



**SCHOOL INSPECTION AND PERFORMANCE OF SECONDARY SCHOOL
TEACHERS IN KASESE DISTRICT-UGANDA**

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DECLARATION

I **DOVIKO KISEMBO** declare to the best of my knowledge that the work presented in this report is my original work. It has never been presented to any Institution of higher learning before for the award of any of master's degree.

Signature:..... Date:.....

DOVIKO KISEMBO

APPROVAL

This is to certify that this research work was carried out under strict supervision and has been approved for submission to Uganda Management Institute in partial fulfillment of the requirements for the award of Masters Degree in management studies (public administration and management).

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Signature

Date:/...../.....

DEDICATION

This book is dedicated to my parents Mr. Modesto Bwambale and Mrs. Annastazia Bwambale, my wife Mrs. Kisémbó Doreen Ajuna and my children Asingya Esther Darlin and Apipawe Elsa whose support and devotion have never failed me. To my children I say to you that you should love “education” for your successful and brighter future.

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It is my desire and gift to acknowledge and thank God for my life. Thanks be to God.

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May Almighty God bless you all.

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LIST OF ACRONYMS

DES: Directorate of Education Standards.

NRM: National Resistance Movement.

ESA: Education Standards Agency.

MoES: Ministry of Education and Sports.

KDLG: Kasese District Local Government.

DAM: Democratic Administration Movement.

UMI: Uganda Management Institute.

SPSS: Special Package for Social Scientists.

CVI: Content validity Index

SAQs: Self-Administered Questionnaires.

ABSTRACT

This study assessed the perceived effect of school inspection on the performance of secondary school teachers in Kasese district. Specifically the study reviewed three objectives that were: to investigate the implementation of school inspection report on the performance of teachers in secondary schools in Kasese district; to establish the perceived effect of support inputs by school inspectors on the performance of teachers in secondary schools in Kasese district and to examine the feedback in school inspection on the performance of teachers in secondary schools in Kasese district. An exploratory and descriptive research survey designs were adopted using a representative sample of 423 of students, teachers, and head teachers from selected schools both rural and urban and school inspectors and DEO out of a population of 2031 in Kasese district. Self administered questionnaires and interview guides were used to collect data from respondents. The empirical data was analyzed both quantitatively and qualitatively to obtain the findings. The findings indicated that inspectors are judgmental, no professional support among others factors that would enable better performance of teachers, thus testing the first hypothesis it was revealed that there's no significant effect on implementation of school inspection on the performance of teachers in secondary schools in Kasese district. Further, the finding revealed that Support inputs by school inspectors have not significantly effected the performance of teachers in secondary schools in Kasese district. Lastly the findings revealed that there's no significant effect of feedback in school inspection on the performance of secondary teachers in Kasese district. The researchers concludes that there is no perceived effect on implementation of school inspection towards the performance of teachers, inadequate support inputs by school inspectors thus hindering teachers' performance and there's no adequate feedback in school inspection on the performance of teachers in secondary schools in Kasese district. The researcher recommends that school inspectors should be developmental rather judgmental help teachers improve in their teaching process, there's a need by the government to ensure that school inspectors provide a continuous monitoring to enable better performance. The researcher also recommends that the government should recruit more inspectors and adequately fund them so as there is continuous monitoring and professional support by inspectors to secondary schools teachers both in rural and urban areas. Lastly the researcher recommends that there is a need by the ministry of education to ensure that school inspection reports and feedback mechanisms are clear and timely received by schools and other stakeholders.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study was an investigation of the effect of school inspection on the performance of secondary school teachers in Uganda using Kasese District as the case study. Inspection is conceived as an independent variable while performance of secondary school teachers is the dependent variable. This chapter presents the background to the study, the statement of the problem, general objective of the study, specific objectives, research questions, research hypothesis, conceptual frame work, significance of the study, scope of the study and operational definitions of terms and concepts.

1.2 Background of the study

1.2.1 Historical background

External evaluation in education through school inspection by national governments is not new in the world education system. It is stated that the first school inspection/supervision originated from France under Napoleon's regime at the end of 18th Century (Grauwe, 2007). Later, the idea spread to other European countries in the 19th Century (Wilcox, 2000; Grauwe, 2007). In the United Kingdom (UK), the first inspection services were carried out by Her Majesty's Inspectorate (HMI) in 1839 (Learmonth, 2000; Wilcox, 2000). School inspection, was conceived as one of the forms of accountability in education (Neave as cited in Matete, 2009). Other forms of accountability in education include the market choice as practiced in United States, UK, Australia and New Zealand and the school voucher system in America, Chile, Colombia, and in England (Friedman, 2005; Lee & Wong, 2002).

Accountability in its literal meaning denotes the obligation that one part gives an account on the work performed to the other (Wilcox, 2000). The underlying idea towards accountability in education is to make the providers of education such as the teachers accountable to the people who pay for the education of their children (the taxpayers) (Ehren & Visscher, 2006; Davis & White, 2001; Richards, 2001; Sergiovanni & Starratt, 2007). On this Neave says: Though teaching is the task of professional educators, the body that calls teachers to account should be drawn widely from the community they serve. The argument for greater parental participation follows many lines of reasoning and justification: fiscal responsibility; parents as local taxpayers they have a right as citizens to be informed about what has been administered in their name (as cited in Matete, 2009; pg. 1).

In England and Wales for example, “performance of teachers is engineered through payment by results” (Hoyle & Wallace, 2005; pg. 21). This implies that, teachers’ salary was based on performance of the pupils in the national examinations especially in 1870s (Levin as cited in Matete, 2009). The idea behind this practice was to make teachers more committed towards the task of educating the pupils and contributing greatly towards their school achievements and excellences.

Essentially, there are three main premises that are put forward in both developed and developing countries regarding establishment of school inspections as external evaluation in education. First, it is argued that school inspection is the central frame through which the government can monitor and ensure the quality of education provided in the society. Second, it is also argued that there is no way that the governments can ensure the implementation of national goals and objectives in absence of external evaluation as the counter balance of teachers’ ability in teaching and learning. Third, it is further argued that for countries to

prepare a competitive workforce to meet the challenges emerging due to globalization processes, school inspection as external control in education is indispensable and inevitable (Wilcox, 2000; Hoyle & Wallace, 2005; Neave, 1987; Davis & White, 2001; Chapman, 2001b; Mathew & Smith, 1995; Learmonth, 2000). Clearly, therefore, inspections are seen as playing essential roles in monitoring performance secondary school teachers in Uganda.

In many African countries like in Tanzania, Botswana, Zimbabwe and Uganda among others establishment of school inspection services accompanied the introduction of formal public education (Grauwe, 2007). Many of the developing countries expanded the inspection services after independence. In addition, the increased number of schools accompanied with a relatively slower growth in number of supervisor/inspection officers (Grauwe, 2007)

In Uganda, since 1925, the government started playing an active role of exercising control over education. The first commission was set up to ensure quality of education and this was the de Bunsen committee appointed in 1952, which recommended among other things; expansion of secondary schools; however this commission did not serve to construct a good foundation for an education system. The next commission was the castle commission appointed in 1963. The demand was the high level of human power to take over the running and management of both the public and private sectors. This did not achieve all its recommendations due to negative political climate closely coupled with poor economic growth of 1972-1978. The post conflict NRM government instituted a series of commissions to investigate the situation in all areas of government; one of them was the education policy review commission, which was appointed in 1987 under the chairmanship of Prof. W. Setenza Kajubi. Among the recommendations was establishment of the inspectorate of

education as an autonomous body to control the quality of education and ensure that schools maintain certain minimum standards (Ssekamwa, 1997).

Thus, in July 2001, an independent agency, the Education Standards Agency (ESA), was formed to carry out school inspection activities. The agency was expected to operate as an autonomous body, but the enabling legislation was never presented to Parliament for approval. In July 2008, following the enactment of the Education Act 2008, ESA was transformed into the Directorate of Education Standards (DES) in the MOES. The agency plays a vital role in ensuring education standards through evaluating teachers' performance. Teacher evaluation can contribute to the definition of effective teaching and productivity in schools (Elliotm1996; Marshal, 1996).

1.2.2 Theoretical background

School inspection is regarded as a process of both internal and external evaluation in the education system; this section discusses in details the theories behind school inspection. School inspection as an organ of quality assurance in education, gained its strength in connection to the introduction of classical management theories, these were: the scientific management in 1880's by Fredrick Wilson Taylor, administrative management in 1940's by Henri Fayol and Bureaucratic management in 1920's by Max Weber (Wetheim, 2007; Sergiovanni & Starrat, 2007). All these management thoughts were concerned on how to manage work and organization more efficiently. The importance of scientific management theory in school inspection is mostly emphasized by this study. This theory was developed by F.W Taylor an American Engineer in his book "The principles of scientific management" in 1911. This theory was first used in connection with school inspection in early 1980's in U.S.A where there was a mild renaissance of interest in supervisory activities in education (Sergiovanni & Starratt, 2007). The scientific management concept was carried over the

school inspection when teachers were viewed as the key implementers of curriculum and teaching system. Teachers were needed to prepare the schemes of work from the syllabus and prepare lesson plans; school inspectors were to make sure that teachers followed these arrangements for effective teaching and learning. This theory will guide the study since it applies monitoring vis-aviz workers performance this will assist how inspection is to be done and its influence on teachers.

According to Maicibi (2005), without proper supervision style effective performance cannot be realized in schools. A study by Mobegi, Ondigi and Oburu (2010), established that Quality Assurance has ignored their roles of visiting schools and offering necessary advice on improvement of quality curriculum implementation. Maranga (1977, established that supervisors lack skills and techniques to contribute to the adequate performance of supervisory roles and the roles are not adequate. Subsequently Harris, cited by Kamindo (2008), puts it that supervision is what a school personnel has to do with adults and duties to maintain or change the school operation in a way that directly influence teaching processes employed to promote pupil learning which is directed towards maintaining and improving teaching learning process of the school.

1.2.3 Conceptual background

School inspection is a process of observing work in schools, collecting evidence from variety of other sources and reporting the judgments (Richards, 2001). To Richards, school inspectors need to interpret and not just report activities as not everything found in the school during inspection is necessarily inspected and reported. Richards thus stresses that only the main features that are deemed relevant to the educational industry are to be examined. It is a process of assessing, examining, collecting information and analyzing the performance of teachers, so as to see if it meets the educational standards that the government intends to

achieve through its education system. In this study, school inspection is conceptualized in terms of implementation of school inspection, support inputs for school inspection and feedback in school inspection.

