manner that teachers perceived them as a potential danger to them and their work. Productive feedback and follow-up initiatives relative to inspection are lacking in the Tanzanian inspection system (Olembo et al, 1992). As Wanga (1988) notes, opportunities for follow-up regarding recommendations based on inspection, such as the need for in-service training of teachers are badly lacking. Moreover, because school inspectors are not members of the school, their attempts to provide follow-up initiatives, for example, in facilitating in-service training programme based on their recommendations, are highly limited.

Therefore, there does not seem to be a sure mechanism for ensuring that improvement initiatives will, be undertaken.

Because school inspectors have tended to evaluate teachers based, in the main, on their own perceptions of teacher performance, teacher involvement on matters regarding school inspection has been very minimal (Wanga, 1988). Opportunities for meaningful dialogue between teachers and inspectors, especially after inspections, are also highly limited. As Masara (1987) notes, currently teachers do not understand and never participate in designing instruments that are used to evaluate them. Moreover, the researcher argues that school inspectors have the tendency to be secretive, concentrating on their business and not able to communicate adequately with teachers to put them at ease.

Kamuyu (2001) notes, school inspectors have the tendency to focus on school buildings and administrative systems rather than on teaching and learning, with minimal attention to the identification and improvement of educational standards. Also, Daily Nation Editor (2001; 21<sup>st</sup> June) observes that even where inspection has been carried out, school inspectors have tended to focus on buildings and rarely get down studying the greater details of the day-to-day lives of students. Furthermore, Kamuyu (2001) notes that, because of conflicting inspection standards, school inspectors have the tendency to inspect everything and sometimes they make contradictory proposals. Olembo *et al* (1992) adds that school inspectors sometimes have the tendency to over-emphasize certain areas, such as the smartness of the teacher, instead of the way the teacher teaches. On this debate, Olembo *et al*, (1992) concludes that the inspectors often seem to be checking up schools rather than trying

to identify and improve standards. Therefore, it seems that the present inspection system is control-oriented rather than service-oriented and tends to focus on maintaining status quo by regulating institutional functions and by ensuring that bureaucratic rules and regulations are adhered to.

Olembo *et al*, (1992) notes that inspection of schools in Tanzania has at times been marked with impromptu, irregular visits by some inspectors with the object of “catching” the teachers doing wrong. Mwanzia (1985) in a study of factors that affect inspection and supervision of primary schools in Changwithya and Mulango Zones, Central Division, Kitui District, Eastern Province, Kenya, reports that some schools and teachers were visited and supervised more frequently than others. In Kenya, responsibility for the education system is vested in the Ministry of Education, Science, and Technology. Supervision by inspection has long been and still is a major device employed by the Ministry of Education to monitor education quality in the country. The Kenyan philosophy of education embraces “the inculcation of a high quality instruction as per Republic of Kenya (Ibid) is equated to high standards, namely, a set of criteria against which an institution or system is judged. Among the determinants of quality on education, Republic of Kenya (Ibid) includes the availability of qualified and motivated teachers, a conducive environment for teaching and learning, including the curriculum, facilities and the resources available for their provision, and the tools for evaluation.

Commenting on the Kenya Government’s commitment to ensuring quality education emphasis is on provision of sound and effective management and professional services in administration and supervision, inspection of education and training

programmes, the development and implementation of various curricula and the production of education materials (Kipkulei (1990:27).

## **2.5 Tanzania**

In Tanzania, school inspection seems to be viewed as a process of checking other people's work to ensure that bureaucratic regulations and procedures are followed and that loyalty to the higher authorities is maintained. This view of inspection overlooks the professional interests and needs of the teaching personnel. Inspection process conducted with this view in mind may not be effective in facilitating educational quality or in improving teaching and learning in educational institutions. School inspection should aim at supervising 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. Furthermore, because of lack of follow-up, there is no way of ensuring that inspection will contribute to school development in a cost-effective way. The problem of the lack of feedback is not unique in Tanzania.

School inspectors are often faced with the problem of lack of transport, especially for inspectors deployed in rural areas (Mwanzia, 1985). This problem is aggravated by the fact that some schools are located in areas that are too remote to be reached by school inspectors (Oloo, 1990). There are some geographical regions in the country, where visits to schools are easily accessible but these are very few indeed. The majority of the regions are in very remote with difficult physical terrain including



Mbarali district in Mbeya region.

There is a lack of sufficient funds, especially traveling and subsistence allowances, provided to inspectors to meet expenses associated with transport and accommodation (Mwanzia, 1985). Achayo and Githagui (2001) conclude that the problem of lack of transport affected regular and efficient inspection of schools in different parts of the country. Nakitare (1980) reports that 25% of the teachers studied agreed that some inspectors have limited knowledge about most subjects taught in schools and, consequently, they do not advise teachers adequately.

Nakitares (Ibid) study show that teachers studied believe that the time spent by inspectors to offer professional support to teachers in schools is usually negligible and range from 2 to 5 minutes. Inspectors spent most of their time solving administrative problems with head teachers, and that teachers are never helped as adequately as they should. Due to paucity of time at the disposal of school inspectors, the school inspections, wherever carried out have been done as a formality. Also, because of inadequate time, the inspectors hardly devote their attention to the follow-up action of the inspection reports with the result that the very purpose of the inspection gets defeated and (b) find it difficult to keep abreast of the latest developments in their subject areas.

School inspection in Tanzania, especially in rural areas, is frustrated by the lack of essential facilities, such as office accommodation, secretarial services and support staff for school inspectors, funds, equipment, and stationery (Mkwanzia, 1985). Perennial shortage of stationery and inadequate secretarial services also make it difficult for the inspectors to prepare meaningful reports. Commenting on lack of

funds to support educational programmes, Kipkulei (1990) notes that, the provision of quality education has several constraints, but the most important one is finance. Like any other developing country, Tanzania continues to experience a shortage of resources that are needed to meet national development requirements. The education sector must, therefore, share equitably whatever Government funds are voted to run each educational service for each financial year. In brief, the general support relative to school inspection, especially in terms of staff, equipment, accommodation, and advisory services is often not matched with the tasks to be discharged.

There is a general lack of appropriate post-inspection evaluation by school inspectors at the conclusion of each inspection to determine the views of teachers and other school personnel regarding the practice and process of inspection. Some of the Inspectorate titles, such as *inspector* and *inspection*, seem to be associated with harsh, colonial overtones, and a master-servant type of relationship (Wanga, 1988). In summary, the above problems tend to perpetuate inadequate inspection by creating a vicious circle in which school inspectors are reluctant to invest the necessary time and effort to matters relating to school inspection.

Several strategies may be employed to improve Tanzania's system of school inspection. These are presented in this section in the following major themes: professionalism; attitudes and commitment; feedback and follow-up; collaboration; pre-service and in-service training; foci of inspection; transport; planning inspection; inspectorate-university partnerships; education system; incentives and motivation; inspector recruitment, selection, and deployment; adequacy of inspection; resourcing; inspection reports; evaluating inspection; and

alternative terms. School inspectors should endeavour to be as professional as possible in their inspection practices. This includes an attempt to provide objective judgments of teacher and teachers' performance (Olembo *et. al*, 1992); establish a friendly and interactive atmosphere with teachers and head teachers as well as cultivate a harmonious working relationship with teachers (Ndegwa, 2001) and; above all stop their bullying attitude toward teachers. Advocating for professional inspection, Bowen (2001) suggests that school inspectors must change with the times, shift from their traditional crude image and do their work objectively, professionally, and with courtesy.

There is need to facilitate collaboration between school inspectors and school personnel, especially teachers on matters pertaining to inspection. Commenting about teacher involvement in school inspection, Wanga (1988) proposes that teachers be encouraged to participate adequately in developing assessment procedures employed by school inspectors to evaluate teachers to enable them understand the criteria on which school inspectors commonly judge them. This collaboration will, no doubt, facilitate a shared understanding of what constitutes effectiveness in education in general, and school inspection in particular and how this might be evaluated. Teachers should be part and parcel of inspectoral activities and should be informed about the following six major aspects of inspection, when to expect an inspection, the nature, type, and purpose of inspection, evaluation format, inspection results, commendable aspects of the teachers' performance; and areas of improvement and strategies for making the improvements (Olembo *et. al*, 1992). In this collaboration, Olembo *et. al.*, notes, teachers' feelings, aspirations, and attitude toward inspection results should be considered. Mwanzia (1985) further suggests

that the superiority-inferiority relationship between inspectors and teachers should be replaced by one of partnerships. The ideal situation is that school inspectors should be partners with teachers in the development and management of education (Masara, 1987)

## **2.6 Synthesis**

This chapter has highlighted different aspects regarding teacher's perceptions of the potential contributions of school inspectorates on school performances, problems facing school inspectorate in improving school performances and strategies for improving the contribution of school inspectorates on improving the instructional quality and school performance. The review show that some school inspectors insulted, demoralized and blamed teachers without giving them constructive criticism, and some school inspectors contradicted each other in the advice which they gave to teachers. This has is one of the reasons for inspection being associated with some negative aspects. Despite their roles being advisory and supervisory, school inspectors felt they are bosses of teachers and hence this has been associated with lessening quality of school inspection.

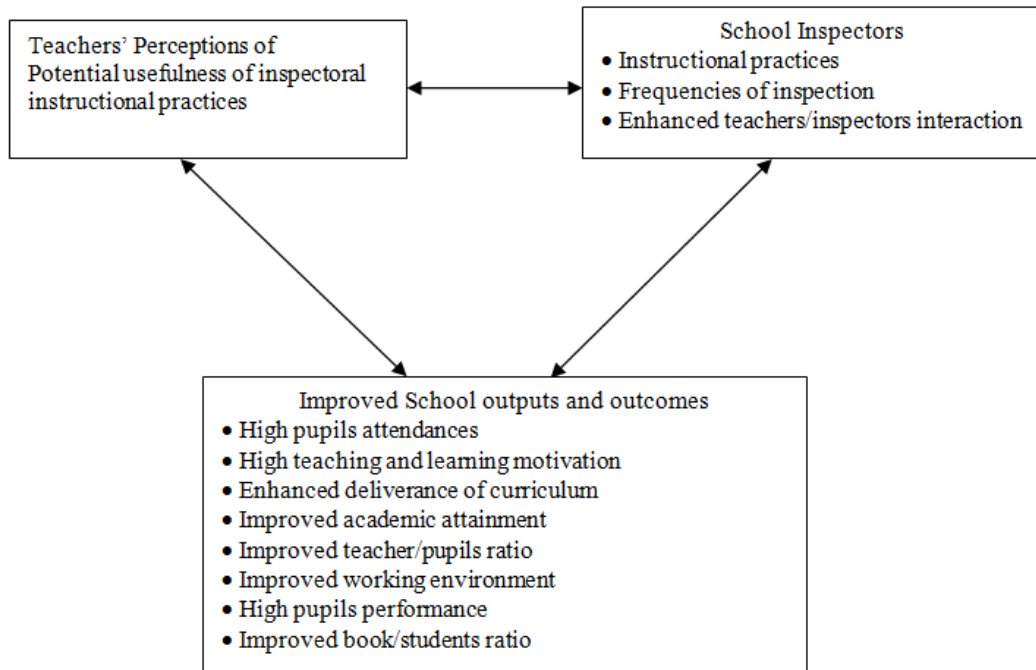
## **2.5 Knowledge Gap**

Numerous studies have been conducted concerning teachers' perceptions of the potential contribution of school inspection in improving their instructional quality. These studies concentrated on the roles of school inspection. The study found two main roles of school inspectors including supervisory and advisory roles. However, few studies have been carried out of Mbeya region and Mbarali district in particular but such studies relate the role of school inspection on academic. For example Katunzi (1981) contended that school inspection practices are associated with

numerous problems like negative attitude of teachers towards school inspection. In addition to that, Mbwambo (1990) in his study in Kilimanjaro region revealed that some school inspectors insulted, demoralized and blamed teachers without giving them constructive criticism, and some school inspectors contradicted each other in the advice which they gave to teachers and maintained rigidity. In fact literature on teachers' perceptions of the potential contribution of school inspection in improving their instructional quality is scanty. These studies concluded that teacher's perceptions on school inspectors have been slightly changing from negative to positive. This was due to the fact that some of the school inspectors felt they are bosses of teachers and hence use harsh language and do not adhere to advisory and supervisory roles which are their main duties. This study intends to bridge this gap.

## **2.6 Conceptual Framework**

A conceptual framework is a research tool that assists a researcher to develop awareness and understanding of the situation under investigation and to communicate (Kombo, 2006). The following diagram is used as a conceptual framework guiding the assessment of the teachers' perceptions of the potential contribution of school inspection in improving school performance.



**Figure 2.1: Conceptual Framework for Assessing Teachers' Perceptions of the Potential Contribution of School Inspection in Improving School Performance.**

The conceptual framework assumes that teacher's perceptions on school inspectors have significant impact on school performances. Teachers with positive perception on school inspectors will be ready to accept advice and challenges for improving their instructional quality while those with negative perceptions view school inspectors as threat or enemies and hence, they are not ready to accept school inspectors' comments for improving their instructional quality thus enhancing school performance. Then school inspectors elements such as rules and regulations, advice, warnings and certification are provided to both individual teachers and schools for the purpose of improving instructional quality and school performance. Lastly, the model assumes that when teachers perception on school inspectors' is positive, this will lead to high pupils' performance, high teacher motivation, high attendance, completion of syllabus and improved working conditions.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the description of the study area, the methods of investigation and data collection. The research design, description of the population, identification of sample, sampling procedures, rationale for selecting the study area and description of development of research instruments of data collection, processing and analysis, interpretation and presentation.

#### **3.2 The Design of the Study**

A research design is an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance of the research purpose with economy in procedures (Kothari, 1990). There are two types of research design namely quantitative and qualitative research designs. This study employed both quantitative and qualitative research designs. Patton (2002) defines qualitative methodology as a technique that explore peoples' values, beliefs, attitudes and behaviours, and also provides a great insight and understanding of people's lived realities, through dialogue between the researcher and the respondent while quantitative research on the other hand, is a method that produces findings through statistical procedures or other means of quantification.

Both designs were employed given their philosophical root, since there is no single method, which is adequately sufficient. Combining both qualitative and quantitative research designs produce more reliable results. In addition to that, the study used case study approach. Case study approach used basing on the fact that it is flexible,

as it samples key representative areas that are used to generalize the study findings.

### **3.3 The Study Area**

Cohen *et. Al.*, (2000) contend that at the planning stage a researcher must clearly specify and define the area to be researched. The study was conducted in Mbeya region, Mbarali district as a case study. According to Stake (1995) a case study is used when only one bound unit is being studied in great detail. In this case it is Mbarali District. The case is intrinsic because of its uniqueness (Creswell, 2007) and because the aim of the research is to learn more about the particular case. Case studies are presumed to be a methodologically sound strategy of inquiry for participatory research (Creswell, 2009) and allow the researcher to retain a holistic and meaningful characteristic of real life events (Yin, 2009). A case study is an ideal sample for this research. By using a case study approach and using various data-gathering instruments and techniques the researcher was able to explore both “how” and “why” questions. The area was purposively selected for the study because it is among the areas, where school inspection is done every year and the researcher is convinced that it is a rich source of data for the study.

### **3.4 The Target Population**

Population is defined as all the existing members of the group from which a sample is drawn for which conclusion is made (Ary *et. al*, 2002). The population of this study includes schools, heads of schools, teachers, school committee members, school inspectors and pupils.

### **3.5 Sample Size and Sampling Techniques**

A sample according to Cohen *et al*, (2000) is a small group of units drawn from the target population in which the researcher is interested to gather data for the study and



drawing conclusion to the entire population in the district concerned. Sampling technique refers to the process of selecting the sample participants from the population for the purpose of the study (Ary *et al*, 2002). Sampling is done for the purpose of measuring some elements of the population and drawing conclusions regarding the entire population in the area of the study selected and from which the sample is drawn. Therefore, sampling is a process of selecting a number of representatives of the target population or the universe in such a way that they represent all attributes of the population. Two sampling techniques were employed in this study, namely purposive sampling for the district for the study and random sampling for the other elements of the population, where appropriate.

In purposive sampling, items or units for the sample are selected deliberately by the researcher depending on the data the researcher intends to collect from them (Cohen *et al*, 2000). Mbeya Region has a total of nine districts. These are Mbeya Urban, Mbeya Rural, Rungwe, Kyela, Mbozi, Chunya, Ileje, Momba and Mbarali districts. Mbarali district was purposively sampled because it is one of the districts in Mbeya region, where primary school inspection is done every year which makes it an ideal environment and rich in data for the study. Also the district is vast, primary schools are widely scattered, while the nature of transportation infrastructure in the district poses many difficulties during inspection. The schools in the district are widely disposed, while the nature of transportation infrastructure in the district is not encouraging. To this end Mbarali district was purposively selected.

