

**PERCEPTION OF TEACHERS, STUDENTS AND SCHOOL HEADS ON  
THE ROLES OF INSPECTORS IN TANZANIA: A CASE OF PRIMARY  
SCHOOLS IN MOROGORO MUNICIPALITY**

**FRANK NYAHOVE**

**A DISSERTATION SUBMITTED IN FULFILMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN  
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN  
UNIVERSITY OF TANZANIA**

**2014**

**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation titled: “Perceptions of Teachers, Students and School Heads on the Roles of School inspectors in Tanzania: A Case of Primary Schools in Morogoro Municipality”.

.....

**Dr. Rwejuna Zacharia Reginard**

**(Supervisor)**

.....

Date

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I, Nyahove Frank, hereby declare that this dissertation is my own original work and that it has not been and will not be presented to any other University for similar or any other degree award.

.....

Signature

.....

Date

**DEDICATION**

To my farther Donald Nyahove and my mother Paulina Nyahove who always supported me academically since I was in primary school. Also Frank (my Son), and Oliver (my Daughter), I say to you that you should love education to mirror your father's academic endeavors for your successful and brighter future.

## **ABSTRACT**

This study is about perceptions of students, teachers and school heads over the roles of school inspectors in primary schools located in Morogoro Municipality. The study was conducted in Morogoro Municipality. It was guided by the following objectives; examining the perceptions students have over the school inspectors in primary schools in Morogoro Municipality. Secondly, investigating the perceptions of teachers over the school inspectors in primary schools in Morogoro Municipality; and thirdly, investigating on the best approaches of school inspection in primary schools in Morogoro Municipality. The study employed qualitative approach design. Interview, focused group discussion and documents review were employed as data collection methods. The actual sample of this study was thirty nine (39). The first form of findings revealed that many students of primary schools in Morogoro Municipality see that there is a good relationship between school inspectors and primary school teachers. To a majority of these students believed that the school inspectors are good because they come to see how students are taught at school. Second set of findings showed that a majority of the primary school teachers perceived the school inspectors in a negative way because they do not help teachers on solving their teaching professional problems. The other reason that makes teachers hate school inspectors is the behavior of the school inspectors using abusive language and de-valuing teachers' work when they are inspecting the school teachers in the classrooms. Conducting seminars to school inspectors, advising the school inspectors to use humanistic approach, inspectors having common stand on their inspection roles were some of the recommendations that were suggested to improve inspection in primary schools in Morogoro Municipality.

## **ACKNOWLEDGEMENTS**

This dissertation has been the product of many efforts from different individuals. Although it is not easy to mention them all, I wish to express my sincere gratitude to a few. First is to the Almighty God my sustainer and protection to enable me accomplish this dissertation. To Him be all the glory and honor. My sincere thanks are to be to my Supervisor Dr Zacharia Rwejuna of the Open University of Tanzania (OUT) who actually helped me a lot to accomplish my research report. I must declare that it could be difficult or impossible for me to accomplish my master programme without his support and guidance. He provided tirelessly support, devotion of his time and enthusiasm to read my work again and again.

I wish to thank all my colleagues who joined hand with me during the whole programme. These are madam Swai, Mbuji, Lydia, Mr. Emmanuel, and Mr.Rajabu, without forgetting my best friend Honoratha Deule who supported me morally. They helped me a lot especially during our discussions on several academic matters. However, despite the acknowledgement of the above mentioned contributions from different individuals in the production of this work, I remain solely responsible for errors and mistakes which might be found in this report.

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### **LIST OF ABBREVIATIONS**

- EFA - Education for All
- FGD - Focus Group Discussions
- MED APPS - Masters of Education in Administration, Planning and Policy  
Studies
- MOEC - Ministry of Education and Culture
- MoEVT - Ministry of Education and Vocational Training
- OFSTED - Office for Standards in Education SSE School Self Evaluation

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

#### **1.1 Introduction**

This chapter covers sub-sections of: background information to the study, statement of the problem, the purpose of the study, objectives of the study and research questions. Significance of the study and definition of terms used in the study are also covered in this chapter.

##### **1.1.1 Background of the Problem**

After independence, Tanzania put more efforts on fighting against three development enemies, these enemies are ignorance, diseases and poverty. Concerning with ignorance, the government took some strong measures in order to make sure that people of this country are being educated in order to develop individuals and a country at large. Measures taken included the introduction of Musoma Resolution and the school inspectorate which was formulated in 1978. The school inspectorate was introduced in order to monitor the quality of education in our country and monitor the curriculum implementation in schools. Also the directorate is charged with assessing how the curriculum is implemented in schools and informs the ministry on the necessary improvements that should be taken by schools to attain the quality of education.

In assessing how the curriculum is implemented, the directorate has to see how teachers teach like the use of teaching and learning materials, procedures on

teaching, the use of texts and supplementary books, exercises for the students and giving advice to class teachers. Other duties include, advising school heads on heading of schools and school committee/boards functioning. All these duties are expected to give outputs in ensuring the quality of education in our schools is attained.

School inspectors have many roles in curriculum implementation in schools, the most important ones being to ensure that students are learning in conducive school environment (Ajayi, 1985). Others include: advising and supporting teachers so as to enhance their efficiency and effectiveness as well ascertaining that public money meant for education is judiciously spent (Canham, 1983).

Ultimately, school inspection is meant to enhance school effectiveness through quality control (Ezeocha, 1985, Ogunsaju, 1990). Through careful observation and evaluation of the school, inspectors as referred in Tanzania, provide educational administrators and policy makers with necessary data with which to fine-tune the school system to serve the society better. The school inspection is therefore, an important administrative unit for enhancing quality education through monitoring curriculum planning and its implementation in schools.

By their nature of their job, inspectors deal direct with teachers in the classrooms. During lesson observation, pre and post-lesson observation discussion, the inspectors and the teachers concerned come face to face. Therefore, the interpersonal relationship that ensured between them cannot be avoided. The relationship may be



positive or negative. The success of any inspection exercise depends on this relationship i.e., the quality of cooperation between the two sides.

Meanwhile, the picture that appears to emerge from the literature is that of little rapport between the school inspectors and classroom teachers. Many experts are of the opinion that tradition supervision is coercive and based on a master-servant relationship (Canham, 1983). This review has been echoed by many others (Ogunsaju, 1983; Stones, 1984; Ajayi, 1985; Blumberg, 1988). Whole school inspections are supposed to be done once every year. However, according to the school inspectorate department in the MoEVT, due inadequate personnel, lack of transport, office space, equipment and housing, schools are inspected about once in every two years. (MoEVT, 2008). This makes some poor administrative practices in schools such lack of parent-teacher meeting, lack of text books, lack of teachers, and lack of infrastructure to go unreported for a long time.

## **1.2 Statement of the Problem**

School inspectorate division was formulated in 1978. Its major objective was to monitor curriculum implementation in schools. Also the Directorate inspects and recommends strategies for improving the quality of pre-primary schools, primary schools, an adult and non-formal education centers. Even though the School Inspectorate Division performs different activities in order to ensure the quality of education in our country, for example in primary schools in Morogoro Municipality, there have been reported poor relationships between school inspectors and teachers, students and head of schools. The evidences for this phenomenon are summarized in the following narratives. The head of school (Kihonda Maghorofani Primary School)

in Morogoro Municipality said that, there is no need of having school inspectors in her school because her school is performing better in academic and sometimes she fears on the bad report that could be written by the school inspectors, so whenever she hears about school inspectors she feels sick. Teacher (X) at Mkundi Primary School in Morogoro Municipality said that when school inspectors come, she always be in tension because sometimes she has been asked questions in the class, in front of her students and some school inspectors are harsh to her, so always she don't like to hear about school inspectors. She sees such school inspectors as enemies. Madam (X) the head of Kambarage Primary School in Morogoro Municipality said that, school inspectors are like policeman when they arrive at her school, they just find faults or negativity from teachers and are not helping teachers in solving professional problems. School inspectors are being viewed by students as police due to their harshness and harassment towards their teachers. School inspectors are being viewed by teachers as intruding policemen who are always looking for faults and as potential danger. And due to this, teachers have tended to develop a great deal of anxiety about inspection and consequently, they are unable to carry out their teaching duties efficiently.

From the gathered evidences above, it shows that, there is a problem of poor relationships among school inspectors and teachers, students and head of schools in primary schools in Morogoro Municipality. It needs to be noted that poor relationships that have been reflected by few identified cases above can not be concluded and generalized; unless there is a comprehensive research in Morogoro amongst primary schools students, teachers and school heads. Since the school

inspectors serve as quality assurance controller in schools and the school teachers are implementing the curriculum, then, there must be a common goal of working towards quality education between the two sides. It is therefore, the intention of this study to find out the perception of students, teachers and head of schools over the school inspectors roles in primary schools located in Morogoro Municipality and suggest measures to ameliorate the observed problem.

### **1.3 Purpose of the Study**

The purpose of this study was to examine the perceptions students, teachers and schools heads have over the school inspectors' roles in primary school in Morogoro Municipality.

### **1.4 General objective of the Study**

The general objective of this study was to examine the perceptions of students, teachers and school heads over the roles of school inspectors in primary schools in Morogoro Municipality.

#### **1.4.1 Specific Objectives of the Study**

The study was guided by the following three specific objectives;

- i) Examining the perceptions students have over the school inspector's roles in primary schools in Morogoro Municipality.
- ii) Investigating the perceptions teachers have over the school inspector's roles in primary schools in Morogoro Municipality.
- iii) Investigating on the best approaches of school inspection in primary schools in Morogoro Municipality.

### **1.5 Research Questions**

The study was guided by the following three research questions;

- i) What are the perceptions students have over the school inspector's roles in primary schools in Morogoro Municipality?
- ii) What are the perceptions of teachers over the school inspector's roles in primary schools in Morogoro Municipality?
- iii) Which are the best approaches of school inspection in primary schools in Morogoro Municipality?

### **1.6 Significance of the Study**

School inspectors may make use of data from this study for their inspection work. Some specific areas that may be used by school inspectors include how to build positive relationship with teachers, students and head of schools during and even after inspection programs.

School Inspectorate Division especially Primary Education Inspectorate Section which among other activities, coordinates inspection of primary schools, may use the study findings to strengthen the good relationship between school inspectors, teachers, students and head of schools in Tanzania. School inspectors also will improve inspection practices for better curriculum implementation.

The findings of this study since used the Scientific Management theories like that of Taylor (1920) and the Humanistic Approach Mayor (1930) it showed how these theories are relevant in developing an understanding of the school inspection nature

and the organization members characteristics toward work relationships. Thus, adding up the literature on the perceptions of the inspection in primary schools using well agued scientific theories.

