

**SCHOOL INSPECTION AND STAFF DEVELOPMENT IN GOVERNMENT AIDED  
SECONDARY SCHOOLS. A CASE OF KABAROLE DISTRICT**

**BY**

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### **Declaration**

I **RUJUMBA JOSEPH** hereby declare that this research dissertation is my original and has not been submitted to Nkumba University before for the award of a Master degree in Education Management and Planning or its equivalent, or to any other University / Institution for any academic award.

Signature..... Date.....

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## **Approval**

The research dissertation has been submitted with knowledge and approval of my supervisor

**Dr. JOYCE BUKIRWA SESSANGA**

Signature .....

Date.....

## **Dedication**

This research dissertation is dedicated to my dear wife Rujumba Agnes, my children Rujumba Crescent, Rujumba Mary, Rujumba Joseph Junior, Rujumba Jovial, Rujumba Anglilit, Rujumba Oliva, Rujumba Majory and lastly to my dear parents

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## **List of Acronyms**

BOG	Board of Governors
DEO	District Education Officer
MEO	Municipal Education Officer
MDGs	Millennium development goals
DIS	District Inspectors of Schools
H/T	Head Teachers
KCSE	Kenya Certificate of Secondary Education
MoE	Ministry of Education and sport
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission

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## **Abstract**

This study was conducted on school inspection and staff development in government aided secondary schools in Kabarole district. The study was based on three objectives namely: to establish the relationship between school inspection and teacher's classroom practice, to establish the relationship between school inspection and head-teacher's management practice and to establish the relationship between school inspection and staff promotion in secondary schools in Kabarole district. A cross Sectional Survey design was adopted where both quantitative and qualitative approaches were used. The views generated from the field were rated at 85% in questionnaires and interviews. This was obtained using data collection methods and analysis was done using Pearson correlation and regression. Qualitative data was analyzed using content and thematic. The sample size was 173 respondents that were studied using Morgan formula, (1999). The targeted populations were the major stakeholders in education sector and were knowledgeable on school inspection and staff development. The findings on school inspection and staff development revealed that there is positive relationship at one percent level of significant. The study reports that lack of school inspection at school results in absenteeism, aggressive behavior, and early exits from teaching profession, poor performance of students in examinations. The study also acknowledged that school inspection improves student's performance in the class as its checks on class room management, lesson plans prepared and usage of relevant reading materials. The findings revealed that school inspection also checks on the head-teacher practice management at school. In conclusion, school inspection is very crucial in empowering teacher's practice at school. In schools where inspection was done, learners were able to perform well. This was because teachers enjoy their job and concentrate on the learner's through giving internal tests, making compulsory exams for the students to check on their level of performance. The study recommends that the government should address the issue of school inspection and staff development in government aided school, the local government should improve the teaching environment as a means of improving the performance and the research recommends that the government needs to carry out community sensitization on teacher's promotion in education Sector.

## **CHAPTER ONE**

### **1.0. INTRODUCTION**

This study was conducted on school inspection and staff development in secondary schools in Kabarole District. Education is gaining more prominence in the affairs of Ugandans more than ever before. It is seen as a way of answering so many questions and solving a myriad of problems. More funds are being committed to education both by the Governments and Private Citizens. Therefore there is a greater demand for probity and accountability. The maintenance of standards and assurance of adequate measures of quality control are now the concern of all enlightened parents. The significance of school inspection and supervision has now come into the lime light. This chapter presents the background to the study, the statement of problem, the purpose of the study, objectives, the study research questions, scope, significance of the study, conceptual framework and definition of key terms.

### **1.1. Background to the study**

The background to the study was presented in four perspectives or dimensions which included the historical, conceptual, contextual and theoretical perspectives.

#### **1.1.1. Historical Perspectives**

A lot of academic literature suggests that more than the developed countries, most developing nations since 1980s world economic crisis widely encouraged in school inspection and staff development. In response to the slow development of some world's nations, a global call was raised by the United Nations to all developing nations urging them to promote growths and development within their countries under the leadership of the United Nations Secretary General Kofi Annan, eight Millennium Development Goals (MDGs) were generated from a blue print agreed to by all the world countries and all the leading developing institutions. These goals ranged from halving poverty to halting the spread of HIV/AIDS and providing universal primary education by the target date of 2015 (United Nations 2010, guide to policy development and management in Uganda). In 2008, the government of Uganda established the Directorate of Education Standards (DES) within the Ministry of Education and Sports (MOES) to carry out school inspection, document and share best practices within the education system among other functions. However, the inspection practice has been riddled with challenges that threaten to

undermine the directorate of education standards (DES's) mission. There are concerns that school inspection has not been achieving its goal of supporting schools in improving the educational quality (MOEs, 2012).

In an Endeavour to achieve the millennium development goals (MDGs), several countries have gone through a process of reforming their public sector through emphasizing school inspection and staff development in secondary schools. From the various reforms evidently changes have been incorporated in various support functions of service delivery to the people and key to that have been delivering school inspection in all secondary schools (MOEs, 2012).

Education is a main pillar of economic, social development and the most paramount factor for its sustainability. If the ultimate goal of development in a developing and a developed society is to improve human welfare, then this goal cannot be attained without educated, productive citizens and individual's commitment to human values and ideals. Providing access to educational services and enabling citizens to derive full benefits from them is, therefore, one of the landmarks on the road to human development, since education expands the scope of options and skills necessary for creating a productive citizen (World Bank, 2011). Agreeing on this, Nwogu and Nzeako (2012) noted "Education advances the well-being of individuals in society as a whole. It expands the opportunities available to individuals, enables people to fulfill their potential, underlies economic success, and enhances social cohesion". Thus Gillies (2010) refers to education as the process, whether planned or not, formal or not, by which humans develop, in ways deemed to be socially acceptable, in terms of their knowledge, understanding, skills, attitudes, and judgments. In this light, good education is important to any society and is often seen as a cornerstone of social and economic development. As a result of this, many countries throughout the world have developed some means of monitoring the quality and standards of their education systems through school inspection and staff development (Gillies, 2010). Therefore, this study established relationship between school inspection and staff development in Uganda taking a case of Kabarole district.



### **1.1.2. Conceptual Perspectives**

School inspection is one of the mechanisms that governments use to ensure accountability to the public in terms of the value for money invested in the education systems, and to improve and guarantee the education quality and standards in schools (Hargreaves, 2010; De Grauwe, 2011; Wanzare, 2012; Jackson & Wallis, 2011) whereas staff development is a comprehensive, sustainable and intensive approach to improving the teachers' and head-teachers' effectiveness in raising student achievement through programmes and activities that enhance their professional knowledge, skills and attitudes (Grauwe, 2012).

In various education systems the school inspection process, also known as external evaluation, is carried out by either an independent agency or a semi-autonomous organ attached to the Ministry of Education (MOEs) or by an organ within the MOEs. The current practice of school inspection in various education systems is facing challenges that curtail its credibility and usefulness in achieving the objectives for which it was established.

In many African countries establishment of school inspection services accompanied the introduction of formal public education (Grauwe, 2012). Many of the developing countries expanded the inspection services after independence. Also, the increased number of schools accompanied with a relatively slower growth in number of supervisor/inspection officers (Grauwe, 2012 and Matete, 2009).

In this light, Akinkugbe (2013) researching for the Council for the Development of Social Sciences Research in Africa (CODESRIA) had noted with regards to the management of education that each level of government has appropriate structures to ensure the effective delivery of educational services, which is in line with the constitutional responsibilities imposed on them. On a similar note, Utouh (2008) remarks that government has a lot of instruments at its disposal for instance able to influence curriculum, number and competence of teachers, training materials, pedagogical practices etc. Uganda therefore, has embarked on various programmes to achieve an accelerated improvement in secondary schools and one of such institutions put in place to cater and uphold standards is the directorate of Education standards (DES), which undertakes school inspection. According to Gillies (2010), an inspectorate is the formal name for the body of inspectors, set up to report on educational provision and gives advice to government.

A study in Zambia by Chanda (2011) also revealed that teachers and head teachers viewed the school inspection practice negatively on account of the defective techniques used by inspectors and the absence of post inspection feedback. In Kenya, a study by Mwinyimpembe (2011) also found that school inspections were not improving schools as expected due to poor inspection techniques on the part of the inspectors, lack of feedback and support for follow-up plans, and the lack of funds to facilitate the work of inspectors.

The scenario described above pointed at a gap regarding the potential for school inspection practice to encourage and support school improvement especially through staff development. Where inspection only helped schools to identify internal problems without a staff development plan, there would be dismal or no improvement in teacher practice and head-teacher practice. Where inspector feedback was given but mistrusted or considered of little or no help by the teachers and head-teachers especially in improving teacher practice, still there would not be much of a difference in classroom practice and school improvement. Where inspection practice provided no feedback at all, the exercise was conducted in futility as far as improving teacher practice is concerned due to the fact that teachers and head teachers doubted if engaging in the exercise was worthwhile in the first place. At the time of this study there is limited research that has investigated the effect of school inspection as a contributing factor to staff development and as a strategy for school improvement

### **1.1.3. Contextual Perspectives**

According to the Ministry of Education and Sports (MOEs) (2012) school inspection in Uganda is currently managed and monitored by the Directorate of Education Standards (DES), an organ within the ministry of education and sports (MOEs) established in 2008. Formerly, in 2005, a semi-autonomous organ, 3 Education Standards Agency (ESA) had been established following recommendations made in the Education Policy Review Commission Report of 1989 and adopted in the Government White Paper on Education of 1992. Previously, under the Education Act of 1970, an inspectorate within the ministry of education and sports (MOEs) was responsible for school inspection. The mission of the directorate of Education Standards (DES) as outlined by the Ministry of education and sports( MOEs ,2012) is to provide a rational system of setting

and defining standards of education quality and to monitor the achievement of set standards and quality to ensure continued improvement of education in Uganda.

To achieve its mission in schools in the Ugandan education system, the directorate of education standards (DES) has to aim at sustaining an inspection process or system that is informed by research, that holds schools to four account but also challenges and supports them to improve, and that addresses the bottlenecks in the inspection process in order to make it add more value to the school and the education system. The deficiencies in school inspection practice call for more empirical evidence in the Ugandan context regarding the school inspection in improving teacher practice especially at the secondary school level. The inspection process needs to be managed in such a way that it will be attractive to the teachers and head-teachers in order for them to optimally manage the post-inspection feedback and strategies that will lead to the improvement of teacher practice and head-teacher management practice for better student attainment. The study specifically tries to find an answer to the following research question: How does school inspection relate to the staff development in Kabarole secondary schools as perceived by schools inspection support?

#### **1.1.4. Theoretical Perspectives**

This study was guided by the attribution theory of motivation. Attribution theory is concerned with how individuals interpret events and how this relates to their thinking and behavior. Heider (1958) was the first to propose a psychological theory of attribution, but Weiner and colleagues (example Jones et al, 1972; Weiner, 1974, 1986) developed a theoretical framework that has become a major research paradigm of social psychology. Attribution theory assumes that people try to determine why people do what they do, i.e., attribute causes to behavior. A person seeking to understand why another person did something may attribute one or more causes to that behavior. A three-stage process underlies an attribution: (1) the person must perceive or observe the behavior, (2) then the person must believe that the behavior was intentionally performed, and (3) then the person must determine if they believe the other person was forced to perform the behavior (in which case the cause is attributed to the situation) or not (in which case the cause is attributed to the other person).

Weiner focused his attribution theory on achievement (Weiner, 1974). He identified ability, effort, task difficulty, and luck as the most important factors affecting attributions for achievement in secondary schools. Attributions are classified along three causal dimensions: locus of control, stability, and controllability. The locus of control dimension has two poles: internal versus external locus of control. The stability dimension captures whether causes change over time or not. For instance, ability can be classified as a stable, internal cause, and effort classified as unstable and internal. Controllability contrasts causes one can control, such as skill/efficacy, from causes one cannot control, such as aptitude, mood, others' actions, and luck.

Weiner's theory has been widely applied in education, law, clinical psychology, and the mental health domain since this study was on the relationship between school inspection and staff development hence the theory becomes applicable. There is a strong relationship between self-concept and achievement. Weiner (1980) states: "Causal attributions determine affective reactions to success and failure. For example, one is not likely to experience pride in success, or feelings of competence, when receiving an 'A' from a teacher who gives only that grade, or when defeating a tennis player who always loses...On the other hand, an 'A' from a teacher who gives few high grades or a victory over a highly rated tennis player following a great deal of practice generates great positive effect." (p.362). Students with higher ratings of self-esteem and with higher school achievement tend to attribute success to internal, stable, uncontrollable factors such as ability, while they contribute failure to either internal, unstable, controllable factors such as effort, or external, uncontrollable factors such as task difficulty. For example, students who experience repeated failures in reading are likely to see themselves as being less competent in reading. This self-perception of reading ability reflects itself in children's expectations of success on reading tasks and reasoning of success or failure of reading. Similarly, students with learning disabilities seem less likely than non-disabled peers to attribute failure to effort, an unstable, controllable factor, and more likely to attribute failure to ability, a stable, uncontrollable factor.