Other units using this purposive technique were the most frequently inspected schools. The averagely inspected schools and those not inspected at all were sampled

randomly. For the purpose of this study the most frequently inspected schools are those inspected four and five times during a period of five years. Their total numbers were seven schools. These schools were purposively selected and included in the sample. The uninspected schools in a period of five years were twelve. These were too many to be studied as a group and so were subjected to simple random sampling by writing the words “pick me” on seven pieces of paper and “do not pick me” in the remaining five schools and then rolled each one of them to hide their written identity; put them in a container that was closed and were shaken thoroughly after which twelve pupils listed one to twelve representing the schools were asked to pick one rolled piece of paper at a time and after every one picked the researcher shook all the remaining ones in turn at a time. All the twelve pupils were allowed to unroll their papers and read the writings. The seven pupils whose pickings were reading “pick me” had the schools they represent included in the sample.

The second category of schools were those inspected once, twice and thrice per five years. They belonged to the averagely inspected schools. In this category there were 88 schools and seven of them were selected. Those inspected thrice were three while those inspected twice were twenty two. The majority were those inspected once in a period of five years. These were sixty one out of which four schools were randomly selected and included in the sample. Those inspected thrice were three, only one school was selected to and included in the sample but those inspected twice were twenty two a number that was represented by two schools. The twenty two schools were represented by twenty two pupils arranged serially to correspond to the list of schools arranged alphabetically. The researcher cut twenty two equal sized pieces of paper and labeled two of them “pick me” and the remaining twenty remained blank.

The researcher rolled all the twenty two pieces of paper to hide the label identity and put them in a container that had a lid. The container was closed and shaken thoroughly and each of the twenty two pupils representing the schools were asked to pick one piece of rolled paper each and the container was shaken again to allow the next pupil to pick one rolled piece of paper until they were finished. All the twenty two pupils were asked to unroll their pieces of paper and read what was written there. The two pupils, who were found to have papers written “pick me” were asked to mention the schools they represented and these were included in the sample. The second part of the third category comprised sixty one schools inspected only once in a period of five years. From this category a total of four schools were randomly selected and included in sample. The procedure was as described above with the schools inspected twice in a period of five years. All in all, a total of twenty one primary schools were in the sample comprising seven most frequently inspected schools, seven infrequently inspected schools and seven not at all inspected schools at all in a period of five years.

From frequently inspected schools the researcher selected ten teachers randomly and by gender. The researcher cut pieces of paper equal to the number of teachers in each of the sample schools excluding the head teacher. From the lists of teachers by gender, five males and five females were randomly selected as explained above. The strategy was that five of the pieces of paper representing female teachers were written “pick me”; and the same for the list representing male teachers. The pieces of papers were rolled to hide the written identity and each group of teachers was asked to pick one rolled piece of paper in the container after being shaken thoroughly after a teacher had picked a piece of paper. All teachers were asked to unroll their pieces

of paper. Those with pieces of paper written “pick me” were selected and included in the sample. For each gender where the number of teachers was less than five all of them were included in the sample.

The selection of school committee members except the Chairperson of the school committee who is automatically known because there can be only one Chairperson. As for the rest of the members they were selected by gender and random sampling. The researcher prepared two lists of school committee members: one for males and the other for females. Equivalent pieces of papers were prepared for each of the groups two pieces of which were written “pick me” from each group and were rolled to hide their identity. They were thoroughly mixed in different containers and each group of school committee members was given a chance to pick one piece of paper. Those, who picked “pick me” were included in the sample. This means that each school had five committee members including the chairperson. For the District school inspectors. There were six school inspectors in the district. These were taken all of them in to the study sample.

Regarding pupils the study sampled randomly a total of two hundred and ten pupils by gender in an equal numbers from each of the twenty one sampled primary schools. Each primary school provided a total of ten pupils by gender all randomly picked from standard seven. The standard seven pupils were purposively sampled because they are the most matured in the primary schools and more knowledgeable of all the classes. For each of the twenty one primary schools the researcher prepared two lists of pupils: one for males and the other for females. Equivalent pieces of papers were prepared for each of the groups, five pieces were written “pick me” from

each group and were rolled to hide their given identity. They were thoroughly mixed in different containers and each group of pupils was given a chance to pick one piece of paper. Those who picked “pick me” had their schools they represent included in the sample.

**Table 3.1 : The Study Population**

School identification	No. Pupils		No. Teachers		No. School Committee Members		No. school Inspectors		Head teachers		Year of Inspection
	Boys	Girls	Male	Female	Male	Female	Male	Female	Male	Female	
F1	353	357	4	18	6	4	3	3	1		2008-2012
F2	475	467	7	7	7	3				1	2008-2012
F3	478	518	3	14	-	-				1	2008-2012
F4	372	333	4	17	5	5				1	2008-2012
F5	407	421	8	9	6	4				1	2008-2012
F6	322	211	9	5	5	5			1		2008-2012
F7	197	203	7	3	3	2			1		2008-2012
N1	135	125	7	-	9	1			1		NIL
N2	113	192	5	2	-	-			1		NIL
N3	471	508	8	9	-	-			1		NIL
N4	233	342	4	11	2	2			1		NIL
N5	178	98	7	9	1	4			1		NIL
N6	176	69	10	5	3	1				1	NIL
N7	102	59	6	6	6	3			1		NIL
M1	256	211	6	7	-	-			1		2011
M2	313	254	5	6	-	-			1		2010
M3	425	463	4	11	-	-			1		2011
M4	162	142	2	6						1	2011
P1	151	111	3	5					1		2008,2010
P2	113	96	4	4	-	-			1		2008,2010
QI	89	93	5	6	2	2			1		2008,2009, 2011
	5319	5084	109	150	53	34	3	3	13	4	

Source: Compiled from fieldwork data in 2014

F1, F2, F3, F4, F5, F6, F7	Most frequently inspected schools (4 or 5 times in a period of five years)	7
N1, N2, N3, N4, N5, N6, N7	Not inspected at all in a period of five years	7
M1, M2, M3, M4	Inspected once in a period of five years	4
P1, P2	Inspected twice in a period of five years	2
Q1	Inspected thrice in a period of five years	1
Grand total		<hr/> 21 <hr/>

**Table 3.2 : Distribution of the Sample Population**

Category of Respondent	No. of Respondents	Percent
Teachers	164	32.4
Pupils	210	41.4
Head teachers	21	4.2
School inspectors	6	1.2
School committee members	84	16.6
School committee chairperson	21	4.2
Total	506	100.00

Source: Compiled from fieldwork data in 2014

### 3.6 Types and sources of data

The data for this study were obtained from both primary and secondary sources. Primary data were collected through interviews and questionnaires that were administered to selected respondents, while a wide variety of secondary data were collected from unpublished documents as reviewed by the researcher. They comprised official reports from Inspectorate Department, and other district's reports.

### **3.7 Development of data collection instruments**

#### **3.7.1 Interview schedules**

An interview can be defined as a conversation with a purpose (Cohen *et al*, 2000). The technique is suitable for an intensive investigation and useful for tapping information about attitudes, likes and dislikes that are revealed by a respondent's verbal response with subtle gestures that might accompany it. Another strength of this technique as outlined by Kothari (2004) is the fact that it is the only method for studying abstract and intangible personal factors such as attitudes, feelings and reactions that cannot be observed. It also allows a researcher to get first-hand information, by assuming that the best person to narrate any event is the one who has been personally involved in it. Moreover, Cohen *et al*, (2000) contends that an interview allows for adaptability, as there is a chance to seek clarification and to elaborate on points raised by either side, that of the interviewer or of the interviewee. The method allows subjects to provide their interpretation of the world in which they live with flexibility enough to allow researcher's clarification of ambiguities or difficulty structures (Ary, *et al*, 2002). Interviews were administered to REO, DEO, District School Inspectors, and Head Teachers of sample primary schools and academic teachers of sample schools. This the researcher gathered data pertinent to the indicators of school inspection for the improvement of the quality of teaching and learning in the primary schools.

#### **3.7.2 Questionnaires**

Questionnaires refer to the set of questions written on paper for the purpose of collecting certain data (Kothari, 2004). Questionnaires comprised a mixture of open and closed- ended questions which were administered to teachers and pupils. Kothari

(2004) contends that questionnaires are instruments for gathering data beyond the physical reach of the researcher. Questionnaires comprised a set of questions used to collect information from respondents on their attitudes, feelings or reactions to the problem under study. Questionnaire collected data on the teacher's perceptions of the potential contribution of school inspectors on school performance. The questionnaires were of two categories; first part of the questionnaire demanded the socio-economic data and the second part sought data on specific themes of the study. Kothari (2004) adds that in general, a questionnaire is an economical method of data collection in terms of time and coverage. Respondents were provided with the chance to give well thought-out responses, and anonymous questionnaires can easily give out even confidential information. This instrument gathered data related to socio-economic and professional characteristics of respondents as well as those directly relating to the study theme.

### **3.7.3 Documentary reviews**

Documentary review refers to analysing and deriving relevant data from secondary sources of data; primary sources contain records of events or records of original information which provide data from authentic sources. The reviewed secondary sources for this study included dissertations, unpublished thesis, reports, pamphlets, brochures and resources retrieved from the internet. Denscombe (1998) asserts that documentary review has the advantage of providing vast amounts of information. It is cost effective and provides data that are permanent as well as available in a form that can be checked by others. However, Denscombe (1998) further warns that the method is limited by the fact that it relies on something which has been produced for other purposes and not for the specific aims of an investigation. To avoid this



limitation, the researcher consulted documents which were only related to the study theme.

#### **3.7.4 Data Analysis and Processing**

In this study the researcher used both qualitative and quantitative data analysis techniques. Quantitative data were derived from different documents as well as questionnaires. Both quantitative and qualitative analysis were used for different types of data. Patton (2002:94) defines qualitative methodology as an essential design in exploring peoples' values, beliefs, attitudes and behaviours. Qualitative data were analysed through content analysis technique. The strengths of qualitative research methods are derived primarily from its inductive approach, its focus on specific situations or people, and its emphasis on words rather than numbers. Qualitative information was coded in relation to the study themes. Quantitative data were cleaned, coded, and processed into frequencies and presented in the form of tables, charts and figures in order to determine the teacher's perceptions of the potential contribution of school inspection in improving school performance. The Statistical Package for Social Sciences Programme (SPSS) version 21 for windows was used in processing the data ready for analysis, interpretation and report writing. The collected data were entered in the computer through SPSS programme, coded, cleaned and analysed and were reported in terms of frequencies, charts, tables and bars.

#### **3.7.5 Data Interpretation and Presentation**

Data analysis is a process that involves editing, coding, classifying and tabulating the collected data (Kothari, 2004). The research findings were organized to be presented by using words, numbers and percentages through frequency tables, charts and

graphs. Through these means, the researcher was able to examine teacher's perceptions of the potential contribution of school inspection in improving school performance. Data analysis and interpretation is therefore important as it enables the researcher to get a solution to the research problem and give recommendations.

### **3.7.6 Validity and Reliability**

Kitchen and Tate (2000), argue that validity and reliability are two factors which make a final touch and provide green light for piloting research instruments. Validity refers to the degree to which any inferences a researcher makes, based on the data collected using a particular instrument, is supported by evidence (Frankael and Wallen, 2000). The implication is that all instruments for data collection must be valid. The researcher asked colleagues in the same programme to comment on the research instruments critically after which the researcher assessed the comments and made adjustment where necessary and then submitted them to the supervisor, who reviewed them and provided suggestions and advice. The researcher made necessary amendments and returned them to the supervisor, who reviewed them and gave them a final touch and provided green light for piloting them. The researcher critically examined the responses, made amendments where necessary and shared them with the supervisor who finally approved the instruments ready for use.

Reliability is concerned with the extent to which data collection process yields consistent results. Therefore it is the quality of consistency of a study or measurement. The research measured the reliability and validity of data by doing pre-test by administering questionnaire to 5 respondents to a similar sample. This helped to determine the quality of instruments used in data collection. This is the

extent to which an instrument measures what it is supposed to measure (Kothari, 2004). The researcher used clearly worded questions as instruments of measuring the aspects intended to be measured. The results of the pilot determined that the instruments were ready for full data collection. The supervisor examined the results and allowed the researcher to use the refined instruments for collecting data from the field.

### **3.7.7 Ethical Considerations**

To be ethical is to conform to accepted professional practices (Webster's Dictionary, 1968). Morrison (1993) stipulates that ethical principles in the conduct of research include acquiring research clearance and the informed consent of the participants as well as maintaining confidentiality. Before interviews the researcher fully explained the objectives of the study to all the respondents. In addition, their consent was sought and their right to confidentiality was assured before interviewing them. Furthermore, the researcher fully observed the right to privacy, confidentiality and anonymity.

The researcher obtained an introductory letter from the University that facilitated data collection process. The letter introduced the researcher to the Mbeya Regional Administrative Secretary, who then issued an introductory letter to the Mbarali District Administrative Secretary, who in turn granted the researcher permission to conduct this research in the selected schools. Using the letter, permission was sought from each respective sample primary schools to conduct the study.

## **CHAPTER FOUR**

### **4.0 THE FINDINGS AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter contains the findings of the study conducted in Mbarali district in Mbeya region. The chapter is divided into five sections. The first section discusses the main demographic and socio-economic characteristics of the respondents. The second section identifies the indicators of improved school performance. The third section investigates school community's perceptions of school inspectors. The fourth part investigates and describes the role of inspectors and how they influence school performance in Mbarali district. Finally, the chapter identifies and assesses mitigating factors on school inspection in improving schools performance in Mbarali district.

#### **4.2 Demographic Characteristics of the Respondents**

This section describes the demographic variables of the respondents including sex, age, education level and their marital status. This was important to know the features of the study population in relation to the study theme as they also have influence on ones understanding of teachers perceptions of the potential contributions of school inspection to improving school performance. The demographic characteristics of individuals, including age, education and work experience are considered to be associated with knowledge of respondents about teacher's perceptions of their potential contribution towards improving school performance in Tanzania.

#### 4.2.1 Composition of the Respondents

The study sample comprises 506 respondents. All 506 respondents filled in the administered questionnaires with a response rate of 100 percent. The sample includes primary school head teachers, classroom teachers, school inspectors, school committee members and school committee chairpersons. The study findings show that 210 (41.5%) were pupils, 164 (32.4%) are teachers, 84 (16.6%) are school committee members, 21 (4.2%) are head teachers, 21 (4.2%) are school committee chairpersons and 6 (1.1%) are school inspectors as illustrated in Table 4.1.

**Table 4.1: The Composition of the Respondents**

<b>Category of Respondent</b>	<b>AF</b>	<b>RF</b>
Teachers	164	32.4
Pupils	210	41.5
Head teachers	21	4.2
School inspectors	6	1.1
School committee members	84	16.6
School committee chairperson	21	4.2
Total	506	100.0

**Source:** Compiled from Fieldwork Data in 2014

**AF**=Absolute Frequency (No. of respondents)

**RF**=Relative Frequency (%)

#### 4.2.2 Distribution of respondents by sex

The study findings examine the sex differentials among the respondents. According to URT (2004), age and sex are the most basic and most important characteristics of a population as they are used for a wide range of planning and administrative purposes, such as determining the segments of the population qualified for voting, schools enrolment, specific health care needs, pension as well as migration flows.

Therefore, knowledge on the age and sex of survey population is of paramount importance in this study as it has direct implications on education performances in Tanzania. The findings show that 54.0% were males and 46.0% were females. The findings show that there was fairly distribution of respondents in terms of sex. This is because of selectivity nature of education performances among males and females in our country.

**Table 4.2 : Gender Composition of Respondents**

<b>Total Sample</b>	<b>Category</b>	<b>AF</b>	<b>RF</b>
N= 506	Male	273	54.0
	Female	233	46.0
	Total	506	100.0

**Source:** Compiled from Fieldwork Data in 2014

#### **4.2.3 Distribution of respondents by age**

Age wise the study shows that 5.3% of all pupil respondents range between 11-12 years, 27.9% between 13-14 years and 8.3% are between 15-16 years. Moreover, teachers and other categories of respondents including heads of schools, school committee members and school inspectors, 16.0% of their ages range between 21-30 years, 27.3% range between 31-40 years while 8.3% range between 41-50 years and 6.9% are between in the age range between 51-69 years. Therefore, the majority of the respondents are between in the age range of 13-14 comprising 27.9% and 31-40 comprising 27.3% respectively. This means that in terms of pupils and other categories (teachers), they are old enough to grasp issues related to their school in terms of school inspection and its impact of school academic performance.