### **1.7 Limitations of the Study**

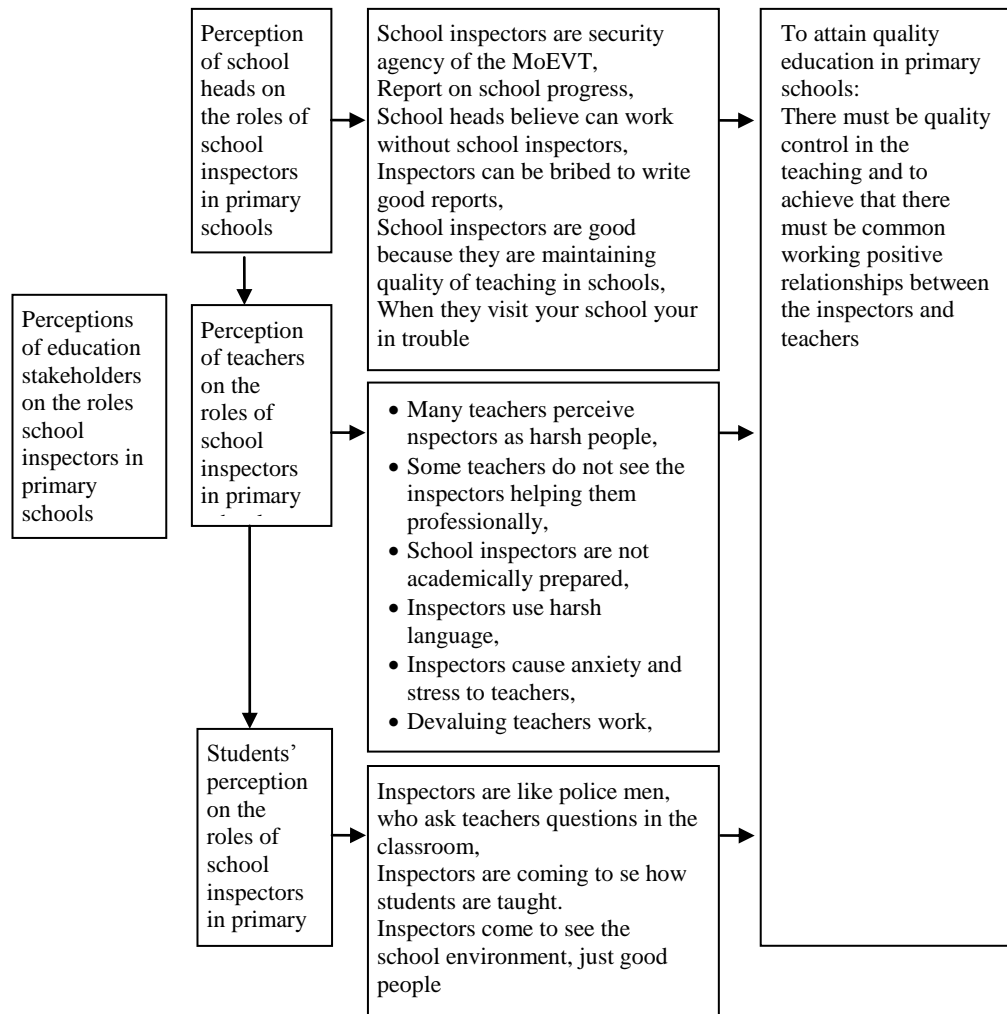
My study was limited only on public primary schools in Morogoro Municipality, and the study was conducted for one month. In conducting this study, there were some anticipated limitations which were as an obstacle to my success. The limitations were as follows;

First, geographical position of Morogoro Municipality is that, some primary schools are found far from the centre (Municipal offices) for instance Mkundi primary school which was among my sample, so it took long time to reach the school.

Second, i was trying to focus that if at all I wanted to have good results to my study, I needed more time to go everywhere in Morogoro Municipality, but it was not possible to reach all 62 primary schools in Morogoro Municipality. So the researcher selected only few public primary schools and conducted the research. This was due to the time limit and financial problems.

### **1.8 Delimitation of the Study**

My study was conducted in Morogoro Municipality, used qualitative design. The researcher used simple methods in data collection and transport under the controlled budget in collecting data of the study.



**Figure 1.1: Conceptual Framework for Studying Perceptions of Students, Teachers and School Heads on the Roles of School Inspectors in Primary Schools**

Source: Collection of ideas from the literature review on the perception of education stakeholders on the role of school inspectors in schools 2014

## 1.9 Conceptual Framework

A conceptual framework (Figure 1.1) is a lens through which the researcher can see variables to be investigated and their relationships (Denscombe, 1998). The context of the study therefore, is about the perceptions of students/teachers and school head

on the roles of the school inspectors in primary schools in Morogoro Municipality. The literature has indicated that there are mixed perceptions from the teachers and students on the roles performed by the school inspectors in primary schools, when they are inspecting primary school teachers teaching. The perceptions have been identified into groups.

The first group is on the perceptions of the school heads have on the roles of the school inspectors in the primary schools. This group largely sees that the school inspectors have power of reporting their weakness on the school administration; they perceive the inspectors as harsh, bureaucratic and as the ministry of education security agency. Some of the school heads believe that they can work without school inspectors.

The second group of school teachers sees the school inspectors as the people who harass teachers in the classrooms, they claim the teachers do not have competency to teach in the classrooms and they are perceiving that the school inspectors are the people who go to schools to check for only negative cases and they are always devaluing the teachers' work.

The last group is of students, this group has mixed perceptions on the roles of school inspectors in the schools. In this group, there are those who perceive school inspectors as policemen who harass their teachers in the classrooms and there are those who see the school inspectors as good because they visit schools to see how students are taught. Studying all these variables was rational because it is by

knowing how deferent key education stakeholders perceive on the quality assurance control such as inspection roles; it is when, quality education in the primary schools can be attained through curriculum implementation.



## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the literature review covering three sections. The first section under this chapter discusses the theoretical basis of understanding inspection roles and relationship, where Scientific and Humanistic approach are considered. The second section discusses the empirical studies done by past scholars that are related to perception of education stakeholders towards inspection in schools. The last section establishes the research gap.

#### **2.2 Theoretical Literature**

#### **2.3 Underlying Theories of School Inspection**

##### **2.3.1 Scientific Management Theory**

One of the earliest theorists was Frederick Winslow Taylor. He started the Scientific Management Movement, and he and his associate were the first people to study the work process scientifically. They studied how work was performed, and they looked at how this affected worker productivity. Taylor's philosophy focused on the belief that making people work as hard as they could was not as efficient as optimizing the way the work was done. Taylor proposed that by optimizing and simplifying jobs, productivity would increase.

He also advanced the idea that workers and managers needed to cooperate with one another. This was very different from the way work was typically done in businesses

beforehand. A factory manager at that time had very little contact with workers, and he left them on their own to produce the necessary products. Taylor believed that all workers were motivated by money, so he promoted the idea of “a fair day’s pay for a fair day’s work”. In other words, if a worker didn’t achieve enough in a day, he didn’t deserve to be paid as much as another worker who was highly productive.

It is in the same way that, teachers as workers and school inspectors as managers have to cooperate in order to improve the quality of education because workers/teachers are the main implementers of the curriculum and managers/school inspectors are the quality assurance officer. Also, in order to ensure the quality of education, the Taylors’ idea of “a fair days pay for a fair days’ work”, means if a worker didn’t achieve enough in a day, he didn’t deserve to be paid as much as another worker who was highly productive. So if teachers will not prepare lesson plans, scheme of works and other and teach, he/she has to be paid low than those who are making such preparations and teaching effectively.

However, scientific management can be criticized on its idea of believing that all workers are motivated by money, it is not true because some workers like teachers are working in a very bad conditions but they are still working even when they are being paid low salaries, (they are being motivated intrinsically and not extrinsically). Also, Scientific Management Theory has been criticized for concentrating on efficiency while ignoring its impact on effectiveness (Hoyle & Wallace, 2005). Major criticism came from Human Relation theorists in 1930s.

Human Relations greatly criticized the stand point of Scientific Management for treating human beings as machine and for its value-laden aspect (Richards, 2001b; Sergiovanni & Starratt, 2007; Werthem, 2007). Taylor's system of management was concerned solely with means, to let things done but killing workers' creativity as they had to follow what other people plan and decide.

Moreover, it has been criticized for the possibility of one best way to achieve efficiency and the validity of adopting a particular method for achieving it (Hoyle & Wallace, 2005). It has been criticized as well as diverting teachers' attention from teaching, as their core function, to extensive record keeping (Hoyle & Wallace, 2005). Despite these weaknesses, however according to Sergiovanni and Starratt (2007) the basic premises and precepts of Scientific Management theory are still thought to attract many policy makers, administrators, and supervisors/school inspection systems in different countries including Tanzania.

### **2.3.2 Human Relation Theory**

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

theory assumes that people will be committed to work, if the work conditions are favorable. Also they can be self-directed and creative at work if properly motivated.

People as human beings have their own thinking and they view the world in different ways (Druker, 1991). Accordingly, the need for recognition, security and a sense of belonging is a more important in determining workers' morale and productivity (Druker, 1991; Sergiovanni & Starratt 2007). A worker is a person whose attitudes and effectiveness are conditioned by social demands from both inside and outside the work plant (Druker, 1991; Sergiovanni & Starratt, 2007). A person who deals with people should understand that there is always a social aspect to life. Workers know a great deal about the work they are doing. If a leader wants to address productivity and quality, then she/he should ask them what they think could be the best way of doing job (Druker, 1991). Workers' knowledge of their job is the starting point for improved productivity, quality and performance. Thus, in making and moving things, partnership with the responsible worker is the best way to increase productivity (Druker, 1991).

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

facilitator for supporting the teachers for better performance. For that reason, teachers need to participate in evaluation process and so school inspection methods and its objectives should make teachers feel that they are important and useful to a particular school.

Here is a need as well to create the personal feelings and comfortable relationship between school inspectors and teachers (Sergiovan & Starratt, 2007:16). However, Human Relation theorists are not free from criticism due to their emphasis on winning friends (Sergiovanni & Starratt, 1993; 2007; Wertheim, 2007) an attempt to influence people as the means of manipulating individuals to comply with what one wants them to do. Also, Human Relations promised much but delivered little coupled with misunderstandings as to how this approach could work (Sergiovanni & Starratt, 1993; 2007) since not everything needs a democratic approach. Accordingly, Human Relation theorists are also criticized for concentrating on a single aspect like the social environment to influence high productivity (Druker, 1991). They forget other factors like salary level, individual interest in work, culture and the structure of the organization that can all have a great deal of influence over worker's creativity and productivity (Gaynor, 1998).

Moreover, the advocates of Human Relations theory have been criticized on the issue of laissez-fair supervision (Sergiovan & Starratt, 1993; 2007; Wertheim, 2007) in which they let people do things in whatever ways they would wish to, which can, in fact, also lead to under productivity. Like Scientific Management theory, Human Relations theory though has some weaknesses it is still widely advocated and

practiced today in supervision/school inspection systems in several countries like Tanzania.

## **2.4 Definitions of Terms**

### **2.4.1 Perception**

Is the way you think about or understand someone or something? Is the ability to understand or notice something easily? Also is the way that you notice or understand something using one of your senses? Also, perception is an act or faculty of perceiving, or apprehending by means of the senses or of the mind; cognition; understanding .Is the result or product of perceiving, as distinguished from the act of perceiving; percept.

Perception also can be defined as a process by which people translate sensory impressions into a coherent and unified view of the world around them. Though necessarily based on incomplete and unverified (or unreliable) information, perception is equated with reality for most practical purposes and guides human behavior in general.

### **2.4.2 Primary school**

Is a school in which children receive primary or elementary education between the ages of about five to about eleven; coming before secondary school and after pre-school. It is the first stage of compulsory education in most parts of the world, and is normally available without charge, but may be a fee-paying independent school. In Tanzania it takes seven years ages 7-13 from standard one to standard seven (I-VII).

Tanzania government primary schools teach in Kiswahili. A number of private primary school with substantial fees, teach in English. It is compulsory for every child who has reached the age of seven years to be enrolled for primary education.

### **2.4.3 School inspectors**

Are people usually involved inspecting attendance records, students discipline and basic standards of literacy and numeracy. School inspectors need little experience of teaching or schools. Is an official whose job is to inspect schools and to report on their quality and conditions? Education inspectors evaluate schools to ensure that specific standards in teaching, learning, financial management and organization are being achieved and maintained. In general, are people who have to ensure the implementation of the school curriculum?