Lewis & Daltroy (1990) discuss applications of attribution theory to health care. An interesting example of attribution theory applied to career development is provided by Daly (1996) who *examined* the attributions that employees held as to why they failed to receive promotions. Attribution theory has been used to explain the difference in motivation between high and low achievers. According to attribution theory, high achievers will approach rather than avoid tasks related to succeeding because they believe success is due to high ability and effort which they are confident of. Failure is thought to be caused by bad luck or a poor exam, i.e. not their fault. Thus, failure doesn't affect their self-esteem but success builds pride and confidence. On the other hand, low achievers avoid success-related chores because they tend to (a) doubt their ability and/or (b) assume success is related to luck or to "who you know" or to other factors beyond their control. Thus, even when successful, it isn't as rewarding to the low achiever because he/she doesn't feel responsible, i.e., it doesn't increase his/her pride and confidence. Since the study was on school inspection and staff development attribution theory becomes inevitable.

## **1.2. Problem Statement**

School inspection conducted by an independent or a semi-autonomous agency attached to the ministry of education and sports (MOEs) or organ within the ministry of education and sports (MOEs) as in the case of Uganda, is a key service in any education system. The service has been used by various education systems to hold schools to account to the public, to guarantee that schools comply with educational standards, and to support schools in the improvement of educational quality. In 2008, the government of Uganda established the directorate of education standards (DES) within the ministry of education and sports (MOEs) to carry out school inspection, document and share best practices within the education system among other functions. However, the inspection practice has been riddled with challenges that threaten to undermine the directorate of education standards (DES's) mission. There are concerns that school inspection has not been achieving its goal of supporting schools in improving the educational quality (MOEs, 2012).

An inspectorial service is a key to the successful implementation of any educational system. The place of inspection in the teaching-learning process cannot be overemphasized. Inspectors for instance, ought to track school processes, talk to staff, students and others in the school, inspect

teachers and programmes etc. Where such tasks are inadequately done, a smooth teaching learning process is hampered. Concerning the potential for school inspection practice to encourage and support school improvement especially through staff development. Where inspection only helped schools to identify internal problems without a staff development plan, there would be dismal or no improvement in teacher's practice and head-teacher's practice. Where inspector feedback was given but mistrusted or considered of little or no help by the teachers and head-teachers especially in improving teacher practice, still there would not be much of a difference in classroom practice and school improvement. Where inspection practice provided no feedback at all, the exercise was conducted in futility as far as improving teacher practice is concerned due to the fact that teachers and head-teachers doubted if engaging in the exercise was worthwhile in the first place (Gillies, 2010).

Since there are proven cases of neglect in this domain leading to mediocre performances of schools , it therefore becomes pertinent to appraise secondary school inspection in Kabarole District so as to give profound solutions that will go a long way to improve upon secondary schools in Uganda. In other words, since the accounts and extent of these loopholes are sometimes speculative and sometimes observable, there is therefore the need to document and quantify these lapses with a view to suggesting remedies.

### **1.3. Purpose of the study**

The main purpose of this study was to determine the relationship between school inspection and staff development in Kabarole district.

### **1.4. Objective of the study**

1. To establish the relationship between school inspection and teacher's classroom practice in Kabarole district.
2. To establish the relationship between school inspection and head-teacher's management practice in Kabarole district
3. To establish the relationship between school inspection and staff promotion in secondary schools in Kabarole district.

### **1.5. Research questions**

1. What is the relationship between school inspection and teacher's classroom practice in Kabarole district?
2. What is the relationship between school inspection and head-teacher's management practice in Kabarole district?
3. What is the relationship between school inspection and staff promotion in secondary schools in Kabarole district?

### **1.6. Significance of the study**

The findings of the study will be of major significance to the following parties.

#### **Government and other organizations**

The result of this study is significant because it revealed to government, policy makers, officials of the Ministry of Education and Sports (MoEs), schools, parents, and international bodies the exact state of secondary school inspection in the Kabarole District. This study therefore, will encourage them to improve upon school monitoring.

The information that will be generated is significant to the government on the need in providing adequate facilities like, vehicles, out of station allowances, proper training of inspectors, adequate accommodation, and adequate staff for school inspection in the district. This will help in curbing idleness among inspectors, and improves upon the teaching learning qualities of teachers and students respectively.

The information that will be generated is significant to schools. These schools may then see the need for regular inspection which will go a long way to improve upon the teaching-learning process and may also see the need for subject recognition inspection which may reduce the strike actions by students.

#### **Researchers**

The knowledge created out of this research shall be of value to a number of researchers who will use it as a future reference

## **1.7. The Scope of the study**

The scope of the study presents geographical, conceptual in the relation to the variables and time scope

### **1.7.1. Geographical Scope**

This study was carried out in Kabarole district local government particularly and sampling was done in all government aided secondary schools. Kabarole district is made up of fourteen sub-Counties, four town council and one municipality. The district is found in western Uganda bordering districts of Kyenjojo in the east, Kamwenge in the south, Bunyangabu in the north and Ntoroko in the west. These sub-Counties, town councils and one Municipality never the less share a lot in common in terms of social, political, and cultural set up.

### **1.7.2. Content scope**

The study was conducted on the relationship between school inspection and staff development in secondary schools in Kabarole District.

This study was limited to the Inspectorate department of secondary education in the Kabarole district. It was limited in content to the different types of inspections carried out in Kabarole district, the criteria for the selection of secondary school inspectors, the adequacy of funds provided for secondary school inspection in Kabarole district. It was also limited to teachers practice management at school, head-teachers practice management and staff promotion in secondary schools.

### **1.7.3. Time scope**

The time scope covered the period of 2008 to 2015 because is a period when government of Uganda introduced Universal Secondary Education and directorate of education standards. The researcher also believes between 2008-2015 literature review on school inspection and staff development would be available to support the study.



## 1.8. Conceptual Framework

### Independent variable

#### School Inspection

- Evaluation of teacher classroom practice
- Evaluation of Head teacher instructional leadership practice
- Offering feedback
- Supporting staff development
- Production of inspection report.
- Post inspection follow- up
- Supporting school & improvement strategies

### Dependent Variable

#### Staff Development

- Improved teacher classroom practice
- improved head-teacher management practice
- Increased staff promotion

- Government policy
- NGO's Policy
- Environment factors
- Parent Involvement

**Figure 1: Showing the study variables**

Conceptual framework is a research tool intended to assist a researcher develop awareness and understanding of the situation under scrutiny and to communicate it (Gillies 2010,). If conceptual framework is clearly articulated, it bears potential usefulness as a tool for enabling the researcher to make meaning of subsequence findings. Therefore, it is pointed out that conceptual framework is an abstract indication of how the basic concepts and constructs are expected to interact in the actual setting and the experiences that form foundation of the research study.

This study requires a model focused on the essential components on which data collection and analysis were based.

The study assumed that there were various aspects that influenced school inspection in secondary schools in Kabarole District. These included: evaluation of teacher's classroom practice management, evaluation of head-teacher's instructional leadership practice management, offering feedback, supporting staff development, production of inspection report, post inspection follow-up and supporting school were interrelated with dependent variables hence complimenting each other. The study also considered the dependent variables such as improved teacher classroom practice, improved head-teacher management practice and increased staff promotion were interrelated with school inspection. The control variables such as government policy, NGO's Policy, environment factors and paren't involvement would also influence both dependent and independent variables.

### **1.9. Definition of key terms**

**School Inspection:** This is the systematic process carried out by the head teacher to ensure that quality teaching and learning are conducted within a school and that all resources are managed to continually improve the learning process for teachers and learners (Grauwe, 2012).

**Staff Development:** Is a comprehensive, sustainable and intensive approach to improving the teachers' and head teachers' effectiveness in raising student achievement through programmes and activities that enhance their professional knowledge, skills and attitudes (Grauwe, 2012).

**School Supervision:** This is the systematic process carried out by the Headteacher to ensure that quality teaching and learning are conducted within a school and that all resources are managed to continually improve the learning process for teachers and learners (Grauwe, 2012).

In conclusion, the chapter has discussed the background to the study, the statement of problem, the purpose of the study, objectives, the research questions, scope, significance of the study, conceptual framework and definition of key terms.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents the past studies in area, global perspective, national perspective, local perspectives, key issues under study, methods and instruments used critical review of related literature on the relationship between School Inspection and Staff development in relation to objectives of the study.

#### **2.1. Relationship between school inspection and Staff development in Secondary Schools**

Chapman (2010) explored the connection between school inspections by OFSTED in England, school improvement and teacher self-review through reviewing related literature. According to Chapman the key to raising educational standards is by improving teacher performance in the classroom through the development of teaching and learning. Chapman noted that one of the methods of reviewing, evaluating and developing teacher performance is to rely on the OFSTED school inspection framework designed to evaluate the standards of education being provided by schools and to suggest areas of improvement.

The findings of Chapman's explorative study indicated that there were concerns that OFSTED's snap-shot classroom observations of teacher competence and the quality of education that teachers delivered, provided limited evidence upon which to make concrete judgments about their performance. Other studies in England underscored the same challenges these concerns posed to school improvement. The findings by Chapman also point at the deficiency of OFSTED's inspection practice in contributing to the improvement of teacher classroom practice.

Recent research suggests that what the teacher does in the classroom is three times to four times more important in terms of student outcomes than what happens at the whole school level (Jensen, 2010). However, school inspection practice which entails staff development for the improvement of teacher practice was still deficient in this regard. A knowledge gap regarding the effectiveness of school inspection practice in staff development remained unfilled. How can school inspection support school improvement through staff development in secondary schools

in Kabarole district? This is one of the questions this study seeks to answer in an effort to fill the knowledge gap.

In another study Chapman (2012) investigated teachers' views toward OFSTED inspections as a mechanism for improving secondary schools in challenging contexts in England, which were described as having some of the lowest student attainment levels and high numbers of children from disadvantaged social-economic backgrounds. Chapman used a case study approach in ten recently inspected schools that were identified by OFSTED as facing challenging circumstances. Data was collected using semi-structured interviews, a survey and an examination of documentary evidence to contextualize the interview data. One-to-one interviews were conducted with head teachers. Group interviews were conducted with senior managers, middle managers and classroom teachers. Interviews were recorded on audio cassettes and fully transcribed. The qualitative instruments used by Chapman were appropriate. This study used a survey questionnaire for head teachers and a structured interview for inspectors.

The study revealed that the head teachers and senior managers held the most positive perceptions on external inspection practice while teachers' had negative perceptions toward it due to the draining and stressful effects in the process. The study also showed that the inspection process had only marginal influence on teachers' classroom practice and middle managers' non-teaching practice to the extent that teachers found it very difficult to identify areas of their practice that had changed as a result of previous OFSTED inspections.

A study by Mwinyipembe (2011) was conducted to examine the role of QASOs in the performance of secondary schools in national examinations in Nakuru District in Kenya based on the KCSE results for the years 2003-2008. A total of 82 teachers from 9 schools and 5 QASOs participated in the study. Data was collected through the use of an interview schedule for QASOs, a questionnaire for head teachers and a questionnaire for teachers.

The findings of the study revealed that the head-teachers had not acted upon the recommendations of QASOs even though they had high expectations in the process in improving institutional performance. Such a discrepancy points at a deficiency within the school inspection process to commit the head teachers to implementing improvement strategies. Hence, this study

is to investigate the effectiveness of school inspection on staff development in secondary schools in Kabarole district in Uganda.

Another study conducted in Zambia by Chanda (2011) revealed that teachers and head teachers' viewed the school inspection practice negatively. The reasons for the head teachers' and teachers' negative views on school inspection practice included the fault-finding attitude of the inspectors, the defective techniques used by inspectors and the absence of post inspection feedback. This study revealed the same problems, as highlighted in earlier studies, facing inspection practice that threaten its credibility and usefulness especially the failure to provide feedback to highlight good practice and areas of weakness for improvement. Gaps that will be filled by this study provide meaningful information for head teachers and teachers, and commit them to planning and implementing staff development as a school improvement strategy.

Kaweesi (2012) carried out a study to investigate the effectiveness of the ministry of education and sports (MOEs) inspectorate department in supervising private secondary schools in selected private schools in Kampala District. The study assessed the role of the inspectorate in ensuring that private secondary schools have adequate structures and facilities, and in ensuring that the teachers' terms and conditions of service in private secondary schools were favorable. The study employed the cross sectional survey research design with questionnaires and interviews to collect qualitative and quantitative data.

The findings of the study indicated that the inspectorate was not adequately supervising private secondary schools and that the inspection process was not attuned to educational expectations and reforms. The teachers in private schools were found to be working under unfavorable and stringent terms and conditions, which impeded their performance. This study focused on inspection for policy and compliance to minimum standards of secondary school management and not the improvement of teacher practice and Head-teacher practice. The findings indicated that the inspection process had some deficiencies. The research gap regarding the contribution of school inspection practice toward school improvement through staff development still stood. The study by Kaweesi (2012) did not address that gap. One of the questions this particular study seeks to answer is: How can school inspection practice be enriched to support staff development in Secondary schools in Kabarole district.