The teachers in terms of their performance they are supposed to ensure better teaching and learning in schools. Goddard and Emerson (1997:33), Support that inspection should promote high educational outcomes, and in particular high attainment, good progress, and a positive response from students. Judgment should be based on the extent to which teachers have a secure knowledge and understanding of the subjects or areas they teach; set high expectations so as to challenge students and deepen their knowledge and understanding; plan effectively; employ methods and organizational strategies which match curricular objectives and the needs for all students; manage students well and achieve high standards and discipline; use time and resources effectively; assess pupils' work thoroughly and constructively, use assessment to inform teaching; and use homework effectively to reinforce and/or extend what is learned in school.

The outcome of inspection is evaluation reflected in rating scales, for example, or on other ways of representing teachers' performance. According to Glatthorn (2000), teacher evaluation can have two levels, the individual and the organizational, and two purposes, improvement and accountability. He also adds that, faculty assessment for school improvement is the evaluation of an entire school faculty or a team of teachers in order to effect general school or departmental improvement. Glatthorn connects teacher-evaluation with rating, which is the evaluation of an individual teacher in order to make administrative decisions relative to accountability and performance, for example, tenure, promotion, and

renew contract. Danielson and McGreal (2000), see as the final goal for teacher evaluation, the improvement of the educational process through programs of professional development.

School inspection as the process of “assessing the quality and/or performance of the institutional services, programmes or projects by those (inspectors) who are not directly involved in them” Wilcox (2000:15). The definition indicates that school inspection is an external system of educational evaluation, and in reality school inspectors have no direct control of the teachers but they influence their accountability to their work performance through the publication of the school inspection reports (Ehren & Visscher, 2006).

Teacher’s performance is when a teacher actively participates in the school daily or routine activities in such environment and has interest in the student’s discipline, marking their work and class control or performance is regarded as simply the record of outcomes achieved, it is a record of the person’s accomplishment in a certain organization. It should be pointed out that teachers performance has been a matter of concern in Uganda since colonial times and even after the country had acquired it independence, teachers work was monitored for good performance and had to express good character that is why after independence in 1962, a teacher’s code of conduct was introduced in Uganda to check for teacher’s conduct. Teacher’s performance has a number of dimensions both qualitatively and quantitatively. Qualitatively, performance is looked at in terms of class control, extra responsibilities and adequate lesson preparations. Quantitatively, teachers’ performance shall be looked in terms of syllabus coverage, tests given to students, a number of lessons taught, increased number of students passing examinations and time taken to accomplish the work. However, several factors are likely to affect teacher’s performance in secondary schools but this study shall

focus especially on school inspection and its effect on the performance of secondary school teachers.

1.2.4 Contextual background

In Uganda, most inspectors in secondary schools simply find faults, even though inspection is conducted, inspectors have not done it to its full capacity. The Ministry of Education and Sports (MoES) Education Standards Agency (ESA) and District Education Inspectors (DEIs) are charged with the responsibility of ensuring quality education and ensuring that schools maintain minimum standards (Ward, Penny & Read, 2006). The important things for school inspectors to observe includes “the teachers attendance, pupils attendance”, work of the teacher in relation to lesson plans, schemes of work, subject log books and quantity and quality of exercises provided to pupils. They further have to assess the promotion rate from one grade to another, truancy practice among the pupils, repetition rate, and the transition rate from level to the another (MoES, 2000). They must also assess the action plans that indicate how the school is going to implement the national goals and objectives especially in teaching and learning and other school development plans including extracurricular activities like school discipline, school songs, national anthem, school culture and relationship with the community and athletics (MoES, 2005).

Wilcox (2000:15) defines inspection as the process of “assessing the quality and/or performance of the institutional services, programmes or projects by those (inspectors) who are not directly involved in them”. The definition indicates that school inspection is an external system of educational evaluation, and in reality school inspectors have no direct control of the teachers but they influence their accountability to their work performance through the publication of the school inspection reports (Ehren & Visscher, 2006). And on the other hand Supervision includes all efforts to school officials directed to provide

leadership to the teachers and other educational objectives, instructional materials, methodologies and evaluation of instruction (Fischer, 2011). School supervision is what a school personnel has to do with adults and duties to maintain or change the school operation in a way that directly influence teaching processes employed to promote pupil/students learning which is directed towards maintaining and improving teaching learning process of the school, (Kamindo, 2008).

Reports from the media still indicate that inspectors have not full conducted continuous monitoring and inspection in various schools in Kasese district to assess the performance of teachers. Inspectors are expected to inspect school continuously, carry out classroom observations and discuss issues that arose during the lesson presentation in the classroom with individual teachers. The teacher should be given a room to outline what she/he thinks are the strengths and weaknesses in her/his lesson presentation and what she/he thinks are the solutions to the problems encountered in teaching and learning (MoES, 2000). Due to the quick of inspector at time they have been seen ending up not to discuss with the teachers on the suggestions she/he has on how the lesson could be improved.

Teacher evaluation usually takes place within a political context following the direction of improvement or accountability. This gives rise to a conflict between the various participants as to the purposes and outcomes of the evaluation, inspection, or appraisal process. Teachers and their representative institutions (e.g. teacher unions, principal associations, etc.) see the main purpose of teacher evaluation as professional development.

Despite the efforts to improve school inspection in Uganda, the communities and the news from the media tend to blame the school inspectors upon the decline of the quality of education in schools. Yet the core function of school inspectors is to ensure quality education (MoES, 2005). When pupils fail in the national examination results, the society blames the

school inspectors suggesting that they do not do their job properly or that too long a period has lapsed between inspections. On the other hand, when many pupils pass in the national examination results, all the praises have been directed towards the head teacher and the teachers that they are competent in the key areas.

In Kasese District, inspectors believe that they are doing up to their inspection since they do calm of visiting various schools frequently to assess the performance of secondary school teachers. However according to District Development Plan suggests that the education sector faces serious challenges in terms of rampant absenteeism of teachers, supervision and inspection particularly in schools in hard-to-reach areas (KDLG, 2011). It is revealed that 30% of the teachers absentee themselves from the schools in the district each term (KDLG, 2011). This has negatively affected the quality of education in the district. There is lack of sufficient research on effect of inspection and performance secondary school teachers. This study intends to fill this gap.

1.3 Statement of the Problem.

School inspection is a fundamental component in any education system and it is considered as an important element for the performance of teachers in schools. Inspections are needed to ensure that schools maintain minimum standards and control the quality of education in schools. And teachers' core function is to ensure and improve teaching and learning activities of the students (Education sector strategic plan, 2004-2015). In Kasese District, the District Education Inspectors are responsible to ensuring quality education and ensuring that schools maintain minimum standards through provision of professional support that effect teacher's performance (KDLG, 2011). Despite of the efforts done, teachers' performance has not changed much; taking in reference the past two years (from 2011 to 2012) students' performance kept declining, and this has been more worse compared to the performance of

students from different districts for example Kabarole, Bushenyi, and Mbarara (DEO report, 2013). Basing on the poor performance of students upon which performance of teachers can be assessed, costs to be incurred during the field research and among other factors, thus the researcher selected Kasese district compared to other districts as the area of concern for the research study. Even when inspection is conducted, teachers' have not performed effectively to the standards. For example, at times inspectors do not physically visit classrooms to see how teaching is conducted nor do they ask the students about teachers' performance (KDLG, 2011). According to District Development Plan suggests that the education sector faces serious challenges in terms student's performance where statistics indicates that students have not covered the required curriculum coverage in the respective terms which has resulted into their poor performance. There are also instances where teachers have not accomplished the assigned tasks, and no lesson preparations, all these factors have continuously led to the decline of students' performance as indicator of secondary teachers' performance (KDLG, 2011). There is still insufficient research whether the teachers' performance problems are due to the nature of school inspection in the district. It was this apprehension that motivated the researcher to examine the influence of school inspection on the performance of teachers in Kasese district especially at secondary school level.

1.4 Purpose of the Study

To assess the perceived effect of school inspection on the performance of secondary school teachers in Kasese district

1.5 Objectives of the study

The following objectives guided the study:

- (i) To investigate the effect of implementation of school inspection on the performance of teachers in secondary schools in Kasese district.

(ii) To establish the effect of support inputs by school inspectors on the performance of teachers in secondary schools in Kasese district.

(iii) To examine the effect of feedback in school inspection on the performance of teachers in secondary schools in Kasese district.

1.6 Research Questions

The following research questions were answered:

1. How has implementation of school inspection affected the performance of teachers in secondary schools in Kasese district?
2. What is the perceived effect of support inputs by school inspectors on the performance of teachers in secondary schools in Kasese district?
3. To what extent has feedback in school inspection affected the performance of teachers in secondary schools in Kasese district?

1.7 Research Hypotheses

The following hypotheses were tested

1. There is a significant effect implementation of school inspection on the performance of teachers in secondary schools in Kasese district.
2. Support inputs by school inspectors significantly affect the performance of teachers in secondary schools in Kasese district.
3. There is a significant effect of feedback in school inspection on the performance of teachers in secondary schools in Kasese district.

1.8 Conceptual Framework

The conceptual framework shows that school inspection affects performance of teachers. School inspection was therefore the independent variable while performance of teachers was the dependent variable.