## **2.5 Empirical Literature Review**

The study conducted by Haule, (2012) on the perceptions of school teachers and leaders toward school inspections in Tanzania schools: the case of Arusha Municipality. A study was done in Arusha Municipality in Tanzania to establish the perceptions of school teachers and leaders towards school inspections and how the school teachers and leaders react towards school inspections. School teachers seemed to reject school inspections findings and recommendations while on average school leaders seemed to accept school inspection findings and recommendations. This was because the level of involvement of school leaders in the school inspection process was higher than school teachers. The study recommended that different stakeholders in education and school inspections should consider the need of introduction of a

School Self Evaluation (SSE) system. Gokce and Kantos (2011) did a study on “How Primary School Students Perceive Inspectors and Inspection Period“ that aimed to address primary school inspectors through the perceptions of the students, whose teachers were inspected during a class time. A 16-item open ended question form, which was developed by the authors, was conducted for the 6-5<sup>th</sup> –grade students who inspected.

The data gathered were analyzed through qualitative methods. The data suggested that inspectors’ manner such as shouting, being angry, humiliating, scowling, being serious, controlling and taking notes, staring the students, and carrying and playing ruler in his/her hands frightened the students. Besides, the students liked inspectors who were friendly, kind, natty and well dressed, and who made jokes, and used good communication skills. The results of the study are supposed to foster the essence of school inspection and, in consequence, quality of education.

Lowe (1998) conducted a study on school improvement after inspection? (Inspection and change in the classroom: Rhetoric and Reality?) The study reveals that head teachers and senior staff tended to have a more favorable view of the extent of implementation of inspection recommendations and were overly optimistic about their influence on what happens in the classroom. Perceptions of the extent of the implementation of the inspectors’ key issues were found to vary both between schools and within the same schools.

Another study that conducted by Lowe (1997) on improvement through inspection? It indicates that responses from classroom teachers were shaped by the thinking of



School micro-life world's subject departments and of groups lacking a steering role in the inspection process. The head teacher was disappointed with the outcome of the school's inspection. He attributed this to factors in the OFSTED inspection process and particularly the snapshot nature of OFSTED inspection. He had learned nothing new from the OFSTED inspection. However he intended to re-focus the school's development plan.

Another study that was conducted by Toremeh and DOS'' (2009) on the Metaphoric perceptions of primary school teachers on the concept of inspection, it is seen that the inspection period which should develop the roles of stakeholders and improve the efficiency of the schools does not please the teachers-As a result, the roles of the inspectors are not regarded positively. Also the study shows that, teachers are not satisfied with the inspection process and that they do not get effective counseling from the inspectors.

It is found that the teachers tend to bring out negative aspects of the inspectors. Also the study indicates that school stakeholders do not regard the inspection process positively and so they assimilate the inspectors with negative metaphors. Similar findings were stated by Sunbul and Inandi (2005). The study emphasized that like in the past, the inspectors and teachers have negative attitudes for each other and the inspection is not useful for the teachers.

The study conducted by Ijaiya (1997) on Teachers' attitude towards school inspection in Selected States of Nigeria shows that, none of the teachers in this

sample said they have had trouble with inspectors, although a majority (91.1%) of them however, do not want to see inspectors every term. The study also shows that even unqualified teachers are also coping well with school inspection in spite of the deficiency of principles of teaching in their training. Also, the findings that teachers do not perceive inspection as stressful to them appear inconsistent with the literature (Ogunsaju, 1983; Ezeocha, 1985; Stones, 1984).

The study conducted by Zachariah Wanzare on Rethinking School Inspection in the Third World: The case of Kenya found that, over the years, the behavior of Kenyan school inspectors, especially toward teachers has been criticized by Kenyans. The major concerns are those associated with unprofessional conduct of school inspectors which as Wanga (1988) noted, has had serious implications for teaching and learning to the extent that “a private cold war” has developed between teachers and inspectors. 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); Kamunyu, (2001); Nakitare, (1980); Ndegwa, (2001).

According to Isolo (2000), many school inspectors have developed the following questionable habits: (a)they look down upon teachers with resentment and suspicion; (b)they demand bribes from teachers in order to make favorable reports; (c)they are dictatorial and have taken the attitude of “do as I say or get in trouble” and (d)they work with unsmiling determination.

Furthermore, as noted by Mwanzia (1985), teachers have developed negative attitude toward inspectors. On this point, Masara (1987) commented that, although things at

times have changed, teachers still view inspectors in the same way they were during the colonial time in which many teachers regarded school inspectors as intruding policemen who were always looking for faults, and as potential danger. As Masara concluded, teachers have tended to develop a great deal of anxiety about inspection and, consequently, they are unable to carry out their duties well. Furthermore, Kamunyu (2001), commenting about the problem of school inspectors, commented that head teachers and teachers are normally thrown into a panic anytime school inspectors are mentioned.

Also, the study conducted by Cromey-Hawke (1998) on School Improvement or school Control? (Teachers' Views on the Long-Term Value of Inspection), he found that head teachers considered inspection and the continuing existence of OFSTED (Office for Standards in Education) to have real potential in school improvement terms, although he believed it was not perceived as such by either himself or his staff at the time of the original inspection (1993) or up to a year afterwards.

Also teachers' responses to question about the type and extent of implementation of inspection issues fell very much into the category of, as one put it, 'well, we struggled for it and we tried, but (I) don't know how much good it's done.' One of the two teachers considered the early inspections to be crude and now meaningless; both had accepted the heads' lead in wanting to get more from it next time. Also the head teachers considered the generally encouraging inspection report did much to raise teacher morale in this respect by providing national validation of its teaching quality.

Also, the study conducted by O'Hara and McNamara (2012) on the Ireland Principals perceptions of inspection shows that, Principals in both primary and secondary education generally continue to report relatively high satisfaction with school inspections and little unintended consequences at the school level. Principals also report high levels of inspection impact on changes in the school's capacity to improve, particularly in the transformational leadership of principals. Nonetheless, Principals in both school types report a very positive relationship between inspection and key improvement strategies particularly capacity building and collaborative decision making.

The study conducted by Aidan Mulkeen (2005) on Teachers for Rural Schools: A challenge for Africa found that, for instance in Lesotho, a recent report on the inspection service conclude that "School inspection is most unlikely to be contributing in any way to the quality of education provided in Lesotho's schools". Inspections were limited by transport difficulties, while the quality of inspection was limited by the expertise of the inspectors. Most inspection visits did not include an evaluation of the quality of education, and provided little information on quality to the school or the ministry. There have also been criticisms of the quality of inspection.

Hedges (2002) reports a case in Ghana where inspection had become ritualized to the point where it involved only an inspection of lesson notes, as one teacher described it: "So sometimes...they (other teachers) will prepare lesson notes, but they will not intend to teach....Someone is in our staff, he will prepare

sometimes...and he has a big bundle of notes and he just transfers the notes....So in this way the supervisors are stressing on the lesson notes, the teachers will take advantage, prepare lesson notes and not teach, and go away” (Hedges, 2002, p 360).

The study conducted by Ahmad et, al.(2013) on Barriers to Effective School Inspection in Pakistan and way forward, discovered that, although the traditional concept of school inspection has changed, yet still in some countries of the world inspectors show policeman attitudes towards teachers looking for faults and putting fear in the minds of teachers. This has given birth to anxiety among the teaching personnel and resultantly, they are found less able to perform their duties well. In view of Gray and Gardener, this type of attitude has created such a situation where teachers and head teachers are thrown into panic whenever the name inspector is taken in front of them. Through this study, it was found that the attitude of the inspectors was intimidating and unfriendly. Thomas observed that, in Canada inspectors are taken as a source of trouble and fear by teachers when they visit schools.

## **2.6 Research Gap**

From the literature review, many studies have tried to their level best to identify or assessing the students, teachers and school heads perceptions on the roles of school inspectors, and they came up with different answers on the study. Although some studies have identified the perceptions of students, teachers and school heads on the roles of school inspectors in schools, less have been discussed in the context of Tanzania, especially the case of primary schools in Morogoro Municipality. Also,

many of the researchers conducted their studies on perceptions of teachers and students only (without comprising school heads). Many researchers also conducted their studies on the perceptions of teachers and students in secondary schools rather than in primary schools. Their recommendations also from their studies do not fit the Tanzania context, especially in Morogoro Municipality. The current study intends to fill these gaps.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the methodology of the study. The methodology covers; area of the study, employed qualitative research design, target population and sample, sample and sampling procedures. Also it presents research instruments used in the study. Finally, the data processing and analysis, reliability and validity of instruments for data collection and ethical consideration are presented.

#### **3.2 Area of the Study**

This study was conducted in Morogoro Municipality in Morogoro region focusing on students, teachers and heads of schools perceptions over school inspectors' roles. Morogoro Municipality is among the seven districts of Morogoro region having a total of sixty two (62) public primary schools. Morogoro Municipality comprises different tribes such as Hehe, Nyakyusa, Luguru, Pogoro, e.t.c. The main economic activity is business formal and informal employments and agricultural activities for few citizens. Topography of the area includes mountains, plains, rivers and other physical features. A researcher is familiar with the area in terms of its geographical position and economic activities carried within the area.

##### **3.2.1 Choice of Morogoro Region**

Morogoro region is an area where the study on the perception of teachers, students and school heads have over the school inspectors' roles was conducted. Since a

researcher is dealing with education activities in the region, it was an advantage to the researcher to obtain information on various parts. Such advantage enabled the researcher to acquire a general picture on the perception of teachers, students and school heads have over the school inspectors. Choosing region other than Morogoro could take the current researcher more time to familiarize with teachers, school heads and students, a situation that could have extended research processes and make the data collection plan difficult and longer to be fulfilled.

### **3.2.2 Choice of Morogoro Municipality**

Morogoro region comprises of seven districts, however one of them was purposely selected for the study because of communication problems in the other districts. Additionally, the researcher didn't have adequate resources (time and finance) to go to all seven districts. Also the researcher didn't find any work that has been done in primary schools in Morogoro Municipality concerning with perception of students, teachers and school heads over the roles of school inspectors. Moreover, the researcher selected Morogoro Municipality for the study because he was sure that respondents could be found easily because they were not found in the scattered areas. So, the study was conducted in Morogoro Municipality due to easy communication and time used for the study that was enough compared to other districts which could consume more time because they are found far from Morogoro Municipality.

The convenient of accessing the respondents experiences on the perception of teachers and students have over school inspectors roles in primary schools was sought to be a strong reason that made the current researcher also to select the



Morogoro Municipality; as the current researcher himself has been working in the region for a number of years so the relationship that he developed in the work with teachers and students was a weapon to breakthrough cultural barriers that usually are there when the researchers are looking for data from the respondents.

### **3.3 Employing Qualitative Design**

#### **3.3.1 Meaning of Qualitative Design**

Creswell (1998) defines qualitative design by saying “qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explores social or human problem. The research builds a complex, holistic pictures, analyzes words, reports detailed views of informants and conducted the study in natural setting” (p. 15).

Creswell (2003) further argues that, alternatively, a qualitative design is one in which the inquirer often makes knowledge claims based primarily on constructivist perspective, i.e., the multiple meanings of individual experiences. Meanings socially and historically constructed, with an intent of developing a theory or pattern or advocacy/participatory perspectives (i.e. political, issue-oriented, collaborative, or change oriented or both). It also uses strategies of inquiry such as narratives, or phenomenologies, ethnographies, grounded theory studies, or case studies. The researcher collects open-ended emerging data with the primary intent of developing themes from the data.

Denzin and Lincoln (1994) provide a generic definition of qualitative design, that is “qualitative research is multimethod in focus, involving an interpretive, naturalist

approach to its subject matter". The multimethod in focus is described as "the combination of multiple methods, empirical materials, perspectives and observes in a single study is best understood, then as a strategy that adds rigor, breadth, and depth to any investigation", Flick (1992). Gall and Borg (1996) define qualitative design as the "inquiry that is grounded in the assumption that individuals construct social reality in the form of meanings and interpretations, and these constructions tend to be transitory and situational.