## **2.2. Relationship between school inspection and teacher's classroom practice management**

School inspectors are also expected to provide a continuous monitoring, reviewing and assessing the attainment and progress of students (Nkinyangi, 2011). The teaching and learning activities are the teacher's core functions; school inspector's core function is to inspect the schools. It is meaningless for inspectors to visit the school, without checking what is going on in classrooms setting. School inspectors are to ensure that teachers are doing their job and that students are receiving what they are supposed to acquire as learning experiences.

In this regard, Ugandan school inspectors have to play that role by ensuring the quality of student's learning. They also need to assess whether the school successfully meets its targets in terms of learning outcomes and students experiences that lie at the heart of quality assurance in schools (Matthew and Smith, 2010). The area of concern of school inspectors should be on teaching, learning and direct classroom observation (Matthew and Smith, 2010; Chapman, 2011). But, this should be done with care as school inspectors cannot change teachers just for two or three days of their stay in school inspections.

As argued by Black and Wiliam (2011) classroom is a black box where someone may not see what takes place inside until she/he goes in. This is the borrowing of the knowledge from the engineering and business world, of inputs, process and outputs into classroom setting (Neave, 2012; Black and Wiliam, 2011). Stressing the importance of classroom observation Black and Wiliam argue that:

*Learning is driven by what teachers and pupils do in classrooms. A focus on standards and accountability that ignores the processes of teaching and learning in classrooms will not provide the direction that teachers need in their quest to improve (2001).*

Although the statement faces the problem as learning does not necessarily take place in classroom setting alone. Pupils learn in various ways such as through emulation on what is considered good behavior from teachers and other people/members in the society. Yet, it is admitted that school inspectors are to fulfill this obligation of making classroom observation so as to offer a support to teachers where they can discern the need to improve and the areas of weakness. This does not mean that school inspectors know better than teachers, but it is argued

that the process will enhance the sharing of what should be the solutions of the identified problems (Matthew and Smith, 2010).

Moreover, school inspection is designed to assess whether the school successfully meets its targets in terms of learning outcomes and pupils experiences (Matthew and Smith, 2005). To Matthew and Smith, assessment in classroom lies at the heart of quality assurance in schools. For that purpose, the emphasis is stressed on classroom evaluation and the way teaching and learning is to be operationalized to ensure the quality of what is delivered to the pupils by teachers.

School inspectors, in whichever education system, and in the Ugandan education system in particular, are expected to provide professional support to teachers. They are also supposed to ensure that teachers use different teaching and learning approaches appropriate to the Ugandan students needs. Moreover, they are to develop student's knowledge, understanding and skills in all curriculum areas (Nkinyangi, 2011). But, to what extent are school inspectors competent enough in all curriculum matters? This is a big challenge to them. In addition, they need to encourage students to develop a positive attitude towards learning. In this regard, as stated earlier, students should be encouraged how to learn (Lomax, 2011; Coombe et al., 2011). The other challenge is to see the extent to which school inspectors have the opportunity to talk with students. The process may encourage the students to learn so as to unfold their fullest potentiality rather than concentrating too much upon teachers. Since learning involves students then talking with them too may reveal some of the ways in which their learning could be improved.

Various studies like that of Collie & Taylor, (2009), Coates et al., (2010), Doerr, (2009) and Lopez, 2012) suggest the need for school inspectors to encourage the staff to build a team work spirit so as the core function of the school to be realized. They also need to advise teachers to make the best use of the available facilities both within the school and in the wider community and encourage self-evaluation with the support of teaching and learning process. Ehren and Visscher (2011) contend that, if the primary aim of school inspection is school improvement, the school inspectors are more likely to act as "critical friends", getting to know well and offering advice and strategies for development. The challenge as well is to what extent Ugandan school inspectors provide the constructive recommendations and not just mere comments. Their

credibility and acceptance to teachers will heavily be dependent upon their reliable and attainable comments (Chapman, 2011).

Earley (2008) witnesses that teachers tend to value inspectors who behave professionally and who are in tune with school's aims, purposes and values and who can understand the context. Although this as well should not be taken for granted for school inspector to comply with whatever the teachers have. They need a critical self, wider understanding and wisdom when dealing with teachers. Also, it will be of value if school inspectors illustrate both the causes of bad performance as well as its remedy as suggested by (Ehren et al., 2010). This could be the value-added kind of support as argued by Earley (2008), MacBeath and Martimore (2011) and Wilcox (2010). Teachers will be able to respond to the findings and track the strategies for change and improvement when their problems are clearly pinpointed and supported. In this case the likelihood that a school will succeed in teaching and learning depends on such internal features such as cooperation between teachers and the organization of learning and the context of the school (Ehren et al., 2010).

### **2.2.1. Relationship between school inspection and head-teachers management Practice**

Learmonth (2010) contends “we have the responsibility to provide all children with best possible education and school inspection is an important source of information about how successfully this aim is being achieved”. Learmonth believes that school inspection is both a tool for accountability and as a powerful force for school improvements.

However, as observed by Nkinyangi (2011) school inspectors and quality assurance bodies have been limited in terms of professional support to teachers. To Nkinyangi, quality assurance officers go about their duties as fault finders, seeking to find mistakes rather than checking if there are problems affecting curriculum implementation and suggesting the way to overcome them. Also, Nolan and Hoover (2010) contend that many school inspectors tend to emphasize accountability at the expense of professional growth which results in poor or marginal teacher performance. It is the role of school inspectors in Uganda that they become facilitators and supportive entities in the curriculum implementation and not concentrating on the weak points of teachers without supporting them on how to solve problems.



In actual sense school inspectors have the responsibility to provide the feedback both to the government and the school stakeholders. These are school owners, teachers, parents and other people responsible for education in a particular setting. Various scholars have different views on how feedback from the school inspection can be of use for school improvement purpose (see for example, Ehren et al., 2010-; Wilcox, 2010). It has been argued that; the feedback provided by the school inspectors do not necessarily lead to school improvement, there are a number of pre-requisites for feedback to have positive results. These include among other things that; the school needs to experience the feedback as relevant, understandable, clear and useful. Again, it is argued by Gray and Wilcox, (2010) cited by Ehren et al., (2010) that the “feedback from school inspectors has a larger chance of being used when teachers are involved in recommendations and when support is given to school” rather than recommending without any support. According to Chapman (2011b), for feedback from school inspectors to impact on classroom improvements, it relies heavily on three factors. First, the ability of school inspectors to identify areas for improvement, second, the effective communication with the teacher during interaction and third, the teacher should be willing to the suggestions and be able to implement the recommendations.

In principle, feedback will work towards improvement in teaching and learning when schools have insights in their own strengths and weaknesses. This is why scholars such as Ehren et al., (2010), MacBeath and Martimore (2011) and Webb et al., (2008) advocate the self-assessment and evaluation for the schools. However, studies like that of Hargreaves (2010), Learmonth (2010) and Wilcox (2010) share the common view about what type of school inspection that should be carried out. To them the most effective school inspection of a school comes by neither internal self-evaluation nor external inspection. Some combination of both probably serves the purpose and does the job better in promoting school improvement than either alone. Moreover, Matthews and Smith (2010) and Learmonth (2010) consider school inspection as external monitoring/evaluation as the mechanism to complement the internal procedures such as self-evaluation and staff appraisal. Both promote school improvement and satisfy the demands for accountability. For a government to be true to its educational philosophy, school inspectors should report on how schools see themselves, not just on how the school inspectors judge the schools (Hargreaves, 2010). Although it is very difficult sometimes for a person to reveal all her/his weaknesses when she/he knows that her/his work is evaluated. To MacBeath (2011) in

order to have a standardized perspective of determining a successful school, there is a need of an external evaluation to provide the criteria that can aid the comparison with internal self-evaluation. According to MacBeath (2011) self-evaluation should be a servant of school inspection (external) that set a comparative standardized perspective.

According to Okumbe (2009) schools as organizations, have two goals namely academic performance or outcome goals and organizational maintenance goals which is monitored by Head teachers. Schools pursue performance goals by attempting to be top performers in national examinations. Organization maintenance goals are activities which sustain it and ensure its survival. These include high academic and discipline standards, good performance in co-curricular activities and public image.

In secondary schools set-ups, efficient and effective achievement of the two goals, (performance or outcome goals) which entails provision of quality education, which is determined by the quality of both its inputs and output (Okumbe, 2009). It hence calls for quality teaching and learning, a fact supported by Dornyei (2011) who stressed that the achievement of successful schooling largely depends on the quality of teaching force enforced by Inspectors and monitored by Head teachers. At the center of quality teaching are teachers and students who are supposed to jointly achieve the goals, quality teaching, measured by teachers' performance through students academic performance (Adair, 2009) in secondary schools is an output of many variables whereas one of them is inspection of the Head-teachers.

Head-teachers are expected to render a very high job performance, and the Ministry of Education is always curious regarding the job performance of its head teachers. Also, the Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its Head teachers (Ubom and Joshua, 2009). Similarly, the roles and contexts of educations' inspectional methods and tools cannot be underemphasized because high inspection enhances productivity which is naturally in the interests of all educational systems (Oluchukwu, 2009).

### **2.3. Relationship between school inspection and promotion in secondary schools**

Beach and Reinhartz (2010) equally emphasized those inspectors/supervisors as mentors and friends in relationships to support teachers and provide atmosphere for learning environment in the classroom during instructional supervision. The overall purpose of instructional supervision

is to help teachers improve, and this improvement could be on what teachers know, such as skills, as well as teacher's ability to make more informed professional decisions (Sergiovanni and Starratt, 2012) According to Zepeda (2012), she noted that there must be a clear connection of instructional supervision to professional development and teacher evaluation. She added that the various models or approaches of instructional supervision such as clinical supervision, peer coaching, cognitive coaching, mentoring, etc. bridge instructional supervision and professional development. Instructional supervision, with its focus on collegiality and professional improvement, is an important tool in building an effective teachers' professional development. Instructional supervision is "an organizational function concerned with teacher growth, leading to improvement in teaching performance and greater student learning" (Nolan and Hoover, 2008). It is clear that continuous improvement in methods and skills is necessary for every professional, and so the professional development of teachers has become highly important (Carter, 2011; Zepeda, 2012).

Professional development is a means for increasing teaching professionalism, which could have a positive influence on the job satisfaction and retention in their schools and their profession. Several studies in other employment situations other than schools support a positive relationship between satisfaction with work place training and overall job satisfaction (Schmidt, 2009) and found that satisfaction with career development positively correlated with organizational commitment and job satisfaction. The role of supervisor must provide adequate guidance for his subordinates.

Professional development is also an important part of an ongoing teacher education concerned with improving teachers' instructional methods, their classroom management skills, their ability to adapt to instruction to meet students' needs, and establishing a professional culture which is important in teaching and learning. Professional development gives emphasis on the development of professional expertise by involving teachers in a problem solving and action research (Sergiovanni and Starratt, 2012). Sullivan (2013) on the other hand, stated that as fields of educational development, instructional supervision and professional development are interlinked and "can and should overlap as needs and local preferences dictate". From the supervisor's view point, professional development emphasizes "providing teachers with the opportunity and resources they need to reflect on their practice and to share their practice with

others” (Sergiovanni and Starratt 2012) instructional supervision and professional development is linked in several ways. They both noted one connection to be through the use of data obtained from supervision practices used in planning and implementing staff development as part of instructional improvement and helping teachers improve their skills. The writers further stated that both instructional supervision and professional development: (1) focus on teacher effectiveness in class room; (2) may be provided by teachers, supervisors, and administrators; (3) are judgment-free practices that improve teachers’ instructional activities in a collaborative ways; and (4) promote in their participants a sense of ownership, commitment, and trust toward instructional improvement.

The regular observation including long period of evaluation of instructions is the bedrock of purposeful guidance and support services to teachers classroom teaching, this is evidently seen in the findings of (Peretomode,2011) that effectiveness in classroom instructions through high level of frequency and duration of supervision which will lead to building up the expected values when education principals always check teachers lesson notes with schemes of work to determine extent of relatedness, completeness of tasks and content of instruction or otherwise.

The ultimate reason for classroom evaluation is for enhanced teaching quality and leading to increased students’ learning. The direct evaluation of classroom instruction by external and internal supervisors especially the education inspectors and zonal secretaries is justifiable but the approaches and methodologies employed do not support growth and development of teachers and students ,most worsening is unavailability of feedback from evaluation if and when it is done, otherwise it would be an inspection and routine visitation without impacting on effective teaching and learning hence (Cashin, 2011) concluded that feedback resulting from classroom evaluation of teachers level of instructions should be constructive. In a related development, Roche and Marsh (2000) added in support that the value of this feedback process in enhancing teachers’ abilities to articulate their strengths and weaknesses. Therefore, elements of effective evaluation are identification of goals, broad evaluation systems (formative and summative), provide consultation and feedback. Also, the feedback from evaluation will assist the teachers and educational managers to re-plan, adjust, correct and improve where found to achieve quality outcome in order to be in line with growth, development, improvement and needed changes.