**Table 4.3 : Age Composition of Respondents**

Category of respondent	Age group (Years)	AF (N=506)	RF
Pupils	11-12	27	5.3
	13-14	141	27.9
	15-16	42	8.3
Teachers and others	21-30	81	16.0
	31-40	138	27.3
	41-50	42	8.3
	51-60	35	6.9
	Total	506	100.0

**Source:** Compiled from Fieldwork Data in 2014

#### 4.2.4 Distribution of respondents by marital status

The study examined the marital status of the respondents. The status of individuals with regard to marriage is a fundamental aspect of the composition of a population. It also influences other social and economic characteristics, such as school attendance and labour force participation (dependency ratio) in the society. A dictionary of sociology defines marriage as a cultural phenomenon, which sanctions more or less permanent union between partners and conferring legitimacy on their offspring.

**Table 4.4 : Composition of Respondents by Marital Status**

Total Sample	Category	AF	RF
N= 296	Single	39	13.2
	Married	248	83.8
	Divorced	3	1.0
	Widowed	2	0.7
	Separated	3	1.0
	Cohabiting	1	0.3
	Total	296	100.0

**Source:** Compiled from Fieldwork Data in 2014

The findings show that 13.2% of the respondents are single, 83.8 are married, 1.0% is divorced while 1.0% is separated and 0.3% is cohabiting. The findings show that total respondents are 296 instead of 506 because pupils who comprise 210 are not considered in the category of the married people because they are below the legal marital age and therefore are legally not allowed to marry. That is why the findings show that the majority of the respondents are reported to be married.

#### **4.2.5 Respondents' educational qualifications**

The study examined the qualifications of respondents. The variation in literacy levels between respondents can be an important factor in decision making. The high level of literacy enhances levels of understanding and ability to grasp issues related to relationship between school inspection and academic performance. The findings show that 46.6% of the respondents are grade “A” certificate holders in teaching, 32.4% are diploma holders in education while 17.2% are holders of bachelor degrees in education and 3.7% are holders of postgraduate degrees in education. The findings show that the majority of the respondents are grade “A” certificate in education holders. This is because the required level of professional qualification is a grade “A” in teaching at primary level.

**Table 4.5 : Respondents' Professional Qualifications**

<b>Total Sample</b>	<b>Category</b>	<b>AF</b>	<b>RF</b>
N=296	Grade A certificate	138	46.6
	Diploma	96	32.4
	Bachelor degree	51	17.2
	Postgraduate	11	3.7
	Total	296	100

Source: Compiled from Fieldwork Data in 2014



#### 4.2.6 Respondents' teaching experiences

The study examined teaching experiences of the respondents. This is because the numbers of years respondents have served play an important role in understanding various issues about school inspection and its impact on school instructional performance. The findings show that 15.9% of teachers have teaching experience of less than two years; 18.3% of the respondents have a teaching experience of between 3-5 years; 34.8% have 6-10 years of teaching experience; 18.9% have 11-20 years and 12.2% have more than 20 years of teaching experience. The findings show that the majority of teachers have a teaching experience of between 6-10 years. Most of teachers have a long enough experience to enable them grasp the issue at hand.

**Table 4.6 : Distribution of Respondents by Teaching Experiences**

<b>Total Sample</b>	<b>Category</b>	<b>AF</b>	<b>RF</b>
N= 164	0-2	26	15.9
	3-5	30	18.3
	6-10	57	34.8
	11-20	31	18.9
	>20	20	12.2
	Total	164	100.0

Source: Compiled from Fieldwork Data in 2014

#### 4.2.7 Distribution of respondents by current working station

The study examined respondents by duration of being in the current working station. The results show that 8.4% have been in their current working station for less than 1 year, 18.3% for 1-2 years while 42.9% for 3-5 years and 30.4% for more than 5 years. Therefore, the findings affirmed that majority of the respondents have been to their current working stations for more than 3 years and above. This makes them be able to know whether school inspection helps to improve school performance.

**Table 4.7 : Teachers Working Experience in the Current Working Station**

<b>Total Sample</b>	<b>Category (Years)</b>	<b>AF</b>	<b>RF</b>
N= 191	1	16	8.4
	1-2	35	18.3
	3-5	82	42.9
	5+	58	30.4
	Total	191	100.0

**Source:** Compiled from Fieldwork Data in 2014

#### **4.2.8 Distribution of teachers by grade level**

The study investigated what do class teachers do in their respective schools or working stations. The findings show that teachers teach different classes in their respective schools. For example, 12.8% of all teachers reported teaching grades 1 and 2, 13.4% teaching grades 2 and 3; 50.6% teaching grades 4 and 5 and 23.2% teaching grades 6 and 7. The findings suggest that the majority of teachers are teaching grades 4 and 5 in their schools. The grade a teacher teaches is important in because it helps researchers to investigate teacher's perceptions of school inspectors and their influence on school performances.

**Table 4.8 : Distribution of Respondents by Standard of Teaching**

<b>Total Sample</b>	<b>Grade</b>	<b>AF</b>	<b>RF</b>
N= 164	Grades 1&2	21	12.8
	Grades 2&3	22	13.4
	Grades 4&5	83	50.6
	Grades 6&7	38	23.2
	Total grades1-7	164	100.0

**Source:** Compiled from Fieldwork Data in 2014

#### 4.2.9 Teachers' teaching subjects

The study investigated the number of subjects per teacher. The findings show that more than 99% of the teachers teach more than one subject in their respective schools. The results show that 0.6% of all teachers are teaching a single subject, 5.5% teach two subjects, 22.0% teach three subjects while 15.2% teach 4 subjects while a large proportion of teachers (56.7%) teach more than 4 subjects. The findings affirm that specialization is almost impossible in this kind of environment since a large proportion of teachers teach more than four subjects.

**Table 4.9 : Teachers' Teaching Subjects**

<b>Total Sample</b>	<b>Category</b>	<b>AF</b>	<b>RF</b>
N= 164	Only 1	1	0.6
	2	9	5.5
	3	36	22.0
	4	25	15.2
	Above 4	93	56.7
	Total	164	100.0

Source: Compiled from Fieldwork Data in 2014

#### 4.3 Indicators of Improved School Performances

The study examined the indicators of improved school performances. This was the first objective of this study. The findings show that 99.0% of all respondents agreed that high pupil's attendance is one among the indicators of improved school performance while only 1.0% disagreed that high pupil's attendance is one among the indicators of improved school performance. In addition to that, 95.2% of all respondents agreed that high teaching and learning motivation is an indicator of improved school performances while 4.6% disagreed that high teaching and learning motivation is an indicator of improved school performances. Moreover, 97.0% of all the respondents agreed that enhanced deliverance of curriculum is an indicator of

improved school performances while 3.0% disagreed that enhanced deliverance of curriculum is an indicator of improved school performances. Furthermore, 100.0% of the respondents agreed that improved academic attainment among pupils or school is an indicator of improved school performance and none of the respondents disagreed. Again, the study noted that 100.0% of the respondents agreed that improved teacher/pupils ratio is another indicator of improved school performance while none of the respondent either disagreed or reported to be undecided. Finally, 100.0% of the respondents agreed high pupil's performance is another indicator of improved school performance. This is in line with Goddard and Emerson (1997) who asserts that school inspection should promote high educational outcomes, in particular high attainment, good progress, and a positive response from pupils. Therefore, the findings noted out that majority of the respondents strongly agreed that the above aspects are the indicators of improved school performance.

**Table 4.10 : Indicators of Improved School Performance**

Category	A		D		U	
	AF	RF	AF	RF	AF	RF
High pupils attendances	162	99.0	2	1.0	0	0.0
High teaching and learning motivation	156	95.2	8	4.6	0	0.0
Enhanced deliverance of curriculum	159	97.0	5	3.0	0	0.0
Improved academic attainment	164	100.0	0	0.0	0	0.0
Improved teacher/pupils ratio	164	100.0	0	0.0	0	0.0
High pupils performance	164	100.0	0	0.0	0	0.0

Source: Compiled from Fieldwork Data in 2014

**A=Agree**

**D=Disagree**

**U= Undecided**

#### 4.4 Teachers' Perceptions towards School Inspectors

##### 4.4.1 Teachers positive perception of school inspectors

The study assessed teacher's positive perception of school inspectors. The findings affirmed that 21.6% of the respondents agreed that there is positive relationship between teachers and school inspectors. In contrast to that, 76.7% of the respondents disagreed that there is positive relationship between teachers and school inspectors and only 1.7% reported to be undecided as to whether there is good relationship. Overall, the findings show that there is no positive relationships between inspectors and teachers as a large proportion (76.7%) disagreed that there is positive relationship between teachers and school inspectors on the statement. This was evident as some of the teachers told the researchers that, school inspectors use harsh language as well as harassment during inspection regardless of the school environment in which teachers work coupled with long walking distances, many number of teaching subjects, poor motivation as well as many number of students in a single class.

**Table 4.11 : Teachers Attitudes Towards School Inspectors**

Category	SA		A		U		SD		D		Total	
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
Teachers from frequently inspected schools(N=70)	4	5.7	10	14.3	0	0	10.0	14.3	46.0	65.7	70	100.0
Teachers from schools inspected 1,2 and 3 times (N=50)	6	12.0	6	12.0	2	4	7.0	14	29.0	58	50	100.0
Total	10	8.3	16	13.0	2	1.7	17.0	14.2	75.0	62.5	120	100.0

**Source:** Compiled from Fieldwork Data in 2014

When the findings were compared between frequently inspected and schools inspected once, twice and thrice, it was found out that 5.7% of the frequently

inspected schools strongly agreed that there is positive attitude of teachers towards school inspectors and teachers while 12.0% of the respondents from schools inspected once, twice and thrice that there is positive attitude of teachers towards school inspectors and teachers. Moreover, 14.3% of the respondents from frequently inspected school agreed while 12.0% of the respondents from schools inspected once, twice and thrice had similar response. However, 65.7% of the respondents from frequently inspected school disagreed that there is positive relationship between inspectors and teachers while 58.0 of the respondents from schools inspected once, twice and thrice disagreed that there is positive relationship between inspectors and teachers had similar response. Similarly, 14.3% and 14.0% of the respondents from frequently inspected and schools inspected once, twice and thrice respectively strongly disagreed that there is positive relationship between inspectors and teachers. Therefore, the findings affirmed that there is no good professional relationship between inspectors and teachers. The findings corroborate with Sakarya, and Mulla (2008) who studied human relations skills of primary school inspectors. They found that the school inspectors perceive themselves as having higher level human relations skills, while the teachers perceive them not.

#### **4.4.2 Inspectors' fairness and accuracy assessment of schools' strengths and weaknesses**

The study investigated the fairness and accuracy of inspector's assessment about schools' strengths and weaknesses. The findings show that 20.0% of the respondents agreed that inspectors judgment are fair and accurate while 78.0% disagreed that inspectors judgment are not fair and 1.7% reported to be undecided. Therefore, the

findings suggest that majority of the respondents were of the view that inspectors judgment are not fair and accurate on schools and their strengths and weaknesses.

**Table 4.12 : Inspectors' Fairness and Accuracy Assessment of Schools' Strengths and Weaknesses**

Category	SA		A		U		SD		D		Total	
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
Teachers from frequently inspected schools(N=70)	8	11.4	8	11.4	1	1.4	8	11.4	45	64.0	70	100.0
Teachers from schools inspected 1,2 and 3 times (N=50)	4	8.0	4	8.0	1	2.0	8	16.0	33	66.0	50	100.0
Grand total (N=120)	12	10.0	12	10.0	2	1.7	16	13.0	78	65.0	120	100.0

**Source:** Compiled from Fieldwork Data in 2014

When the findings were compared, it was observed that 22.8% of the respondents from frequently inspected school agreed that inspectors judgment are fair and accurate while 16.0% of the respondents from schools inspected once, twice and thrice agreed that inspectors judgment are fair and accurate. Despite that 75.4% of the respondents from frequently inspected school disagreed that inspectors judgment are fair and accurate while 99.0% of the respondents from schools inspected once, twice and thrice disagreed that inspectors judgment are fair and accurate. The findings suggest that the responses were almost equally distributed among the compared categories suggesting that a high proportion of the respondents were in the view that inspectors judgment are not fair and accurate on schools and its strengths and weaknesses.

#### 4.4.3 School inspection comments on most important aspects for school improvement

The study reviewed inspection comments to gauge their fairness in reflecting most important issues for school improvement. The findings revealed that 46.6% of the respondents agreed that inspection comments they do reflect the most important issues for school improvement. Other respondents reported that 50.0% disagreed that inspection comments reflect the most important issues for school improvement while and 3.3% reported to be undecided. Therefore, generally the findings show that 50% of the respondents were of the view that inspection comments do not reflect the most important issues for school improvement while 46.6% agreed that inspection comments do reflect the most important issues for school improvement.

**Table 4.13 : School Inspection Comments on Most Important Aspects for School Improvement**

Category	SA		A		U		SD		D		Total	
	AF	RF	A F	RF	AF	RF	AF	RF	AF	RF	AF	RF
Teachers from frequently inspected schools(N=70)	9	12.9	20	28.6	1	1.4	5	7.1	35	50.0	70	100.0
Teachers from schools inspected 1,2 and 3 times (N=50)	1	2.0	26	52.0	3	6.0	13	26.0	7	14.0	50	100.0
Grand total (N=120)	10	8.3	46	38.3	2	1.7	18	15.0	42	35.0	120	100.0

Source: Compiled from Fieldwork Data in 2014

Furthermore, the findings were compared between frequently inspected school and schools inspected once, twice and thrice, the findings show that 41.4% of the respondents from frequently inspected schools agreed that inspection comments on the most important aspects of education for school improvement while 54.0% of the



respondents from schools inspected once, twice and thrice agreed that inspection comments do reflect the most important aspects for school improvement. In contrast to that, 57.1% of the respondents from frequently inspected schools disagreed that inspection comments do reflect the most important aspects of education for school improvement while 40.0% of the respondents from schools inspected once, twice and thrice disagreed that inspection comments on the most important issues for school improvement. Therefore, the findings show that majority of the respondents from frequently inspected school were of the view that inspection comments do not reflect the most important aspects of education for school improvement while those from schools inspected once, twice and thrice agreed that inspection comments do reflect the most important aspects of education for school improvement. Their variations in views may be attributed to the fact that schools inspected once, twice and thrice are rarely inspected and hence they still see school inspection as an important aspect in improving school performance.

#### **4.4.4 School inspection team cooperating well with head teachers and teachers**

The investigation regarding the school inspection team cooperating well with head teachers and teachers showed that 25.9% of all respondents agreed that school inspection team cooperates well with the head teachers and teachers while 73.4% disagreed that school inspection team cooperates well with the head teachers and teachers. The other respondents (0.8%) seemed to be undecided. The findings suggest that the majority of the respondents are of the view that school inspection team does not cooperates well with head teachers and teachers.

**Table 4.14 : School Inspection Team Cooperating Well with Head Teachers and Teachers**

Category	SA		A		U		SD		D		Total	
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
Teachers from frequently inspected schools(N=70)	5	7.1	15	21.4	0	0.0	7	10.0	43	61.4	70	100.0
Teachers from schools inspected 1,2 and 3 times (N=50)	6	12.0	5	10.0	1	2.0	7	14.0	31	62.0	50	100.0
Grand total (N=120)	11	9.2	20	16.7	1	0.8	14	11.7	74	61.7	120	100.0

Source: Compiled from Fieldwork Data in 2014

When the findings were examined across the frequently inspected schools and schools inspected once, twice and thrice, the findings show that 28.5% of the respondents from frequently inspected schools agreed that school inspection team cooperates well with the head teachers and teachers while 22.0% of the respondents from schools inspected once, twice and thrice also show that school inspection team cooperates well with the head teachers and teachers. 71.4% of the respondents from frequently inspected schools disagreed that school inspection team cooperates well with the head teachers and teachers; similarly 76.0% of the respondents from schools inspected once, twice and thrice disagreed that school inspection team cooperates well with the head teachers and teachers. Generally, respondents from both of the categories were of the view that school inspection team do not cooperates well with the head teachers and teachers.

#### 4.4.5 The extent of clarity, helpfulness and relevance of oral communication to teachers and students

The study assessed the oral communication of inspection findings during school inspection in terms of clarity, helpful and relevant to teachers and students. The findings show that 22.5% agreed that oral communication of inspection are generally clear helpful and relevant to teachers and students, while 76.7% disagreed that oral communication of inspection are generally clear helpful and relevant to teachers and students and 0.8% reported to be undecided. The findings show that majority of the respondents disagreed that oral communication of inspection are generally clear helpful and relevant to teachers and students.

**Table 4.15 : The Extent of Clarity, Helpfulness and Relevance of Oral Communication to Teachers and Students**

Category	SA		A		U		SD		D		Total	
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
Teachers from frequently inspected schools(N=70)	4	5.7	10	14.3	0	0.0	10	14.3	46	65.7	70	100.0
Teachers from schools inspected 1,2 and 3 times (N=50)	6	12.0	7	14.0	1	2.0	5	10.0	31	62.0	50	100.0
Grand total (N=120)	10	8.3	17	14.2	1	0.8	15	12.5	77	64.2	120	100.0

Source: Compiled from Fieldwork Data in 2014

When findings were compared on basis of frequency of inspection, there were no significant variations in response as 80.0% and 72.0% of frequently inspected schools and schools inspected once, twice and thrice respectively disagreed that that oral communication of inspection are generally clear helpful and relevant to teachers and students. The other statement (strongly agree, agree and strongly disagree were fairly well distributed among the compared categories.