In the case of this study, qualitative design was deemed appropriate because of the following reasons; the study intended to investigate on the perception of teachers, students and head of schools have over the school inspectors roles in primary schools in Morogoro Municipality, the researcher found that it was rational to employ in-depth interviews in order to gain deep understanding on their perceptions (of teachers, students and head of schools over the school inspectors).

Furthermore, a qualitative approach was adopted because it is flexible. Since human behavior cannot be predicted, the researcher saw that there was a need to adopt this approach because sometimes/at some events, the researcher used flexible and open probe questions rather than using standardized questions. By using flexible and open ended questions, it enabled a researcher to gain deeper understanding on the perceptions of teachers, students and school heads have over the school inspectors' roles in primary school in Morogoro Municipality.

Lastly, qualitative design was employed because of its methods for data collection such as documentary analysis and in-depth interviews. The two methods allowed

thick data collection which provided room for thick description and narration on the perception of teachers, students and head of schools have over the school inspectors. People (audiences) comprehend easily research results that are presented by these methods (documentary analysis and in-depth interview) as compared to other methods such as statistical measures which use/employ numerical indices to present findings (Rwejuna, 2008).

### **3.4 Targeted Population and Sample**

Target population is the entire group a researcher is interested in when conducting research and wishes to draw conclusions. In research, target population is the entire set of units for which the survey data is to be used to make inferences. It can be defined as eligible population that is included in research work. However, a sample is a small group of respondents drawn from a population that the researcher is interested in gaining target information or is a representative subset of the population from which generalizations are made about the population, Michael (2002).

### **3.5 The Sampling Procedures**

Sampling technique is the process of selecting sample so as to represent the population. Knorb (2012) argues that, before selecting a sampling procedure, first consider the following;

- a) Select the unit of analysis. When selecting the sample, it is imperative that the sampling technique selects cases based on this unit analysis. In other words, if the unit of analysis is students, then the sampling technique must focus solely on

how the students were selected. It would be an error to describe the selection of schools as the sampling technique when the unit of analysis is students.

- b) (b) Determine how many units need to be sampled. This step is tricky balancing act. On the one hand, larger samples tend to be more representative of the target population and provide stronger statistical power. On the other hand, larger samples can decrease the quality of the research study, particularly for experimental and quasi-experimental designs.

According to Koul (1992), purposive or judgment sampling means deliberate selection of sample units that conforms to some pre-determined criteria. This is also known as judgment sampling. This involves selection of cases which we judge as the most appropriate ones for the given study. It is based on the judgment of the researcher or expert. It does not aim at securing a cross section of a population. The chance that a particular case can be selected for the sample depends on the subjective judgment of the researcher. For example, a researcher may deliberately choose industrial undertakings in which quality circles are believed to be functioning successful and undertakings in which quality circles are believed to be a total failure.

The advantages of purposive or judgment sampling are; it is less costly and more convenient and it guarantees inclusion of relevant elements in the sample, (Krishnaswami, 1993). The targeted population of this study combined the (1) Primary school teachers in Morogoro Municipality (2) Primary school students in Morogoro Municipality and (3) School heads in Morogoro Municipality. Primary school teachers were involved in the population because are the people who are

being inspected by the school inspectors. Primary school students were involved in the population because they are being in classes when the school inspectors are inspecting teachers. Heads of primary schools also were involved in the population because they are being involved in school inspection especially in the administrative issues.

It is from this fact that the sample was some how informed of the research issue (inspection) under the investigation as opposed to other sample which could have been oriented first before being include in the study. The sample or representative from this target population was; teachers and students from three primary schools with the total number thirty nine (39) respondents. The selected schools were Kihonda Maghorofani, Kambarage and Mkundi primary schools. These schools were selected by the researcher because they were inspected by the school inspectors in different ranks, others two times per year, thrice while others only once. Also they are located separately so that enabled the researcher to collect information from different locations in the Municipality. This was sought to increase the reliability of data as they involved various sites (Merriam, 1988).

The procedures for the sample selection started when the researcher visited the above mentioned schools (Kihonda Maghorofani, Kambarage and Mkundi primary schools). This was after an appointment through contact made using cellular phone. It was in October 2013 when the researcher presented the intention to investigate on the perception of students, teachers and school heads over the roles of school inspectors in Morogoro Municipality.

### **3.6 Reasons for Selecting Education (Inspection Programme)**

The choice of the programme in education was based on general contention that, qualitative research findings greatly depend on researcher's ability to select tools for data collection and analysis of those data (researcher's insight). The researcher therefore, was familiar with education issues related to inspection than other issues as he also works as a school inspector in Morogoro municipality.

### **3.7 Developing Categories of Participants**

After obtaining information concerning with the research topic, the researcher started sorting categories of participants of the research, and the following categories emerged out of general data. The first category of respondent included students of primary school (from standard five to standard seven). This category was considered in order to gain insight from both sexes on their perception over the role of school inspectors. A total of fifteen (15) students were selected for a pilot study. And all of them showed cooperation because all fifteen (15) students participated as respondents. The researcher included this group (actual) as he believed that, the group would provide their perception over the roles of school inspectors since they are a beat grown up to express themselves and to describe their experiences on inspectors at schools.

The second category of respondents included teachers of primary schools. These teachers were selected from Kihonda Maghorofani, Kambarage and Mkundi primary schools. The number of respondents in this group was five (05) males and ten (10) females which made the number of fifteen (15) respondents. All of them showed

cooperation and participated as respondents. The number of female was larger than that of male because a large number of teachers in Morogoro Municipality are females. Many female teachers follow their husbands who work in Municipal and urban areas, unlike men who in most cases are located in rural areas. This has been so due to the fact that, in African culture it is the woman mostly who follows the husband. This is not surprising that, most of the staff members in schools located in the Municipals and urban centers in Tanzania and in Morogoro Municipal are women. The reason for inclusion of this group (actual) in the sample was based on the assumption that, those teachers would provide correct experiences/perceptions they have over the roles of school inspectors as they were working at the schools and they had experienced the inspection relationships.

The third category of respondents included primary school heads. These primary school heads were selected mainly from Kihonda Maghorofani, Kambarage and Mkundi primary schools. A total number of respondents in this group were three (03). And all of them cooperated effectively as actual respondents. The group was included in the sample because the researcher anticipated that, the group would provide their perception over the roles of school inspectors and also because they are being inspected in administration issues.

From the above categories, it can be explained that, the researcher had specific purpose to include participants into the study by hopping that the selected participants would offer maximum information needed to reveal perception of students, teachers and school heads over the role of school inspectors. Therefore, the

researcher adopted a purposeful sampling technique. A purposeful sample is also known as judgment sample (Koul, 1992). This type of sample was chosen by the researcher because it is believed that what is selected as sample is a representative of the total population. Also a researcher considered that, under this sampling technique is that, the researcher selected participants hoping that they would provide maximum information for the study. Therefore, the actual sample of this study was a total of thirty nine (39) respondents as shown in Table 3. 1.

**Table 3.1: Sample Data**

Type of Participant	Expected Number of People to be Involved	Actual Number of Participants	
		Male	Female
School heads	03	01	02
Teachers	15	05	10
Students	15	08	07
Group of teachers	03		
Group of students	03		
Total expected sample of respondents	39	14	19
	<b>Actual Sample</b>	<b>39</b>	

Source: Field Data

As shown in (Table 3.1) above, the expected sample was thirty nine and the researcher succeeded to get them because it was easy, they were found in their schools and it was the period of school opening (their first three weeks after the terminal holiday), so school heads, teachers and students were available and they didn't refuse to attend the focus group discussion sessions or being interviewed though some teachers said "Ukivaa joho utatununulia angalau soda", meaning after graduating I have to remember them by giving them something (can be in terms of money or any other gain).



### **3.8 Data Collection Instruments**

#### **3.8.1 Reasons for Selecting Interview and Focused Group Discussion**

The choice of research methods depends much on the purpose of the research and the research questions under investigation (Seidman, 1991, Bhalalusesa, 1998). The issue of the research questions in this study showed that, the research questions intended to investigate on the perception of teachers, students and school heads have over the roles of primary school inspectors in primary schools in Morogoro Municipality. To better explore these perceptions, it was therefore, rational to employ in-depth interview and focused group discussion methods which usually allow thick data collection for deep understanding. The question cannot meet demand of the set research questions of the study.

#### **3.8.2 Interview**

Interviewing is one of the major methods of data collection. It may be defined as a two-way systematic conversation between an investigator and an informant, initiated for obtaining information relevant to a specific study. It involves not only conversation but also learning from the respondent's gestures, facial expressions and pauses, and his/her environment (Krishnaswami, 2002). Patton (1990) argue that, essentially, interviews allow the researcher to enter into the other persons' words, to understand those persons' inner perspective and meaning they make from those perspectives.

#### **3.8.3 Issues Covered in Interviews**

The interview questions were given to students, teachers and school heads. Several

issues were targeted from these groups; knowing how many times do school inspectors inspect schools per year, knowing their perception over the role of school inspectors, knowing the contribution of school inspectors and how better should the inspectors inspect schools.

#### **3.8.4 Administration of Interviews**

Interview questions were administered to students, teachers and school heads (See Appendix 1). Before the interview started, the researcher ensured conducive interviewing atmosphere by approaching the potential respondents and requesting them to participate in the interview, they agreed to participate. They were ensured confidentiality of the conversation to be made during the interview, and this was a point at which the researcher confirmed the ethics of conduct of the research. Few minutes before each interview started, the researcher discussed with respondents the importance of the research.

The researcher narrated that; respondents' contributions would improve the good relationship between school inspectors, students and teachers through identifying some causes of poor relationship among them. The researcher also ensured friendly interview environments so as to make the interviewees feel free to respond to questions during the interview process. The actual interviews were conducted individually to each respondent, that is, the researcher posed the questions to the interviewee and the interviewee responded orally. The time of thinking when the interviewee was trying to provide the best answers was considered important. Also the researcher patiently listened and followed up the interviewees' voices and speed.

Body movements or parts of the interviewee's body were accepted during the interview. The general interview session lasted about twenty (20) minutes for students and thirty (30) minutes for teachers and school heads. This reduced the loss of concentration that could happen if the time for interview could be longer, also they had to attend classes.

### **3.8.5 Recording Interviews**

The following ways were used on recording interviews; note taking, audiotape recording, videotape recording and memory (Kvale, 1996). But due to financial difficulties the researcher faced during this study, note taking, memory and cellular phone were adopted throughout the process of data collection. Later these notes (transcripts) and the voices were organized to write the data that were used in the study.

### **3.8.6 Focused Group Discussion (FGD)**

This was another method that was employed by the researcher to obtain data on the perception of teachers, students and school heads have over the roles of school inspectors in primary schools in Morogoro Municipality. Focus group discussion took forty (40) minutes for teachers and thirty (30) minutes for students and the discussions were recorded by note taking, cellular phone and remembering (keeping memory of key issues that were raised during the discussion). Casey, (2000) argues that, focus groups are panels, facilitated by a moderator who meets for a specified time/period to exchange perspectives, knowledge and /or opinions on a particular topic.

A focus group discussion can contain eight (8) to twelve (12) people who share some characteristics relevant to the topic. In this study, the researcher was a moderator. Focus groups discussions combines elements of both interviewing and participant observation, the focus group session is indeed an interview (Platton, 1990). Creswell (1998) argues that, the technique (focus group discussion) inherently allows observation of group dynamics, discussion and first hand insights into the respondents' behaviors, attitudes and language (words spoken). Also Dane (1990) suggests that, those involved in the focus interviews are normally well informed so as to provide maximum understanding and contributions on the issue in question. In the same grounds, the researcher of this study informed those informants on the issue to be discussed during the session.