Glickman et al (2013), Sullivan, Glanz (2012) and Zepeda (2012) advocated instructional supervision via instructional leadership must give feedback to teachers by organizing their classroom observations into data for feedback after analysis for the purpose of strengthening instruction to improve student achievement. The implication for teacher's effectiveness is that teachers are likely to change their instructional behaviors based on the quality of feedback even when direction of feedback is tailored along negativity.

In conclusion, the chapter has discussed the relationship school inspection and staff development. The literature review stresses that inspection has a direct positive bearing on staff development. The supervision and inspection needs a lot of research.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0. Introduction**

This chapter presents the description of the methods that was used in the study. It discusses the research design, study area and population in which the study was carried out, sample size and selection, measurement of variables; reliability and validity of research Instruments, data collection tools, data processing, analysis, ethical considerations and limitations met during the study.

#### **3.1. Research Design**

The research was descriptive in nature and used a cross sectional survey design to study the relationship between school inspection in secondary schools and staff development in Kabarole District. Cross sectional survey design typically involved the use of cross-sectional regression, in order to sort out the existence and magnitude of causal relationship of one or more independent variables upon a dependent variable of interest at a given point in given time was used.

The cross sectional survey design was adopted for this study because it also provided a systematic description that was factual and accurate (Amin, 2010). For a cross sectional survey data was collected from a cross section of respondents at a single point in time. The study adopted both quantitative and qualitative approaches (Amin, 2010) states that quantitative designs are plans for carrying out research oriented towards quantification and are applied in order to describe current conditions or to investigate relationships, including cause and effect. Quantitative approaches were employed when sampling the collection of data, data quality control and data analysis.

Qualitative methods was involved an in depth probes and application of subjectively interpreted data (Sekaran, 2008). Qualitative researchers aimed to gather an in-depth understanding of human behavior and the reasons that govern such behavior. The qualitative method also investigated the why and how of decision making, not just what, where, when. Qualitative approaches was applied when sampling, collecting data, data quality control and data analysis. Hence, smaller but focused was on samples that were more often needed than large samples.

By including both quantitative and qualitative data, cross sectional survey design, helped to explain both the process and outcome of a phenomenon through completed observation, reconstruction and analysis of the cases under investigation. This enabled the researcher to get better understanding on the relationship between School Inspection and Staff development in Secondary Schools in Kabarole District was triangulated and enriched. Quantitative data was collected through questionnaires that were administered through direct interviewing to minimize non responsiveness that caused when they were self-administered. This study integrated these two approaches since the researcher believed that researchers who use one style alone do not always communicate well with those using the other.

### **3.2. Area of Study**

The study was conducted in secondary schools of Kabarole District in western Uganda. The District has 32 secondary schools. Some schools are USE schools and others are completely private Schools. Only Government schools were chosen by the researcher to investigate the relationship between School Inspection and Staff development in Secondary Schools in Kabarole District.

### **3.3. Study Population**

The target population for this study was 128 teachers and 32 head-teachers of secondary schools in Kabarole district that underwent the directorate of education standards (DES) inspection between 2008 and 2012. It is from these that a sample for the study was drawn. The target population also involved 13 directorates of education standards (DES) inspectors and associates in charge of inspection in secondary schools within Kabarole district. As school executives, head teachers interact with directorate of education standards (DES) inspectors before, during and after inspection, and were also in charge of the implementation of the staff development strategies proposed during inspection.

Teachers were also a critical group for this study because they were the immediate consumers of directorate of education standards (DES) services and any staff development activities that were organized by the head teachers within the schools or by other agents outside the schools. directorate of education standards (DES) inspectors who carried out inspection in secondary schools in Kabarole district were also a crucial group for this study because their experience as

they interact with teachers and head-teachers was enriched and critical. It's out of this population that the research drafted a sample that was studied using Morgan, (1999), table below, show how the researcher arrived at a total sample size of 173 respondents out of the total population. This gave the study 97% confidence level making this sample representative of the total population.

***Sample size formula***

$$n = \frac{N}{1+a^2N}$$

Where; n= sample size

N=total populations (173)

a=error factor (0.05)<sup>2</sup>

**Substitution into the formula**

$$n = \frac{173}{1+(0.05)^2 \times 173}$$

n= 173 (sample size)

Source: Krejcie and Morgan, (1970)

**(a) Teachers**

$$n = \frac{128}{1+(0.05)^2 \times 128}$$

n= 128 (Sample Size)

**(b) Head Teachers**

$$n = \frac{32}{1+(0.05)^2 \times 32}$$

n= 32 (Sample Size)



(c) **Inspectors and associate**

$$n = \frac{13}{1 + (0.05)^2 \times 13}$$

n= 13 (Sample Size)

**3.4. The sample size and Selection**

In empirical studies the procedure of selecting a sample for investigation was done using probability or non-probability sampling (Bryman, 2008).The choice of whether to use the probability or non-probability sampling was based on the type of design chosen for the study, which was qualitative, quantitative or mixed. The researcher employed both probability and non-probability sampling to select the sample for the study.

Subgroups in this study included three types of schools as indicated earlier in this study, that is, government aided only. The location of the schools consisted of two sub groups namely the rural and urban. Another type of sub group among schools was based on the type of school regarding the gender of the enrolled students, that is, girls only, boys only and co-educational. The sample of the study was also heterogeneous, that is, including both males and females among head teachers, inspectors and teachers. The sample size was 173 respondents based on Krejcie and Morgan (1970) sampling guidelines. Table1 below shows the summary of the sample size of the respondents and the sampling approaches that was used in the study.

**Table 1: Sample size of the respondents**

<b>Population category</b>	<b>Access population</b>	<b>Sample size</b>	<b>Sampling techniques</b>
Teachers who served at least five years	128	128	Purposive sampling
Head teacher	32	32	Purposive sampling
Inspectors and associate	13	13	cluster sampling
<b>Total</b>	<b>173</b>	<b>173</b>	

*Source: Adopted from Krejcie and Morgan (1970), modified by the researcher (2018)*

The researcher used criterion-based sampling that was included in the study, only those teachers and head teachers in secondary schools that had been inspected by DES inspectors since 2008 to 2014 in Kabarole District. The five inspectors who participated in the study were selected from the 13 inspectors who conducted inspections in the secondary schools in Kabarole District. The director at DES was selected for the study by automatic inclusion because the responsibility of supervising the inspection process at the secondary level lay with this officer. In all cases the participants had the ability to articulate their experiences of school inspection practice in response either to open-ended questions in the questionnaires or to the same kind of questions during in-depths interviews.

#### **3.4.1. Sampling of Schools**

There were thirty two (32) government aided secondary school in Kabarole district, all these were included in the study. The head-teachers, teachers of the secondary schools school inspectors and associates were automatic respondents for the study.

According to Mugenda and Mugenda (2003) a sample size of 30% is appropriate for a descriptive study. The researcher aimed at a representative sample of the secondary schools inspected by the directorate of education standards (DES) between 2008 and 2014. The researcher selected 30% of the schools inspected by the directorate of education standards (DES) in Kabarole District in Uganda to constitute the sample.

#### **3.4.2. Sampling of Teachers**

The teachers were selected through purposive sampling according to the positions they hold at school. The rationale of using purposive sampling was to select as representative a sample as possible in terms of the different schools. The researcher sampled four teachers from each school such as senior woman teacher, senior teacher, discipline teacher and director of studies. As Mugenda (2008) suggest, a sample size of 30% of the population under study was deemed representative. Following the purposive sampling of the schools in the study, 30% of the teachers were selected, according to their gender, area of specialization, location of the school and the type of school in which they were teaching.

### **3.4.3. Sampling of Inspectors and associates**

The directorate of education standards (DES) inspectors was also selected using cluster sampling according to gender. The directorate of education standards (DES) inspectors who conducted inspection in secondary schools in Kabarole district in the last five years between 2008 and 2014 were instrumental in providing data regarding the characteristics of school inspection practice and the kind of post-inspection activities in which they participated. According to the director at the directorate of education standards (DES), there were 13 inspectors including 8 women and 5 men, who visited secondary schools in Kabarole district for inspection. Using the gender cluster the researcher randomly selected five inspectors out of 13 for the sample which included 3 female inspectors and 2 male inspectors.

### **3.4.4. Sampling of Head-teachers**

Head-teachers were also selected using purposive sampling according to gender. Head teachers who had conducted inspection on teacher's management practice in secondary schools in Kabarole district were instrumental in providing data regarding the characteristics of school inspection practice and the kind of post-inspection activities in which they participated. This helped the researcher to gathered relevant data on the relationship between school inspection and staff development in Kabarole.

## **3.5. Sources of data and Collection Instruments**

The study relied on both primary and secondary sources of data. Primary data was gathered from respondents using a structured self-administered questionnaire and personal interviews. Depending on the accessibility of the respondent, some questionnaires were self-administered while others were emailed. Secondary data was captured from the review of literature of different to scholars related to the relationship between school inspection and staff development in Kabarole District. Various research instruments were used by the researcher for data collection. This was because the respondents were of different categories and with different education levels.

### **3.5.1. Questionnaires**

This is where questions open-ended, closed and structured questions were set on paper and sent to the expected respondents by hand delivery or some time by email. The respondents filled the

questions without researchers' interference. This was used to collect data from different respondents. This method was used because it gave more detailed data. It was also cheap since it does not involve a lot of travelling and it avoided bias of researcher since respondents filled the questions at their own pace. Questionnaires were administered to those who could freely express themselves like head-teachers and teachers.

### **3.5.2. Interview Guide**

This involved preparing an interview guide, on the basis of which face to face interactions were conducted between the researcher and respondents. The researcher noted down key answers and points most importantly those related to the study. Interviews were organized using interview guide and data was triangulated focusing the discussion groups. The interview guides were used for 13 respondents that included Inspectors and associates who were not readily available for questionnaires.

According to McNamara (2009), the strength of the general interview guide approach was the ability of the researcher to ensure that the same general areas of information were collected from each interviewee; this provided more focus than the conversational approach, but still allowed a degree of freedom and adaptability in getting information from the interviewee". Interviews guides were used because it was easy to fully understand someone's impressions or experiences, or learn more about their answers to questionnaires.

### **3.5.3. Observation of teacher's management Practice**

This was the process of watching someone or something. Often, observation was an informal action, but it was also formal and involved data collection from secondary sources for example observing from attendance register that reports how teachers were regularly reporting to work. An observation was also in form of the collected information itself from different related review on the relationship between school inspection and staff development in Government Aided Secondary Schools in Kabarole District. This method was used in observing teacher's management practice, the attendance register book at schools. The findings from the research had shown how teacher's management practice influenced student's performance. The reliability and validity of the results were determined basing on the pretesting results and the confirmed the items in the conceptual frame work.

### **3.5.4 Documentary Review**

Documents were reviewed in addition by the researcher to gather relevant information in the study. The documents included reports of students indicating their performance, attendance book showing head-teacher's and teachers reporting at school, lessons plan and theme of work prepared by different teachers and visitor's book indicating how often the inspector and other stakeholders had been inspecting the school. The use of documentary review helped the researcher in understanding more on the topic that was under investigation. In addition, it provided data on the relationship between school inspection and staff development in secondary schools in Kabarole District.

### **3.6. Data processing and analysis**

After collecting the data, the collected data was categorized according to the different variables generated from the questionnaires, interviews; observation and documentary review was tabulated using guiding principles. In the process of editing, there was constant checking of competency, accuracy, uniformity and compressibility to minimize errors. The questionnaires were checked and through editing and coding to ease the interpretation of the data. Each objective was given theme, coded and edited accordingly. The data collection was presented in tables, frequencies, percentage using mean, standard deviation, correlation co-efficient and regression analysis to show relationship between school inspection and staff development in Secondary Schools of Kabarole District. The findings from the different sources were triangulated to verify consistencies in analysis in order to obtain viable findings.

#### **3.6.1 Editing**

This involved checking errors, gaps or omissions to ensure that all questions were answered properly. Furthermore this ensured accuracy, uniformity and completeness of data that was collected.

#### **3.6.2 Coding**

Coding involved classifying responses and assigning them to answer codes. This was done to generate meaningful patterns of responses by categorizing similar or related answers into category. In this process, all answers that were given by the respondents to the questionnaires was analyzed and classified into categories.

### **3.7. Data Analysis**

The data collected was analyzed both quantitatively and qualitatively based on the relationship between School Inspection and Staff development in Secondary Schools in Kabarole District. Quantitative data was analyzed using simple techniques to produce appropriate tables; percentages calculated showing different variables to fit particular statistical analysis.

#### **3.7.1. Quantitative Data Analysis (Questionnaire and documentary review)**

Questionnaires were coded, sorted, categorized and fed into the computer using Statistical Package for Social Scientists (SPSS). Data was analyzed using frequencies, percentages, means and standard. Pearson Correlation coefficient analysis and regression analysis were also used to show the relationship between variables (Bryman, 2014). Pearson's correlation coefficient and the significant levels were used to test the research questions at 95% confidence levels in the correlation analysis (Bryman, 2014). A positive correlation implied positive relationships between variables while a negative correlation implied negative relationships.