#### 4.4.6 Extent of teachers having useful things to learn whenever school inspectors visit schools

The study investigated the extent to which every time school inspectors visit schools teachers have some useful things to learn. The findings show that 66.8% of all respondents agreed that every time school inspectors visit schools teachers have some useful things to learn while 31.7% disagreed that every time school inspectors visit schools teachers have some useful things to learn and 1.7% reported to be undecided. Generally, the study findings suggest that majority of the respondents are of the view that whenever school inspectors visit their schools teachers have some useful things to learn.

**Table 4.16 : Extent of Teachers Having Useful Things to Learn Whenever School Inspectors Visit Schools**

Category	SA		A		U		SD		D		Total	
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
Teachers from frequently inspected schools(N=70)	12	17.1	29	41.0	2	2.9	3	4.3	24	34.0	70	100.0
Teachers from schools inspected 1,2 and 3 times (N=50)	13	26.0	26	52.0	0	0.0	0	0.0	11	22.0	50	100.0
Grand total (N=120)	25	20.8	55	46.0	2	1.7	3	1.7	35	29.0	120	100.0

Source: Compiled from Fieldwork Data in 2014

The study compared the findings on basis of the frequency of school inspections. The findings show that the results are fairly well distributed among the compared categories. For example 58.1% and 78.0% of frequently inspected and schools inspected once, twice and thrice respectively strongly agreed that every time school inspectors visit schools teachers have some useful things to learn while 38.3% of the respondents from frequently inspected disagreed that every time school inspectors

visit schools teachers have some useful things to learn and 30.7% of the schools inspected once, twice and thrice respectively disagreed that every time school inspectors visit schools teachers have some useful things to learn.

#### **4.4.7 The extent of agreement concerning the match between inspectors' oral feedback and their written reports**

The findings show that 64.7% of all respondents agreed that there is a match between school inspector's oral feedback and their written reports after inspection, while 25.8% disagreed that there is a match between school inspector's oral feedback and their written reports after inspection and 2.5% reported that they were undecided. Therefore, generally the findings show that majority of the study respondents agreed that there is a match between inspector's oral feedback and their written reports.

**Table 4.17 : The Extent of Agreement Concerning The Match Between Inspectors' Oral Feedback and Their Written Reports**

Category	SA		A		U		SD		D		Total	
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
Teachers from frequently inspected schools(N=70)	8	11.4	44	62.9	1	1.4	3	4.3	14	20.0	70	100.0
Teachers from schools inspected 1,2 and 3 times (N=50)	7	14.0	27	54.0	2	4.0	5	10.0	9	18.0	50	100.0
Grand total (N=120)	15	12.5	71	59.2	3	2.5	8	6.7	23	19.1	120	100.0

Source: Compiled from Fieldwork Data in 2014

When the findings were compared between frequently inspected and those rarely inspected, it was revealed that 74.3% of frequently inspected schools respondents agreed that inspector's oral feedback match with their written reports while 68.0% of schools inspected once, twice and thrice that inspector's oral feedback match with their written reports. Generally, the findings affirmed that more than 50% of the respondents agreed that inspector's oral feedback match with their written reports.

However, the findings shows there are some doubts to be cleared on whether inspectors report match with their written and if it represents the real picture of what was happening in their schools.

#### 4.4.8 Inspectors respecting teachers and heads of schools

The results show that 75.0% of all respondents agreed that inspectors treat teachers and heads of schools respectably while 25.0% disagreed that inspectors respect teachers and heads of schools and none of the respondents reported to be undecided. The findings justify that school inspectors respect teachers and heads of schools. However, small proportion of respondents (25.0%) strongly disagreed that school inspectors do not respect teachers and heads of schools. This may be attributed by individual inspector behaviour of harassing teachers and heads of schools during inspection as reported in this chapter. This alerts that school inspectors should be mannered in such a way that they abide to their code of ethics and conducts.

**Table 4.18 : Inspectors Respect Teachers and Heads of Schools**

Category	SA		A		U		SD		D		Total	
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
Teachers from frequently inspected schools(N=70)	8	11.4	40	57.1	0	0.0	9	12.9	13	18.6	70	100.0
Teachers from schools inspected 1,2 and 3 times (N=50)	5	10.0	37	64.0	0	0.0	7	14.0	1	2.0	50	100.0
Grand total (N=120)	13	10.8	77	64.2	0	0.0	16	13.3	14	11.7	120	100.0

Source: Compiled from Fieldwork Data in 2014

When the findings were compared on basis of the number of times the school was inspected, it was revealed that 68.5% of respondents from frequently inspected agreed that inspectors treat teachers and heads of schools respectably while 74.0% of

respondents from schools inspected once, twice and thrice strongly agreed that inspectors treat teachers and heads of schools respectably. The findings show significant variations whereby 31.5% of respondents from frequently inspected disagreed that inspectors treat teachers and heads of schools respectably while only 16.0% of respondents from schools inspected once, twice and thrice also disagreed that inspectors treat teachers and heads of schools respectably. This is may be due to the fact that respondents from schools inspected once, twice and thrice do not meet inspectors frequently and hence they do not experience such kind of treatment frequently.

#### 4.4.9 Teachers freely interact with instructional inspectors

The findings show that 69.2% agreed that teachers freely interact with instructional inspectors while 39.7% disagreed that teachers freely interact with instructional inspectors and 0.8% reported to be undecided. Therefore, the findings revealed that a high proportion of study respondents agreed that teachers freely interact with instructional inspectors.

**Table 4.19 : Teachers Freely Interact with Instructional Inspectors**

Category	SA		A		U		SD		D		Total	
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
Teachers from frequently inspected schools(N=70)	7	10.0	37	52.9	1	1.4	11	16.0	14	20.0	70	100.0
Teachers from schools inspected 1,2 and 3 times (N=50)	4	8.0	35	70.0	0	0.0	5	10.0	6	12.0	50	100.0
Grand total (N=120)	11	9.2	72	60.0	1	0.8	16	13.0	20	16.7	120	100.0

Source: Compiled from Fieldwork Data in 2014

When the findings were compared on basis of school inspectional status, it was found out that 62.9% of respondents from frequently inspected schools agreed that teachers freely interact with instructional inspectors while 78.0% of the respondents from schools inspected once, twice and thrice that teachers freely interact with instructional inspectors. 36.0% of the respondents from frequently disagreed that teachers freely interact with instructional inspectors while 22.0% of respondents from schools inspected once, twice and thrice also disagreed that teachers freely interact with instructional inspectors. Generally, the findings show that teachers were freely interacting with instructional inspectors across the compared schools.

#### **4.4.10 Feedback on lesson identified strength and weaknesses in teaching and learning are communicated to concerned teachers in a friendly manner**

The findings show that 74.1% of all respondents agreed that feedback on lesson identified strength and weaknesses in teaching and learning are communicated to concerned teachers in a friendly manner while 25.7% disagreed that feedback on lesson identified strength and weaknesses in teaching and learning are communicated to concerned teachers in a friendly manner. Therefore, the study findings indicated that large proportion of the respondents agree that feedback on lesson identified strength and weaknesses in teaching and learning are communicated to concerned teachers in a friendly manner.



**Table 4.20 : Feedback on Lesson Identified Strength and Weaknesses in Teaching and Learning are Communicated to Concerned Teachers in A Friendly Manner**

Category	SA		A		U		SD		D		Total	
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
Teachers from frequently inspected schools(N=70)	5	7.1	49	70.0	0	0.0	9	12.9	7	10.0	70	100.0
Teachers from schools inspected 1,2 and 3 times (N=50)	2	4.0	33	66.0	0	0.0	8	16.0	7	14.0	50	100.0
Grand total (N=120)	7	5.8	82	68.3	0	0.0	17	14.2	14	11.7	120	100.0

**Source:** Compiled from Fieldwork Data in 2014

When the findings were compared on basis of the number of times the school was inspected, it was revealed that 77.1% of respondents from frequently inspected schools agreed that feedback on lesson identified strength and weaknesses in teaching and learning are communicated to concerned teachers in a friendly manner while 70.0% of those from schools inspected once, twice and thrice also agreed that feedback on lesson identified strength and weaknesses in teaching and learning are communicated to concerned teachers in a friendly manner. Moreover, 22.9% of frequently inspected schools disagreed that feedback on lesson identified strength and weaknesses in teaching and learning are communicated to concerned teachers in a friendly manner while 30.0% of the respondents from schools inspected once, twice and thrice disagreed that feedback on lesson identified strength and weaknesses in teaching and learning are communicated to concerned teachers in a friendly manner.

#### 4.4.11 Inspectors criticize teachers more than to praise them for the work they do.

The study findings indicate that 73.3% of all respondents agreed that inspectors tend to criticize teachers more than to praise them for the work they do while 25.9% disagreed that inspectors tend to criticize teachers more than to praise them for the work they do. In addition to that, 0.8% of the respondents reported to be undecided. Therefore, the findings revealed that majority of the respondents agreed that that inspectors tend to criticize teachers more than to praise them for the work they do.

**Table 4.21 : Inspectors Criticize Teachers More Than to Praise Them For The Work They Do.**

Category	SA		A		U		SD		D		Total	
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
Teachers from frequently inspected schools(N=70)	18	25.7	29	41.1	1	1.4	3	4.3	19	27.1	70	100.0
Teachers from schools inspected 1,2 and 3 times (N=50)	13	26.0	28	56.0	0	0.0	2	4.0	7	14.0	50	100.0
Grand total (N=120)	31	25.8	57	47.5	1	0.8	5	4.2	26	21.7	120	100.0

Source: Compiled from Fieldwork Data in 2014

On basis of comparison, the findings revealed that 66.8% of respondents from frequently inspected schools agreed that inspectors tend to criticize teachers more than to praise them for the work they do while 82.0% of the respondents from schools inspected once, twice and thrice also agreed that inspectors tend to criticize teachers more than to praise them for the work they do. Moreover, 31.4% of the respondents from frequently inspected schools disagreed that inspectors tend to criticize teachers more than to praise them for the work they do while 18.0% of respondents from schools inspected once, twice and thrice also disagreed that

inspectors tend to criticize teachers more than to praise them for the work they do. Generally, the findings show that inspectors tend to criticize teachers more than to praise them for the work they do across the compared schools.

#### **4.4.12 School inspectors generally do not use harsh language when on duty**

Furthermore, the study was interested to examine if inspectors use harsh language while on duty. The findings revealed that 60.8% of all respondents agreed that school inspectors generally do not use harsh language when on duty. Moreover, 38.3% of all respondents disagreed that school inspectors generally do not use harsh language when on duty and 0.8% seemed to be undecided. Therefore, the findings revealed that majority of the respondents were in the view that school inspectors generally do not use harsh language when on duty. This notion is consistent with Mbwapbo (1990) who revealed that some school inspectors insulted, demoralized and blamed teachers without giving them constructive criticism, and some school inspectors contradicted each other in the advice which they gave to teachers and maintained rigidity.

**Table 4.22 : School Inspectors Generally Do Not Use Harsh Language When on Duty**

Category	SA		A		U		SD		D		Total	
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
Teachers from frequently inspected schools(N=70)	4	5.7	37	52.9	0	0.0	0	0.0	29	41.4	70	100.0
Teachers from schools inspected 1,2 and 3 times (N=50)	3	6.0	29	58.0	1	2.0	7	14.0	10	20.0	50	100.0
Grand total (N=120)	7	5.8	66	55.0	1	0.8	7	5.8	39	32.5	120	100.0

Source: Compiled from Fieldwork Data in 2014

Furthermore, when the findings were compared on basis of respondents categories it was revealed that 58.6% of respondents from frequently inspected schools agreed that school inspectors generally do not use harsh language when on duty while 64.0% of the respondents from schools inspected once, twice and thrice also agreed that school inspectors generally do not use harsh language when on duty. Moreover, 41.4% of the respondents from frequently inspected schools disagreed on the statement while 34.0% of respondents from schools inspected once, twice and thrice also disagreed that inspectors generally do not use harsh language when on duty. Generally, the findings show that inspectors generally do not use harsh language when on duty across the compared schools.

#### **4.4.13 School inspectors feel superior when inspecting schools**

The study examined if school inspectors feel superior when inspecting schools. The study findings show that 20.9% of all respondents strongly agreed that school inspectors feel superior when inspecting schools, 29.4% agreed while 37.6% disagreed on the statement. Moreover, 6.1% strongly disagreed that school inspectors feel superior when inspecting schools while also 6.1% were undecided if school inspectors feel superior when inspecting schools or not. Therefore, the findings show that almost 50% of all respondents were in the view that school inspectors feel superior when inspecting schools.

**Table 4.23 : School Inspectors Feel Superior When Inspecting Schools**

Category		SA	A	U	SD	D	Total
Teacher from Frequently inspected school (N=70)	Frequency	24	28	0	0	18	
	%	34.3	40.0	0.0	0.0	25.7	100.0
Teachers from Inspected 1,2 or 3 times) (N=50)	Frequency	7	19	0	4	20	70
	%	14.0	38.0	0.0	8.0	40.0	100.0
Pupils from frequently inspected school (N=70)	Frequency	14	9	10	10	27	50
	%	20.0	12.7	14.3	14.3	38.6	100.0
Pupils from Inspected 1,2 or 3 times) (N=70)	Frequency	12	30	0	0	28	70
	%	17.1	42.9	0.0	0.0	40.0	100.0
Pupils from uninspected schools (N=70)	Frequency	12	11	10	6	31	70
	%	17.1	15.7	14.3	8.6	44.3	100.0
Grand total (N=330)	Frequency	69	97	20	20	124	330
Total %	%	20.9	29.4	6.1	6.1	37.6	100.0

**Source:** Compiled from Fieldwork Data in 2014

When the findings were compared among the study respondent's categories, they revealed that there were variations in responses. For example, 34.3% of teachers from frequently inspected strongly agreed that school inspectors feel superior when inspecting schools while 14.0% of teachers from schools inspected once, twice and thrice portrayed similar response. In addition to that, 20.0% of pupils from frequently inspected school strongly agreed that school inspectors feel superior when inspecting schools while 17.1% of pupils from schools inspected once, twice thrice and pupils from uninspected school respectively had similar response.

Furthermore, 40.0% of teachers from frequently inspected schools agreed that school inspectors feel superior when inspecting school while 38.0% of teachers from schools inspected once, twice and thrice portrayed similar response. On top of that,

12.7% of pupils from frequently inspected school agreed that school inspectors feel superior when inspecting schools while 42.9% of pupils from schools inspected once, twice thrice and pupils from uninspected school had similar response and only 15.7% of pupils from uninspected school agreed that that school inspectors feel superior when inspecting schools. Generally, the findings revealed that teachers from frequently inspected school affirmed that school inspectors feel superior when inspecting schools than teachers from schools inspected once, twice and thrice. On the other hand, pupils from frequently inspected and schools inspected once, twice and thrice were in the view that school inspectors feel superior when inspecting schools than pupils from uninspected schools.

#### **4.5. Role of Inspectors and How Do Their Activities Influence Schools Performance**

##### **4.5.1 Satisfaction with the way school inspection is carried out in this school**

The study examined the level of satisfaction among teachers and pupils on the way school inspection is conducted in their respective schools. The findings indicated that 52.9% strongly agreed that they are satisfied with the way school inspection is conducted in their school while 44.6% disagreed that they are satisfied with the way school inspection is conducted in their school and 2.4% were undecided to whether they were satisfied or not. Therefore, generally the findings suggest that majority of the respondents were satisfied with the way school inspection is conducted in their schools.

**Table 4.24 : Respondents' View on Satisfaction with the Way School Inspection is Carried Out in Their School**

Category	SA		A		U		SD		D		Total	
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
Teachers (N=164)	28	17.1	63	38.4	7	4.2	36	22.0	30	18.3	164	100.0
Pupils (N=210)	63	30.0	44	21.0	2	1.0	31	14.8	70	33.3	210	100.0
Grand total (N=374)	91	24.3	107	28.6	9	2.4	67	17.9	100	26.7	374	100.0

**Source:** Compiled from Fieldwork Data in 2014

When the findings were compared between teachers and pupils, it was observed that 55.5% of teachers agreed that they were satisfied with the way school inspection is conducted in their school while 51.0% of pupils agreed that they were satisfied with the way school inspection is conducted in their school. Moreover, 40.3% of teachers disagreed that they were satisfied with the way school inspection is conducted in their school while 48.1% of pupils also disagreed that they were not satisfied with the way school inspection is conducted in their school. Therefore, generally, the findings revealed that high percentage of pupils disagreed that they were not satisfied with the way school inspection is conducted in their school than teachers. The variations may be attributed by differences in sample size as pupils (N=210) were many as compared to teachers (N=164). Furthermore, more teachers also strongly disagreed that they were not satisfied with the way school inspection is conducted in their school than pupils.