### **3.8.7 Issues Covered in the Focused Group Discussion**

Primary school teachers at different selected schools were invited for a group focused discussion at their schools such as Kihonda Maghorofani and Kambarage primary schools. The same thing was done also for students at Kihonda Maghorofani, Mkundi and Kambarage primary schools. The major issue covered by this instrument was; perceptions of teachers, students and school heads have over the roles of school inspectors in primary schools in Morogoro Municipality.

### **3.8.8 Documentary Review**

Lincoln and Guba (1985) define a document as “any written or recorded material” not prepared for the purpose of evaluation or at the request of the inquirer. Documents can be divided into two major categories: Public records and personal

documents (Guba and Lincoln, 1981). In this study, the researcher used the school inspection reports found in Morogoro Municipality inspection office as public document and obtained the needed information. The reports guided the researcher towards locating primary schools that were used as samples. These samples were useful in providing information on the perception of teachers, students and school heads have over the roles of school inspectors in Morogoro Municipality.

### **3.9 Validation of Instruments**

In order to validate the instruments, the researcher distributed the interview questions to two categories for checking the relevance of the questions in relation to the study. The first group of questions was tested to the head of Kihonda Maghorofani primary school who also is a student of The Open University of Tanzania pursuing her master's degree. She has an experience in education researches. The second group of questions was tested to class teacher at Kihonda Maghorofani primary school who is a master's degree holder; also she has an experience in education researches. Only minor corrections were made; such as questions correction in order to capture the intended meaning.

### **3.10 Data Analysis Procedure**

Borgan and Biklen (1982) define qualitative data analysis as “working data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns discovering what is important and what is to be learned and deciding what you will tell others” (p.145). Qualitative researches tend to use inductive analysis of data, meaning that the critical themes emerge out of the data (Patton, 1990). Tesch

(1990) describes the qualitative data analysis as a process of “de-contextualization and re-contextualization“(p. 15). Simply stated, the de-contextualization process means that researchers take the volumes of data they have collected and segment them into smaller “units of ideas, episodes, or pieces of information” (p.166). Initially, researchers “separates relevant portions of data from their context” (p.118) in order to examine the specific process. The process of putting those data back together, to form larger categories, is what Tesch describes as the re-contextualization process. Marshall and Rossman (1999) describe data analysis as a process of data reduction and interpretation. Data reduction means that “the reams of collected data are brought into manageable chunks” and interpretation “brings meaning and insight to the words and acts of the participants in the study” (p.152-153). Much of the data reduction process occurs through segmenting and coding the data in a systematic way.

The researcher on data analysis in this study used the Kvale’s (1992) approach which contends that, analysis of data in interview needs to follow five steps, which are; categorization of meaning, condensation of meaning, structuring of meaning through narratives, interpretation on meaning, and ad hoc methods for generating meanings. In the data analysis of interviews and focused group discussions, the information was first read by the researcher; secondly, the data was placed in subtopics of the study. For instance, for those who said that there is a poor relationship between school inspectors and teachers and those who said that there is a good relationship between teachers and school inspectors, they were put into different subtopics. Third step was to re-read the common patterns in each category, and decide which to take and which

to leave out. Fourth, was to write narrates in each category using quotes from interviewees. The fifth step was to interpret narrates from respondents to gain meaning out of it. All categories of data were led by the research questions.

### **3.11 Summary**

In this chapter three, the area of the study has been identified and its philosophical base stated. Also the reasons for adopting qualitative research design have been discussed. Population and sample as operational terms have been explained also. The chapter outlined the procedures adopted for sample selection and research instruments used for study. Interviews, focused group discussion and documentary reviews were presented. The validation of the instruments used as well as the data analysis has been discussed in this chapter. The next chapter (chapter four) gives a presentation of the data collected and its analysis.

## CHAPTER FOUR

### 4.0 DATA PRESENTATION AND ANALYSIS

#### 4.1 Introduction

This chapter presents the major findings of the study. The findings are presented under three research questions: (i) What are the perceptions students have over the school inspectors' roles in primary schools in Morogoro Municipality? (ii) What are the perceptions of teachers over the school inspectors' roles in primary schools in Morogoro Municipality? (iii) What are the best approaches of school inspection in primary school in Morogoro Municipality?

#### 4.2 Students' Perceptions over the Roles of School Inspectors

During the interviews, fifteen (15) respondents had various explanations on their perception over the roles of school inspectors. For example one student said; *We have good relationship with school inspectors, they inspect if the teachers are teaching us in a good way, also they inspect environment of our school. To us this good favor learning* (Female student 10-12 years old, on 21/07/2014).

Another student had the following to say; *I don't think if the school inspectors they are using harsh language, they just direct teachers on how to teach better.* (Male student, 9-11 years old, on 24/07/2014).

Another student had the following to say on his perception over the role of school inspectors; *They have to come because without doing so, the school environment will*



*be dirty and their relation with teachers is good. I remember before inspection we clean toilets and make our environment clean. This is good for our learning also.* (Female student, 11-13 years old, on 17/07/2014).

Moreover, another student had the following to say on their perception towards school inspectors: *These are good people, they have to come always to see how teachers are teaching, and they have to bring instruments of labor such as books, desks, etc Also they have to increase their efforts on making sure that teachers perform their duties effectively.*(Female student, 10-13 years old, on 17/07/2014).

Also, another student had this to say during the interview session: *They are using harsh language to teachers and they have to continue with this because it makes teachers to work hard.* (Male students, 12-14 years old, on 23/07/2014).

Another student who had the same idea as the above student had the following to say: *The relationship between school inspectors and teachers is not good because school inspectors are using abusive language to teachers, they are not congratulating and encouraging teachers when they see the school environment and school is clean.* (Female student, 9-11 years old, on 22/07/2014).

Another respondent during focused group discussion had the following to say; *When school inspectors come to school teachers get something and changes, for instance maintenance of infrastructures. Also school inspectors are people who bring guidelines to head teachers, are good people who have to come to school.* (Male student 10-12 years old, on 22/07/2014).

Also during focused group discussion another student said: *They are not using abusive language, they just sit back of the class, looking for students exercise books and listening to teaching. But they have to be harsh to teachers so that teachers can teach effectively, but for the moment they are not taking any action to lazy teachers.* (Male student, 10-12 years old, on 17/07/2014).

Another respondent (student) of Kihonda Maghorofani primary school had the following to say on the perception of students towards roles of school inspectors in primary school. *These are good people because they come to school to listen the school problems from our head teacher and they can help solving them. For example we have problem of shortage of textbooks, shortage of classrooms and desks.* (Female student, 9-11 years old, on 16/07/2014).

Another respondent from Kambarage primary school said this in relation to the perception students have over the roles of school inspectors in primary school. *Inspectors are harsh to teachers, they are using abusive language and this situation makes teachers and school inspectors to have bad relationship, so school inspectors have to reduce their harassments to teachers so that teachers can understand them.* (Female student, 9-11 years old, on 22/07/2014).

Lastly, another respondent had the following to say in relation to perceptions of students over the roles of school inspectors in primary schools in Morogoro Municipality. *School inspectors are very harsh to teachers and they have to do so because by doing so, teachers will be teaching effectively. Teachers will prepare*

*their lesson plans and teach well in the classrooms. (Male student, 10-12 years old, on 25/07/2014.)*

### **4.3 Teachers' Perceptions over the Roles of School Inspectors**

In the interview that held between the respondents/interviewees who were fifteen (15) by their number and the interviewer, the majority of the respondents revealed the poor relationship between teachers and school inspectors. For example, one of the respondents said; *Always I panic when I hear about school inspectors because they are harassing us, asking questions in the class (in front of my students). So, always I don't like to hear and see such school inspectors. (Female teacher, 24-27 years old, on 04/08/2014).*

Another respondent had similar perspective, she said; *School inspectors are like policemen when they arrive at my school because they just find fault or negativity from teachers and not helping teachers in solving professional problems. And some school inspectors visit my school to boss and harass teachers. The school inspectors are really arrogant. (Female teacher, 35-38, on 04/08/2014).*

Also, another interviewee who is a school head had the following to say in relation to the perceptions school heads have over the roles of school inspectors in primary schools in Morogoro Municipality. *There is no need of having school inspectors because they harass us, it is the wastage of time because our school is performing better academically, so we do not need them. Teachers are performing their duties effectively and we do not see the contribution of school inspectors. (Female teacher, 43-45years old on 15/08/ 2014).*

Another respondent had these words to say in relation to the way teachers perceive inspectors performing their roles in primary schools. *These people are coming with pressure to teachers, and teachers become inferior to them. They have to bring changes for the new things that we do not know. They need not to come to school to harass, devalue and challenge on good efforts of teachers* (Female teacher, 32-36 years old, on 6/8/2014).

Data from some of the interviewee indicated that, *when school inspectors visit the school, normally they collect subject log books, scheme of works, lesson plans and teaching and learning materials and then, they give marks basing on that.* (Female teacher, 33-35 years old, on 12/08/2014).

Another interviewee had this to say on the way primary school teachers perceive school inspectors. *When school inspectors visit our school tends to blame us that we do not teach properly, but they do not help us cope with the changes that are taking place every day especially the frequent changes of the curriculum. For example, the vocational skills subject has been introduced without any prior preparation for teachers. We are just told to teach it and when school inspectors come tend to blame us while they know for sure that there had been no single seminar conducted to build capacity to primary school teachers.* (Female teacher, 45-48 years old, on 12/08/2014).

Few respondents/teachers during the interview revealed positive relationship between teachers and school inspectors. For example one the respondent said: *School*

*inspectors are good people because when visit schools they help those lazy teachers so that they can fulfill their responsibilities, “Hawanipi wasiwasi, siwaogopi kwa sababu nafanya kazi zangu vizuri, siwaogopi”.* Means that she doesn't fear school inspectors because she performs her duties effectively. (Female teachers, 26-30 years old, on 12/08/2014).

Another respondent had the following to say in relation to the perception primary schools heads have over the roles of school inspectors: *These are people who have to come because without them the work follow-up will be poor. Sometimes they make ambush, so we panic because we are not prepared, but if we are prepared, no problem.* (Male teacher, 32-35 years old, on 14/08/2014).

Also, another interviewee reflected the following with regard to the roles of school inspectors in primary schools. *Is a good idea of having these school inspectors because they want to know the development of teachers and students and correcting where we need to make corrections. “Sijawahi kupanic kwani huwa nafanya vitu vyangu vizuri”, means that she doesn't panic during the arrival of school inspectors because always she performs her duties effectively. And when they come, they keep us busy.* (Female teacher, 28-32 years old, on 12/08/2014).

The focus group held in one of the school sampled showed this with regard to perception of primary school teachers towards the roles of school inspectors in primary schools in Morogoro Municipality. *Other school inspectors are just coming to write mistakes of teachers, they are not helping with teachers, coming in ambush*

*style to inspect us, it is not fair. What is the intention of this?* (Female teacher, 54-57 years old, on 14/08/2014).

Another teacher also during focused group discussion had the following to say on school inspectors in primary schools: *Some of them are coming to de-value us, seeing us as valueless because they use abusive language and harassing us. They look arrogant, lookdown our lesson plans and schemes and log books, they are real troubling us. At the end they write bad reports on us.* (Female teacher, 34-37 years old, on 27/08/2014).

Another teacher had the similar perspective, she said: *Only this year they came politely, but before they were coming to harass us, using abusive language sometimes even in front of our students.* (Female teacher, 56-59 years old, on 27/08/2014).