#### **3.7.2. Qualitative Data Analysis (Interviews, observations and documentary)**

In qualitative analysis, the study used content analysis to analyze data (Amin, 2015). This technique involved writing notes that from the face-to-face sessions between the respondents. Thereafter, all interview content was reviewed and only extracts relevant to the study were presented in a narrative statement or themes placed in quotes and it was used to supplement on the quantitative data that were obtained from the questionnaires (Bryman, 2013). Interviews were arranged according to objectives of the study.

### **3.8. Data collection procedures**

The researcher obtained a letter from Nkumbna University introducing him to carry out the study as part of the requirements for their course. The local authorities of Kabarole District and other administrators were briefed about the exercise and given a copy of the introductory letter so that they become aware of the exercise. During that time primary and secondary data were collected. This helped the researcher to triangulate the information. Primary data was collected using questionnaire.

### **3.9. Measurement of Research Variables**

Structured self-administered questionnaires built on Likert scales ranging from 1 strongly disagree to 5 strongly agree were used to get quantifiable data from individual respondents.

### **3.10. Quality control**

To ensure quality, four experienced research assistants were recruited and trained in statistical package for social sciences (SPSS) for three days before they were sent to the field to collect the data. After the training, the tools were pre-tested to ensure their validity and reliability and all the necessary changes were incorporated in the final tools.

#### **3.10.1. Validity**

In order to ensure validity of the findings, the instruments were pre-tested on 4 (four) experts within Kabarole (not part of the final respondents). This was intended to ensure that the questions therein was clear and understood by the respondents. This helped in rectifying the inadequacies in the instruments before administering them (Sekaran, 2013). Content validity Index (CVI) was computed as:

CVI= Number of items rated relevant by all judges

Total Number of items in the Instrument

The researcher ensured content validity of the said instrument by ensuring that the questions in the self-administered Questionnaires really conform to the study conceptual framework and pretesting was done. All sources that were used by the researchers both primary and secondary data were fully acknowledged, coded, edited and presented in tables to ensure information was valid. In this sense the validity in quantitative research was very specific to the test to which it was applied. In conclusion all sources and methods of data collection that were used by the researcher was fully acknowledged for purposes of yielding results on the relationship between school inspection and staff development in secondary schools in Kabarole District in relation to existing literature review and the objectives of the researcher.

**Content Validity results for the Instruments**

**Table 2: Content validity Index Results**

<b>Content validity Index Results for Questionnaires</b>		
<i>Variables</i>	<i>Content Validity Index</i>	<i>Number of items</i>
School inspection	0.772	7
Staff development	0.814	8
Teacher's management practice	0.712	8
Head -teacher's management practice	0.780	9
<b>Content validity Index Results for Interviews</b>		
<i>Variables</i>	<i>Content Validity Index</i>	<i>Number of items</i>
School inspection	0.701	7
Staff development	0.888	8
Teacher's management practice	0.766	8
Head -teacher's management practice	0.755	9

*Source: Primary data July (2018)*

As illustrated above in table 1, all the variables scored a validity result above 0.7 which is the standard value; only those items confirming a statistical significance value were retained based on Amin (2015).



### **3.10.2. Reliability**

This is the degree to which an assessment tool produces stable and consistent results in the study.

The study also tested the reliability of the instruments to establish the consistency and truthfulness in measuring the study problem. The researcher minimized errors and ensured accurate data collection during the study through carrying out pretesting of the research instruments. Content validity was determined by the researcher through carrying out an inter-item review to examine the relationship between the items in the questions in relation to specific research objectives. Criterion validity was carried out to examine the relationship between the variables against the core items in the questions. A pre-test of the instruments were done and the results were used to verify the reliability of the data. Upon performing the test, the results that were 0.7 as suggested by Amin (2015) and above were considered reliable. The researcher also requested two other experts in both quantitative and qualitative research from the School of Education, Humanities and Sciences to review the instruments and also more than one methods of data collection were used by the researcher. The researcher made coding sheet and internalize critical the data from field before entering it into the computer

**Cronbach Reliability Coefficient test results for the Instruments**

**Table 3: Cronbach Reliability Coefficient test**

<b>Cronbach Reliability Coefficient Results test for Questionnaires</b>		
<i>Variables</i>	<i>Cronbach test results</i>	<i>Number of items</i>
School inspection	0.705	7
Staff development	0.777	8
Teacher's management practice	0.746	8
Head -teacher's management practice	0.810	9
<b>Content validity Index Results for Interviews</b>		
<b>Cronbach Reliability Coefficient test Results for Interviews</b>		
School inspection	0.722	7
Staff development	0.733	8
Teacher's management practice	0.824	8
Head -teacher's management practice	0.782	9

*Source: Primary data July (2018)*

Based on Cronbach's Alpha Coefficient, the scales for the variables were reliable. In the case of psychometric tests, must fall within the range of 0.7 above for the test to be reliable (Bill, 2011).

### **3.11. Ethical considerations**

First, the respondents were informed clearly as possible of the nature and purpose of the research, the procedures that were used and the expected benefits to the respondents or Secondary Schools and were requested to give their consent to participate. The respondents consent to participate in the research was voluntary and free of any coercion.

Second, the information obtained during the interviews was collected with their approval/ when analyzing the data. The researcher ensured that the participants participated voluntarily.

Third the respondents were assured of confidentiality and anonymity in all phases of the research and were informed of the right to withdraw at any time.

Forth, permission to carry out the research was also sought from the relevant authorities, including the ethics bodies of Nkumba University a, Chief Administrative Officer, Sub-county Chief and School Administrators.

### **3.12. Limitations of the study**

The research exercise was disrupted by breakdown of electricity, virus attack from different discs and inability to use technical programs for coding and analysis. The researcher ensured that sharing of discs was avoided and training in using technical programs in coding and analysis. Weather also affected the researcher during data collection as it was a rainy season and this was solved by waiting until the rain it get off then researcher goes to field to collect data

Therefore collecting data from them through the questionnaires proved to be a big challenge. In some instances, respondents wanted pay prior to providing information. The researcher managed these problems by making use of the supportive team leader, who, in one instance, was willing to introduce the researcher in person to the respondents a through sensitization of respondents on the importance and significance of the study.

The Nkumba University letter helped to allay any fears and doubts among some respondents. Efforts were made to maintain confidentiality of the responses. The absenteeism of some officials was tackled by frequent visits to their offices, and above all establishing good rapport. In general, the following measures were taken, aimed at reducing non-response for the initial mailing. An

introduction letter on Nkumba University logo was sent out and this emphasized academic relevance of this research dissertation. A summary of results was offered to the respondents, reporting on the main conclusions of the study. Five weeks after the initial mail out, a replacement questionnaire was emailed to all non-respondents (follow-up mail). Two weeks after follow-up mailing, the remaining respondents received an email, asking them for the third and last time to participate in the survey and a replacement questionnaire was added as an attachment. Even though the researcher knew very well that use of pre-notification was likely to affect the response rate, in this study the respondents were not pre-notified as there was no adequate time to do so.

In conclusion the chapter discussed the research design, study area, study population, sample size and selection, data collection instruments, data processing and analysis, measurements of variables, data control instruments, ethical considerations and limitations encountered during the study.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS**

#### **4.0 Introduction**

This chapter caters for the presentation of data generated, its interpretation, analysis and discussion thereof. The data was collected from Kabarole district. The researcher focused on the relationship between School Inspection and Staff Development in Government Aided Schools with reference to Kabarole district in Uganda. Through administration of semi structured questionnaires, an in-depth interview of key informants, documentary review and analysis of secondary data sources were used in study. Data were presented in a descriptive form using texts, tables and the analysis was handled thematically in relation to the objectives of the researcher.

#### **4.1 Response rate**

For the purpose of this study, only Head teachers, Teachers, Inspectors of schools and associates were considered in which secondary respondents who was institutionalized in Kabarole district completed the survey (n=173). The samples were distributed equally across the Kabarole district where each respondent had an equal and independent chance and each respondent was only chosen once. Descriptive was used to describe characteristics of a population or phenomenon that were being studied. It does not answer questions about how/when/why the characteristics occurred. The characteristics used to describe the situation or population is usually some kind of categorical scheme also known as descriptive categories. The description was used for frequencies, averages and other statistical calculations. Often the best approach, prior to writing descriptive research, was to conduct a survey investigation. Qualitative research often had the aims of description and researcher made follow-up with examinations of why the observations exist and what the implications of the findings are. Descriptive data on demographic characteristics of the respondents were presented in Table 4 below:

## 4.2. Demographic Characteristics of the Respondents

**Table 4: Shows the Demographic Characteristics of the Respondents**

<b>Demographic Characteristics of the Respondents</b>		
<b>Age in years</b>	<b>Number of respondents</b>	<b>Percentage (%)</b>
19-29	50	28.9
29-39	65	37.5
39-50	20	11.5
above 50	38	21.9
<b>Total</b>	<b>173</b>	<b>100</b>
<b>Gender</b>		
Male	132	76.3
Female	41	23.7
<b>Total</b>	<b>173</b>	<b>100</b>
<b>Marital Status</b>		
Married	94	54.3
Single	41	23.6
Windowed	20	11.5
Divorced	18	10.4
<b>Total</b>	<b>173</b>	<b>100</b>
<b>Educational level</b>		
Masters	33	19
Bachelors	96	55.4
Diploma	30	17.3
Certificate	10	5.7
Others	4	2.3
<b>Total</b>	<b>173</b>	<b>100</b>
<b>Years in teaching</b>		
1-5 years	64	37
6-10 years	23	13
11-15 years	45	26
16 years and above	41	24
<b>Total</b>	<b>173</b>	<b>100</b>
<b>Teacher's promotion</b>		
Once	41	24
Twice	45	26
More than 2 times	87	50

*Source: Primary data July (2018)*

The study considered the characteristics of respondents by age as shown in Table 4 above. The age of the respondents were studied according to their age groups. This was important for the study because it was believed that differences in age indicated differences in opinions. Therefore, establishing different age groups of the people who were involved in the study helped to provided varied opinions about the study problem.

From the above Table 4, the majority of respondents who took part in the study were between 29-39 years were 65 (37.5%) and those who were between the age of 19-29 were 50 (28.9%) and those that were between 39-50years were 20(11.5%) and above 50 years were 38 (21.9). This shows that they were mature enough to analyze issues related to the relationship between School Inspection and staff development in Secondary Schools in Kabarole District Local Government. The respondents adequately responded to the questions put forward and by virtue of their experience, their responses were sound enough in that the researcher was able to generate adequate data for the study.

The study looked at gender distribution of the respondents using frequency distribution. Creswell (2009) observed that, gender is basically a statistical distribution of how many male or females there are in a population. Gender is an important variable in any given situation and is variably affected by social and economic phenomenon. The variable gender was investigated for this study, and related data presented in Table 4 above. The table presents the summary statistics on the gender of the respondents.

Table 4 shows that the majority of the respondents were male 132 (76.3%) and female were 41(23.7%). These results show that gender representation indicated a slight variation between the male and female. This clearly shows that there were slightly more male participants than female in this study and it could have been as a result of the sampling technique used in selecting respondents or that Kabarole local government has more male workers than females in teaching services. Since the variation was very small between the two sexes, this meant that both males and females provided their views representative of gender groups.

In addition to the above, the study examined the parameter marital status of the respondents as prescribed in Table 4. Married couples were 94(54.3%), followed by those who were single

41(23.6%), followed by those who were widowed 20(11.5%), and divorced 18(10.4). The married couples responded positively as regards to the relationship between school inspection and staff development in secondary schools as compared to other types of marital status and their views were sound enough.

Coupled with the above the study investigated characteristics of the respondents by education level. The study has shown the majority of the respondents were Bachelor's holders making a total percentage of 96 (55.4%), followed by Masters Holders with 33 (19%). The respondents with Diploma qualifications were 30(17.3%), Certificate holders were 10 (5.7%), and other were 4 (2.3%) including primary level. This showed a gap in qualification since the minimum requirement for a position of teacher in Secondary school was a Diploma or Bachelor. These results indicated that the respondents had reasonably qualifications and desired knowledge to understand the subject under study. Besides, the respondents were able to read, understand the questionnaire and gave appropriate responses.

Furthermore, the findings of study on the experience of teachers as shown in Table 4 above revealed that 64(37%) of the respondents had spent 1-5 years in teaching service, followed by 45(26%) who had spent 16 and above years, followed by 41(24%) who had spent 11-15 years and least 23(13%) had spent 6-10 years. It was clearly observed by the researcher that majority of the respondents that were interviewed had adequate experience in teaching; because most of them were knowledgeable on the topic of study. The findings of the study had shown that the long years of service of teachers in teaching were influencing the way teachers used to behave for example regular reporting to work, early reporting. These findings were supported by NAPE (2014, 2015,2016) report focusing on the performance of teachers in Secondary schools both private and public in Uganda, found out that teachers who had spent many years in teaching service were behaving differently with those had spent less years. These respondents also acknowledged that what drives or motives are action-oriented while incentives/goals are those things which alienate a need which influences teacher's class practice management in these schools.