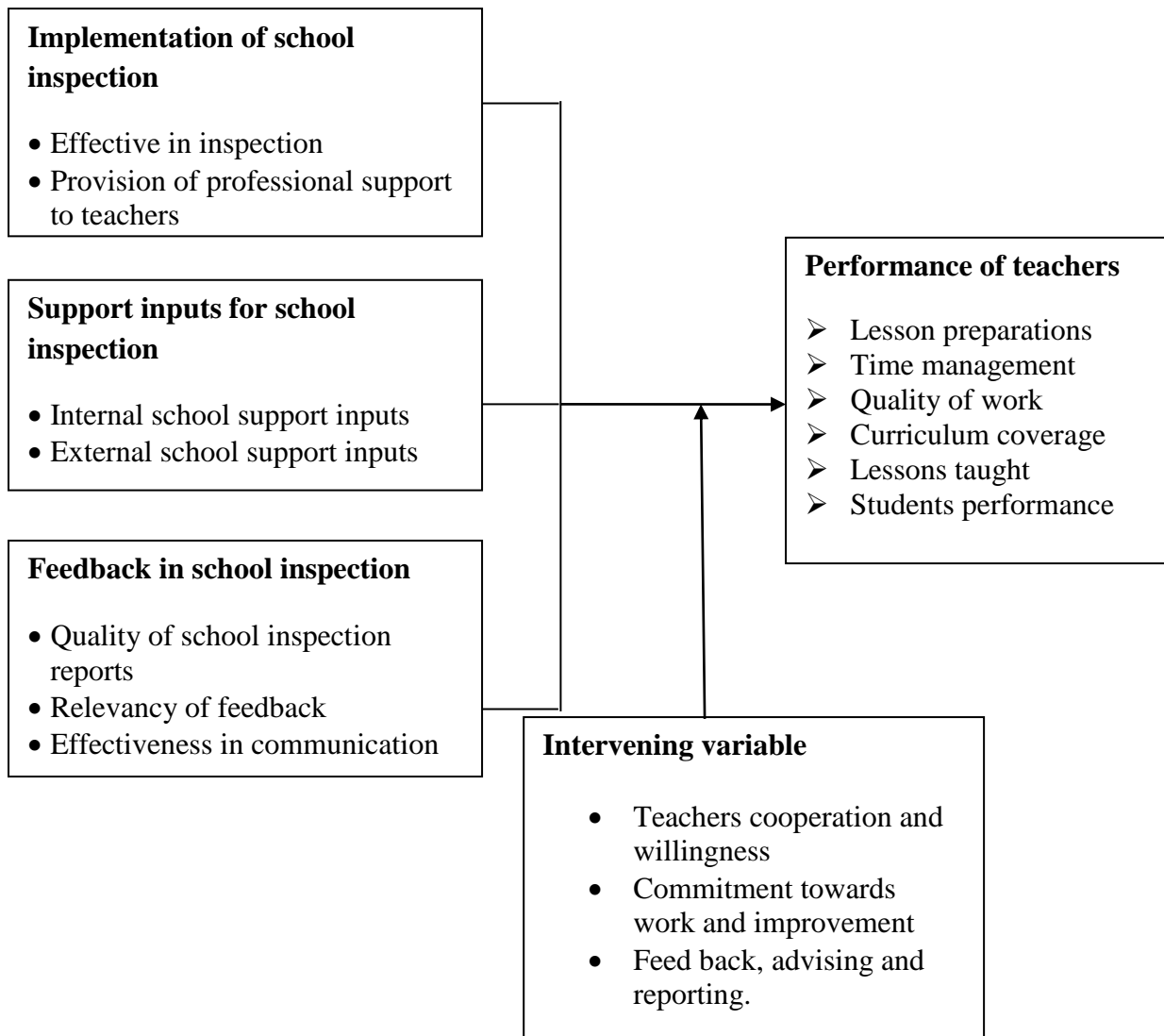
Figure 1: Effect of school inspection on performance of teachers in secondary school.

Independent variable (IV)

Dependent Variable (DV)

School inspection

Performance of teachers



Source: Taylor’s 1880s scientific management theory.

The conceptual framework illustrated the effect of school inspection (the independent variable) on teacher performance (the dependent variable). It was conceptualized that school inspection has the following dimensions: implementation of school inspection, support inputs for school inspection and feedback in school inspection. The assumption was that implementation of school inspection, support inputs for school inspection and feedback in school inspection shall have an effect on teacher performance.

1.9 Significance of the Study

The study provides useful information to the school inspectors on how they can best support teachers especially in relation to teaching and learning. The study is useful to education policy makers, ministry of education and other stake holders so as they see the need for the external evaluation in education. The study provides empirical evidence or data on the influence of school inspection on teaching and learning in Uganda. The study provides knowledge on school inspection, which shall probably enhance the government to inject resources towards the inspectorate to monitor the quality of education in Ugandan society. The study shall particularly be important to Kasese district local government and the rest of districts in Uganda to improve on the level of inspection to ensure performance of teachers. The study contributes to the already available literature and serves as reference for other researches in relation to school inspection and the impact it has on teacher performance in Uganda

1.10 Justification of the Study

School inspection paramount much towards teachers' performance by ensuring quality education. Indeed, it is argued that quality education is an unavoidable expense which must be undertaken by each and every country (Nkinyangi, 2006). It is a universal phenomenon for mankind "asset which upholds and perpetuates human beings" time honored by virtues. It is thus generally accepted in every society and at every level of government that there is a need for inspection in schools to define ways of enhancing quality of education and to ensure schools maintain minimum standards. In Kasese district, schools inspection has not been easy and has raised concerns mostly in secondary schools that inspection has been poorly done, some guide lines for inspection are rigid and apply to primary section (The Republic of Uganda 1999, vision 2025 Kampala). Yet no study of this magnitude has ever been conducted in Kasese District. It is therefore hoped that the study of school inspection and its

influence on performance of secondary school teachers shall contribute to the development of research based approaches appropriate for school inspection for all stakeholders in education sector.

1.11 Scope of the Study

1.11.1 Geographical scope

The study covered Kasese district local government and particularly in 3 rural schools (Uganda Matyrs College, Saad Memorial SS and Maliba SS) and two urban division schools in the municipality (Kasese SS and Mt. Rwenzori Girls) to give the schools inspection experience for both rural and urban setting and the researcher compared the data. The schools that were selected were both Government aided and private owned, the reason for this was that both institutions were subjected to the same rigor of inspection.

1.11.2 Content scope

The study investigated the extent to which school inspection effects secondary school teacher's performance. School inspection was restricted to implementation of school inspection, support inputs for school inspection and feedback in school inspection. Teacher's performance was restricted to lesson preparations, time management, quality of work, teacher attendance, curriculum coverage and lessons taught.

1.11.3 Time scope

The study was limited to period 2008-2012. This is because during this period a lot of concern about school inspection and teacher performance was raised.

1.12 Operational Definitions and Concepts

Effectiveness in communication: refers to the degree to which school inspection findings are shared between teachers, school administrators and inspectors.

Effectiveness in inspection: refers to the degree to which school inspection objectives are achieved and extent to which targeted school inspection problems are solved.

Secondary Schools; refers to social institutions in which groups of individuals are brought together to share educational experiences and such interactions may breed positive or negative influences on learners.

Support in puts: will refer factors that aid school inspectors to have a positive impact on teaching and learning.

School inspection: refer to the process of observing work in schools, collecting evidence from variety of sources and reporting the findings.

Relevancy of feedback: will refer to the degree to which feedback in inspection address teaching and learning in school.

Teacher attendance: refers to effectiveness of given teachers to fulfill all the school programs as an important school-based factor in student success

Time management: refers to the development of processes and tools that increase efficiency and productivity.

Teacher's performance: refer to how teachers actively participate in the school daily or routine activities and have interest in the student's discipline, marking their work and class control including class performance.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter present the literature related to the study. It is divided into four major sections. The first section presents the theoretical review. The second section presents literature about implementation of school inspection and teacher performance. The third section presents literature about school inspection inputs and teacher performance. The fourth section presents literature about feedback in school inspection and teacher performance. The fifth section is a summary of literature.

2.2 Theoretical Review

This section discusses in some depth the theory behind school inspection. The theory considered under this section was the scientific management theory.

2.2.1 Scientific management theory

Scientific Management theory was developed by Fredrick Taylor in 1911 (Matete, 2009). Sometimes it is known as Taylorism/Taylor system of management. It is the theory of management that analyses and synthesizes work flow process in improving labor productivity (Hoyle & Wallace 2005; Wertheim, 2007). The main legacy of Taylor's work was the optimistic assumption that, there could be one best way of managing that will save both time and financial resources (Hoyle & Wallace, 2005). Management was blamed by Taylor for industrial inefficiency and allowing workers to rely on the rule of thumb rather than scientific methods (Hoyle & Wallace, 2005).

Taylor believed that decision based upon tradition and rules of thumb should be replaced by precise procedures developed after careful study of an individual at work. The main argument was that human beings by their nature, and in this case, workers, are lazy and dislike work especially when working in groups. Workers as human beings will deliberately plan to do as little as they safely can. In addition, because they have little desire for responsibility they would prefer to be directed (Hoyle & Wallace, 2005; Wertheim, 2007). Taylor felt that the secret to scientific management was the compliance of workers and that they did not need autonomy or freedom of thought but instead their role was simply to follow the directions of their superiors (Sergiovanni & Starratt, 1993; Welsh & McGinn, 1999; Hoyle & Wallace, 2005).

It has been indicated that the application of scientific management in education in the USA started during 1920s (Hoyle & Wallace, 2005). The model was first used in connection with school inspection in early 1980s (Sergiovanni & Starratt, 2007).

According Maicibi (2013) scientific management theory. This theory suggests that inspection, motivation plus effort leads to performance, which then leads to outcomes. According to this theory, three conditions must be met for individuals to exhibit motivated behavior and these include: effort to performance expectancy must be greater than zero, performance to outcome expectancy must also be greater than zero, and that the sum of the valances for all relevant outcomes must be greater than zero.

The management theory suggested that a contemporary institution should come up with a staff development policy that provides a focus for all the staff development programmes and activities. Effective staff development policy in any institution should underpin decisions about training and developing a highly qualified work force. This is based on the

phenomenon that we live in a knowledge explosion era where people are required to replenish their knowledge and skills so as to remain competitive in the ever changing competitive business world. The theory suggests a need for selection process of trainees in an institution should be objective so that only talented staff with the potential to complete their further education and training programmes are the ones that are selected, (Maicibi, 20013).

Maicibi (2005) observes that proper leadership style leads to effective performance in learning institutions. Leadership effectiveness is most conveniently quantified by organizational outcomes (Johnson, 1995). Gamage (2009) also note that school systems around the globe are focusing on student achievements empowering school leaders along with curriculum and accountability frameworks. Improvements in student achievements are recognized as the foremost objective of school leadership. The legislation on *No Child is Left Behind by 2020* signed into law in January 2002 in the United States of America (USA) is one of the most prominent and visible action taken by any government towards achieving this goal. Many scholars have acknowledged that the role of school leadership is the most significant in enhancing school performance and student achievements (Kelly & Williamson, 2006; Janerrette & Sherretz 2007; Gamage, 2009).

2.3 Implementation of school inspection and Teacher's Performance

Implementation of school inspection is reviewed in terms of effectiveness in inspection and provision of professional support affect teacher's performance. The following subsections present the review.