#### **4.5.2 Overall satisfaction of the quality of inspection reports**

The study assessed the overall satisfaction of respondents on the quality of inspection reports. The findings revealed that 25.6% of all teachers agreed that they were satisfied with the quality of inspection reports while 73.8% disagreed that they were

not satisfied with the quality of inspection reports and 0.6% of teachers reported to be undecided.

**Table 4.25 : Overall Satisfaction of The Quality of Inspection Reports**

Total Sample	Category	AF	RF
N= 164	Strongly agree	19	11.6
	Agree	23	14.0
	Disagree	51	31.1
	Strongly disagree	70	42.7
	Undecided	1	0.6
	Total	164	100.0

Source: Compiled from Fieldwork Data in 2014

The study findings are in line with views of the some of key informants and teachers. For example, some of the head of schools expressed that school inspections reports are not openly shared. They said school inspection reports are regarded as confidential documents and only the head of the schools were allowed to have it. This made the researcher to scrutinize more on this. For example one teacher had this to say:

*“...Our head teacher does not distribute full inspection report to teachers, what he does; he comes with the school inspection report and tries to read for us some of the sections he sees they are related to teachers...”* The other teacher also said: *“School inspections reports are not openly shared to teachers they are treated as confidential documents. Teachers are told in summary what the report contains”*. (School teacher from school F)

And some other teachers further said: *“We have not seen school inspection reports because are the confidential documents”*. This was also supported by Zonal Chief Inspectors. During researcher’s visit to the office of Zonal Chief Inspector of Schools it was witnessed that school inspections reports were stamped with Government official seal that they were confidential documents, and he was not allowed to go



with the reports outside the office. That means that school inspections reports are not meant for public use.

#### **4.5.3 Overall, I am of the view that inspection has helped this school to improve academic performance**

Table 4.12 show the view of both teachers and pupils on school inspection to improving academic performance in Mbarali district. Overall, the study findings show that 64.5% agreed that school inspection helps to improving school performances while 31.8% disagreed that school inspection helps to improving school performances, and 3.7% reported to be undecided.

**Table 4.26 : Respondents View School Inspection to Improving Academic Performance**

Category	SA		A		U		SD		D		Total	
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
Teachers (N=164)	55	34.3	79	54.3	12	7.1	13	1.4	5	2.9	164	100.0
Pupils (N=210)	63	30.0	44	21.0	2	1.0	31	14.7	70	33.0	210	100.0
Grand total (N=374)	118	31.6	123	32.9	14	3.7	44	11.8	75	20.0	374	100.0

Source: Compiled from Fieldwork Data in 2014

When the findings were compared between teachers and students, it was revealed that 88.6% of teachers agreed that school inspection helps in improving school performance while 51.1% of pupils also agreed that school inspection helps in improving school performance. In addition to that, 4.3% of teachers disagreed that school inspection helps in improving school performance while 47.7% of pupils also disagreed that school inspection helps in improving school performance. Generally, the findings revealed that majority of the study respondents were in the view that

school inspection helps to improving school performances. From the results, it is obvious that school inspection improved the student's performance and increased the teaching productivity. This is in line with Goddard and Emerson (1997) who asserts that inspection should promote high educational outcomes, in particular high attainment, good progress, and a positive response from pupils.

These results were in agreement with the findings noted during interviews with school leaders, school committee and inspectors. During interviews with head teachers, inspectors and school committee chairpersons, they expressed that school inspections are useful. For example head teacher's school teachers from frequently inspected and non-frequently inspected emphasized by saying that:

*"You know school inspections are very useful to schools, students and even to us as teachers because the school inspections increases the level of accountability and sometimes the motivation of teachers increase especially when inspected by an inspector who is an expert of that particular subject – this motivates teachers to change in teaching practices. School inspections may sometimes lead into increase of teacher's punctuality, teacher's attendances in classes, and furthermore school management also become more serious because after school inspection school is being ranked and the management is the one which is being affected first and most" (Headteacher, school C.)*

Moreover, the head teacher from one of the frequently inspected school showed to be very positive with school inspections and he openly expressed that school inspectors are not enemies to him but he considers them as colleagues in the work of improving the performance of his school. So he said he gives them full support when they visit his school. Some of his words are:

*"As a head teacher I benefit a lot from school inspections for I get to know how teachers behave from an external viewer and I use the recommendations to improve the performances of my teachers and school in general. When inspectors visit my school they normally check if teachers teach according to participatory approach, or*

*If they use teaching aids/materials, inspectors demand to see if teachers prepare subjects before going to teach; they check the time table, lesson plans, scheme of works, they also check students notes and observe teachers when they are in their classes teaching, they provide professional support by conducting dialogues before and after inspections. You should also know that a head teacher is also an inspector but is an internal inspector” (Headteacher, school D.).*

During interview with Mbarali district chief inspector had this to say:

*“When visiting schools inspectors provide professional guidance and counseling. Furthermore, teachers at times are helped how to prepare teaching and learning documents and guided how to improve teacher-students/pupils interactions. So school inspections are very useful in various ways and at different level right from school itself to the level of the central government” (Mbarali district chief inspector). However, not all respondents perceived school inspections to be useful in every way.*

Some of the teachers from frequently inspected school had this to say:

*“Apart of being useful, but we consider that school inspections are done as routine and so they waste time of school teachers and resources” (Primary school teacher, school A).*

The main reason was that responsible parties are not addressing the challenges found in almost every school inspected. They added that:

*“School inspections seem to focus more on schools infrastructures and students academics and forget about teachers’ affairs like compensations, teaching workload, facilities and security, motivation and how they should be motivated” (Primary school teachers, school A).*

Some of the school inspectors said that some teachers may consider school inspections to be not useful because of the challenges schools and inspectors face. For example when visiting schools some schools have shortages of teachers, thus inspectors may end up in doing document review, some stakeholders may not be willing to cooperate in case of special inspections and school inspection budgets may limit the school inspector to stay at the school for 2 days only in steady of 3 or more days depending on the type of inspection, i.e. Therefore, whole school inspection needs ample time”

#### 4.5.4 Overall, I am satisfied with the way school inspectors work

The study examined the overall satisfaction with the way school inspectors work.

The study observed that 15.8% agreed that they are satisfied with the way school inspectors work. On the other hand, 83.0% disagreed that they are satisfied with the way school inspectors work and 1.7% were undecided on the issue at hand. Therefore, the study findings suggest that majority of the respondents were not satisfied with the way school inspectors work.

**Table 4.27 : Respondents View on Overall Satisfaction with the Way School Inspectors Work**

Category	SA		A		U		SD		D		Total	
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
Teachers from frequently inspected schools(N=70)	5	7.1	5	7.1	1	1.4	15	21.0	44	63.0	70	100.0
Teachers from schools inspected 1,2 and 3 times (N=50)	2	4.0	7	14.0	1	2.0	9	18.0	31	62.0	50	100.0
Grand total (N=120)	7	5.8	12	10.0	2	1.7	24	20.0	75	63.0	120	100.0

Source: Compiled from Fieldwork Data in 2014

When the finding were compared between frequently inspected and schools inspected once, twice and thrice in a period of five years, it was observed that 14.2% of respondents from frequently inspected school strongly agreed that they were satisfied with the way school inspectors work while only 18.0% of respondents from schools inspected once, twice and thrice also agreed that they were satisfied with the way school inspectors work. Again, 84.0% of respondents from frequently inspected

school disagreed that they were not satisfied with the way school inspectors work, similarly 80.0% of respondents from schools inspected once, twice and thrice also disagreed that they were not satisfied with the way school inspectors work. Therefore, the findings justify that, study respondents were not satisfied with the way school inspectors work.

#### 4.5.6 Not satisfied with some of the members of the inspection team

The study was also interested to know if respondents were not satisfied with some of the members of the inspection team. The results show that 76.7% agreed that they were not satisfied with some of the members of the inspection team while 19.7% disagreed that they were not satisfied with some of the members of the inspection. However, 3.3% reported to be undecided. Generally, therefore, the findings suggest that majority of the respondents were not satisfied with some of the members of the school inspection team.

**Table 4.28 : Respondents View on Not Satisfied With Some of The Members of The Inspection Team**

Category	SA		A		U		SD		D		Total	
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
Teachers from frequently inspected schools(N=70)	18	25.7	36	51.4	2	2.9	3	4.3	11	16.0	70	100.0
Teachers from schools inspected 1,2 and 3 times (N=50)	11	22.0	27	54.0	2	4.0	5	10.0	5	10.0	50	100.0
Grand total (N=120)	29	24.2	63	52.5	4	3.3	8	6.7	16	13.0	120	100.0

Source: Compiled from Fieldwork Data in 2014

When the findings were analysed on basis of frequency of the school inspections, the findings indicated that 80.0% of respondents from frequently inspected school

agreed that they were not satisfied with some of the members of inspection team while 76.0% of the respondents from schools inspected once, twice and thrice also agreed that they were not satisfied with some of the members of inspection teams. The findings concludes that, majority of the respondents from both categories were not satisfied with some of the members of the inspection team.

#### **4.5.7 The Summary report covers various administrative, management and instructional aspects of schooling**

The findings show that 82.5% agreed that inspector's summary report covers various administrative, management and instructional aspects of schooling, while 14.2% disagreed that inspector's summary report covers various administrative, management and instructional aspects of schooling and only 3.3% reported to be undecided. Therefore, the study findings show that majority of the respondents agreed that inspectors summary report covers various administrative, management and instructional aspects of schooling.

**Table 4.29 : The Summary Report Covers Various Administrative, Management and Instructional Aspects of Schooling**

Category	SA		A		U		SD		D		Total	
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
Teachers from frequently inspected schools (N=70)	9	12.8	51	72.9	0	0.0	0	0.0	10	14.3	70	100.0
Teachers from schools inspected 1,2 and 3 times (N=50)	12	24.0	27	54.0	4	8.0	5	10.0	2	4.0	50	100.0
Grand total (N=120)	21	17.5	78	65.0	4	3.3	5	4.2	12	10.0	120	100.0

Source: Compiled from Fieldwork Data in 2014

When the findings were compared on basis of the number of times schools were inspected, it was found out that 85.7% of the respondents from frequently inspected

schools agreed that inspector's summary report covers various administrative, management and instructional aspects of schooling while 78.0% of respondents from schools inspected once, twice and thrice also agreed that inspector's summary report covers various administrative, management and instructional aspects of schooling. In addition to that, 14.3% of the respondents from frequently inspected schools disagreed that inspector's summary report covers various administrative, management and instructional aspects of schooling while 14.0% of respondents from schools inspected once, twice and thrice also disagreed that inspector's summary report covers various administrative, management and instructional aspects of schooling. However, none of respondents from frequently inspected schools had similar response. Therefore, majority of the respondents were of the view that inspector's summary report covers various administrative, management and instructional aspects of schooling

However, during interview with school committee members, it was revealed that in some schools, school inspectors report are not even distributed to teachers and hence teachers do not know what is written in the report. During interview one of the school committee members had this to say:

*".....I think school inspections real do not cover/touch what is happening in schools. For example teacher's problems are not addressed. They are the same from one inspection to another. Teachers' concerns are now chronic; teachers are not motivated, teachers' work load is not solved, students' number in a class keeps on increasing giving no room for practicing good teaching practices. Most teachers cannot access school inspection reports. They are considered to be confidential and only found in a school head teachers office; why confidential... Some school visits are done with less number of inspectors in a way they don't cover all subjects, science subjects are not regularly inspected. They don't go into details to find out why there are mass students failures. For example, school receives*

*students who cannot read and write but they don't address this in school inspection reports. So, I think inspectors report doesn't cover all administrative, management and instructional aspects of schooling...*"(A school committee member of school B).

#### 4.5.8 Benefits from school inspection outweigh the negative effects

The findings regarding the perceptions of the statement show that 68.9% of all respondents agreed that benefits from school inspection outweigh the negative effects. Other respondents (28.1%) disagreed that benefits from school inspection outweigh the negative effects and 3.0% of the respondents remained undecided. Therefore, the study findings affirmed that larger proportion of the respondents are of the view that benefits from school inspection outweigh negative effects.

**Table 4.30 : Benefits from School Inspection Outweigh the Negative Effects**

Category	SA		A		U		SD		D		Total	
	AF	RF	AF	RF	A F	RF	A F	RF	AF	RF	AF	RF
Teachers from frequently inspected schools (N=70)	5	7.1	38	54.3	2	2.9	5	7.1	20	28.6	70	100.0
Teachers from schools inspected 1,2 and 3 times (N=50)	1	2.0	37	74.0	2	4.0	2	4.0	8	16.0	50	100.0
Teachers from uninspected school (N=44)	9	20.4	23	52.3	1	2.3	1	2.3	10	22.7	44	100.0
Grand total (N=164)	15	9.1	98	59.8	5	3.0	8	4.9	38	23.2	164	100.0

Source: Compiled from Fieldwork Data in 2014

When the findings were compared on the basis of school inspectional status, it was found out that 61.4% of respondents from frequently inspected schools agreed that benefits from school inspection outweigh the negative effects while 76.0% of the respondents from schools inspected once, twice and thrice and uninspected schools also agreed that benefits from school inspection outweigh the negative effects.



Again, 72.5% of respondents from frequently inspected schools also agreed that benefits from school inspection outweigh the negative effects. The findings affirmed that regardless of the number of times the school has been inspected, the benefits from school inspection outweigh the negative effects.

#### **4.5.9 Frequently inspected schools are likely to perform better than those which are not inspected**

The findings to the above statement show that 82.3% of all respondents agreed that schools which are frequently inspected are likely to perform better than those which are not inspected while 17.1% disagreed that schools frequently inspected are not likely to perform better than those which are not inspected and 0.6% seemed to be undecided. Therefore, generally the findings portray that majority of the respondents were in the view that schools frequently inspected are likely to perform better than those which are not inspected.

**Table 4.31 : Frequently Inspected Schools are Likely to Perform Better Than Those Not Inspected Ones.**

Category	SA		A		U		SD		D		Total	
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
Teachers from frequently inspected schools (N=70)	37	52.9	20	28.6	0	0.0	4	5.7	9	12.9	70	100.0
Teachers from schools inspected 1,2 and 3 times (N=50)	21	42.0	27	54.0	0	0.0	2	4.0	0	0.0	50	100.0
Teachers from uninspected school (N=44)	14	31.8	16	36.4	1	2.3	3	6.8	10	22.7	44	100.0
Grand total (N=164)	72	43.9	63	38.4	1	0.6	9	5.5	19	11.6	164	100.0

Source: Compiled from Fieldwork Data in 2014

In terms of comparison, 81.5% of the respondents from frequently inspected schools agreed that schools frequently inspected are likely to perform better than those, which are not inspected while 96.0% of the respondents from schools inspected once, twice and thrice also reported schools frequently inspected are likely to perform better than those which are not inspected and 68.2% of the respondents from uninspected school also portrayed that schools frequently inspected are likely to perform better than those which are not inspected. None of the respondents from schools inspected once, twice and thrice disagreed. It is evident that respondents from all three categories were of the view that schools inspected frequently are likely to perform better than those which are not inspected. The main interpretation here is that school inspection motivate teachers to do their work better than when they are not inspected.

#### 4.6.10 School inspection help pupils to get more balanced education

Regarding to the above statement the results show that 85.8% of all respondents agreed that school inspection help pupils to get more balanced education, while 14.2% disagreed that school inspection help pupils to get more balanced education and none of the respondents was reported to be undecided. Therefore, the study findings show that the majority (85.8%) of the respondents are of the view that school inspection helps pupils to get more balanced education.

**Table 4.32 : School Inspection Help Pupils to Get More Balanced Education**

Category	SA		A		U		SD		D		Total	
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
Teachers from frequently inspected schools (N=70)	10	14.3	46	65.7	0	0.0	4	5.7	10	14.3	70	100.0
Teachers from schools inspected 1,2 and 3 times (N=50)	9	18.0	38	76.0	0	0.0	2	4.0	1	2.0	50	100.0
Grand total (N=120)	19	15.8	84	70.0	0	0.0	6	5.0	11	9.2	120	100.0

Source: Compiled from Fieldwork Data in 2014

When the findings are compared on basis of school inspectional status, it is found out that 80.0% of respondents from frequently inspected schools agree that school inspection helps pupils to get more balanced education while 94.0% of the respondents from schools inspected once, twice and thrice also agree that school inspection helps pupils to get more balanced education. Again, 24.3% of respondents from frequently inspected schools disagreed that school inspection help pupils to get more balanced education while 6.0% from the schools inspected once, twice and thrice agree that school inspection help pupils to get more balanced education. The

findings show that school inspection help pupils to get more balanced education across the compared schools.