Coupled with above as regards to promotion in secondary schools, the results have shown in Table 4, revealed that the majority of teachers have been promoted representing 87(50%),



followed by those who were promoted twice with 45 (26%) and least were those promoted once with 41(24%). It was noted by the researcher, that most of teachers who were once promoted since they joined teaching service had no morale for teaching. The findings from the documentary review and focus group discussions acknowledged that teachers who were once promoted, were behaving differently compared to those who were promoted at least twice. The study revealed that the behavior of teachers as regards to regular reporting to work, early reporting to work, adequate preparation of professional documents, supervising school activities, regular assessments of students and making schemes of work were different with those who were promoted. This is because of the government failure to recognize their ability in the teaching professional. Most of teachers had lost morale and courage and this would result students attaining low grades. Basing on the above findings, the researcher realized rewarding teachers, giving the incentives, promoting them would stimulate desire to offer quality education to the students and this could be as a result of school inspection and staff development hence improving students performance in secondary schools. The practice of teachers who were not motivated at all were also observed by the researcher, as teacher could come to school and he/she goes to class but he/she has no morale to deliver the teaching materials to learners, no regular assessments of learners and some time less attention was given to the learners resulting to poor performance.

#### **4.3. Relationship between school inspection and teacher's classroom practice in secondary schools**

Findings to address this subsection under were obtained using a variety of methods including survey questionnaires and document analysis.

The first objective of the study was to examine the relationship between school inspection and teacher's classroom practice management in Secondary Schools in Kabarole District. Findings to address this objective were obtained using a variety of methods including survey questionnaires, interviews and document analysis. The self-administered questionnaire measured the relationship between school inspection and teacher's classroom practice management using 07 items on Likert scale. The 07 items measuring the relationship between school inspection and teacher's classroom practice management in secondary school in Kabarole district were presented in Table 4. The items were scaled using the five-point scale where code 1 = Strongly Disagree, 2 =

Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree. As indicated in Table 5 below, the questionnaires returned were analysed using frequencies, percentages and means.

**Table 5: Responses on relationship between school inspection and teacher’s classroom practice in secondary schools**

Items	Mean	SA%	A%	N%	D%	SD%
Inspection improves teacher performance in the classroom through the development of teaching and learning materials	3.95	30.5	46.7	-	7.8	25.0
School inspection evaluates the standards of education being provided by schools and to suggest areas of improvement.	3.70	43.1	24.0	-	7.8	25.1
school inspection reports on staff development improves on teacher’s practice	2.09	6.0	10.2	-	50.3	29.9
school inspection ensures that teachers use different teaching and learning approaches appropriate	2.41	4.8	25.7	-	62.3	7.2
In adequate inspection of schools results deficient in Student’s performance	2.14	9.6	14.4	5.4	20.6	50.3
A knowledge gap regarding the effectiveness of school inspection practice in staff development has remained unfilled.	3.83	34.4	36.6	-	14.5	15.5
The head-teachers and senior managers have the most positive perceptions on external inspection practice while teachers’ negative perceptions toward it	1.99	7.2	12.8	-	43.0	37.0
school inspection ensures the quality of student’s learning	2.09	20.0	3.2	-	38.4	38.4
school inspection provides a continuous monitoring, reviewing and assessing the attainment and progress of student	3.84	33.3	40.3	-	13.2	13.8

*Source: Primary data July (2018)*

The details in Table 4 above interrogate the empirical results through advanced statistical tests to demonstrate the views of the respondents on the relationship between school inspection and staff development in Secondary schools in Kabarole District. The details were supported by interviews results and documentary evidence.

As to whether school inspection improves teacher's performance in the classroom through the development of teaching and learning materials in secondary schools, the respondent's responses indicated that cumulatively, the larger percentage (77%) of the respondents agreed and only 23% disagreed. The mean = 3.95 was above the median score, eight on the five-point scale used to measure the items. This implied that teacher's class practice is paramount in enhancing academic achievement among the learners in secondary schools. On further probe during the face to face interviews, the respondents noted that school inspection and staff development was so important that teachers and head-teachers would be at school in time. The respondents told the researcher during interviews "the teacher's feel that the work they do has meaning or importance" if the teacher's are inspected by their Head Teacher during development Scheme of work and lesson plans then students performance would also improve. The respondents views were supported by Chapman (2010) explored the connection between school inspections and staff development by OFSTED in England, school improvement and teacher self-review.

In addition to the above on responses of school inspection evaluates the standards of education being provided by schools and suggests areas of improvement. The findings revealed that inspection of schools by inspectors and other stakeholders helps to evaluate the standards and quality of education provided at school, the respondent's response indicated 67.1% agreed and only 32.9% of the respondents disagreed with item. The mean = 3.70 was above the median score of five, indicating that the majority agreed with the item, implying that school evaluates standards of education being provided by school and suggests areas for improvement in relation to academic performance and staff development. The respondents was also supported by Chapman (2010) , according to Chapman the key to raising educational standards is by improving teacher performance in the classroom through the development of teaching and learning. Chapman noted that one of the methods of reviewing, evaluating and developing teacher performance is to rely on the OFSTED school inspection framework designed to evaluate the standards of education being provided by schools and to suggest areas of improvement

It was observed by the researcher that 67.1% of the respondents interviewed said that if the head teacher is at school on daily basis, absenteeism of teachers at school would be reduced. It was

attributed that head-teacher would influence teachers and students practice at school. One of the respondents lamented that "teachers conduct creative writing among the students on daily basis, other never conducts any creative, other conduct but they were promoted to senior position in case if there is a gap to fill. This was influencing the ability of teachers to impart Skills especially during teaching hence improving student's performance.

However, respondents revealed that lack of school inspection at school result aggressive behavior to colleagues and learners and this represented 32.9% of the total respondents interviewed. While the information from secondary schools indicates that if there is equity and fairness in the school especially on capacity building of teachers then teacher's job performance would improve.

They respondents noted that were treated fairly, they were dissatisfied. This had a negative influence on student's performance and they were striving to restore equity. The respondents observed that teachers felt that they were not treated equitably as compared with others with the same qualifications as regards to salary scale.

Coupled with the above, school inspection reports on staff development improves on teacher's practice, the respondents strongly disagreed with item. This indicated largest percentage of 83.8% disagreed and only 16.2% agreed. The mean of 2.09 which was close to the "disagreed" item on the scale of five points indicates the respondents disagreed with the question that school inspection reports has no impact on staff development in secondary school in Kabarole district.

Furthermore, as to whether school inspection ensures that teachers use different teaching and learning approaches appropriate only 30.5% agreed with the question and highest percentage(69.5%) disagreed with the item. The mean = 2.41, which was close to the "Disagree" with item on the scale indicates the respondents disagreed with the question that school inspection does not have any influence on teachers of using different teaching and learning materials. These results of study disagreed with the hypothesis that there is significant relationship between school inspection and teachers practice in Secondary schools in Kabarole district.

As noted from the study on the responses that inadequate inspection of schools results deficient in student's performance results have shown with largest percentage (70.9%) disagreed with the question and only 29.1% agreed. The mean of 2.14 which was close to the "disagreed" with item that inadequate inspection does not result deficient in student's academic achievement.

The findings of the study have shown on a knowledge gap regarding the effectiveness of school inspection practice in staff development has remained unfilled. The responses on this question 71% at mean of 3.83 agreed with question on scale point 5 which was closely to strongly agreed by only 29% disagreed with it. This indicates the majority of the respondents agreed that there is a knowledge gap as regards to school inspection in Kabarole District. The views of the respondents confirmed the findings by Chapman also point at the deficiency of OFSTED's inspection practice in contributing to the improvement of teacher classroom practice. Recent research suggests that what the teacher does in the classroom is three times to four times more important in terms of student outcomes than what happens at the whole level of secondary schools. However, the findings of the study have shown that school inspection practice entails staff development for the improvement of teacher practice was still deficient in this regard and the study filled the gap.

In addition to the above, that the head-teachers and senior managers have the most positive perceptions on external inspection practice while teachers' negative perceptions toward it. The findings have shown the majority of the respondents disagreed with question (80%) at a mean of 1.99 but only 20% agreed. The respondent's views were in disagreement with the views of Chapman (2012) investigated teachers' views toward OFSTED inspections as a mechanism for improving secondary schools in challenging contexts in England, which were described as having some of the lowest student attainment levels and high numbers of children from disadvantaged social-economic backgrounds. Chapman used a case study approach in ten recently inspected schools that were identified by OFSTED as facing challenging circumstances. The study revealed that the head teachers and senior managers held the most positive perceptions on external inspection practice while teachers' had negative perceptions toward it due to the draining and stressful effects in the process. The study also showed that the inspection process had only marginal influence on teachers' classroom practice and middle managers' non-teaching

practice to the extent that teachers found it very difficult to identify areas of their practice that had changed as a result of previous school inspections.

As to whether school inspection ensures the quality of student's learning, the study findings revealed that largest percentage strongly disagreed with the views (76.8%) and only 23.2% agreed with question. This have shown the majority of the respondents were in disagreement with the views of Black and Wiliam (2011), noted that school inspection ensures the quality of student's leaning. In the study Chapman (2012) investigated teachers' views toward OFSTED inspections as a mechanism for improving secondary schools in challenging contexts in England, which were described as having some of the lowest student attainment levels and high numbers of children from disadvantaged social-economic backgrounds.

Coupled with the above that school inspection provides a continuous monitoring, reviewing and assessing the attainment and progress of student. The findings on question scored a mean 3.84 which was above median score of seven items on scale of 5 points. This implied the majority of the respondents agreed with 73.6% but only 26.4% disagreed with question. The largest percentage of the study was closely on agreed side. The respondent's views supported Nkinyangi, (2011) who acknowledged that school inspectors are also expected to provide a continuous monitoring, reviewing and assessing the attainment and progress of students. Nkinyangi, (2011), also noted the teaching and learning activities are the teacher's core functions; school inspector's core function is to inspect the schools. It is meaningless for inspectors to visit the school, without checking what is going on in classrooms setting. School inspectors are to ensure that teachers are doing their job and that students are receiving what they are supposed to acquire as learning experiences.

#### **4.3.1 Class room management**

The items on objective one as regards to class management by teachers in secondary schools. Question items measuring responses on class room management were put to the respondents using frequencies, percentages and mean as indicated in Table 6

**Table 6: Responses on teacher’s class room management in Kabarole District**

Items	Mean	SA%	A%	N%	D%	SD %
class room control	3.93	35.4	35.6	-	14.2	14.5
Lesson plan prepared	3.7	43.0	12.8	-	10.0	34.2
lesson delivery	3.00	20.0	40.2	-	21.4	38.4
Assessment of the learners done by teachers	2.31	10.0	19.8	-	30.0	40.2

*Source: Primary Data, July (2018)*

The details below in Table 6 interrogate the empirical results through advanced statistical tests to demonstrate the views of the respondents on teacher’s class room management in Secondary schools in Kabarole District. The details were supported by interviews, results and documentary evidence from the schools.

The finding of the study on class room control by teachers indicates the majority of the respondents with 71% agreed with question whereas 29% disagreed. The mean= 3.93 was above the median score of three points on scale. The study has shown class room management is paramount in enhancing academic performance of the students. The respondents acknowledged that class control entails delivery quality information to learners and asking them questions. The researcher, observed the teacher’s ability to influence the learners in class influence students and this depends on the type of inspection that has been conducted by the stakeholder. The findings supported the views of Black and Wiliam (2011) classroom is a black box where someone may not see what takes place inside until she/he goes in. This is the borrowing of the knowledge from the engineering and business world, of inputs, process and outputs into classroom setting. Stressing the importance of classroom observation Black and Wiliam argue that: “*Learning is driven by what teachers and Students do in classrooms*”.

Responses to the question as to whether teachers prepare lesson plan before teaching, the respondents agreed. The mean = 3.70 indicates that the majority agreed with 55.8%, implying that lesson plans were prepared by teachers and only 44.2% strong disagreed with the item

implying that some of teachers have been teaching without lesson plan prepared. The finding of the study has shown the teaching and learning activities are the teacher's core functions; school inspector's core function is to inspect the schools. It is meaningless for inspectors to visit the school, without checking what is going on in classrooms setting. School inspectors are to ensure that teachers are doing their job and that students are receiving what they are supposed to acquire as learning experiences. This supported the views Matthew & Smith, (2010), who acknowledged that school inspectors have to play that role by ensuring the quality of student's learning. They also need to assess whether the school successfully meets its targets in terms of learning outcomes and students experiences that lie at the heart of quality assurance in schools.

The findings of study have shown that lesson delivery (usage of learning material) was also crucial factor influencing teacher's class room management and was ranked at mean score of 3.00. The third largest with the percentage (60.2%) agreed while 39.8% disagreed with the question. School inspectors, in whichever education system, and in the Ugandan education system in particular, are expected to provide professional support to teachers especially in delivery learning materials to students. They are also supposed to ensure that teachers use different teaching and learning approaches appropriate to the Ugandan students needs as supported by Nkinyangi, (2011) who noted teachers are to develop student's knowledge, understanding and skills in all curriculum areas.