2.3.1 Effectiveness in inspection and teacher's performance

School inspection should be developmental and not judgmental (Dimmock & Walker, 2005; Wilcox; 2000). This means that it should help teachers to improve and not just pinpointing his/her weaknesses. The need and relevance of school inspection in secondary schools is extremely important for teacher's performance in schools, it can also mean the ability to effectively and efficiently produce results.

School inspectors are also expected to provide a continuous monitoring, reviewing and assessing the attainment and progress of pupils (Nkinyangi, 2006). Just as teaching and learning activities are the teachers' core functions, school inspectors' core function is to inspect the schools. It is meaningless for inspectors to visit the school, without checking what is going on in classrooms setting. He further asserts that School inspectors ensure that teachers are doing their job and that pupils are receiving what they are supposed to acquire as learning experiences. Learmonth (2000: 6) contends, "We have the responsibility to provide all children with best possible education and school inspection is an important source of information about how successfully this aim is being achieved". School inspection is both a tool for accountability and as a powerful force for school improvements.

In this regard, Ugandan school inspectors have to play that role by ensuring the quality of pupils' learning. They also need to assess whether the school successfully meets its targets in terms of learning outcomes and pupils experiences that lie at the heart of quality assurance in schools (Matthew & Smith, 1995). The area of concern of school inspectors should be on teaching and learning and direct classroom observation in order to witness how learning is operationalized (Matthew & Smith, 1995; Chapman, 2001). However, 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 William (2001) 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 (Black & William, 2001). Stressing the importance of classroom observation Black and William 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 black et al (2001).

According to Black et al (2001), “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 to offer a support to teachers where they can discern the need to improve and the areas of weakness.

Moreover, school inspection is designed to assess whether the school successfully meets its targets in terms of learning outcomes and pupils experiences (Matthew & Smith, 1995). To Matthew and Smith, assessment in classroom lies at the heart of quality assurance in schools. 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.

According to Hargreaves (1995), Learmonth (2000) and Wilcox (2000) share the common view about what type of school inspection that should be carried out. The most effective school inspection of a school comes by neither internal self-evaluation nor external inspection. Some combination of both probably serves the purpose and does the job better in promoting school improvement than either alone. Moreover, Matthews and Smith (1995) and Learmonth (2000) consider school inspection as external monitoring/evaluation as the mechanism to complement the internal procedures such as self-evaluation and staff appraisal. Both promote school improvement and satisfy the demands for accountability. For a government to be true to its educational philosophy, school inspectors should report on how schools see themselves, not just on how the school inspectors judge the schools (Hargreaves, 1995). 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 (2006) in order to have a standardized perspective of determining a successful school, there is a need of an external evaluation to provide the criteria that can aid the comparison with internal self-evaluation. He further said that self-evaluation should be a servant of school inspection (external) that set a comparative standardized perspective.

2.3.2 Provision of professional support and teacher's performance

According to Collie and Taylor, (2004), Coates et al., (2005), Doerr, (2004) and Lopez, (2007) suggest the need for school inspectors to encourage the staff to build a team work spirit so as the core function of the school to be realized. They also need to advise teachers to make the best use of the available facilities both within the school and in the wider community and encourage self-evaluation with the support of teaching and learning process. Ehren and Visscher (2006:53) contend that, if the primary aim of school inspection is school improvement, the school inspectors are more likely to act as "critical friends", getting to know well and offering advice and strategies for development. The challenge as well is to

what extent 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, 2001).

According to Wilcox (2000), it may be easier for school inspectors to help teachers in terms of professional support when they demonstrate their competence skills level in a subject area. “It does not mean that school inspectors know better than teachers especially when it comes to the process of teaching and learning”.

According to Nkinyangi (2006) school inspectors and quality assurance bodies have been limited in terms of professional support to teachers. To Nkinyangi, quality assurance officers go about their duties as fault finders, seeking to find mistakes rather than checking if there are problems affecting curriculum implementation and suggesting the way to overcome them. In addition, Nolan and Hoover (2005) contend that many school inspectors tend to emphasize accountability at the expense of professional growth, which results in poor or marginal teacher performance. It is the role of school inspectors in 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.

According to Earley (1998), 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. In addition, 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., 2005). This could be the value-added kind of support as argued by Earley (1998), MacBeath and

Martimore (2001) and Wilcox (2005). 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 teachers will succeed in teaching depends on such internal features such as cooperation between teachers and inspectors (Ehren et al., 2005).

2.4 Support inputs for school inspection and Teacher's Performance

According to Cummings and Lunsford (1996:76) argues that “system or organization should meet external and internal support needs, pursuing its mission within its resources, performing within its capacity and keeping its core competencies”. Earley (1998) argues that for school inspectors to perform will largely depend on the level of funding directed to inspectorate. Supporting inputs (both external and internal) are factors that can aid school inspectors to have a positive impact of teaching and learning. The section begins with internal factors followed by external factors.

2.4.1 Internal school support inputs and teacher's performance

Accordingly, school inspection's to have impact on teaching and learning, greatly depends upon the internal inputs (internal strengths). These inputs include among other things; the academic qualifications of school inspectors and their competence skills in subject matter. Wilcox (2000) and Ehren and Visscher (2006) contend that school inspectors should advance themselves academically and they need to possess a wider knowledge base and skills to facilitate their work. In addition, Ehren and Visscher (2006) suggest that school inspectors should have a broad knowledge base and a good view on how the school is performing.

In this case, it may be easier for them to help teachers in terms of professional support when they demonstrate their competence skills level in a subject area (Wilcox, 2000). Once

inspectors demonstrate efficiently in particular subjects that they basically know very it gives clear way on how teachers can improve on their performance. An inspector cannot check and scrutinize what he/she does not know. Therefore, it better for school inspectors to have higher academic qualifications than the teachers they supervise in order to improve on the performance of secondary school teachers.

To Hargreaves (1995), school improvement through inspection strategy depends heavily on the act of school inspectors' potential contribution in helping all school get better. Although this is very difficult due to the nature of resources provided to school inspection as experience shows that school inspections suffer the problem of under-resourcing (Gaynor, 1998). Unless some more resources are directed towards school inspection then, school inspectors may not be more committed towards their work mission and the end result of improving performance of teacher in various schools may not be achieved.

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

2.4.2 External school support inputs and teacher's performance

For school inspection to have a positive impact on teacher's performance, it is stressed that external supporting inputs that can facilitate the work of school inspectors are to be reinforced. The main external inputs crucial in this context include the infrastructural support (like transport, housing and office equipment) and fiscal resources both for salaries and for field visits.

According to Chabala, (1994) & Mkwanzia (1985), School inspection has been frustrated by the lack of essential facilities, such as office accommodation, clerical services and support staff for school inspectors, funds, equipment, and stationery. Perennial shortage of stationery and inadequate secretarial services also make it difficult for the inspectors to prepare meaningful reports on inspection conducted which are supposed to be availed to various schools and other stake holders with clear recommendation on the quality of teaching and learning. Commenting about the lack of funds to support educational programs by education ministry

The supporting inputs may not only make school inspectors hardworking but also, they might create a sense of satisfaction for their job. Although to be satisfied at working place, so many things crop in. However, it may lessen the problem of school inspectors of being too dependent upon the people they inspect. More importantly, it may enhance their credibility and acceptance of what they are trying to advise teachers (Earley, 1998; Ehren & Visscher, 2006). Cummings and Lunsford (1996) contend that a process or system can be measured by identifying its aims and determine indicators that relate to its capacity in producing a service that satisfies its customers. This implies that quality of the service provided by school inspectors will be highly dependent upon the external inputs within the education system.

2.5 Feedback in school inspection and Teacher's Performance

Cummings and Lunsford (1996) argue that when the system functions, feedback on its output is used to help determine and ensure system stability. When feedback is negative, the system will often adopt an approach which attempts to stabilize/defend itself. According to Chapman (2001), for feedback from school inspectors to impact on teacher 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.

2.5.1 Quality of school inspection reports and teacher's performance

Indeed, quality of the school inspection reports and feedback mechanisms with clear language is what will facilitate the credibility and acceptance of what school inspectors are trying to advice the teachers (Chapman, 2001). To Chapman, teachers' willingness to act upon school inspection reports will depend on the relevance of the school inspection comments. This is so because, if school inspection reports are not properly organized and do not possess constructive advices it may be difficult for the teachers to make use of the recommendations.

The school stakeholders have to receive quality school inspection reports for improving teacher's performance. School inspection reports have to reach all the respective stakeholders in two weeks after the inspection date (Wilcox, 2000). This is done to allow a quick response for the burning issues and allow the inspection findings to be acted upon by the respective authorities.

2.5.2 Relevancy of feedback and teacher's performance

In providing feedback in school inspection, school inspectors have the responsibility to provide feedback to both to the government and the school stakeholders who include 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 teacher performance improvement purpose (Ehren et al., 2005; Wilcox, 2000). It has been argued that the feedback provided by the school inspectors do not necessarily lead to school improvement, there are a number of pre-requisites for feedback to have positive results. These include among other things that the school needs to experience the feedback from inspectors as relevant, understandable, clear and useful. Again, it is argued by Gray and Wilcox, (1995) cited by Ehren et al., (2005:70) that the “feedback from school inspectors has a larger chance of being used when teachers are involved in recommendations as far as improving their performance is concerned.

In principle, feedback will work towards improvement in teaching and learning when schools have insights in their own strengths and weaknesses. This is why scholars such as Ehren et al., (2005), MacBeath and Martimore (2001) and Webb et al., (1998) advocate the self-assessment and evaluation for the schools. Thus the performance of secondary teachers to some extent depends on the conciseness of teacher since they know better particular subjects, the capability of their pupils than the inspectors themselves. In education and schooling processes, teachers are regarded as whole persons in their own right rather than as packages of energy, skills and aptitudes to be utilized by administrators and school inspectors (Sergiovanni & Starrat, 2007). School inspectors need to create a feeling of satisfaction among teachers by showing interest in them as people (Sergiovanni & Starratt, 2007). It is assumed that a satisfied teacher would work harder and would be easier to work with

(Sergiovanni & Starratt, 2007). Teachers know better about their strengths and weaknesses whilst the school inspector is simply there as a facilitator for supporting the teacher for better performance. For that reason, teachers need to participate in the evaluation process and so school inspection methods and its objectives should make teachers feel that they are important and useful to a particular school. There is a need as well to create the “personal feelings” and “comfortable relationship” between teachers and school inspectors (Sergiovanni & Starratt, 2007:16).