#### **4.5.11 School Inspection is liked by Teachers when they Learn new Knowledge, Instructional Strategies and Skills**

The research wanted respondents' views on the above statement therefore the study assessed if school inspection is liked by teachers when they learn new knowledge, instructional strategies and skills. The findings show that 43.6% strongly agreed that school inspection is liked by teachers when they learn new knowledge, instructional strategies and skills; 45.8% agreed while 4.5% disagreed, 4.5% strongly disagreed and 1.5% was undecided. The findings support the views of the majority of the respondents that school inspection is liked by teachers when teachers learn new knowledge, instructional strategies and skills.

**Table 4.33 : School Inspection is Liked by Teachers When Teachers Learn New Knowledge, Instructional Strategies and Skills**

Category		SA	A	U	SD	D	Total
Teacher from Frequently inspected school (N=70)	Frequency	16	41	0	2	11	70
	%	22.9	58.6	0.0	2.9	15.7	100.0
Teachers from Inspected 1,2 or 3 times) (N=50)	Frequency	14	33	0	2	1	50
	%	28.0	66.0	0.0	4.0	2.0	100.0
Pupils from frequently inspected school (N=70)	Frequency	37	26	4	2	1	70
	%	52.9	37.1	5.7	2.9	1.4	100.0
Pupils from Inspected 1,2 or 3 times) (N=70)	Frequency	32	31	1	4	2	70
	%	45.7	44.3	1.4	5.7	2.9	100.0
Pupils from uninspected schools (N=70)	Frequency	45	20	0	5	0	70
	%	64.3	28.6	0.0	7.1	0.0	100.0
Grand total (N=330)	Frequency	144	151	5	15	15	330
Total %	%	43.6	45.8	1.5	4.5	4.5	100.0

**Source:** Compiled from Fieldwork Data in 2014

When the findings are compared across the respondents' categories, it is shown that 22.9% of teachers from frequently inspected strongly agreed that school inspection is liked by teachers when they learn new knowledge, instructional strategies and skills while 28.0% of teachers from schools inspected once, twice and thrice portrayed similar response. In addition to that, 52.9% of pupils from frequently inspected school strongly agreed that school inspection is liked by teachers when they learn new knowledge, instructional strategies and skills while 45.7% and 64.3% of pupils from schools inspected once, twice thrice and pupils from uninspected school respectively had similar response. Generally, the findings revealed that teachers from

schools inspected once, twice and thrice affirmed that school inspection is liked by teachers when they learn new knowledge, instructional strategies and skills than teachers from frequently inspected schools. On the other hand, pupils from uninspected schools were in the view that school inspection is liked by teachers when they learn new knowledge, instructional strategies and skills than pupils from frequently schools and schools inspected once, twice and thrice.

#### **4.5.12 Primary school teachers' like school inspection when it improves instruction**

The study examined if primary school teachers' like school inspection when it improves instruction. The study found out that 36.7% strongly agreed that primary school teachers' like school inspection when it improves instruction while 53.3% agreed. In addition to that, 6.7% of the respondents disagreed while 3.3% strongly disagreed and none of the respondent was undecided. Therefore, the findings concludes that majority of the respondents were in the view that primary school teachers' like school inspection when it improves instruction.

**Table 4.34 : Primary School Teachers' Like School Inspection When it Improves Instruction.**

<b>Category</b>		<b>SA</b>	<b>A</b>	<b>U</b>	<b>SD</b>	<b>D</b>	<b>Total</b>
Frequently inspected school (N=70)	Frequency	15	47	0	1	7	70
	%	21.4	67.1	0.0	1.4	10.0	100.0
Inspected 1,2 or 3 times) (N=50)	Frequency	29	17	0	3	1	50
	%	58.0	34.0	0.0	6.0	2.0	100.0
Grand total (N=120)		44	64	0	4	8	120
Total %		36.7	53.3	0.0	3.3	6.7	100.0

Source: Compiled from Fieldwork Data in 2014

On basis of comparison, the findings revealed that 21.4% of respondents from frequently inspected schools strongly agreed primary school teachers' like school inspection when it improves instruction while 58.0% of the respondents from schools inspected once, twice and thrice had similar response. Again, 67.1% of respondents from frequently inspected schools agreed while 34.0% from those schools inspected once, twice and thrice portrayed similar response. Moreover, 10.0% of the respondents from frequently inspected schools disagreed while only 2.0% of respondents from schools inspected once, twice and thrice portrayed the same response. Generally, the findings show that primary school teachers' like school inspection when it improves instruction across the compared schools.

#### **4.5.13 School inspection is very useful when teachers and inspectors work as a team to improve school performance**

The study examined whether school inspection is very useful when teachers and inspectors work as a team to improve school performance. The study revealed that 54.2% strongly agreed that school inspection is very useful when teachers and inspectors work as a team to improve school performance while 45.8% agreed and none of the respondents disagreed, strongly disagreed and undecided. Therefore, the study findings affirmed that most of the respondents were in the view that school inspection is very useful when teachers and inspectors work as a team to improve school performance.

**Table 4.35 : School Inspection is Very Useful When Teachers and Inspectors Work As A Team to Improve School Performance**

Category		SA	A	U	SD	D	Total
Frequently inspected school (N=70)	Frequency	34	36	0	0	0	70
	%	48.6	51.4	0.0	0.0	0.0	100.0
Inspected 1,2 or 3 times) (N=50)	Frequency	31	19	0	0	0	50
	%	62.0	38.0	0.0	0.0	0.0	100.0
Grand total (N=120)		65	55	0	0	0	120
Total %		54.2	45.8	0.0	0.0	0.0	100.0

**Source:** Compiled from Fieldwork Data in 2014

When the findings were compared across the study respondents it was revealed that 48.6% of the respondents from frequently inspected schools strongly agreed that school inspection is very useful when teachers and inspectors work as a team to improve school performance while 62.0% of the respondents from schools inspected once, twice and thrice portrayed the same response. In addition to that, 51.4% of the respondents from frequently inspected schools agreed that school inspection is very useful when teachers and inspectors work as a team to improve school performance while only 38.0% of the respondents from schools inspected once, twice and thrice had similar response. Therefore, the findings affirm that majority of the respondents were in the view that school inspection is very useful when teachers and inspectors work as a team to improve school performance.

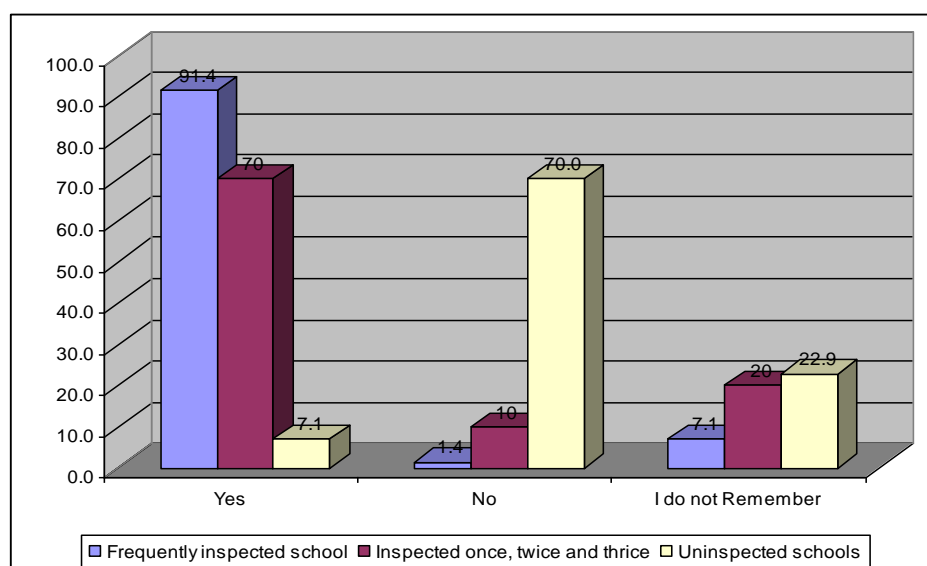
#### **4.6 Findings from Pupils**

The study collected specific data from the pupils of the respective selected primary schools. These all 210 pupils were in standard 7. The standard 7 pupils were purposively sampled because they are the most mature in the primary schools and more knowledgeable of all the classes and therefore were assumed knowledgeable enough on the study theme.



#### 4.6.1 Has your school ever been visited by school inspectors

The study findings show that 91.4% of the frequently inspected agreed that they have been visited by school inspectors in their respective schools, 1.4% said no and 7.1% did not remember. In addition to that 70.0% of the pupils from schools inspected once, twice and thrice agreed that they have been visited by school inspectors while 10.0% said no and 20.0% did not remember and finally, only 7.1% of the pupils from uninspected school agreed that they have been visited by school inspectors while a large proportion 70.0% said no and 22.9% did not remember. Therefore, majority of the pupils were visited by inspectors in their respective school and thus were in the position to tell the usefulness and potential contributions of school inspection on academic performances.



**Figure 4.2: Frequency of School Inspection Visitation**

**Source:** Compiled from Fieldwork Data in 2014

#### 4.5.3 Pupils views of various school inspection aspects and its impacts on school performance improvement

The results in Table 4.34 show that 82.9% of the respondents from frequently inspected schools strongly agreed that they were happy with the way school

inspection was conducted in their schools while only 5.7% of the respondents from schools inspected once, twice and thrice in a period of five years portrayed similar response. Moreover, 48.6% of the respondents from frequently inspected schools strongly agreed that school inspection keep teachers alert at all times while 35.7% of the respondents from schools inspected once, twice and thrice in a period of five years had the same response. On top of that 15.7% of all the respondents from both schools strongly agreed that pupils are not punished when inspectors are in the school while 30.0% of the frequently inspected school agreed that pupils are not punished when inspectors are in the school and only 20.0% of the respondents from schools inspected once, twice and thrice in a period of five years portrayed similar response. Therefore, the findings affirm that over 50.0% of respondents have the view that pupils are not punished when inspectors are in the schools implying that teachers do not punish pupils while inspectors are in schools.

Furthermore, 28.6% of the respondents from frequently inspected schools strongly agreed that all teachers attend classes when inspectors are in the schools while 18.6% of the respondents from schools inspected once, twice and thrice in a period of five years portrayed similar response. In addition to that, 20.0% of the respondents from frequently inspected schools agreed that all teachers attend classes when inspectors are in the schools while 40.0% of the respondents from schools inspected once, twice and thrice in a period of five years had similar response. Therefore, the findings show that 91.4% of respondents claimed that all teachers attend classes when inspectors are in the schools.

**Table 4.36 : Pupils Views of Various School Inspection Aspects and Its Impacts on Improving School Performance**

Category	SA	A	U	SD	D	Total
Overall I am happy with the way inspection is conducted in my school	82.9	10.0	1.4	1.4	4.3	100.0
*	5.7	48.6	0.0	22.9	22.9	100.0
Inspection keep teachers alert at all times	48.6	34.3	0.0	7.1	10.0	100.0
	35.7	41.4	0.0	12.9	10.0	100.0
Pupils are not punished when inspectors are in the school	15.7	30.0	8.6	10.0	35.7	100.0
*	15.7	20.0	15.7	18.6	30.0	
All teachers attend classes when inspectors are in the schools	28.6	20.0	5.7	8.6	22.9	100.0
*	18.6	40.0	1.4	11.4	28.6	100.0
Whenever inspectors are in the schools teachers are more strict to pupils	37.1	24.3	2.9	11.4	24.3	100.0
*	47.1	31.4	0.0	5.7	15.7	100.0
Pupils like inspectors to visit school more frequently	50.0	32.9	4.3	2.9	10.0	100.0
*	41.4	52.9	0.0	0.0	5.7	100.0
When inspectors use harsh language to teachers students suffer	31.4	27.1	4.3	7.1	30.0	100.0
*	44.3	28.6	2.9	4.3	20.0	100.0
Pupils like inspectors when teachers pay more attention to them	44.3	37.1	1.4	10.0	7.1	100.0
*	41.4	28.6	2.9	8.6	18.6	100.0
After school inspection teachers teach better	58.6	18.6	1.4	15.7	5.7	100.0
*	54.3	30.0	0.0	7.1	8.6	100.0
School inspection is useful as everybody in the school work hard	61.4	32.9	1.4	2.9	1.4	100.0
*	57.1	30.0	5.7	4.3	2.9	100.0
Total	36.0	33.4	9.1	3.5	18.0	100.0

None\* % of frequently inspected schools

\* % of school inspected once, twice and thrice

Source: Compiled from Fieldwork Data in 2014

Moreover, the findings show that 37.1% of the pupils from frequently inspected schools strongly agreed that whenever inspectors are in the schools teachers are more

strict to pupils while 47.1% of the pupils from schools inspected once, twice and thrice in a period of five years had the same response, 24.3% of the frequently inspected school pupils agreed while 31.4% of the pupils from schools inspected once, twice and thrice in a period of five years portrayed similar response. Therefore, the findings suggest that more than two-third of the pupils was in the view that whenever inspectors are in the schools teachers are more strict to pupils.

Moreover, the study revealed that 50.0% of the pupils from frequently inspected schools strongly agreed that pupils like inspectors to visit school more frequently while 41.4% of the pupils from schools inspected once, twice and thrice in a period of five years portrayed similar response. Again, 52.9% of the pupils from schools inspected once, twice and thrice in a period of five years agreed that they like inspectors to visit school more frequently while 32.9% of the frequently inspected school had similar response. Thus, majority of the pupils were in view that they like inspectors to visit school more frequently.

Furthermore, the study revealed that 31.4% of the pupils from frequently inspected schools strongly agreed that when inspectors use harsh language to teacher's students suffer while 44.1% of the pupils from schools inspected once, twice and thrice in a period of five years portrayed similar response. Again, 27.1% of the pupils from frequently inspected schools years agreed that when inspectors use harsh language to teacher's students suffer while 28.6% of the of the pupils from schools inspected once, twice and thrice in a period of five had similar response. Thus, majority of the pupils were in view that when inspectors use harsh language to teacher's students suffer. This is in line with Savendra and Hawthorn (1990) studied inspectors' roles

from the view of inspected ones, and described them as authoritarian, stylish-looking, and strict.

Again, the study revealed that 44.3% of the pupils from frequently inspected schools strongly agreed that pupils like inspectors when teachers' pay more attention to them while 41.4% of the pupils from schools inspected once, twice and thrice in a period of five years portrayed similar response. Again, 28.6% of the pupils from schools inspected agreed that pupils like inspectors when teachers' pay more attention to them while 37.1% of the pupils from schools inspected once, twice and thrice in a period of five years had similar response. Thus, majority of the pupils were in view that pupils like inspectors when teachers' pay more attention to them.

Finally, the findings show that 58.6% of the pupils from frequently inspected schools strongly agreed that after school inspection teachers teach better while 54.3% of the pupils from schools inspected once, twice and thrice in a period of five years portrayed similar response. Additionally, 61.4% of the pupils from frequently inspected school strongly agreed that school inspection is useful as everybody in the school work hard while 57.1% of the pupils from schools inspected once, twice and thrice in a period of five years portrayed the same response. Therefore, the findings of the study have shown that the pupils were aware of the school inspection.

**Table 4.37 : Teachers Views from Uninspected Schools From Various School Inspection Aspects and Their Impact on Improving School Performance**

<b>Category</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>SD</b>	<b>D</b>	<b>Total</b>
I am satisfied with the situation of my school not being inspected at all	0.0	2.3	0.0	43.2	54.5	100.0
If school inspectors were to inspect this school relationships between inspectors and teachers would not be good	0.0	9.1	0.0	29.5	61.4	100.0
If school inspectors were to inspect teachers in this school would cooperate well with them	38.6	52.3	2.3	0.0	6.8	100.0
If teachers in this school were to be inspected they would not feel free	2.3	20.5	2.3	15.9	59.1	100.0
If my school were to be frequently inspected it would perform better than it is now performing	31.8	36.4	2.3	6.8	22.7	100.0
I would like my school to continue operating as it doing now	6.8	61.4	0.0	4.5	27.3	100.0
My school is not inspected because teachers like it that way	2.3	4.5	0.0	13.6	79.5	100.0
I would feel more comfortable if my school were to be inspected	31.8	61.4	0.0	2.3	4.5	100.0
If my school were to be inspected teachers would likely learn new knowledge, instructional strategies and skills to improve school performances	38.6	61.4	0.0	0.0	0.0	100.0
<b>Total</b>	<b>27.1</b>	<b>30.0</b>	<b>0.7</b>	<b>10.7</b>	<b>31.5</b>	<b>100.0</b>

Source: Compiled from Fieldwork Data in 2014

The study found out that none of the teachers from uninspected school strongly agreed that they were satisfied with the situation of their school not inspected at all, 2.3% agreed while 54.5% disagreed and 43.2% strongly disagreed. Therefore,

majority of the teachers from uninspected school were not satisfied with the situation of their school not being inspected. In addition to that, the findings revealed that none of the teachers from uninspected school strongly agreed that if school inspectors were to inspect their school relationships between inspectors and teachers would not be good, 9.1% agreed while 61.4% disagreed and 29.5% strongly disagreed and none was undecided. This means that they were in the view that if their school were to be inspected there could be good relationship between teachers and inspectors.