In addition to the above, findings on assessment of the learners through test assignment, home work and participation in the class have shown that 70.2% disagreed with question while 29.8% agreed at a mean of 2.31 which was below to the median score of three values on scale of five point. This implied that some schools were not assessing the learners in class or giving them home work and exercise hence affecting school performance negatively.

#### **4.3.2. Relationship between school inspection and teacher's class room practice**

The researcher sought to find out if there is a positive significant relationship between school inspection and teacher's practice in Secondary Schools in Kabarole District. Pearson Correlation Coefficient and Regression Analysis were used to test this relationship. The results are indicated in table 7 below.



**Table 7: Pearson’s correlation co-efficient between School Inspection and Teacher’s class room practice**

School inspection and teacher’s class room practice		School inspection	Teacher’s class room practice
School inspection	Pearson Correlation	1	.615
	Sig. (2-tailed)		.000
	N	173	173
Teacher’s class room practice	Pearson Correlation	.614	1
	Sig. (2-tailed)	.000	
	N	173	173

*Source: Primary data July (2018)*

**\*\* Correlation is significant at the 0.01 level (2-tailed).**

Table 7 above shows that, Pearson’s Correlation Coefficient for relationship between School Inspection and Teacher’s Class room practice in secondary schools in Kabarole District was  $R = 0.615$ , which was positive with probability value ( $p = 0.000$ ) that is less than  $\alpha = 0.01$  level of significance showing a positive relationship between school inspection teacher’s class room practice at the one percent level of significance. Therefore, teacher’s class room practice is greatly influenced by school inspection by inspectors of schools and the head teachers.

**Table 8: Regression analysis for the relationship between school inspection and teacher’s class room practice**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.765 <sup>a</sup>	.585	.421	.51116

a. Predictors: (Constant), Teacher’s class room Practice

From the Table 8 above, provides the R and  $R^2$  value. The R value is 0.765, which represents the simple correlation and, therefore, indicates a moderate degree of correlation. The  $R^2$  value

indicates how much of the dependent variable, teacher's class room practice were explained by the independent variable school inspection. The standard error of the estimate was .51116 and the adjusted R square value is 0.585. Therefore the adjusted square value of .421 school inspection is dependent on teacher's class room practice in Secondary Schools by 42.1% while the 57.9% is explained by other factors such as motivation and incentives.

#### **4.4. The contribution of school inspection on head-teacher's management practice in Kabarole District**

The items on the head-teacher's practice were derived from the second of objective of the study. Question items measuring responsive head teacher's management in relation to school inspection were put to the respondents as presented in Table 8.

**Table 9: Relationship between school inspection and head- teacher's management practice in Kabarole District**

<b>Items</b>	<b>Mean</b>	<b>SA %</b>	<b>A%</b>	<b>N%</b>	<b>D%</b>	<b>SD%</b>
Regularity/ present at School	3.84	33.3	40.3	-	13.2	13.8
Punctuality	3.83	34.4	36.6	-	14.5	15.5
Motivating the teachers and student	3.66	40.0	30.8	-	14.2	13.3
Reception of external persons	3.54	23.3	40.3	-	23.2	13.8
Relationship with students	2.09	20.0	3.2	-	38.4	38.4
Staff meeting conducted	1.99	7.2	12.8	-	43.0	37.0

*Source: Primary data (2018)*

The majority of the respondents on head-teachers practice were ranked at a mean of 3.84 implying that regularity/ present at School with 73.6%, agreed with question whereas 26.4% disagreed. However, as observed by Nkinyangi (2011) school inspectors and quality assurance bodies have been limited in terms of professional support to teachers. To Nkinyangi, quality assurance officers go about their duties as fault finders, seeking to find mistakes rather than

checking if there are problems affecting curriculum implementation and suggesting the way to overcome them through inspecting head teachers attendance at school.

Coupled with the above, on the question as to whether the Head-teachers were punctual at school, 71% at a mean of 3.83 agreed with it whereas 29% disagreed. This implied that punctuality of the head-teachers at school would influence teachers practice. Responses on absenteeism of teachers at school would checked by head-teachers and this would depend on the punctuality of the head-teachers.

As to whether the Head-teachers Motivates the teachers and student, the responses was at a mean of 3.66 (70.8%) of the total respondents agreed while 28.2% disagreed. This implied that motivation is not a problem to teachers and students at school. On further probe during the face to face interviews, the respondents noted that they were motivated or even given a chance for further studies, since the government would support them in capacity building. The respondents told the researcher interviews “the teacher’s feel that the work they has meaning or importance on learners performance” if the teacher’s is rewarded, this means that good work done is rewarded and this motivates them to continue with the professional”.

In addition to the above on reception of external persons, the finding has shown 63.6% agreed with the question whereas 36.4 disagreed. The mean=3.54 which closely above the median score of two point scale five. This implied that reception of external persons such school inspectors and other stakeholders would influence teachers practice at school improving academic performance of the learners.

Further, more as regards to the relationship with students, the majority of the respondents disagreed with it indicating 76.8% whereas 23.2% agreed. The mean =2.09 was above the median score of one point on scale five. This implied the head-teacher’s relationship between teachers and students were negatively influencing their academic score.

Lastly but not least on the question that staff meeting conducted, only 20% agreed while 80% disagreed with it. This implied that at times head-teachers do not conduct staff meeting at school but would also have been sampling techniques that were developed by the researcher during data collection.

#### 4.4.1. Relationship between school inspection and head-teachers practice

Furthermore, the research sought to test if there is a positive significant relationship between school inspection and head-teachers practice management in secondary schools in Kabarole district. Using Pearson correlation and regression analysis the results are indicated in Table 10 below:

**Table 10: Pearson’s correlation co-efficient between school inspection and head-teachers practice.**

School inspection and head-teachers practice.		School inspection	Head-teachers practice.
School inspection	Pearson Correlation	1	.716
	Sig. (2-tailed)		.000
	N	173	173
Head -teachers practice.	Pearson Correlation	.716	1
	Sig. (2-tailed)	.000	
	N	<b>173</b>	<b>173</b>

*Source: Primary data (2018)*

\*\* Correlation is significant at the 0.01 level (2-tailed).

From the Table 10 above, it’s indicated that, Pearson’s Correlation Coefficient for school inspection and Head-teachers practice in secondary schools in Kabarole District was  $R = .716$ , which was positive with probability value ( $p = 0.000$ ) that is less than  $\alpha = 0.01$  level of significance showing a positive significant relationship between school inspection and Head teacher’s practice in secondary schools in Kabarole District at one percent level of significance. Therefore, the hypothesis that school inspection and head teacher’s practice was accepted. Head teachers practice such as the school provides lunch and tea to teachers, employer gives out clear job description, the school gives adequate material for teachers were found to be influencing the teacher’s behavior. These results were supported by study conducted by Ngalyuka (2010), on employee’s performance and motivation. He found out that employee’s needs were influenced

by a variety of individual factors and this was so because human beings have their own tastes and preferences. He further noted that educational administrators must devise better methods of determining ways and means of rewarding teachers if they expect the reward to have an impact on academic performance. In this regard working conditions, administration supervision, recognition, responsibility, advancement as well as interpersonal relations as some of factors was found to be influencing teachers' performance in Kabarole District.

**Table 11: Regression analysis for the relationship between school inspection and head teachers practice.**

<b>Model Summary</b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
<b>1</b>	<b>.648<sup>a</sup></b>	<b>.419</b>	<b>.378</b>	<b>.48939</b>

a. Predictors: (Constant), Head-teachers practice

The results shown above in Table 11 provide the R and R<sup>2</sup> value. The R value is 0.648, which represents the simple correlation and, therefore, indicates a moderate degree of correlation. The R<sup>2</sup> value indicates how much of the dependent variable, school inspection influences head teacher's practice. The standard error of the estimate is .48939 and the adjusted R square value is 0.378. Therefore the adjusted square value of .378 implied that the school inspection such as inspecting Head teachers accountability at school, school performance, professional development, lesson plans prepared by the teacher, usage and delivery of learning materials for learners, were predict by 37.8% and 62.2% was caused by other factors.

#### **4.5. Relationship between school inspection and staff promotion in secondary schools in Kabarole district**

The items on the relationship between school inspection and promotion in secondary schools were derived from the third objective of the study. Question items measuring responsive services were put to the respondents using frequencies, percentages and mean as indicated in Table 11.

**Table 12: Responses on relationship between school inspection and staff promotion in secondary schools in Kabarole district**

Items	Mean	SA%	A%	N%	D%	SD %
promoting teachers with experience in teaching	3.93	35.4	35.6	-	14.2	14.5
Recommending Staff for promotion	3.7	43.0	12.8	-	10.0	34.2
liaising with the immediate Supervisor while conducting staff promotion	3.00	20.0	40.2	-	21.4	38.4

*Source: Primary Data (2018)*

The details above in Table 12 interrogate the empirical results through advanced statistical tests to demonstrate the views of the respondents on the relationship between school inspection and staff promotion in secondary schools in Kabarole District. The details were supported by interviews, results and documentary evidence.

As whether promoting teachers with experience in teaching, the respondents acknowledged with (71%) strong agreed. The mean = 3.93 was above the median score, two, which on the five-point scale used to measure the items implied that promoting teachers with experience in teaching would improve school performance. On promoting teachers with experience in teaching, respondents mentioned that teachers who had experience were paid more than teachers with little experience. This views was supported by studies conducted by Marnane and Olson (2010), using data from Michigan and North Carolina, demonstrated that teacher salary is an important determinant of the length of time ,that teachers stay in teaching.

Researcher noted that when asked the question of recommending staff for promotion, the majority accepted the hypothesis with 55.8% whereas 44.2% disagreed. The mean=3.7 was above the median score of one point on scale five. The respondent's views were supported by the views of Schmidt, (2009) who noted the head teachers would recommend teachers for professional development. This was meant to increase teaching professionalism, which could

have a positive influence on the job satisfaction and retention in their schools and their profession. Several studies in other employment situations other than schools support a positive relationship between satisfaction with work place training and overall job satisfaction and found that satisfaction with career development positively correlated with organizational commitment and job satisfaction.

Responses to whether the head-teachers would liaise with the immediate Supervisor while conducting staff promotion and this phenomena scored a mean of 3.00 implying that the head teachers would liaise with Inspector of schools while conducting staff promotion. The majority of the respondents agreed with 60.2% whereas 39.8% disagreed with question.

#### **4.5.1. Relationship between school inspection and staff promotion in secondary schools in Kabarole District**

Similarly the researcher sought to find out if there is a positive significant relationship between school inspection and promotion in secondary school in Kabarole District. Using Pearson Correlation Coefficient and Regression Analysis it was found out that school inspection and promotion had relationship on Staff development indicated in Table 13 below.

**Table 13: Pearson’s correlation co-efficient between school inspection and staff promotion in secondary schools in Kabarole district**

<b>school inspection and staff promotion</b>		<b>school inspection</b>	<b>Staff promotion</b>
<b>school inspection</b>	Pearson Correlation	1	.412
	Sig. (2-tailed)		.000
	N	173	173
<b>Staff promotion</b>	Pearson Correlation	.412	1
	Sig. (2-tailed)	.000	
	N	173	173

*Source: Primary Data (2018)*

**\*\* Correlation is significant at the 0.01 level (2-tailed).**

The results in Table 13 above shows that, school inspection and staff promotion of teachers affects teacher's performance by  $R = .412$ , which was positive with probability value ( $p = 0.000$ ) that is less than  $\alpha = 0.01$  level of significance showing a positive significant relationship between school inspection and promotion at the one percent level of significance. Therefore, school inspection greatly influences teacher's promotion by 41.2 % while 58.8 % is caused by other factors such as remuneration and incentives.

**Table 14: Regression analysis for the relationship between school inspection and staff promotion in secondary schools in Kabarole district**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.471 <sup>a</sup>	.221	.199	.51540

a. Predictors: (Constant), staff promotion

From the Table above 14 provides the R and  $R^2$  value. The R value is 0.471, which represents the simple correlation and, therefore, indicates a low degree of correlation. The  $R^2$  value indicates how much of the dependent variable, school inspection can be explained by the independent variable promotion. The standard error of the estimate is .51540 and the adjusted R square value is .199. Therefore the adjusted square value of .199 implied that promotion positively predict school inspection in other words teacher's performance is dependent on school inspection by 19.9%.

In conclusion, the chapter presented findings on the relationship between school inspection and staff development in government aided schools, relationship between school inspection and head teachers practice, relationship between school inspection and teachers practice and the relationship between school inspection and promotion. Views generated from the respondents on the relationship between school inspection and staff development in secondary schools in Kabarole were incorporated in this study.



## CHAPTER FIVE

### SUMMARY, DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATION

#### 5.0 Introduction

This Chapter focuses on the discussion of findings, conclusions and recommendations based on the respective research objectives.

#### 5.1. Summary and discussions of the findings

The study was undertaken to establish the relationship between school inspection and staff development in Government aided secondary schools in Kabarole District. Three objectives were developed by the researcher, derived from the topic.