Another teacher during focused group discussion had the following to say on school inspectors; *they have to know that we are adults, and they come to give us some guidelines and not to harass us as children, we are matured. But also teachers have to work hard.* (Female teacher, 31-33 years old, on 11/08/2014).

Another teacher had this to say: *I consider the school inspectors as my partners in working; I do not take them as policeman even though I saw to other teachers seeing them (school inspectors) as policeman, harassing teachers, also teachers fearing on them. But they are helpful to me.* (Male teacher, 28-32 years old, on 25/08/2014).

Also, another teacher had the following to say during the focused group discussion;

*There is no need of fearing them if your preparation is better. Sometimes we see them as policemen because of our poor preparation such as of lesson plans and scheme of works.* (Female teacher, 26-30 years old, on 28/08/2014).

Another teacher had the following perspective on the role of school inspectors in primary school in Morogoro Municipality: *Two groups of these school inspectors comes in our school, the first group is of those who harass us, using abusive language, taking us as children. The second group come to direct us on how to teach prepare and on the environmental issues.* (Female teacher, 45-47).

Lastly, a teacher revealed the following during focus group discussion: *For those teachers who are not well prepared, school inspectors are becoming like policeman to them. Also the relationship between teachers and school inspectors differ from one school to another.* (Male teacher, 31-34 years old, on 29/08/2014).

#### **4.4 The Best Approaches of School Inspection in Primary Schools**

During the interview between the interviewees who were thirty nine (39) by their number and interviewer, the interviewees suggested various approaches to improve school inspection in primary schools in Morogoro.

For example one interviewee said: *School inspectors have to come at each end of the month; they have to continue with harshness to teachers because teachers will work/teach effectively.* (Male students, 10-13 years old, on 15/07/2014).

Another respondent (student) had this to say: *School inspectors have to encourage teachers, they have to use friendly language to teachers and also to congratulate teachers for what they are doing in classroom such as good preparation of lesson plan scheme of work, using of teaching and learning materials and filling subject log books.* (Female student, 8-10 years old, on 05/08/2014).

Also, one of the interviewee said: *School inspectors have to continue inspecting how teachers are teaching, also they have to add instruments of labor such as books, desks and other teaching and learning materials.* (Male student, 11-13 years old, on 13/08/2014).

Teachers also during the interview had different suggestions on the best approaches of school inspection in primary schools in Morogoro Municipality. For example one respondent who is a head of school had this to say: *School inspectors have to be friendly to teachers and not as policeman because teachers have many problems and sometimes they don't know where to send or to whom they can tell their problems, so school inspectors have to be friendly to teachers. Also avoiding ambush (coming to school without informing teachers), teachers are people like them, so it is not good/fair to ambush them, they have to be informed so that they can prepare other things.* (Female teacher, 35-38 years old, on 25/08/2014).

Another respondent had this to say during interview: *School inspectors have to come several times not only for the inspection purpose; they have to come as friends,*



*directing us in a friendly way. They don't have to wait until the formal or special school inspection.* (Female teacher, 57-59 years old, on 06/08/2014).

During interviews another teacher who is a senior teacher had this to say on the best approaches of school inspection in primary schools: *They have to come not just to find mistakes, but they have to encourage us even by words and see what better things we are doing and they have to come several times. This way will influence improvement in our teaching* (Female teacher, 53-56 years old, on 27/08/2014).

Another interviewee who is a junior teacher had the following to say: *School inspectors have to come and educate us on several changes when it happens; seminars have to be given to teachers. Also school inspectors have to come with one stand (being uniform) when they educate us especially on different parts of the lesson plan for instance the part of evaluation, they have different opinions on this part. Also, they have not to be harsh to us (not using abusive language), they have to come as friends, they are not our employers, and we will share different ideas. Also, teachers have to obey because sometimes we are not preparing our lesson plans and we are not giving the reliable answers to them (school inspectors),* (Female teacher, 26-28 years old, on 04/082014).

Another respondent who is a head of school said: *They have to make sure that there are enough school inspectors because sometimes few inspectors (two) ca not inspect a school having more than 28 teachers and they plan to inspect all the teachers, will they be effective, so there is a need for allocating more school inspectors to inspect schools in primary schools.* (Female teacher, 35-37 years old, on 12/08/2014).

Also, another teacher had the following to say: *School inspectors have to be exposed to seminar so that they can avoid having different opinions/ideas in the same thing/part such as in the lesson plan parts like evaluation.* (Male teacher, 29-33 years old, on 27/08/2014).

Another respondent during focused group discussion had this to say on the best approaches of school inspection in primary schools: *School inspectors have to implement what they are being told by teachers and also teachers have to implement what they are being told by school inspectors such as making correction where they did mistakes. This system of give and take will improve our inspection in schools (primary)* (Female teacher, 41-43 years old, on 29/08/2014).

Another respondent/student had the following to say: *What is needed is to make good relationship between school inspectors and teachers, for instance giving out information that they will come to school for inspection, also knowing the classes construction process* (Male student, 12-14 years old, on 15/07/2014).

One respondent said the following in relation to the approach of improving inspection in primary schools in Morogoro Municipality: *School inspectors have to stop using their abusive language and harshness in general to teachers in classes because students will not respect their teachers.* (Female teacher, 37-40 years old, on 29/08/2014).

Another respondent during interview suggested the following in order to improve inspection in primary schools in Morogoro Municipality, *School inspectors have to*

*be harsh to teachers so that teachers can teach, otherwise teachers will not teach as other teachers do not prepare lesson plans, scheme of work and they are expecting to be paid at the end of the month.*(Male student, 11-14 years old, on 23/07/2014).

Moreover during interviews, another respondent who is a junior teacher at Mkundi primary school had this to say: *Before coming to school, they have to arrange what they are going to inspect and be uniform in different aspects such as on lesson plan preparation. Also they have to inform us that they are planning to come and not making ambush.* (Female teachers, 27-31 years old, on 23/07/2014).

Another respondent had the following comments towards improving inspection in primary schools in Morogoro Municipality *School inspectors must be updated, knowing the current books on use, they have to give us seminars and informing us before coming to schools,* (Male teacher, 27-30 years old, on 21/07/2014).

Also, another teacher from Kihonda Maghorofani primary school said that: *After the school inspection, they have to give us a seminar of at least one hour without payment so that they can tell us what they found during their inspection and where we can make correction and improvements,* (Female teacher, 54-57 years old, on 27/08/2014).

Another senior teacher had the following to say: *They have to be friendly to teachers and not to fight with teachers from what they heard to their friends in the streets or bar when they were drinking,* (Female teacher, 57-59 years old, on 25/08/2014).

One respondent had the following to say on the best approaches of school inspection in primary schools: *Their inspection must base on the students work and not on the lesson plan and scheme of work because a teacher can be competent on preparing these lesson plan and scheme of work but not on teaching and managing the class effectively*, (Male teacher, 29-33years old, on 06/08/2014).

Also, another respondent had the following suggestion: *The ministry of education has to establish transport system for school inspectors; they are coming late to inspect us because they are using community transport "daladala"*. (Male teacher, 32-35 years old, on 25/08/2014).

Another suggestion that was given by a respondent with regards to improvement of inspection in primary schools in Morogoro Municipality was: *School inspectors have to see also the other school needs such as staff room, head teachers' office etc. So school inspectors have not to observe only academic issues but also other issues and report those challenges to higher authority/office*. (Female teacher, 47-50 years old, on 27/08/2014).

## **CHAPTER FIVE**

### **5.0 DISCUSSION OF THE FINDINGS**

#### **5.1 Introduction**

The chapter presents discussion of the findings of the study. The findings were organized under three themes: perceptions students have over the school inspectors' roles in primary school in Morogoro Municipality; perceptions teachers have over the school inspectors' roles in primary school in Morogoro Municipality and the best approaches of school inspection in primary school in Morogoro Municipality.

#### **5.2 Perceptions Students Have Over the Roles of School Inspectors**

The findings derived from interviews and focus group discussions showed that, students had different perceptions over the roles of school inspectors. But a majority of them showed that the school inspectors have good relationship with teachers. For instance one student indicated that, there is a good relationship between teachers and school inspectors because school inspectors just inspect if teachers are teaching students in a good way, also they inspect the school environment.

Another student also opinioned by saying that, school inspectors are good people, they have to go to school always to see how teachers are teaching, sending instruments of labor such as books, desks, etc. And they have to increase their efforts on making sure that teachers perform their duties effectively. It was observed further that, many students think that there is a good relationship between teachers and school inspectors because many school inspectors are not harassing or using abusive

language to teachers in front of the students that is why the majority of students see that teachers and school inspectors relate well.

On another side, the findings showed that, some students revealed that there is poor relationship between school inspectors and teachers. For instance, one student indicated that, school inspectors use harsh/abusive language to teachers and they have to continue with that behavior because it makes teachers to work hard.

Another student who had similar perspective indicated that, the relationship between school inspectors and teachers is not good because school inspectors are using abusive language to teachers and they are not encouraging teachers when they see the school and students clean. It has been observed that few students think that there is a bad relationship between school inspectors and teachers because they have experienced or witnessed school inspectors harasses or using abusive language to teachers in the class or outside the class.

The same situation was revealed by the study conducted by Gokce and Kantos (2011) "How primary school students perceive Inspectors and Inspection period". The data suggested that inspectors manner such as shouting, being angry, humiliating, scowling, being serious, controlling and taking notes, staring the students and carrying and playing ruler in the hands frightened the students. Besides, the students liked inspectors who were friendly, kind, natty and well dressed, and who made jokes and used good communication skills. The findings under this category may also be interpreted that, for those students (the majority) who said that

there is a good relationship between school inspectors and teachers have not seen school inspectors when they are discussing with teachers on the mistakes teachers are doing when teaching or on the poor preparation before entering in the classes. So it can be argued that, many students showed that there is a good relationship between teachers and school inspectors because they saw that school inspectors are just good people who inspect primary schools teachers in order to see how teachers perform their duties, and they are not harassing teachers such as using abusing language to teachers.

This finding of positive relationship between school inspectors and teachers is a new one and it has not been discovered in the literature that was accessed by the current researcher. This findings extends and confirms the Scientific Management theory by Taylor (1920) which emphasizes that the personnel in the organization should be committed to their work and they should be obliged to do it following order from the top and to make them obey there must be rules from the top authority, checking and control measures must be there, and that is, the role of the inspectors in primary schools.

### **5.2.1 Conclusion on Research Question 1**

Research question one inquired the perception students have over the roles of school inspectors in primary schools in Morogoro Municipality. The discussion and data from the individual interviews and focused group discussions revealed that many students of primary school in Morogoro Municipality see that there is a good relationship between school inspectors and primary school teachers.

### **5.3. Perceptions of Teachers Have Over the Roles of School Inspectors**

The findings derived from interviews and focus group discussions showed that many teachers revealed that there is poor relationship between school inspectors and teachers in primary schools. For instance one teacher indicated that, always she panics when she hears about school inspectors because they are harassing them, asked question in the class (in front of her students), always she don't like to hear and see such school inspectors.

Another teacher also who had similar perspective indicated that school inspectors are like policeman when they arrive at her school because they just find fault or negativity from teachers and not helping teachers in solving professional problems. Some school inspectors visit her school to boss and harass teachers. The results also indicated that in some cases the school inspectors visited the schools without official notice to the schools administrations. This made the entire school teachers to be in panic, stress and as a result teachers' performances were affected. A school inspection of this kind does not differ with the policemen's approach of ambushing the criminals without notice.