2.5.3 Effectiveness in communication and teacher’s performance

Essentially, what one communicates and how she/he communicates matters a lot for effective school inspection and for creation of positive relationship. Similarly, mutual respect and understanding are essential for the business of school inspection if teaching and learning is to be improved. Leeuw (2002) argues that there should be positive relationship, mutual respect and productive dialogue between school inspectors and teachers. Positive relations between teachers and school inspectors is what to a larger extent will facilitate the acceptance of the challenges and support from the school inspectors by teachers (Ehren & Visscher, 2008). Thus effective communication between the two parties that is the inspectors and teachers is to result into better performance of teachers in secondary school.

According to Leeuw (2002), school inspection that is characterized by reciprocity between teachers and school inspectors is more productive for improving teaching. To Leeuw, school inspectors should strive for a balanced “give and take” and you too-me too” relationship (Leeuw, 2002:138). The former refers to what the school inspectors would like to receive from schools in terms of information and what schools get back in return. Also, the notion of “you too-me too” denotes that school inspectors should demonstrate the same transparency

and evaluation criteria as applied for the school they inspect. When the relationship is equally obtained then quality in teaching and learning as core for teachers' performance is finally achieved.

2.6 Summary

This chapter discussed the theory underlying school inspection. The theory was scientific management theory that stresses the rules and regulations for teachers to follow. Teachers are regarded as social beings and they have their own way of thinking and viewing the world. It was considered that the above theory was not solely appropriate to provide a framework for a study concerned with the impact of school inspections upon teacher performance. The chapter also reviewed literature on the effect of implementation of school inspection, school inspection inputs and feedback in school inspection on performance of teachers. Under each of the independent variables various dimensions/indicators were reviewed and this was investigated in the study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology that was used in the study. The presentation includes the research design, study population, sample size and selection, sampling techniques and procedure, data collection methods, data collection instruments, pre-testing research instruments (validity and reliability), data analysis and measurement of variables.

3.1 Research Design

The researcher used both exploratory and descriptive research designs. Exploratory research design used to assess the effect of school inspection on performance of secondary school teachers in Kasese district. It was basically used to explain why things happen the way they are. On the other hand, descriptive research design was used to explore the magnitude of the problems/challenges faced under the study.

The researcher used case study that is in particular considering one district (Kasese District) as the area of interest in regard to the study. This design was chosen for this study because the researcher had adequate time to obtain in-depth information about the school inspection and performance of teachers given that only one district was under study unlike studying several districts. This was in line with Amin (2005) who defines a case study as research that analyzes one a few subjects. Both quantitative and qualitative approaches were adopted in the study. This is because the quantitative approach allowed the researcher to solicit information that was quantified while the qualitative approach allowed the researcher to solicit information that cannot be quantified (Mugenda, 1999). Combining numerical and textual information helped the researcher enrich the interpretation of findings of the study.

3.2 Study Population

The study population included students, teachers, head teachers and district education officials. Given the population is too big with some schools having over 500 students; this study used the accessible population. Therefore, the study targeted 1900 students, 120 teachers, 5 head teachers and 6 district education officials. Thus, the total population is 2031. (Kasese District profile, 2010 and March 2011 report from DEO office Kasese District Local Government)

3.3 Sample Size

A sample size of 423 respondents was been determined using a formula provided by Krejcie and Morgan as cited in Amin (2005). The sample size and selection is further presented in Table 1 below.

3.3.1 Table 1: Sample size and selection

Category	Accessible population	Sample size		Sampling technique
	Frequency	Frequency	Percent	
District education officials	6	6	1.4%	Census
Head teachers	5	5	1.2%	Census
Teachers	120	92	21.7%	Simple random
Students	1900	320	75.7%	Simple random
Total	2031	423	100%	

Source: Based on Kasese District profile (2010) and Krejcie and Morgan as cited in Amin (2005)

From Table 1, the first column presents the various categories of people the study targeted. The second column shows the total population of the targeted categories of people. The third column shows sample of people that were selected from the targeted category of people. The fourth column shows the percentage of the sample of the people selected. The last column shows how the various category samples were selected.

3.4 Sampling Techniques and procedures

A probability sampling method was used; this method of sampling involved random selection. In order to have a random selection method the researcher used simple random sampling method to select teachers and students. In this case each individual is chosen entirely by chance and each member of the population has an equal chance, or probability, of being selected, (Miller, D. 1996). Simple random sampling that was used gave an equal chance of teachers and students to be selected given that number was big and not all teachers and students were selected. Non probability Sampling is any sampling procedure that cannot specify the probability that each member has of being selected, (Lawreson, R, 1996). Non probability sampling technique also was used in the research study. Non-probability sampling represents a group of sampling techniques that researcher used to select units from a population that was interested in during the research study. Collectively, these units form the sample that the researcher studies based on the subjective, judgment of the researcher rather than random selection. In this case the researcher used purposive method to select district education officials and head teachers because they had more knowledge about effect of school inspection on the performance of teachers' secondary schools in Kasese district.

3.5 Data Collection Methods

3.5.1 Questionnaire survey

A questionnaire survey method was used and this is data collection method for collecting information from a selected group using standardized questionnaires (Amin, 2005). The selected group in this study included teachers and students. This method involved collecting information from a sample of teachers and students in a systematic way. Questionnaire survey was used for these category of respondents to save on time because their number was big to interview.

3.5.2 Face-to-face interview

Face-to-face interview is a data collection method when the interviewer directly communicates with the respondent in accordance with the prepared questionnaire (Fowler 2002). Face-to-face interviews were used to collect data from district education officials and head teachers because they enabled the researcher to establish rapport with these categories of respondents and therefore gain their cooperation. They also allowed the researcher to clarify ambiguous answers and obtain in-depth information through probing. Semi structured-interviews were designed to collect data for this study. Open-ended questions were used and valuable questions emerged from the dialogue between interviewer and interviewee. In this study, the probing interviewing tactic was used extensively to obtain a deeper explanation of the issue at hand from the respondents. This is largely due to the fact that the respondents often need stimuli to expand or clarify their own answers and ideas more broadly, so that a broader understanding can be more easily reached later on in the findings of this study.

3.5.3 Documentary Review

Documentary review involved the use of outside sources, documents, to support the viewpoint or argument of an academic work (Scott, 2006). The process of documentary

research often involved some or all of conceptualizing, using and assessing documents. The analysis of the documents in documentary research was both quantitative and qualitative analysis. Both primary and secondary data were collected. Primary data were collected through interviews, questionnaires and focus group discussion; secondary data were collected from the monthly reports of the educational office, performance of teachers both at regional and national level, notes boards of the school inspectorate, education office and in secondary schools. Moreover, the researcher obtained data on performance of teachers. Other data were collected by reviewing the school inspection literature. Both books and papers specifically journals were very useful in this particular piece of research. Also, the Uganda Education Service Act (2002) and the basic requirement and minimum standards indicators for education was useful in tracing government statement about school inspection and performance of teachers. The written texts provided information that could not be readily available in spoken form and the access was easy with low cost (Hodder, 1994). Again, written documents provided permanent historical insights and were revised and reviewed repeatedly (Denscombe, 1998; Hodder, 1994).

3.6 Data collection instruments

Three types of data collection instruments were used in the study. These included the questionnaires and interview guides, which were briefly explained in the following subsection.

3.6.1 Questionnaires

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents (Kaplan & Saccuzzo, 2009). Self-administered questionnaires (SAQs) were used to collect quantitative data from the users and from teachers and students. SAQs were used for this category of respondents to save on time

because their number was big to interview. Two type of questionnaires were designed, one for teachers and the other for students. In total 412 questionnaires were administered to teachers and students. All questionnaires were closed-ended to easy analysis of data.

3.6.2 Interview guides

An interview guide is the list of questions, topics, and issues that the researcher wants to cover during the interview (Gillham, 2000). An interview guide is also an essential component for conducting interviews. Interview guides were used to collect qualitative data from the six district education officials and five head teachers who were in position to provide in-depth information through probing during the face-to-face interview. Thus, two types of interview were designed. The research presented questions to the contract mangers and their views were written down by the researcher. Data obtained during the interview supplement that obtained through the questionnaire.

3.6.3 Documentary analysis checklist

This involved a list of expected articles, annual reports, journal publications, services brochures and magazines with information pertaining to this study. This list was presented to officials at the organizations that were visited to help search for the documents.

The researcher obtained information from various sources during the process of compiling and writing the dissertation, among the documents from which the information was obtained or reviewed includes; Education Service Act (2002), the education service (Teaches' professional Code of conduct), the Uganda Gazette No. 47 volume CV dated 24th Aug. 2012. Printed by UPPC, Entebbe, by order of the Government; basic requirements and minimum standards indicators for education institutions (2010); the Republic of Uganda, Ministry of Education and Sport; The Education (Pre-Primary, Primary and Post-Primary) Act, (2008), Uganda gazette No. 44 CI dated 29th Aug, 2008. Printed by UPPC, by order of the government; Education Standards Agency, Handbook for School Inspection; Ministry for

Education and sports, Resource center; How to write a good dissertation by Dr. Maria K.D, Dr. Benon C. Dr. Joseph O.W AK KDLG, (2011), Report a joint property of Kasese District Local Government, Education; E-Resource center, Kasese. Education Sector Policy Overview Paper, (2006), by Katerina Syngellakis and Elly Arudo, IT Power UK.

3.7 Validity and Reliability of Instruments

3.7.1 Validity

Validity is the degree to which an instrument obtains correct information/data (Amin, 2005). A validity test was carried out prior to the administration of the research instruments. This was done in order to find out whether the questions are capable of capturing the intended data. The validity of questionnaire was determined by presenting it to six (6) experts professional in research to review the questions to see whether they were capable of capturing the intended response, including the researcher's supervisor which were 30, 26, 28, 31, 29, and 30 respectively that totaled 175 and on average 29.2 were relevant items by all judges as suitable. A Content Validity Index (CVI) was calculated in order to establish the validity of the research instrument. The researcher used the following formula to establish validity of the research instruments as seen below.

Content validity Index (CVI) = Relevant items by all judges as suitable

Total number of items judged.

$$CIV = \frac{29.2}{34}$$

34

$$= 0.86$$

CIV is greater than the recommended 0.70 (Amin, 2005), this implies that the questionnaire was valid for data collection.