##### 5.1.1 The relationship between school inspection and teacher's classroom practice in Secondary Schools

The first research question was tested using Pearson Correlation Coefficient, showing a positive relationship between school inspection and teacher's classroom practice management in Kabarole district. Therefore, teacher's practice management through delivery quality reading material to learners is greatly influenced by school inspection. A regression analysis was run and the results revealed that school inspection influences teachers practice at school. Therefore the finding implies that school inspection positively predicts teacher's practice management at school; in other words if there is an improvement in school inspection then teacher's practice management will also improve. These views were supported by Matthew & Smith, (2005), who noted that school inspection is designed to assess whether the school successfully meets its targets in terms of learning outcomes and pupils experiences. He further acknowledged that, assessment in classroom lies at the heart of quality assurance in schools. For that purpose, the emphasis is stressed on classroom evaluation and the way teaching and learning is to be operationalized to ensure the quality of what is delivered to the students by teachers.

The findings also confirmed the views of Nkinyangi, (2011), school inspectors, in whichever education system, and in the Ugandan education system in particular, are expected to provide professional support to teachers. They are also supposed to ensure that teachers use different teaching and learning approaches appropriate to the Ugandan students needs. Moreover, they are

to develop student's knowledge, understanding and skills in all curriculum areas but, to what extent school inspectors are competent enough in all curriculum matters?

### **5.1.2. The relationship school inspection and head teacher management practice in Kabarole district**

The second research question was tested using Pearson Correlation Coefficient, showing a positive significant relationship between school inspection and Head-teacher's management practice in secondary schools in Kabarole District. Therefore, Head teachers practice is greatly influenced by school inspection. The findings of the study revealed that school inspection increases head teacher's morale and influences teacher's practice in the class room. The researcher noted that head teacher's punctuality at school, regularity, conducting staff meeting, reception of external persons and motivating the teachers and students would influences teacher's practice and improve student performance. These views were supported by Learmonth (2010) contends that head teachers have the responsibility to provide all children with best possible education and school inspection is an important source of information about how successfully this aim is being achieved". Learmonth believes that school inspection is both a tool for accountability and as a powerful force for school improvements.

A regression analysis was run and the results revealed that school inspection positively predicts head-teacher's practice management at school in other words if there is an improvement in school inspection and Head teacher's Practice will also improve.

### **5.1.3. The relationship between school inspection and staff promotion in secondary schools in Kabarole district**

The third research question was tested using Pearson Correlation Coefficient, showing a positive significant relationship between school inspection and promotion in secondary schools in Kabarole District at the one percent level of significance. Therefore, promotion of teacher's in secondary schools is greatly influenced by school inspection, a regression analysis was run and the results revealed that school inspection and promotion predict teacher's class room practice, head-teachers.

Staff promotion such as the Head-teacher recommending staff for promotion, promoting teachers with experience and liaising with the immediate supervisor while conducting staff promotion.

These views were supported by Beach&Reinhartz (2010) equally emphasized those inspectors/supervisors as mentors and friends in relationships to support teachers and provide atmosphere for learning environment in the classroom during instructional supervision. The overall purpose of instructional supervision is to help teachers improve, and this improvement could be on what teachers know, such as skills, as well as teacher's ability to make more informed professional decisions. According to Zepeda (2012), she noted that there must be a clear connection of instructional supervision to professional development and teacher evaluation. She added that the various models or approaches of instructional supervision such as clinical supervision, peer coaching, cognitive coaching, mentoring, etc. bridge instructional supervision and professional development.

## **5.2. Conclusions**

Study conclusions were drawn basing on the different research objectives as shown below

### **5.2.1. The relationship between school inspection and teacher's classroom practice in secondary Schools**

Findings revealed that there is a positive relationship between school inspection and teacher's management practice in Kabarole District. Therefore an improvement on school inspection will lead to an improvement in teacher's management practice.

### **5.2.2. The relationship between school inspection and head-teacher's management practice in Kabarole District**

Findings revealed that there is a positive relationship between school inspection and Head teachers practice in Kabarole District. Therefore an improvement on school inspection will lead to an improvement in head-teacher's practice management hence improving student's performance.

### **5.2.3. The relationship between school inspection and staff promotion in secondary schools in Kabarole District**

Findings revealed that there is a positive significant relationship between school inspection and staff promotion in secondary schools in Kabarole District such as head-teacher's recommending teachers with experience for promotion. Therefore if there is an improvement in school inspection, staff promotion of teachers will also improve.

### **5.3. Recommendations**

The study recommends that the government should address issue of school inspection and staff development in government aided school. Factors do with staff development such as recommending teachers with experience need to put under consideration. The study has shown that school inspection relates to actual performance of teachers practice and head-teachers practice at school. Factors related to responsibility, recognition, staff promotion and achievement need to be inspected by school inspectors.

The researcher recommends the local government should improve the teaching environment as a means of improving the performance. This reflects the priority placed on access to education such as enough class room, teacher's housing facilities. Education is a main pillar of economic, social development and the most important factor for its sustainability. If the ultimate goal of development in Kabarole District is to improve human welfare, then this goal cannot be attained without educated, productive citizens and individual's commitment to human values and ideals. Providing access to educational services and enabling citizens to derive full benefits from them, therefore, one of the landmarks on the road to human development, since education expands the scope of options and skills necessary for creating a productive citizen.

The researcher recommends that the Government needs to carry community sensitization especially promoting teachers. This should be done by teaching the community about the importance education to development of the nation. This should be done by both District workers in all departments.

### **5.4. Area for further Research**

There is a need to carry out a study on the staffing levels of teachers and performance in Secondary schools in Kabarole District.

There is a need to carry on the effect of motivation of teachers in secondary schools on learner's performance in Kabarole District.

In conclusion, the chapter has summarized, discussed the findings of the study in relation to the objectives of the study. Conclusions and recommendations were also drawn in accordance to objectives developed in the research.

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## APPENDIX I

### QUESTIONNAIRES TO HEAD TEACHERS AND TEACHERS

NKUMBA UNIVERSITY

P.O. Box ....., Kampala

Dear Respondent, I am a postgraduate student of Nkumba university pursuing a Master Degree of Educational Management and Planning Studies. I am carrying out a research on “**School Inspection and staff development in secondary schools in Kabarole district**”. Therefore, am seeking your permission to administer questionnaires to the **teachers and head-teachers** to gather data on the above topic. This is purely on academic grounds and no any other purposes. You have been identified as one of the key respondents in this study. This is to kindly request you to respond to the questions as honestly as possible. All responses will be treated with utmost confidentiality and the research is entirely for academic purposes only.

Thank you in advance for your co operation.

Yours sincerely,

**RUJUMBA JOSEPH,**

Thank you.



**SECTION A      BIO-DATA**

Please tick in the column below the specified variable.

<b>1. Age bracket</b>	19-29	29-39	39-50	Above 50	
<b>2. Gender</b>	Male	Female			
<b>3. Marital status</b>	Married	Single	Widowed	Divorced	
<b>4. Level of Education</b>	Masters	Bachelors	Diploma	Certificate	Others Specify
<b>5. Years in Teaching</b>	1-5	6-10	11-15	16&above	

6. How many times have you been promoted?

(i) Once       (ii) Twice       (iii) More than two times

7. How often is school inspection done?

.....

.....

.....

8. What do teachers do that is inspected?

.....

.....

.....

.....

**APPENDIX (ii) QUESTIONNAIRE**

**Tick the number that best indicate your opinion on the questions using the following scale.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

**SECTION B**

**9. The relationship between school inspection and teachers classroom practice in secondary Schools**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Inspection improves teacher performance in the classroom through the development of teaching and learning materials					
School inspection evaluates the standards of education being provided by schools and to suggest areas of improvement.					
School inspection reports on staff development improves on teacher's practice					
School inspection ensures that teachers use different teaching and learning approaches appropriate					
Inadequate inspection of schools results deficient in Student's performance					
A knowledge gap regarding the effectiveness of school inspection practice in staff development has remained unfilled.					
The head-teachers and senior managers have the most positive perceptions on external inspection practice while teachers' negative perceptions toward it					

School inspection provides a continuous monitoring, reviewing and assessing the attainment and progress of student					
school inspection ensures the quality of student's learning					

10. Does school inspection provide timely assessment of learning?

Yes  No

11. If No why?

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

12. Does school inspection provide timely feed back?

Yes  No

13. If yes how?

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

14. Does School Inspection ensures regular attendance of the learners and teachers?

Yes  No

15. If yes, how?

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

16. In your own words mention how the school inspection in terms of

(a) Teachers' Classroom practice

.....  
.....  
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(b) Head teachers Management Practice

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.....  
.....

(c) Staff Promotion

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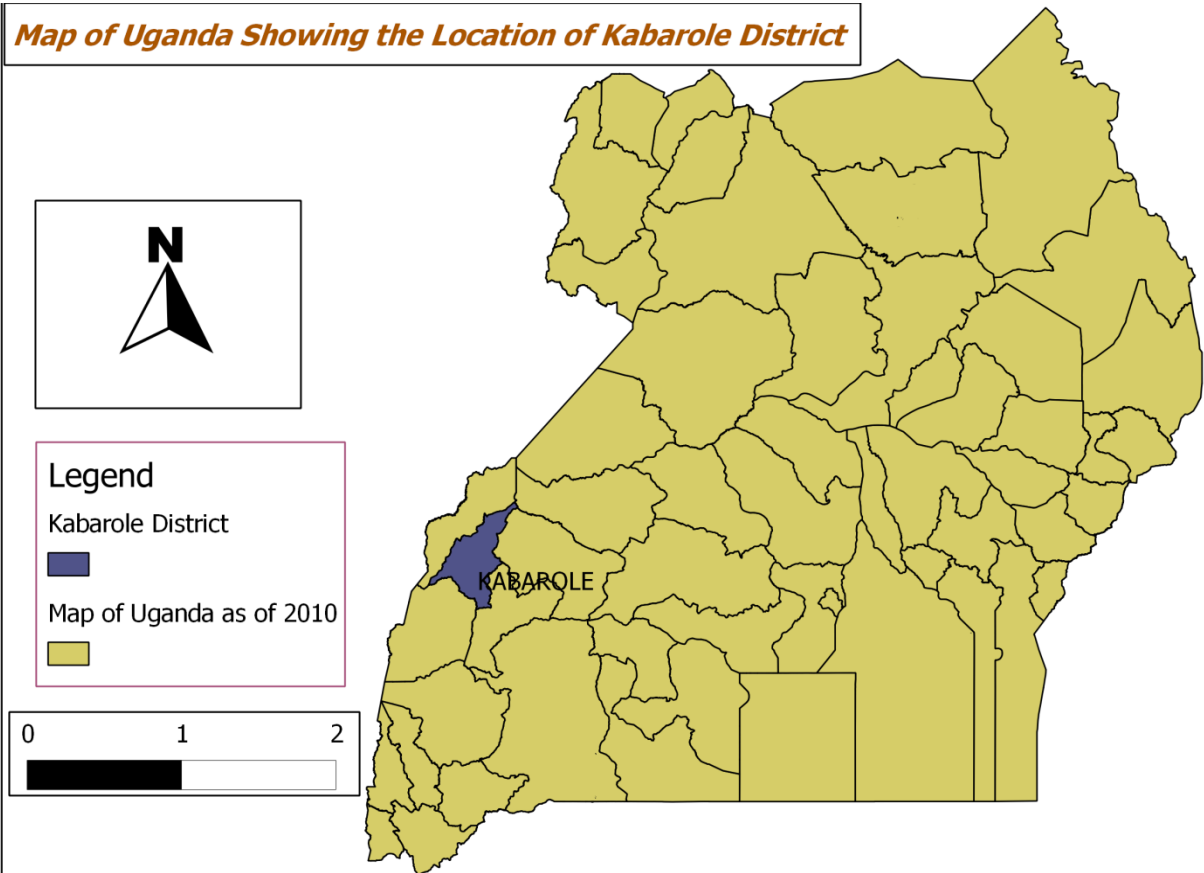
**APPENDIX (iii) Observation check list and documentary review for Head teachers**

<b>17. Class Room management</b>					
Lesson plan prepared					
Lesson delivery (usage of materials)					
Assessment of the learners done by teachers					
Class room control					
<b>18. Head-teacher's Management</b>					
punctuality					
Regularity /presence at school					
Staff meeting conducted					
relationship with students and staff					
Reception of external persons					
motivating the teachers and students					
19. Staff Promotion					
<b>Recommending staff for promotion</b>					
<b>Promoting teachers with experience in teaching</b>					
<b>Liaising with the immediate supervisor while conducting staff Promotion</b>					

**QUESTIONNAIRE FOR INSPECTORS OF SCHOOLS AND ASSOCIATES**

1. What role do you play in Schools?
2. Has the School benefited from the Inspection programme? If so, mention how?
  - (a) Head teachers have improved in their Practice
  - (c) Teachers have improved in their practice
3. How can School Inspection improve on Staff development?

Appendix: 2 Maps



A map of Kabarole district