The same situation was revealed by the study conducted by Zachariah Wanzare on Rethinking school inspection in the Third world: The case of Kenya, which established that, over the years, the behavior of Kenya school inspectors, especially toward teachers has been criticized by Kenyans. Furthermore, as noted by Mwanzia (1985), teachers have developed negative attitude toward inspectors. On this point, Masara (1987), commented that though things at times have changed, teachers still



views inspectors in the same way they were during the colonial time in which many teachers regarded school inspectors as intruding policeman who were always looking for faults and as potential danger. As Masara concluded, teachers have tended to develop a great deal of anxiety about inspection and consequently, they are unable to carry out these duties well. Furthermore, Kamunyu (2001), commenting about the problem of school inspectors reflected that head teachers and teachers are normally thrown into a panic any time school inspectors are mentioned. Also another respondent who is a head of school indicated that there is no need of having school inspectors because they harass teachers, there is no need of wasting time because their school is performing better academically, so they do not need them. Teachers are performing their duties effectively and they do not see the contributions of school inspectors.

The same situation was indicated by Aidan Mulkeen (2005) in his study on teachers for rural schools: A challenge for Africa. The study found that for instance in Lesotho, a recent report on the inspection service conclude that “school inspection is most unlikely to be contributing in any way to the quality of education provided in Lesotho’s school”. This was because most inspection visits did not include an evaluation of the quality of education, and provided little information on quality to the school or the ministry. There have been also criticisms of the quality of inspection. Some few teachers indicated that the harshness of school inspectors towards teachers sometimes are being caused by teachers themselves, for instance, one teacher indicated that, there is no need of fearing them (school inspectors) if our preparation are better sometimes they see school inspectors as policeman because of

their (teachers) poor preparation such as of lesson plans and scheme of works. Another teacher who had similar perspective indicated that for those teachers who are not well prepared, fear school inspectors.

Matete (2009) quoted from Nkinyangi (2006) in her study on quality standards and quality assurance in basic education in five African countries (Burundi, Eritrea, Kenya, Rwanda and Uganda) found that quality assurance officers (school inspectors) were limited in terms of professional support, as they approached schools as fault finders. The difference in findings, however, might be due to the difference in inspection style especially the language that school inspectors use. If it is too harsh then it might be perceived that school inspectors are looking faults in teachers.

It is important that teachers have to be helped to find solutions to the problems they face, especially in connection to a specific topics and how to resolve the difficulties in teaching them. If the major aim of school inspection, therefore, is to monitor and improve the quality of education provided, teachers should be helped how to teach the particular subject or topic. The challenge to the school inspectors is how to be well equipped and be competent in mastering their subject areas. This has been a challenge because school inspectors at primary school level in Tanzania have no subject specialization. One has to be able to inspect all the subjects, which might be difficult as a person may not be competent in all subjects. But, at least a school inspector should be capable and strong in two or three subjects.

It is believed that, a person in the field knows better than a person who is just evaluating what is taking place. In most cases, knowledge, if not used becomes

obsolete. For this reason and others, it is not a surprisingly sometimes to find that the teachers are more competent in their subjects area than the school inspectors. What is needed is that, the school inspectors should have a mutual understanding of the reality instead of taking things for granted that because she/he is in the office then, she/he knows better. The findings under this category can be interpreted that there is poor relationship between teachers and school inspectors. And the reasons of this poor relationship can be categorized into two parts, one is that, school inspectors are the causative because they harass teachers, using abusive language and de-value teachers' work, for example, school inspectors asking questions to teachers in the class when students are in the class.

Also it seems that school inspectors are not useful in a school that is why some teachers see that there is no need of having school inspectors. This is due to the fact that some school inspectors seem to bank on their old hand written notice than being innovative in teaching. The second part that causes poor relationship between teachers and school inspectors is teachers themselves. It seems that some teachers are not preparing their lesson plans, scheme of works and other teaching aids materials like maps, models and illustrations; before getting into classes to teach. So, when school inspectors see this situation, they become harsh to such kind of teachers. So the school inspectors are thinking that all teachers are not making such preparations. So, it can be argued that, sometimes teachers themselves make school inspectors to be harsh to them due to their (teachers) poor preparations. The tendency of thinking that the teachers would do their work automatically without sanctions is an old humanistic approach failure, as the implementation of curriculum will not be

effective in schools. Humanistic approach can come only to the key issues that real need democracy in education supervision. The teachers which see the school inspectors are bad because they remind them on their roles they are probably not needed in the education reforms in Tanzania.

### **5.3.1 Conclusion on Research Question 2**

The research question of this subsection intended to investigate the perceptions of teachers over the roles of school inspectors in primary schools in Morogoro Municipality. From the discussion, it was shown that, teachers perceive the school inspectors in a negative way, means that there is poor relationship between school inspectors and teachers in Morogoro Municipality primary schools. The discussion has revealed that both parties are responsible in causing poor work relations due to their actions.

### **5.4 Best Approaches of School Inspection in Primary Schools**

The findings derived from interview and focus group discussions revealed that, school inspectors have to be friendly to teachers if they want to build positive relationship with teachers and improve the school inspection in primary schools in Morogoro Municipality. For instance, one respondent indicated that, school inspectors have to be friendly to teachers and not as policeman because teachers have many problems and sometimes they do not know where to send or to whom they can tell their problems. So, school inspectors have to be friendly to teachers. Friendly inspection would assist teachers to express professional problems that could be discussed and hence the teachers grow academically and professionally

The school inspectors have to avoid ambush when they go to school. The same idea was indicated by another respondent: school inspectors have to go to school several times not only for the inspection purpose, they have to go as friends, directing them in a friendly way, they have not to wait until the formal or special school inspection. Also, as suggested by Matete Rose, (2009) in her study (*The Impact of Primary School Inspection on Teaching and learning in Tanzania: A study of Mbeya City District*). She argued that, it is important that teachers have to be helped to find solutions to the problems they face, especially in connection to a specific topic and manage to resolve the difficulties in teaching it. If, the major aim of school inspection is therefore, to monitor and improve the quality of education provided in schools, then teachers should be helped how to teach a particular subject or topic.

The findings also indicated that school inspectors based on lesson plan, scheme of work and other teaching and learning materials as an indicator of an effective teaching in schools, instead of basing on how teachers deliver material to students. These findings are in line with that of Matete (2009). Her findings indicated that, classroom observations were not sometimes carried by the school inspectors. Teachers stated that, school inspectors tended to collect the lesson plans and scheme of works and judged the performance of the school based on those documents.

It is worth arguing that the collection of lesson plans and scheme of works as it was reported by teachers in this study may not help the school inspectors to understand how teachers are performing in the whole process of teaching and learning. It may also be difficult for them to discern the areas of weaknesses of the teachers particularly in the teaching and learning process. Some teachers might be very good

at preparing material requirements but not in teaching the subject. How pupils learn and what they learn should be a prime goal of the school inspectors (Rogers & Freiberg, 1914; Holan & Hoover, 2005). Because, it is what they learn and how they learn that may have an impact on their surrounding community and society at large. According to Coombe, Kelly and Carr-Hill (2006) teaching and learning is what ultimately makes a difference in the minds of the pupils and affects their knowledge, skills and attitudes meaningful to the society. The teaching and learning process, therefore, should be the main focus of the school inspection rather than the material evidence which is a preparatory part of teaching process.

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

Differently from Matete (2009) in her study that was conducted in Mbeya City District which indicated that teachers appreciated that school inspectors used friendly language to teachers, in this study things differ because the findings indicated that school inspectors use unfriendly language that is abusive language like saying “huu

ni upumbavu” means foolishness when they see lesson plan or scheme of work is not well prepared. It means that, some school inspectors still use abusive language that creates poor environment of relationship between teachers and school inspectors.

As Matete (2009) found in her study about motivation for teachers, also in this study, the findings indicated that teachers are being demoralized by many things like having many students in their classes, so in order to have morale of working it is better to give them some motivation even congratulating them by words. The findings of Matete (2009) indicated that, it is argued in this study that, teachers should be motivated to perform because they are committed to their work rather than because they know that school inspectors will visit their school.

It is acknowledged at this point, drawing upon various studies that teachers all over the world are under-resourced and face difficult working conditions including low salaries that cause demoralization, apathy and misconduct amongst them (Harris et al., 2003; Grauwe, 2007). But it is good that teachers should feel this responsibility of educating the pupils regardless of personal gains. Although again, for the teachers to be motivated intrinsically, external factors like that of teaching allowances, promotions and payment of salary in time play a significant role towards improved performance of the teachers (Gaynor, 1998), consequently reduce conflicts relationship during school inspections.

Apart from the study of Matete (2009) that indicated that almost all head teachers agreed that school inspectors provided information before the actual visiting, in this study what was revealed was that, many school inspectors just made ambush when

they visited schools. For instance, the researcher of this study visited a certain primary school which was among the sample in this study, he saw two men who were very busy in the office of the school head and the school head told the researcher that these are our zonal school inspectors; they just came few minutes ago without informing us. According to Grauwe (2007) and Wilcox (2000) information before hand of school visits and transparency encourage teachers to consider school inspectors as source of help rather than of criticism. This means that school inspection should be developmental and help teachers to improve rather than being judgmental (Dimmock and Walker, 2005).

As the findings of this study indicated that some teachers who were not well prepared, school inspectors visiting to their school was the time to panic, to fear and tension. Also in the study conducted by Matete (2009) in Mbeya City District experienced tension and fear was viewed to be partly due to irresponsibility of the teachers and threats that are accompanied with school inspection. In normal circumstances, school inspectors report on the strengths and weaknesses of every individual work performance, which later is used to judge the performance of the school.

The findings have also shown that school inspectors are not being uniform when they go to school for inspection. So, if they want to have best approaches for school inspection in primary schools they have to be uniform/having the same idea/idea on one thing /part for instance on lesson plan parts. For instance one of the respondent indicated that, school inspectors have to come with one stand (being uniform) when



they educate us especially on different parts of the lesson plan for instance the part of evaluation, they have different opinion on this part. Another respondent who had similar idea indicated that, school inspectors have to maintain one position so that they can avoid different opinions/ideas in the same thing/part that results confusing teachers.

The findings in this subsection reflected that, two things have to be considered in order to have best approaches of school inspection in primary schools. One is that, school inspectors have to establish friendship with teachers so that teachers can not afraid them (school inspectors). School inspectors and teachers have to work together because school inspectors are the people who have to make that the school curriculum is being implemented and teachers are the implementers of the school curriculum.

So, school inspectors have to help teachers on implementing the school curriculum effectively and not being an obstacle for implementing the school curriculum. So, teachers and school inspectors have to be friends. School inspectors have to stop using abusive language to teachers and harassing them.

The second thing that have to be applied in order to establish the best approaches of school inspection In primary schools is that, school inspectors have to make sure that they attend seminars that could equip them and making sure that they have the same idea on several parts such as on lesson plan and scheme of work parts. This would help on having best approaches of school inspection in primary schools because they

would be using one language in different parts of the lesson plan, scheme of work and in other aspects. Teachers believe that school inspectors are the experts in education especially in teaching experiences, so when they (school inspectors) come with different ideas/opinions on the same thing, it would not improve the approaches of school inspection in primary schools.

It is stressed in this study that school inspectors should be the facilitators of teaching and learning pedagogical leaders and not people who frustrate teachers. Although this does not mean that teachers should take things for granted, they have to perform their duties accordingly in line with the laid down government rules and regulations. However, this could be possible if school inspectors can create good environment that will facilitate teaching and learning and merely criticize teachers. The finding under this section failed to confirm the approach suggested by Haule (2009) that to improve school supervision there must be participatory school inspection where the inspectors and the school heads and the teacher plan and execute together the inspection exercises in school (Humanistic approach).