3.7.2 Reliability

Reliability is degree to which the instrument is consistent in obtaining information/data (Amin, 2005). Reliability of the questionnaire instrument was assessed using Cronbach's coefficient alpha. The questionnaire was pre-tested to 20 respondents and the collected data was coded and entered into the computer using SPSS program to compute the reliability, in the process of analyzes the researcher obtained the reliability of the instrument basing on 95 variables as indicate below in table 2. The following formula was used to calculate the Cronbach's coefficient alpha

3.7.2 Table 2, shows reliability of instrument that was used in the study

N of items	N of cases	Cronbach's coefficient alpha
20	95.0	.8289

$$\alpha = .8289$$

Table 2 above, shows the obtained coefficient was above the recommended 0.70 (Amin, 2005) this implies that the questionnaire was suitable for data collection.

3.8 Procedure of Data Collection

Upon approval of the proposal from Uganda Management Institute, the researcher was given a letter of introduction to Kasese District. This served to secure permission in order to carry out the study in this organization. The researcher then presented a letter of consent to the respondents, after which, questionnaires were distributed. The respondents were given time

within which they returned the fully filled questionnaires. Dates were also set for the interviews with the key informants. After the questionnaires were filled, the researcher collected them, sorted them and coded them.

3.9 Data Analysis

Analysis of data is a process of inspecting, cleaning, transforming, and modeling data with the goal of discovering useful information, suggesting conclusions, and supporting decision making (Lewis-Beck, 1995). Data analysis has multiple facets and approaches, encompassing diverse techniques (Lewis-Beck, 1995). Two types of data analysis were conducted. This included quantitative and qualitative data analyses. These are briefly explained in the following subsections.

3.9.1 Quantitative data analysis

Quantitative data analysis involved expressing data through statistical manipulation (Amin, 2005). Coded (quantitative) data was entered in a computer program known as a Special Package for Social Scientists (SPSS) for analysis. Descriptive statistics was used to determine the distribution of respondents on personal information and on the questions under each of the variables. Spearman rank order correlation was used to test the hypotheses given that the scales used in the questionnaire were ordinal (Sekaran, 2003). The following formula was used to calculate Spearman rank order correlation

$$\rho = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)}$$

Where ρ = Spearman's correlation coefficient

d_i = difference in paired ranks

n = number of cases

i = paired score

The data were organized and presented in tables and figures, this was basically for quantitative and qualitative data from interviews was reviewed thoroughly, sorted and classified into themes and categories, in order to support the quantitative data.

3.9.2 Qualitative data analysis

This involved content analysis, which was used to edit qualitative data and reorganize it into meaningful information (Kaplan & Saccuzzo, 2009). A thematic approach was used to analyze qualitative data where themes, categories and patterns were identified. The recurrent themes, which emerged in relation to each guiding question from the interviews, were presented in the results, with selected direct quotations from participants presented as illustrations.

3.10 Measurement of Variables

The questionnaire was accompanied with an ordinal measurement, which categorizes and ranks the variables. Thus, a Likert scale was used to collect opinion data on the study variables using the five scales: 5 = strongly disagree; 4 = disagree; 3 = undecided; 2 = agree; 1 = strongly agree.

3.11 Ethical issues/consideration.

Ethical issues are of great concern when planning to carry out social research (Bryman, 2004 and Cosby, 2007) the researcher had to make sure that all procedures in doing research were properly followed. First, the researcher obtained a letter of permission from Uganda management institute (UMI) to collect data from district officials, head teachers, teachers and students.

The issue of participants consent as stressed by Fontana and Frey (1994) was highly observed in this study so as to ensure free participation. The interviews were carried out in a place

where no one could invade the privacy of the issue in discussion. Participants were assured of security, confidentiality and anonymity. Sampling, data collection and analysis were conducted objectively, employing techniques that are universally accepted in social research. Lastly citations are in line with respective quotations rights and referenced.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction:

This chapter gives the descriptive findings of the study. This chapter was based on the data collected from the respondents. The presentation of the findings includes a brief description of the study findings in form of tables with frequencies and percentages; discussion includes a detailed description of the findings, giving the economic implication where necessary and applicable.

The overall objective of the study was to assess the effect of school inspection on the performance of secondary school teachers in Kasese district, and the research questions of the study were as follows;

1. How has implementation of school inspection affected the performance of teachers in secondary schools in Kasese district?
2. What is the effect of support inputs by school inspectors on the performance of teachers in secondary schools in Kasese district?
3. To what extent has feedback in school inspection affected the performance of teachers in secondary schools in Kasese district?

4.1 Response rate

4.1 Table 3, shows the Response rate

Served respondents	Returned respondents	Percentage
320 students	290 students	90.6%
92 teachers	80 teachers	84.2%
5 head teachers	5 head teachers	100%
6 DEO	6 DEO	100%
Total 423	381	89.4%

(Source: primary data from the field study)

From table 3, the researcher projected a total sample of 423 and the actual respondents were 381 who fully participated in the research exercise. Statistics indicate that out of 320 questionnaires that were given out the students 290 students fully participated and the questionnaires were returned, the other students refused to hand in their questionnaires giving a responses rate of 90.6%, followed by 80 respondents out of 95 respondents giving a responses rate of 84.2%, it was not possible to attain the projected number of teachers in the five selected secondary schools as some of them had fewer teachers. The researcher further carried out the interview on 5 head teachers, and the 6 District Education Officers who fully participated in interview exercise giving 100% response rate. Thus from the field exercise that was conducted out the projected respondents of 423 the actual respondent who participated were 381 which gave a response rate of 89.4% hence a good representation since it was above 70% as cited by Amin (2005)

4.2 Demographical Description of the Sample

In this section the background characteristics of the respondents are represented. The section presents age of the respondents, their gender and the length of time in the organization.

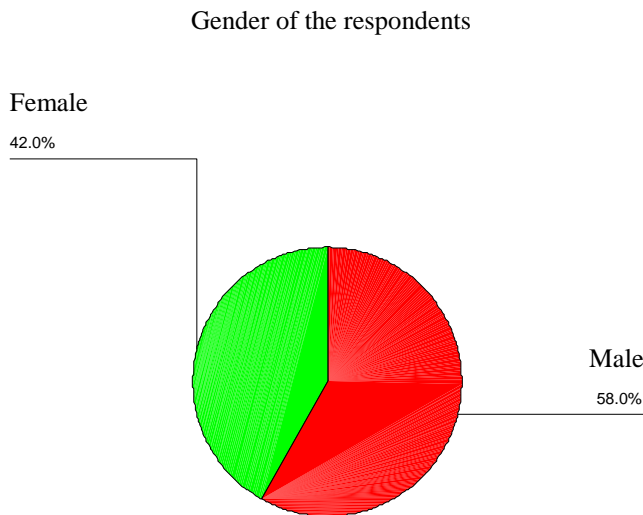
4.2.1 Table 4, shows the age of respondent

AGE	FREQUENCY	PERCENT
Less than 18	196	51.4%
18-26	101	26.5%
27-33	54	14.2%
34-40	21	5.5%
41 and above	9	2.4%
TOTAL	381	100%

(Source: primary data from the field study)

From Table 4 above, statistics indicate that out of the actual respondents of 381, 196 (51.4%) of the respondents were in the age range of less than 18 years of who were students, followed by 101 (26.5%) of the respondents in the age range of 18-27 years, 54 (14.2%) of the respondents in the age range of 27-33 years, 21 (5.5%) of the respondents in the range of 34-40 years and lastly those in the range of 41 years and above were only 9 (2.4%). Therefore the majority of the respondents that participated in the research study lied in the range of less than 18 to 33 years of age and the biggest part of this proportion were student followed by teachers which was realistic as the study since the study was focusing on the performance of teachers assessed as result of teaching and learning. And the other 34 years and above were partly teacher, head teacher and inspectors.

4.2.2 Figure 2, sex of the respondent



(Source: primary data from the field study)

Figure 2 above, out of the actual sample size of 381 respondents that participated in the research study, 221 (58.0%) the respondents were male and the remaining percentage that 160 (42.0%) of the respondents were female. Since the biggest proportion were male, we therefore conclude that the majority of the respondents were male than their female counter part. The finding revealed that most of these male composed students and all most the teachers and inspectors who were knowledgeable and responded quickly about the study.

4.2.3 Table 5, responses on length of time in the organization

RESPONSE	FREQUENCY	PERCENT
Less than 2years	13	16.3%
2-4 years	41	51.3%
5-7 years	10	12.5%
8-10 years	10	12.5%
11 years & above	6	7.4%
TOTAL	80	100%

(Source: primary data from the field study)

From Table 5 above, out of 80 respondents (teachers in particular) who were part of the sample size that participated in the research study, 13 (16.8%) of the respondent had spent less than two years in the organization, followed by 41 (51.3%) of the respondent who had spent 2-4 years, 10 (12.5%) and 10 (12.5%) of the respondent had spend 5-7 years and 8-10 years respectively and lastly 6 (7.4%) of the respondent had spent 11 & above. Thus from the statistics majority 41 (51.3%) of the respondent had spent 2-4 years. The researcher therefore concludes that the majority of the teachers who participated in the exercise had spent 2-4 years and thus providing reliable data concerning the impact of inspection on teachers' performance.

4.3 Empirical findings

The empirical findings are presented using descriptive statistics of mean, standard deviation and correlation coefficients in relation to the specific objectives. The overall objective of the study was to assess the effect of school inspection on the performance of secondary school teachers in Kasese district. The general objective was broken into three specific objectives as follows: To investigate the effect of implementation of school inspection on the performance of teachers in secondary schools in Kasese district; To establish the effect of support inputs by school inspectors on the performance of teachers in secondary schools in Kasese district; To examine the effect of feedback in school inspection on the performance of teachers in secondary schools in Kasese district.

The findings are presented objective by objective and variable were measured on five point likert scale ranging as follows: 5 = strongly disagree; 4 = disagree; 3 = undecided; 2 = agree; 1 = strongly agree.

4.3.1 Objective One: To investigate the perceived effect of implementation of school inspection on the performance of teachers in secondary schools in Kasese district;

According to the conceptual frame work, effect of implementation of school inspection was measured using the nine indicators that were gathered by asking respondents the questions, responses on statements that basically answer the first research question are indicated in tables and figures below.