Furthermore, the study findings show that 36.8% of teachers from uninspected school strongly agreed that if school inspectors were to inspect teachers in their schools teachers would cooperate well with them, 52.3% agreed while 6.8% disagreed and only 2.3% were undecided. Thus, teachers from uninspected schools felt that their schools being inspected could make them corporate well with school inspectors. Moreover, the findings show that 2.3% of the teachers strongly agreed that if teachers in their school were to be inspected they would not feel free while 20.5% agreed while 59.1% disagreed and 15.9% strongly disagreed on the statement. Therefore, the results revealed that if teachers of uninspected school were to be inspected they would feel free.

Moreover, the findings show that 31.8% strongly agreed that if their school were to be frequently inspected it would perform better than it is now performing while 36.4% agreed while 22.7% disagreed and 6.8% strongly disagreed. These results revealed that most of the teachers for uninspected schools were in the view that if their schools were to be frequently inspected they would perform better than they are

now performing. However, the findings show that 6.8% of teachers from uninspected school strongly agreed that they would like their school to continue operating as it doing now while 61.4% agreed and 27.3% disagreed and 4.5% strongly disagreed.

Again, the findings show that 79.5% of the teachers from uninspected schools disagreed that their schools are not inspected because teachers like them the way they are while 13.6% strongly disagreed while 2.3% and 4.5% strongly agreed and agreed respectively that their schools are not inspected because teachers like the way they are. Thus, the findings suggest that respondents were in the opinions that their schools are not inspected because teachers like them the way they are, but rather they would like their schools to be inspected and benefit from inspections. In addition to that, the findings show that 31.8% of the respondents strongly agreed that they would feel more comfortable if their school were to be inspected while 61.4% agreed. This show that majority of the teachers from uninspected schools would feel more comfortable if their schools were to be inspected.

Finally, 38.6% strongly agreed that if their school were to be inspected teachers would likely learn new knowledge, instructional strategies and skills to improve school performances while 61.4% also agreed on the statement. Therefore, the results suggest that teachers would likely learn new knowledge, instructional strategies and skills to improve school performances if their schools were to be inspected.

#### **4.7 The Role of School Inspectors and How Their Activities Influence School Performances**

Findings from questionnaires distributed indicated that 100% of the respondents were able to identify the different roles of school inspections. Table 4.36 shows the



most prevalent understanding on the roles of school inspections as identified: to oversee implementation of policies, laws, regulations, and directives of education in schools; to ensure provision of quality teaching and learning in schools; to inspect teachers in classrooms; and to help teachers and schools to track on broad education goals. This implies that 95.7% of teachers identified that to oversee implementation of policies, laws, regulations, and directives of education in schools as one of the roles of school inspection, pupils were 84.8%, school committee were 40.5% and school committee chairpersons were 85.7%. In addition to that, 97.6% of teachers were in a position to identify that to ensure provision of quality teaching and learning in schools is among of the roles of the schools inspection, pupils were 95.7%, school committee members were 96.4% while school committee chairperson were 90.5% .

To help teachers and schools to track on broad education goals was identified by 75.0% of teachers as role of school inspection, 89.0% were pupils, 79.8% were school committee members and 95.2% were school committee chairpersons.

Finally, 100.0% of teachers, school committee members and their chairperson identified that inspecting teachers in classrooms as among the roles of school inspection and only 94.8% of pupils also identified that school inspectors had the role of inspecting teachers in classrooms. This findings is in line with the Republic of Kenya Ministry of Education Science and Technology (1999) which noted that the inspectorate plays two major roles, that is, supervisory role by ensuring, on behalf of the ministry, that the laid down procedures and set goals are followed and attained and an advisory or professional role by liaising closely with classroom teachers to attain the required educational standards. Finding from interviews with DEO and heads of schools revealed that school inspection has a role to play in education

development. If enhanced school inspection can be able to execute good academic performance among students in our country its major role is to supervise and advise the schools on how to implement education objectives for quality results of graduates.

**Table 4.38 : Participants' Perception of Roles of Schools Inspectors**

Roles of Secondary School Inspections identified	Teachers (N=164)	Pupils (N=210)	School committee members (N=84)	School committee chairperson (N=21)
To oversee implementation of policies, laws, regulations, and directives of education in schools	95.7	84.8	40.5	85.7
To ensure provision of quality teaching and learning in schools	97.6	95.7	96.4	90.5
To help teachers and schools to track on broad education goals.	75.0	89.0	79.8	95.2
To inspect teachers in classrooms	100.0	94.8	100.0	100.0

Source: Compiled from Fieldwork Data in 2014

During interview Primary school district education officer had the following to say:

*“...I am sure that one of the roles of the school inspectors is to supervise and evaluate teaching and learning in schools so as to keep abreast with country education objectives and ensure the schools follow directives from the ministry responsible... The problem is most of recent school inspection is conducted with unqualified inspectors who are just learning from senior teachers...”* (Primary school District Education Officer)

This idea concur with Komba *et al*, (2005) arguing that school inspection play an important role in helping teachers to develop professionally. According to the teachers, school inspectors provide advice about the advantages of going for professional development courses; they also give advice on how to teach effectively through proper preparation of schemes of work, lesson plans and how to conduct a class effectively. However, it should be noted that school inspection is to do with problems our education face-day-to-day rather than concentrating on individual weaknesses in which some of them are in-born.

#### **4.8 Factors Mitigating School Inspection from Enhancing School Performance**

The study examined the mitigating factors to school inspection in improving school performance. The findings revealed that 32.4% of the total respondents postulated that use of proper language by school inspectors is one of the key mitigating factors to school inspection in improving school performance. Hence, inspectors should behave professionally to teachers during inspection period. 23.5% argued that a teacher being informed prior inspection is another mitigating factor to school inspection. They were in view that teacher should be informed about the inspection process before the inspection period because teachers not being informed of inspection was regarded as an ambush techniques. Moreover, 23.9% of the respondents contended that there should be high motivation by inspectors to teacher instead of using harsh language, and rebuke teachers in front of their students. Teachers should be motivated and encouraged of the hard work they do by inspectors. This will help to improve school performance and school inspection in particular. Furthermore, 13.2% mentioned the use of qualified personnel as inspectors as one of the mitigating factor to school inspection. They added that qualified personnel will have good advice to teachers and adhere to rules and regulation guiding school inspection for better school performance. In addition to that 5.7% and 1.2% were in the view that presence of good infrastructure and enough budget respectively act as mitigating factor for school inspection. They added that having good roads to schools, cars as well as enough funds for inspection activities.

**Table 4.39 : Factors Mitigating School Inspection from Improving Schools Performance**

Response	AF (N=506)	RF (%)
Use of ethical language	164	32.4
High motivation by inspectors	121	23.9
Use of qualified personnel	67	13.2
Teachers informed when inspectors will visit the school	119	23.5
Presence of good infrastructure	29	5.7
Enough budget	6	1.2
Total	506	100.0

Source: Compiled from Fieldwork Data in 2014

#### **4.9 Summary**

The chapter has presented the socio-demographic characteristics of the respondents including age, sex, marital status, level of education of respondents, duration at workplace and the number of subject taught. Moreover, the chapter has revealed indicators for improved school performances. These include high school attendances, high pupil's performance, enhance deliverance of curriculum and balanced teacher/student ration. The chapter revealed that teachers still have negative perceptions on school inspection. It was found out that inspectors use harsh language that de-motivates teachers and some of the inspectors feel superior than teachers. In addition to that, it was then affirmed that supervisory and advisory roles are key functions of the school inspectors. Finally, use of proper language, high teacher motivation, good infrastructure, enough budgets is among of the mitigating factors to school inspection for improving school performance.

## **CHAPTER FIVE**

### **5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary, recommendations and conclusion of the study. It also outlines some suggestions for further research on the study theme. The conclusions presented in this chapter focused mainly on the study objectives.

#### **5.2 Summary of Findings**

Chapter one presented the background to the study, statement of the problem, research objectives and questions, significance, limitations, delimitations and organizations of the study. Chapter two reviewed teachers' perceptions of the potential contribution of school inspection in improving their instructional quality from both developed and developing countries. Chapter three discussed the research methodology which focused on research methodology such as research design, area of study, data collection, analysis and presentation as well as validity, reliability and ethical considerations of the study. This is followed by a summary of each objective here below.

##### **5.2.1 Indicators of improved school performances**

The study examined the indicators of improved school performances. It was revealed that high pupil's attendance is among of the indicators of improved school performance. Additionally, high teaching and learning and enhanced deliverance of curriculum were also observed as indicators of improved school performances. Furthermore, improved academic attainment was seen a critical indicator of improved school performance. This can be measured by school rank and the number of pupils selected to join form I at secondary school level. Again, the study noted

that improved teacher/pupils ratio is another indicator of improved school performance. This should be coupled with high pupil's performance. This is in line with Goddard and Emerson (1997) who asserts that school inspection should promote high educational outcomes, in particular high attainment, good progress, and a positive response from pupils.

### **5.2.3 Perceptions of teachers on school inspectors**

This study investigated the perceptions of teachers of the potential contributions of school inspections on improving school performances. The study found that primary school teachers' still have negative perception towards school inspection. The findings showed that the school inspection practices and approaches still have not embarked act as facilitators and advisors rather than fault finders. The school inspection has slowly improved the relationship between school teachers and school inspection in Tanzania. Moreover, the findings revealed that some school inspections were harsh, discouraged teachers, provided unfeasible advice to teachers and some of the judgments were unfair to teachers and the school performance.

The findings revealed that there were various misconducts that some school inspectors do during school inspections. For instance, some of the respondents from frequently inspected schools and those inspected once, twice and thrice indicated that school inspectors used harsh language and rebuked teachers in front of their pupils and they thought that school inspection brought anxiety among teachers due to lack of confidence and teachers not being informed prior inspection which is regarded as an ambush techniques.

Moreover, the findings also showed that some of school inspectors felt superior and bosses to teachers. This implies that school inspection is something to be avoided since teachers who are the main concern are harassed and insulted. Data showed that school inspectors discouraged teachers instead of encouraging them. This notion is consistent with Mbwanbo (1990) who revealed that some school inspectors insulted, demoralized and blamed teachers without giving them constructive criticism, and some school inspectors contradicted each other in the advice which they gave to teachers and maintained rigidity. He appended that such habits of school inspectors made teachers to respond negatively to school inspection. Thus, this is one of the reasons for inspection being associated with some negative aspects.

#### **5.1.4 The role of inspectors and how their activities influence schools performance**

The findings indicated that respondents were in the view that school inspectors play many roles including to oversee implementation of policies, laws, regulations, and directives of education in schools; to ensure provision of quality teaching and learning in schools; to inspect teachers in classrooms; and to help teachers and schools to track on broad education goals. These roles could be categorized into two main roles which is supervisory role by ensuring that the laid down procedures and set goals are followed and attained and an advisory or professional role by liaising closely with classroom teachers to attain the required educational standards.

The findings add that school inspection has a role to play in education development. If enhanced school inspection can be able to execute good academic performance among students its major role is to supervise and advise the schools on how to implement education objectives for quality results of graduates. From the results, it is

obvious that school inspection improves the student's performance and increase the teaching productivity. This is in line with Goddard and Emerson (1997) who asserts that inspection should promote high educational outcomes, in particular high attainment, good progress, and a positive response from pupils.

#### **5.2.5 Mitigating factors to school inspection in improving schools performance**

The study examined the mitigating factors to school inspection in improving school performance. The findings found out that use of proper language by school inspectors is one of the key mitigating factors to school inspection in improving school performance. Respondents were in the view that inspectors should behave professionally to teachers during inspection period. Inspectors should refrain from using harsh and abusive language, and try to build friendly relationship with head of schools and teachers in order to make inspection meaningful for improving school performance. In addition to that respondents argued that teachers should be informed prior inspection. This will help teachers to prepare themselves and be able to consider school inspection as good practice and not ambush as it is now considered.

Moreover, high motivation by inspectors to teacher was considered as another mitigating factor to school inspection for improving school performances. They advised that inspectors should use motivating language instead of using harsh language, and rebuke teachers in front of their students. Teachers should be motivated and encouraged of the hard work they do by inspectors. This will help to improve school performance and school inspection in particular. Furthermore, use of qualified personnel that adhere to rules and regulation guiding school inspection and good infrastructure and enough budgets were also revealed as mitigating factor to school inspection for improving school performance.



## **5.6 Recommendations**

It is therefore, necessary for the organ responsible to strengthen the inspectorate directorate and ensure that all school inspectors are trained the so called supervisory skills and given knowledge about good assessment and inspection of primary schools for better teaching and learning results. Training equips school inspectors with necessary skills and increase their confidence and in consequence improving the teacher's attitude towards school inspection.

In addition to that, these results showed that some inspectors represent their rigid bureaucratic roles while some shows humanistic management roles. This study renders that the teachers are affected by the inspectors and inspection period. Hence teachers should be informed about the inspection process before the inspection period, and the teacher should not affect the pupils negatively about the inspectors. Finally inspectors should be careful for both teachers and pupils' feelings, and be polite to them while doing their jobs. Consequently, inspectors work hard to check whether all educational activities are done properly for the qualified education that make teachers and pupils felt worthy in their lifetime. Hence, inspectors should behave properly to the students' age and, perception levels as teachers, during inspection period.

## **5.7 Recommendation for Action**

Policy should be initiated to ensure that majority of school inspectors employed should go for extra mural studies and several in-service training on new knowledge and skills on how to conduct successful school inspection. On the side of government, it is commended that advise provided by school inspection office in

each district and zone should be implemented without delay. From the findings it is commended that school inspectors who possess bossing style to teachers should be counseled since it is unprofessional behavior and should be abandoned so that all teachers build a positive perception towards school inspection and thereafter strengthen the existing good relationship between the two parties for good academic performance of their students.

School inspection needs to be a priority in schools so that improvement in instruction can occur. Inspection practices should be outlined in school calendar, providing inspectors and teachers with the options in inspection practices. Inspectors and teachers should collaboratively select a method that meets the individual needs of the teacher. There should be training for school inspectors. Inspectors training should occur, so that inspectors will possess experience and knowledge in inspection practices in order to provide effective feedback for professional growth and improvement. Summative evaluation should be there and be used to measure teacher growth and determine teacher effectiveness.

### **5.8 Recommendations for Further Studies**

- This research could be replicated by other researchers using different groups of teachers such as secondary school teachers in the same district or other districts of Mbeya region to see if there are similarities to or differences from this study.
- More primary schools should be included in the comparison study in the future. This research could also be conducted with similar unit of analysis or other unit of analysis in different district and regions in the country.

- Investigate the relationship between school inspectors and teachers in the same area of the study or other area in order to compare the findings is also recommended.
- A larger sample size is recommended for further studies to promote validity and reliability and accomplish the effective generalization of the results.

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## APPENDICES

### APPENDIX A

#### Questionnaire for Primary Teachers of frequently inspected schools

I am Lazaro Yona Mwaisaka, undertaking a Master of Education in Administration, Planning and Policy Studies (Med. APPS) at Open University of Tanzania. I am collecting data and information on “School community’s perceptions of the potential contributions of school inspection to improving school performance: a case of Mbarali District primary schools. The data are collected for academic purposes only, therefore confidentiality is highly guaranteed.

Tick (✓) where appropriate

1. Sex (a) Male (b) Female
2. Age in years.....
3. Marital status (a) Single (b) Married (c) Divorced (d) Widowed (e)  
Cohabiting (f) Separated
4. Highest level of education attained (a) Primary (b) O-level secondary (c) A-level secondary (d) Grade A certificate (e) Diploma (f) Bachelor degree(h)  
Postgraduate Degree (i) Others (name).....
5. How long have you been teaching (state in years).....
6. How long have you been in your current working station(a) <1 year (b) 1-2  
(c) 3-5 (d) over 5 years
7. Which standard are you teaching in this school? (a) standard 1&2 (b)  
standard 2 &4 (c) standard 5&6 (d) Standard 7
8. How many subjects do you teach? (a) only 1 (b) 2 (c) 3 (d) 4 (e) Above 4



To What extent do you agree with the following statements?