## CHAPTER SIX

### 6.0. SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 6.1. Introduction

This chapter provides the last part of the research report; it covers summary, conclusion, and recommendations for actions and for further research.

#### 6.2. Summary

This study intended to examine perceptions of students, teachers and school heads over the roles of school inspectors in primary schools in Morogoro Municipality.

The study had three specific objectives:

- Examining the perception students have over the school inspectors' roles in primary schools in Morogoro Municipality.
- Investigating the perceptions of teachers over the school inspectors' role in primary schools in Morogoro Municipality.
- Investigating on the best approach of school inspection in primary schools in Morogoro Municipality.

Samples were selected from Kihonda Magorofani, Kambarage and Mkundi primary schools. The participants selected were expected to provide maximum information about the research problem. Therefore, the participants were purposefully sampled. This study had a sample size of thirty nine (39) participants. The researcher adopted qualitative design, as it allowed deeper into participants' experiences on how they perceive the roles of school inspectors in primary schools in Morogoro municipality.

To achieve this intention, in depth interviews were used together with focused group discussions method and supplemented by documentary review in order to increase the reliability of the findings i.e., triangulation (Merriam, 1988).

### **6.3 Summary of Findings**

The summary of the findings is organized in line with the research questions.

#### **6.3.1 The Perceptions Students have over the Roles of School Inspectors**

The first research question revealed that a majority of the students showed that the school inspectors have good relationship with teachers in primary schools in Morogoro Municipality. Some of the students showed that there is a good relationship between teachers and school inspectors because school inspectors are just inspecting the school environment.

Also it was observed that, school inspectors are good people, have to go to school always to see how teachers are teaching, sending instruments of labor such as books, desks, e.tc. And they have to increase their efforts on making sure that teachers perform their duties effectively. This study found out that; many students think that there is a good relationship between teachers and school inspectors because many school inspectors are not harassing or using abusive language to teachers in front of the students. Poor relationship between teachers and school inspectors was mentioned in the discussion by few students. During focused group discussion, few students showed that there is poor relationship between school inspectors and teachers because school inspectors were harsh/ abusive language to teachers.

### **6.3.2 Perceptions Teachers Have Over the Roles of School Inspectors**

Under the second research question, the findings discovered that, many teachers revealed that there is poor relationship between school inspectors and teachers. It is indicated that, school inspectors harass teachers, asking them questions in front of their students, using abusive language to them and they (school inspectors) just find fault or negativity from teachers and not helping teachers in solving professional problems. The findings indicated that, there is no need of having school inspectors because they harass teachers. Visits of inspectors are the wastage of time because their schools are performing better academically. So, they do not see the contribution of school inspectors. This finding of poor contribution of school inspectors concur to findings of Aidan Mulkeen (2005). Aidan Mulkeen (2005) findings indicated that, for instance in Lesotho, a recent report on the inspection service conclude that “School inspection is most unlikely to be contributing in any way to the quality of education provided in Lesotho’s schools”.

The findings further revealed that school inspectors are like policeman when they arrive at schools, because they visit schools to boss and harass teachers. These findings of poor relationship between school inspectors and teachers extend Zacharia Wanzare’s observation. Zacharia Wanzare findings indicated that, over the years, the behavior of Kenyan school inspectors especially toward teachers has been criticized by Kenyans because it does not significantly contribute to school quality rather than conflicts between school inspectors and teachers. Furthermore, as noted by Mwanzia (1985), teachers have developed negative attitude toward inspectors. On this point, Masara (1987) commented that, although things at times have changed, teachers still

viewing inspectors in the same way they were during the colonial time in which many teachers regarded school inspectors as intruding policeman who were always looking for faults, and as potential dangers. Kamunyu (2001) commented that, head teachers and teachers are normally thrown into panic any time school inspectors are mentioned. Also the findings showed that, few teachers see that there is a good relationship between teachers and school inspectors, and the harshness of school inspectors sometimes are being caused by teachers who are not doing preparations of their lesson plans and scheme of works before entering in classes, so this kind of teachers see the school inspectors as policeman to them.

Generally, the findings under this category made the researcher to conclude that, there is poor relationship between teachers and school inspectors. And the reasons of this poor relationship categorized into two parts, one is that, school inspectors are the causative because they harass teacher, using abusive language and de-value teachers by asking them questions in front of their students. The second part that causes poor relationship between school inspectors and teachers is teachers themselves. It has been found that, some teachers are not making preparations before entering in the classes, for instance they are not preparing their lesson plans, scheme of works and other teaching and learning materials. So, when school inspectors see these situations, they become harsh to such kind of teachers. So inspectors think that all teachers are not making such preparations.

### **6.3.3 Best Approaches of School Inspection in Primary Schools**

The findings under the third research question indicated that school inspectors have

to be friendly to teachers so that they can build positive relationship with teachers and improve capacity of the teachers in primary schools manage teaching in the classrooms. School inspectors have not to be as policeman to teachers because teachers have many problems and sometimes they don't know to whom they can tell their problems. So, school inspectors have to be friendly to teachers and avoid ambush when they go to school for inspection. Also they have not to wait until the special or formal school inspection.

The findings further have shown that also, school inspectors are not uniform in their inspection; they have different ideas/opinions in several parts. For example on lesson plan parts such as the evaluation part, each school inspector has his/her own explanations on that part. So, the findings in this sub-section revealed that, two things have to be considered in order to have best approaches of school inspection in primary schools. One is that, school inspectors have to establish friendship with teachers so that teachers can not afraid them (school inspectors).

School inspectors and teachers have to work together because school inspectors are the people who have to make sure that the school curriculum is being implemented, and teachers are the implementers of the curriculum. So, school inspectors have to help teachers on implementing the school curriculum effectively and not being obstacles for implementing the school curriculum. So, school inspectors have to stop from using abusive language to teachers and harassing them. The second thing is that, school inspectors have to make sure that they attend seminars that would increase their innovations than relying on their old handwritten notices sometimes

with errors also. This would help on having best approaches of school inspection in primary schools. The discussion do lastly emphasized on the inspectors to do inspection both of documents and the observation in the classrooms.

#### **6.4 Implication of the Findings**

Based on the findings presented above it can be implied as follows: First, the school still has shown to be a complex organization. To understand it, requires good, well informed managerial skills and administrative theories. This was exemplified by the mixed perceptions the students, teachers and the head of schools have over the roles that are performed by the school inspectors inspecting the primary schools in Morogoro municipality.

Secondly, given the status of the relationships that was discussed in the study (negative relationships among teachers and school inspectors), it signals to the administrators and policy makers that the inspection objectives in primary schools are not attained as the actors have no common understanding towards the quality assurances and control measures in primary schools. This will not go without negatively affecting the curriculum implementations in primary schools in Tanzania.

Lastly, there is wrong perception that schools inspectors are superior to classrooms teachers, this is wrongly extended to their ability of mastering the content and pedagogy as well. As a result, when they go to the classrooms they fail to inspect well, causing disagreements between them and teachers. To enable them perform



their duties competently, they as well need regular inspection professional developments.

### **6.5 Conclusions**

In line with the findings obtained and ensuring discussion, the following conclusions can be made. The perceptions that students have over the school inspectors' roles in primary schools in Morogoro municipality is positive because they see that there is a good relationship between teachers and school inspectors when they (school inspectors) visit primary schools for inspection.

The perceptions of teachers over the school inspectors' roles in primary schools in Morogoro municipality are negative because they see school inspectors as policeman who goes to schools to harass them/using abusive language and they do not contribute anything positive during their school inspection. Also, because of that, even the relationship between school inspectors and teachers is poor.

School inspectors have to make sure that they establish friendship with teachers so that teachers could not afraid them. Teachers and school inspectors have to work together in order to make sure that the school curriculum is being implemented effectively. Also, school inspectors have to make sure that they attend seminars that would equip them and making sure that they have the same ideas/opinions on several parts such as on the lesson plans and scheme of work parts. This would help on having best approaches of school inspection in primary schools. The study suggests also that the inspection should be physical in the classrooms as the tendency of some

school inspectors to assess teachers prepared teaching documents like lesson plans and scheme of works in the offices, disguise the true ability of teachers in the classrooms. The practice limits the teachers' professional growth.

## **6.6 Recommendations**

### **6.6.1 Recommendations for Actions**

In relations to the findings, the researcher recommends the following: School inspectors have to be friendly to teachers so that teachers can reveal their professional problems that could be solved hence the good relationship between teachers and school inspectors. If teachers feel that the school inspectors go to school to assist their teaching they will be happy and they will try hard to improve their standards as they see that they are involved and their ideas are respected (humanistic approach).

Teachers have to make sure that they fulfill their responsibilities effectively such as preparation of lesson plans scheme of works, filling subject logbooks so that school inspectors can come and work with them as friends and not as policeman. This suggestion extends the general scientific principle of Taylor (1920) which emphasizes that people are lazy and they don't want to work, to make them work they need to be given responsibilities and they deserve to be paid based on the work they perform.

The researcher recommends to the government through its ministries like Ministry of Education and Vocation Training (MoEVT) to offer clear transport for the school

inspectors so that they can reach to schools for inspection on time. *Daladala* mode of transport is humiliation to their status. The government through its Ministry of Education and Vocation Training (MoEVT) has to increase the number of school inspectors so that they can inspect schools effectively because other schools have large number of teachers and students. The Ministry of Education and Vocation Training (MoEVT) has to make sure that it takes serious actions to those school inspectors who are practicing immoral behavior such as those school inspectors who are using abusive language to teachers.

The researcher recommends to the governments through its Ministry of Education and Vocation Training (MoEVT) to take actions for those teachers who are not fulfilling their duties effectively, such as paying them half salary, delaying their promotions and sanctioning their study leaves, so that they can change.

#### **6.6.2 Recommendations for Further Research**

- i) This study concentrated just on a very small geographical area of Morogoro Region, namely; Morogoro Municipality. The study adopted a qualitative approach design with small sample (39) respondents. So, a general survey study is recommended by the current researcher to involve wider sample to ascertain the perceptions of students, teachers and school heads have over the roles of school inspectors in primary school in Tanzania.
- ii) School inspectors immoral behavior such as using abusive language to teachers and also teachers irresponsibility have been found to cause poor relationships

between school inspectors and teachers. A new study is hereby recommended to find which approaches can be applied to improve inspection roles in schools.

- iii) The study had the intention of examining the perceptions of students, teachers and school heads over the school inspectors' roles in primary schools in Morogoro municipality. Along this some teachers opined that they don't need school inspectors in their schools as they are performing well academically. Another study is recommended to examine what impacts the school inspection brings in terms of curriculum implementation and academic achievements of the school learners in primary schools.

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## **APPENDICES**

### **APPENDIX 1: Interview Guides for Students**

- Do you know school inspectors?
- What is your perception on their roles of inspection in primary schools?
- How better should the inspectors inspect primary school?

### **APPENDIX 2: Focused group Discussion for Students**

- What is your perception over the roles of school inspectors at your school?
- And how better should the inspectors inspect primary schools?

### **APPENDIX 3: Interview Guides for Teachers**

- How many times do school inspectors come and inspect you in your school per year?
- How do you perceive the roles of school inspectors at your school?
- What is the contribution of school inspectors in your school?
- How better should the inspectors inspect schools in primary schools?

### **APPENDIX 4: Focused Group Discussion for Teachers**

1. How do you perceive the role of school inspectors at your school?
2. How better should the school inspectors inspect schools at primary level?

### **APPENDIX 5: Interview guides for School Heads**

- How many times do school inspectors come to inspect your school?

- How do you perceive the role of school inspectors?
- What is contribution of school inspectors in your school?
- How do you solve the problems/or you improve the weaknesses that found by the school inspectors?
- How better should the inspectors inspect primary schools?