4.3.1.1 Implementation of school inspection.

4.3.1.1 Table 6: views of respondents on implementation of school inspection

Statements measuring the implementation of school inspection	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean	SD
School inspectors have been providing a continuous monitoring of the teaching and learning in the school.	12.3	20.0	10.5	31.2	26.0	3.37	1.44
Inspectors while visiting the school, always check what is going on in classrooms setting.	14.1	25.2	8.4	28.7	23.6	3.21	1.38
School inspections have been judgmental.	10.0	43.7	21.3	23.7	1.3	2.64	1.03
School inspectors always offer professional support to teachers	2.5	31.2	16.3	16.3	33.7	2.74	1.07
School inspectors help teachers in using different teaching and learning approaches appropriate to the students' needs	12.5	23.5	11.0	16.3	36.7	2.82	1.21
Summary						2.96	1.23

(Source: primary data from the field study)

Table 6 above shows the responses on implementation of school inspection, tallied for each statement or variables basing on the likert scales (strongly agree, agree, undecided, disagree and strongly disagree)

The findings reveal that, 12.3% of the respondents strongly agree that School Inspectors have been providing a continuous monitoring of the teaching and learning in the school and 20.0% agreed, while 10.5% were undecided. However, 26.0% of the respondents strongly disagreed to the statement and 31.2% disagreed. The average responses score was 3.37 with a standard deviation of 1.44. This means that on average the respondents disagreed that that school inspectors have been providing a continuous monitoring of the teaching and learning in the school.

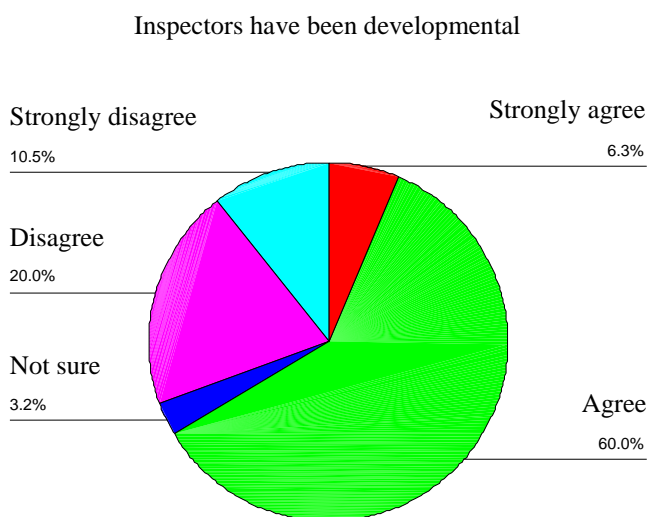
The study findings indicate that, 14.1% of the respondents strongly agree that inspectors while visiting the school always check what is going on in classrooms setting and 25.2% agreed, while 8.4% were undecided. However, 23.6% of the respondents strongly to the statement and 28.7% disagreed. The average responses score was 3.21 with a standard deviation of 1.38. This means that on average the respondents disagreed that inspectors while visiting the school always check what is going on in classrooms setting. Some of teachers' take it as an advantage and ends up not doing what is required and this lowers their performance

The findings show that, 10.0% of the respondents strongly agreed that school inspections have been judgmental and 43.7% agreed, while 23.7% were undecided. However, 1.3% of the respondents strongly disagreed with to the statement and 23.7% disagreed. The average responses score was 2.64 with a standard deviation of 1.03. This means that on average the respondents agreed school inspectors always offer professional support to teachers. It was revealed that inspectors pinpoint on teachers when they make mistakes instead of giving them advice for effective inspection and hence improving teachers' performance

The findings reveal that, 2.5% of the respondents strongly agree that school inspectors always offer professional support to teachers and 31.2% agreed, while 16.3% were undecided. However, 33.7% of the respondents strongly disagree to the statement and 16.3% disagreed. The average responses score was 2.74 with a standard deviation of 1.07. This means that on average the respondents agreed that school inspectors always offer professional support to teachers.

Findings indicate that, 12.5% of the respondents strongly agreed that school inspectors help teachers in using different teaching and learning approaches appropriate to the students' needs and 23.5% agreed, while 11.0% were undecided. However, 36.7% of the respondents strongly disagree to the statement and 16.3% disagreed. The average responses score was 2.82 with a standard deviation of 1.21. This means that on average the respondents disagreed that school inspectors help teachers in using different teaching and learning approaches appropriate to the students' needs. Thus school inspectors do not help much teachers in using different teaching and learning approaches appropriate to the students' needs and this lowers teachers' performance.

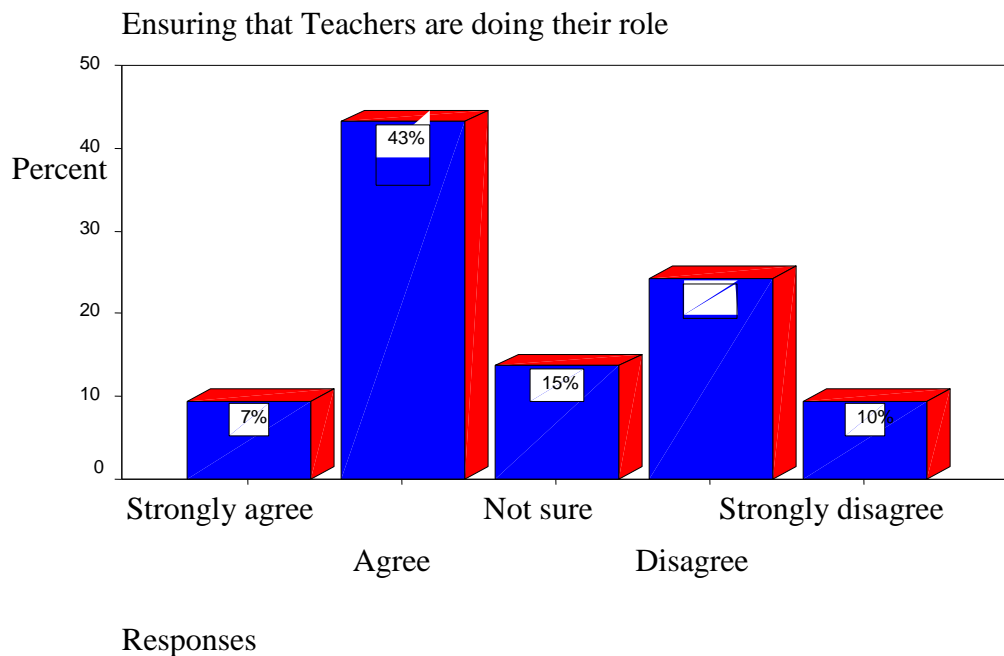
4.3.1.3 Figure 3, shows whether inspectors are developmental



(Source: primary data from the field study)

From figure 3 above, out of 80 respondents who were part of the sample size that participated in the research study, 53 (66.3%) of the respondents (of whom 5 (6.3%) and 48 (60.0%) of the respondents strongly agree and agree respectively) revealed that school inspectors have been developmental, followed by 25 (30.8%) of the respondent (of whom 9 (10.50%) and 19 (20.0%) of the respondents strongly disagree and disagree respectively) disagreed and the remaining percentage 3 (3.2%) of the respondents were not sure. Since the majority of respondents agreed, therefore school inspectors have been developmental and this implies that when inspection is effectively conducted it helps in improving teachers' performance.

4.3.1.5 Figure 4 shows whether teachers are doing their role.



(Source: primary data from the field study)

Figure 4 above, illustrate that 41 (52%) of the respondents (of whom 7 (10%) and 34 (43%) of the respondents strongly agree and agree respectively) revealed that the inspectors have

ensured that teachers are doing their role, 12 (15%) were not sure and 27 (33%) of the respondents (of whom 7 (9%) and 20 (25%) of the respondents strongly disagree and disagree respectively) disagreed.

4.3.1.7 Response on the provision of professional support to teachers

From the research study on finding out whether school inspectors provide professional support to teachers was analyzed using R-Square which measures the goodness of fit, to find out whether performance of teachers can be influenced by provision of professional support by school inspectors leads.

4.3.1.7 Table 7, responses on factors that determine different use of teaching and learning best for students

Model	R	R-Square	Adjusted R-Square
1	0.471 ^a	0.222	0.205

Source: field research findings

- a. Predictors: (constant), emphasis on accountability at the expenses of professional growth, inspectors offer professional support to teachers.
- b. Dependent variable: provision of appropriate support to teachers best for student.

From table 7, the R-Square measure the goodness of fit, 22.2% (0.222) implies that provision of appropriate use of different teaching and learning best for student by school inspectors which may indicate the performance of teachers as result of inspection can be explained by emphasis on accountability and offer of professional support by inspector, thus the remaining percentage 78.8% can be explained by other factor other than school inspection. Therefore, basing on the findings the performance of secondary school teachers can be determined by other factors other than the contribution of inspectors as discussed basing on table 10 above.

This implies that the inspections do not contribute much towards the improvement of performance of teachers in Kasese district.

Summary: seven of nine indicators measuring effect of implementation of school inspection were on average answered by the respondents in negative, except it was revealed that school inspectors have been developmental and this implies that when inspection is effectively conducted it helps in improving teachers' performance and they do try to make sure that teacher do their role. However basing most indicators from the research finding it was revealed that, implementation of school inspection has not improved the performance of teachers in secondary schools in Kasese district.

Interview (8) stated that, "inspectors visit schools twice in year and which is a limited time that would not yield much towards the performance of secondary teachers"

Interviewee (1) stated that, "the role of school inspectors in ensuring quality of education is to set standards, monitor the teaching and learning, provide performance support and guidance to teacher, mobilize and sensitize all other stakeholders in education and enforce policy implementation, and once the above is realized it improves on teachers performance".

4.3.1.8 Testing hypothesis number one.

Hypothesis number one: There is a significant effect implementation of school inspection on the performance of teachers in secondary schools in Kasese district.

To test the above hypothesis the researcher computed the correlation coefficient for the effect implementation of school inspection verses the performance of teachers in secondary schools in Kasese district.

4.3.1.8 Table 8, Spearman’s correlation on school inspection verses lessons taught, teachers’ work and curriculum coverage as measures of teachers’ performance.