9. Rank the Indicators of Improved School Performance

Category	Strongly agree	Agree	Disagree	Strongly disagree	Undecided
High pupils attendances					
High teaching and learning motivation					
Enhanced deliverance of curriculum					
Improved academic attainment					
Improved teacher/pupils ratio					
High pupils performance					

10. I am satisfied with the way school inspection is carried out in this school

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

11. Overall, I am satisfied with the quality of inspection reports

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

12. Overall, I am of the view that inspection has helped this school to improve  
academic performance

- (a) Strongly agree

- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

13. Overall, I am satisfied with the way school inspectors work

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

14. I am not satisfied with the work of some members of the inspection team

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

15. There is good professional relationships between inspectors and teachers

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

16. Inspectors' judgment about the school and its main strengths and weaknesses

are fair and accurate

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree

(e) Undecided

17. School inspection comments do fairly reflect the most important issues for the schools improvement

(a) Strongly agree

(b) Agree

(c) Disagree

(d) Strongly disagree

(e) Undecided

18. School inspection team cooperates well with the head teachers and teachers

(a) Strongly agree

(b) Agree

(c) Disagree

(d) Strongly disagree

(e) Undecided

19. The oral communication of inspection findings are generally clear helpful and relevant to teachers and students

(a) Strongly agree

(b) Agree

(c) Disagree

(d) Strongly disagree

(e) Undecided

20. Every time school inspectors visit this school teachers have some useful things to learn

(a) Strongly agree

(b) Agree

(c) Disagree

(d) Strongly disagree

(e) Undecided

21. There is a good match between inspectors' oral feedback and their written reports

(a) Strongly agree

(b) Agree

(c) Disagree

(d) Strongly disagree

(e) Undecided

22. The summary report covers various administrative, management and instructional aspects of schooling

(a) Strongly agree

(b) Agree

(c) Disagree

(d) Strongly disagree

(e) Undecided

23. Feedback on lessons identified strengths and weaknesses in teaching and learning are communicated to concerned teachers in a friendly manner

(a) Strongly agree

(b) Agree

(c) Disagree

(d) Strongly disagree

(e) Undecided

24. Inspectors treat teachers and heads of schools respectfully

(a) Strongly agree

(b) Agree

(c) Disagree

(d) Strongly disagree

(e) Undecided

25. Teachers freely interact with instructional inspectors

(a) Strongly agree

(b) Agree

(c) Disagree

(d) Strongly disagree

(e) Undecided

26. Generally benefits from school inspection outweigh the negative effects

(a) Strongly agree

(b) Agree

(c) Disagree

(d) Strongly disagree

(e) Undecided

27. Schools which are frequently inspected are likely to perform better than those  
which are not inspected at all

(a) Strongly agree

(b) Agree

(c) Disagree

(d) Strongly disagree

(e) Undecided

28. School inspection help pupils to get more balanced education

(a) Strongly agree

(b) Agree

(c) Disagree

(d) Strongly disagree

(e) Undecided

29. Inspectors tend to criticize teachers more than to praise them for the work  
they do

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Undecided

30. School inspectors generally do not use harsh language when on duty

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Undecided

31. School inspectors feel superior when inspecting schools

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Undecided

32. School inspection is liked by teachers when they learn new knowledge,  
instructional strategies and skills

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Undecided

33. Primary school teachers' like school inspection when it improves instruction

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Undecided

34. School inspection is very useful when teachers and inspectors work as a team  
to improve school performance

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

35. what are the mitigating Factors to School Inspection in Improving Schools

Performance

Category	Percent (%)
Use of proper language	
High motivation by inspectors	
Use of qualified personnel	
Being informed prior inspection	
Presence of good infrastructure	
Enough budget	

36. What do inspectors do?

- (i) To oversee implementation of policies, laws, regulations, and directives of education in schools ( )
- (ii) To ensure provision of quality teaching and learning in schools ( )
- (iii) To help teachers and schools to track on broad education goals ( ).
- (iv) To inspect teachers in classrooms ( )

37. How does school inspection contribute to school improvement.....

Thank you for your cooperation.

## APPENDIX B

Questionnaire for Primary Teachers from uninspected schools for the last five years

I am Lazaro Yona Mwaisaka, undertaking a Master of Education in Administration, Planning and Policy Studies (Med. APPS) at Open University of Tanzania. I am collecting data and information on “School community’s perceptions of the potential contributions of school inspection to improving school performance: a case of Mbarali District primary schools. The data are collected for academic purposes only, therefore confidentiality is highly guaranteed.

Tick (✓) where appropriate

1. Sex (a) Male (b) Female
2. Age in years.....
3. Marital status (a) Single (b) Married (c) Divorced (d) Widowed (e)  
Cohabiting (f) Separated
4. Highest level of education attained (a) Primary (b) O-level Secondary (c) A-level secondary (d) Form six (e) Grade A certificate (f) Diploma (g) Bachelor degree (h) Master degree (i) Others (state).....
5. How long have you been teaching.....years
6. How long have you been in your current working station(a) <1 year (b) 1-2  
(c) 3-5 (d) over 5
7. Which standard are you teaching in this school? (a) standard 1&2 (b)  
standard 2 &4 (c) standard 5&6 (d) Standard 7
8. How many subjects do you teach? (a) only 1 (b) 2 (c) 3 (d) 4 (e) Above 4



To What extent do you agree with the following statements?

9. Rank the indicators of improved school performances

Category	Strongly agree	Agree	Disagree	Strongly disagree	Undecided
High pupils attendances					
High teaching and learning motivation					
Enhanced deliverance of curriculum					
Improved academic attainment					
Improved teacher/pupils ratio					
High pupils performance					

10. I am satisfied with the situation of my school not inspected at all

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

11. Overall, I am of the view that school inspection will help this school to improve academic performance

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

12. If school inspectors were to inspect this school relationships between inspectors and teachers would not be good

- (a) Strongly agree

- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

13. If school inspectors were to inspect teachers in this school teachers would cooperate well with them

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

14. If teachers in this school were to be inspected they would not feel free

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

15. You would like your school to be inspected because the benefits outweigh the negative effects

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

16. If my school were to be frequently inspected it would perform better than it is now performing

- (a) Strongly agree

- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

17. I would like my school to continue operating as it doing now

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

18. My school is not inspected because teachers like it that way

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

19. I would feel more comfortable if my school were to be inspected

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

20. If my school were to be inspected teachers would likely learn new

knowledge, instructional strategies and skills to improve school performances

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

## 21. What are the mitigating Factors to School Inspection in Improving Schools

## Performance

Category	Percent (%)
Use of proper language	
High motivation by inspectors	
Use of qualified personnel	
Being informed prior inspection	
Presence of good infrastructure	
Enough budget	

## 22. What do inspectors do?

- (i) To oversee implementation of policies, laws, regulations, and directives of education in schools ( )
- (ii) To ensure provision of quality teaching and learning in schools ( )
- (iii) To help teachers and schools to track on broad education goals ( ).
- (iv) To inspect teachers in classrooms ( )

## 23. Do you think school inspection will enable your school to improve its

performances? How and why do you think so?

.....

.....

...

Thank you for your cooperation.

## APPENDIX C

### Questionnaire for pupils for both frequently/uninspected schools

I am Lazaro Yona Mwaisaka, undertaking a Master of Education in Administration, Planning and Policy Studies (Med. APPS) at Open University of Tanzania. I am collecting data and information on “School community’s perceptions of the potential contributions of school inspection to improving school performance: a case of Mbarali District primary schools. The data are collected for academic purposes only, therefore confidentiality is highly guaranteed.

Please tick (✓) where appropriate

1. Sex (a) Male (b) Female
2. Age in years.....
3. Standard (a) v (b) vi (c) vii
4. Has your school ever been visited by school inspectors (a) Yes (b) No (c) I do not remember ( )

Indicate the degree of agreement with the following statements

5. Rank indicators of improved school performances

Category	Strongly agree	Agree	Disagree	Strongly disagree	Undecided
High pupils attendances					
High teaching and learning motivation					
Enhanced deliverance of curriculum					
Improved academic attainment					
Improved teacher/pupils ratio					
High pupils performance					

6. Overall I am happy with the way inspection is conducted in my school

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

7. Overall, I am satisfied that the inspection helps the school to improve its performance

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

8. Inspection keep teachers alert at all times

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

9. The benefits of school inspection outweigh its negative effects

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

10. Pupils are not punished when inspectors are in the school

- (a) Strongly agree

- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

11. All teachers attend classes when inspectors are in the schools

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

12. Whenever inspectors are in the schools teachers are more strict to pupils

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

13. Pupils like inspectors to visit school more frequently

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

14. School inspectors feel superior when inspecting

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

15. School inspection is liked by teachers when they learn new knowledge and skills

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

16. When inspectors use harsh language to teachers students suffer

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

17. Pupils like inspectors when teachers pay more attention to them

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

18. After school inspection teachers teacher better

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

19. School inspection is useful as everybody in the school work hard

- (a) Strongly agree



- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Undecided

20. What are the mitigating Factors to School Inspection in Improving Schools

Performance

Category	Percent (%)
Use of proper language	
High motivation by inspectors	
Use of qualified personnel	
Being informed prior inspection	
Presence of good infrastructure	
Enough budget	

21. What do inspectors do?

- (i) To oversee implementation of policies, laws, regulations, and directives of education in schools ( )
- (ii) To ensure provision of quality teaching and learning in schools ( )
- (iii) To help teachers and schools to track on broad education goals ( ).
- (iv) To inspect teachers in classrooms ( )

22. Explain how school inspection can improve school performance.....

Thank you for your cooperation

## **APPENDIX D**

### Interview Guide for Headmasters/mistresses

I am Lazaro Yona Mwaisaka, undertaking a Master of Education in Administration, Planning and Policy Studies (Med. APPS) at Open University of Tanzania. I am collecting data and information on “School community’s perceptions of the potential contributions of school inspection to improving school performance: a case of Mbarali District primary schools. The data are collected for academic purposes only, therefore confidentiality is highly guaranteed.

1. With the use of examples describe school inspection with respect to its purposes and usefulness?
2. What are your opinions on school inspections criteria and standards? Are they realistic? Are they fair or make sense?
3. What are your views on school inspection data collection and inspectors observations during their school visits?
4. Do inspectors gather the right information or get reliable picture of your school during school visits? Can you give examples?
5. What are your views on the certification of schools resulting from inspection?  
Is it fair?
6. Do you consider the grading of schools as fair as a result of school visits?  
Which are other grades? Why?
7. How would you like school inspectors help teachers to improve their instructional strategies in your school?

8. What are your views on school inspections negative effects if any? What are the common negative effects which are associated with schools inspection?
9. How is school inspection reports received in your school? Are there any areas of teaching practice that have improved as a result of the school inspection?  
Please elaborate.
10. In your opinion how would you say about school inspections reports and recommendations?
11. Are the reports accurate / fair? In-depth or superficial? Are there any improvements resulting from inspection recommendations?
12. In your view, what do schools respond to the recommendations made in the school inspection reports?
13. How should school inspection be improved in order to have positive impact?
14. How would you like your school to be supported by the inspectorate?

**APPENDIX E****MBARALI DISTRICT PRIMARY SCHOOLS INSPECTED FROM 2008 TO 2012**

S/N	NAME OF SCHOOL	REG. NUMBER	YEAR OF INSPECTION					TOTAL
			2008	2009	2010	2011	2012	
1	Azimio Mapula	MB.08/2/001			√			1
2	Azimio Mswiswi	MB.08/2/002			√			1
3	Chimala	MB.08/2/003			√			1
4	Chimala Mission	MB.08/1/001			√		√	2
5	Chosi A.	MB.08/2/004		√		√		2
6	Chosi B.	MB.08/2/005		√	√			2
7	Ibara	MB.08/2/006	√	√	√	√	√	5
8	Iberege	MB.08/2/112				√		1
9	Ibohora	MB.08/2/007			√			1
10	Ibumila	MB.08/2/086		√				1
11	Iduya	MB.08/2/076		√				1
12	Ifushilo	MB.08/2/089						0
13	Igalako	MB.08/2/083			√			1
14	Igava	MB.08/2/009			√			1
15	Igomelo	MB.08/2/010	√	√	√	√	√	5
16	Igurusi	MB.08/2/011		√				1
17	Ihahi	MB.08/2/012		√			√	2
18	Ihanga	MB.08/2/078	√		√	√	√	4
19	Iheha	MB.08/2/110			√			1
20	Ikanutwa	MB.08/2/088				√		1
21	Ikoga Mpya	MB.08/2/114						0
22	Ilolo	MB.08/2/077	√	√				2
23	Ilongo	MB.08/2/014			√			1
24	Ipwani	MB.08/2/015				√		1
25	Isisi	MB.08/2/092	√	√		√	√	4
26	Isitu	MB.08/2/016	√					1
27	Isunura	MB.08/2/017	√					1
28	Itamba	MB.08/2/018			√			1
29	Itamboleo	MB.08/2/019	√					1
30	Jangurutu	MB.08/2/020			√	√		2
31	Kangaga	MB.08/2/021				√		1
32	Kanioga	MB.08/2/100	√					1
33	Kapunga	MB.08/2/022						0
34	Kilambo	MB.08/2/023						0
35	Limseni	MB.08/2/111				√		1
36	Luhanga	MB.08/2/025	√					1
37	Lusese	MB.08/2/093		√				1
38	Luwango	MB.08/2/026				√		1

39	Lyambogo	MB.08/2/105			√		√	2
40	Mabadaga	MB.08/2/027			√	√		2
41	Madibira	MB.08/2/028	√		√			2
42	Madundasi	MB.08/2/029		√				1
43	Magwalisi	MB.08/2/097						0
44	Mahango Madibira	MB.08/2/030	√		√			2
45	Mahango Mswiswi	MB.08/2/031		√				1
46	Mahango Ruiwa	MB.08/2/032			√			1
47	Mahongole	MB.08/2/033			√			1
48	Majenje	MB.08/2/034		√	√			2
49	Malamba	MB.08/2/035	√					1
50	Mambi	MB.08/2/036		√				1
51	Manienga	MB.08/2/037			√			1
52	Mapogoro	MB.08/2/038	√		√			2
53	Matebete	MB.08/2/039						0
54	Matemela	MB.08/2/040				√		1
55	Mawindi	MB.08/2/041			√			1
56	Mayota	MB.08/2/042	√					1
57	Mbalino	MB.08/2/043						0
58	Mbarali	MB.08/2/044			√			1
59	Mbuyuni	MB.08/2/045			√	√		2
60	Mengele	MB.08/2/090				√		1
61	Miyombweni	MB.08/2/068	-	-	-			0
62	Mkandami A	MB.08/2/047				√		1
63	Mkandami B.	MB.08/2/048		√		√		2
64	Mkoji	MB.08/2/079						0
65	Mkola	MB.08/2/098		√				1
66	Mkombwe	MB.08/2/094	√		√	√	√	4
67	Mkunywa	MB.08/2/099	√		√			2
68	Mlembule	MB.08/2/106		√	√			2
69	Mlomboji	MB.08/2/049			√			1
70	Mlungu	MB.08/2/085				√		1
71	Motomoto	MB.08/2/050			√			1
72	Mpakani	MB.08/2/103		√		√		2
73	Mpolo	MB.08/2/051		√				1
74	Msanga	MB.08/2/080		√				1
75	Msangaji Mpya	MB.08/2/113						0
76	Msesule	MB.08/2/053			√			1

77	Mswiswi	MB.08/2/054			√			1
78	Mtamba	MB.08/2/104			√			1
79	Mwanavala	MB.08/2/055						0
80	Mwatenga	MB.08/2/056						0
81	Nsonyanga	MB.08/2/057	√		√	√		3
82	Nyakadete	MB.08/2/096			√			1
83	Nyakazombe	MB.08/2/101			√			1
84	Nyamakuyu	MB.08/2/058			√			1
85	Nyeregete	MB.08/2/059			√	√		2
86	Ruiwa	MB.08/2/060			√			1
87	Rujewa	MB.08/2/061	√	√	√	√	√	5
88	Rwanyo	MB.08/2/091		√	√			2
89	Simike	MB.08/2/062		√				1
90	Songwe Imalilo	MB.08/2/063			√			1
91	St. Ann's	MB.08/1/002		√		√		2
92	Ubaruku	MB.08/2/064	√		√			2
93	Udindilwa	MB.08/2/082			√			1
94	Uhambule	MB.08/2/065		√				1
95	Uhamila	MB.08/2/095	√		√	√		3
96	Uhusiano	MB.08/2/066			√			1
97	Ujewa	MB.08/2/067	√	√	√	√	√	5
98	Ukwavila	MB.08/2/069		√				1
99	Urunda	MB.08/2/071		√		√		2
100	Utengule Usangu	MB.08/2/072	√					1
101	Uturo	MB.08/2/073			√			1
102	Utyego	MB.08/2/084	√		√		√	3
103	Vikaye	MB.08/2/107				√		1
104	Warumba	MB.08/2/074	√					1
105	Yala	MB.08/2/075		√				1

**Source:** Annual Reports (2013), Mbarali District Inspectorate Office.