		Lesson taught	Teachers work	Curriculum coverage
School inspection have been judgmental	Correlation coefficient	0.062	0.150	0.032
	Sig (2-tailed)	0.033	0.184	0.756
	N	381	381	381

Source: field research findings

Table 8 above shows that Spearman’s correlation coefficient is 0.062 between school inspections has been judgmental and students not complaining about lesson taught means that the two variables are positively related. And the significance value 0.033 is less than 0.05 hence significant, it implies that there’s relationship between school inspectors being judgmental and lesson taught in class. Thus the research finding revealed that inspectors who pinpoint teachers instead of advising them on effective teaching and learning, and this lower teachers’ performance.

Considering inspection and teachers work, the coefficient is 0.150 means that there is a positive correlation between the two but not statistically significant since the p-value 0.184 is greater than 0.05, thus there’s no significant relationship between inspection being judgmental and teachers’ work. This implies that when inspectors are judgmental then the performance of secondary teachers lowers.

Lastly the Spearman’s correlation coefficient of 0.032 between inspection being Judgmental and curriculum coverage is positively related, and the significance value $p=0.756$ shows that there’s no significant relationship between inspection being Judgmental and curriculum

coverage. Therefore, finding revealed that inspection has not contributed much on performance of teacher through curriculum coverage.

In general therefore, the researchers rejected the hypothesis, “There is a significant effect implementation of school inspection on the performance of teachers in secondary schools in Kasese district”.

4.3.2 Objective Two: To establish the effect of support inputs by school inspectors on the performance of teachers in secondary schools in Kasese district;

According to the conceptual frame work, Support inputs by school inspectors were categorized into two internal school support inputs and external school support inputs, these were measured on various indicators that were gathered asking respondents questions treated inform of seven statements as indicated by responses in tables and figure as below.

4.3.2.1 Table 9, Views of respondents on Support inputs by school inspectors

Statements measuring support inputs by school inspectors	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean	SD
The school inspectors are qualified individuals.	21.3%	41.2%	31.3	6.2%	0.0%	2.14	0.72
The school inspectors possess a wider knowledge base and skills to facilitate their work.	10.0	41.2	12.5	32.5	3.8	2.89	1.16
Teachers are willing to cooperate with the school inspectors.	22.5	32.5	15.0	18.5	11.5	2.98	1.03
Teachers have been committed towards making use of the school inspection recommendations.	28.8	22.5	10.0	30.0	8.7	3.44	1.25
School inspectors complain to the ministry of education that they do not have transport to visit schools.	18.8	13.7	57.5	5.0	5.0	2.69	0.96
School inspectors complain to the ministry of education that they are too few in numbers to visit schools	12.5	32.5	17.5	25.0	12.5	2.73	1.20
Summary						2.81	1.05

(Source: primary data from the field study)

Table 9 above shows the responses on implementation of school inspection, tallied for each statement or variables basing on the likert scales (strongly agree, agree, undecided, disagree and strongly disagree)

The findings reveal that, 21.3% of the respondents strongly agree that school inspectors are qualified individuals and 41.2% agreed, while 31.3% were undecided. However, 6.2% of the respondents disagreed. The average responses score was 2.14 with a standard deviation of 0.72. This means that on average the respondents agreed that the school inspectors are qualified individual and this enables them to execute their work in ensuring standards in secondary school and making sure that the performance of teachers is improved however this also depends on whether they are given support by the ministry like adequate funding and other factors.

Findings show that, 22.5% of the respondents strongly agreed that teachers are willing to cooperate with the school inspectors and 32.5% agreed, while 15.0% were undecided. However, 11.5% of the respondents strongly disagreed to the statement and 18.5% disagreed. The average responses score was 2.98 with a standard deviation of 1.03. This means that on average the respondents strongly agreed that teachers are willing to cooperate with the school inspectors. There was however a substantial number (15.0%) who were undecided.

The findings reveal that, 28.8% of the respondents strongly agreed that teachers have been committed towards making use of the school inspection recommendations and 22.5% agreed, while 10.0% were undecided. However, 8.7% of the respondents strongly disagreed to the statement and 30.7% disagreed. The average responses score was 3.44 with a standard deviation of 1.25, meaning that on average the respondents strongly agreed teachers have been committed towards making use of the school inspection recommendations. However, this will depend clear reports given to them while indicating areas in which teachers need to

improve in regard to better teaching and learning, and when this is done it enables better performance of teachers.

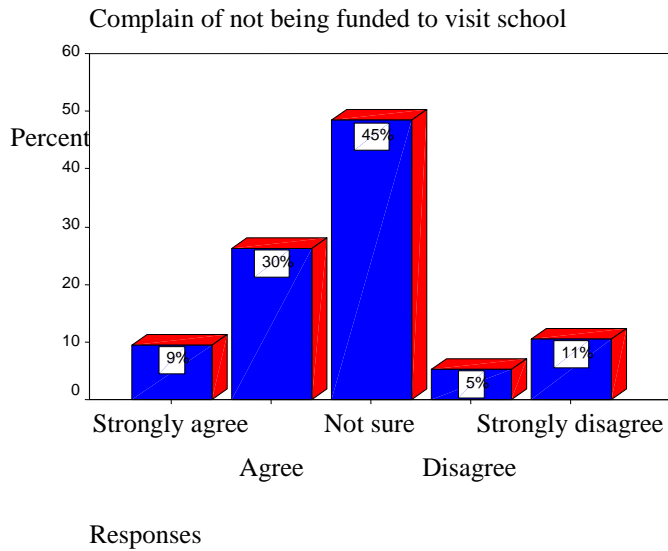
The study findings indicate that, 10.0% of the respondents strongly agree that school inspectors possess a wider knowledge base and skills to facilitate their work and 41.2% agreed, while 12.5% were undecided. However, 3.8% of the respondents strongly disagreed to the statement and 32.5% disagreed. The average responses score was 2.89 with a standard deviation of 1.16. This means that on average the respondents agreed that school inspectors possess a wider knowledge base and skills to facilitate their work.

The findings show that, 18.8% of the respondents strongly agree that school inspectors complain to the ministry of education that they do not have transport to visit schools and 13.7% agreed, while 57.5% were undecided. However, 5.0% strongly disagreed to the statement and 5.0% disagreed. The average responses score was 2.69 with a standard deviation of 0.96. This means that on average the respondents were undecided on whether school inspectors complain to the ministry of education that they do not have transport to visit schools.

The study findings indicate that, 12.5% of the respondents strongly agreed that school inspectors complain to the ministry of education that they are too few in numbers to visit schools and 32.5% agreed, while 17.5% were undecided. However, 12.5% of the respondent strongly disagreed to the statement and 25.0% disagreed. The average responses score was 2.73 with a standard deviation of 1.20. This means that on average the respondents agreed that the school inspectors complain to the ministry that they too few in numbers. Thus the findings reveals that the number of inspectors is still not enough compared to a bigger and increasing number of schools in Kasese district, this also makes is it difficult for them to enable better inspection that would results into better performance of Teachers

It was further revealed from the research study by respondent that they not sure whether inspectors are not funded. And this is illustrated in figure 5 below

4.3.2.5 Figure 5, shows response whether inspectors are being funded.



Source: field research findings

Summary: six of seven indicators measuring support inputs by school inspectors were on average answered by the respondents in affirmative, except the indicator- School inspectors complain to the ministry of education that they do not have transport to visit schools, where on average respondents disagreed to it. On the whole research findings revealed that, both internal and external support inputs were taken into consideration in determining the performance of secondary school teachers.

Interviewee (7) stated that, “the number of inspectors is still not enough compared to a bigger and increasing number of schools in Kasese district, this also makes it difficult for inspectors to enable better inspection that would results into better performance of Teachers”

4.3.2.7 Testing hypothesis number two.

Hypothesis number two: Support inputs by school inspectors significantly affect the performance of teachers in secondary schools in Kasese district.

To test the above hypothesis the researcher computed the correlation coefficient for support inputs by school inspector verses the performance of teachers in secondary schools in Kasese district.

4.3.2.7 Table 10, responses on numbers of inspectors, teachers' attendance and lesson taught.

		Teachers attendance	Lesson taught
Inspectors being few in numbers	Correlation coefficient	0.452	0.578
	Sig (2-tailed)	0.000	0.000
	N	381	381

Source: field research findings

Table 10 shows Spearman's correlation coefficient of 0.452 (45.2%) between inspection and teachers performance means that a unit increases in the numbers of inspectors will lead on average to 0.452 (45.2%) increases in reducing students complaining about teachers' attendance which is one of the indicators in improvement in teachers performance. The significance value 0.000 shows that there is significant positive correlation between the inspectors being too few in numbers and students complain about teachers' attendance. This means that once schools are not inspected for given period of time it creates a gap in effective teaching and learning as teachers end up not attending to students since they expect no body

to come and inspect them. Thus inspection has not enabled improvement in performance of teachers.

Table 10 above shows that the Pearson's correlation of 0.578 between inspectors being few in number, this means that a unit increases in the number of inspectors will lead on average to 0.578 decreases in students complaining about lesson taught. The significance value $p=0.000$ less than 0.05 hence significant, therefore this implies that there's a significant correlation between the inspectors being few in numbers and students complaining about lesson taught. Therefore inspectors being few in numbers have not significantly increased the performance of secondary schools teachers in Kasese district.

Thus school inspectors and quality assurance bodies through ministry of education have been limited in terms of professional support to teachers.

4.3.3 Objective Three: To examine the effect of feedback in school inspection on the performance of teachers in secondary schools in Kasese district.

According to the conceptual frame work, effect of feedback in school inspection was measured using various indicators that were gathered by asking respondents the questions,

4.3.3.1 Effect of feedback on school inspection

4.3.3.1 Table 11: Views of respondents on effect of feedback on school inspection

Statements measuring the effect of feedback on school inspection	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean	SD
The school inspection reports are properly organized with the necessary recommendations.	10.0	13.8	46.3	22.5	7.5	3.04	1.04
The school inspection reports possess constructive advices to teachers.	12.5	33.8	32.5	13.8	7.5	2.70	1.10
The school inspection reports are timely received at the school	11.3	11.3	22.5	40.0	15.0	3.36	1.20
School inspectors provide timely feedback to teachers/schools on improvement.	3.8	15.0	12.5	33.8	35.0	3.81	1.18
The school receives understandable feedback from inspectors on teachers' performance.	7.5	10.0	22.5	25.0	35.0	3.50	0.97
The school receives clear feedback from inspectors on teachers' performance.	4.8	9.0	20.0	50.0	16.3	3.69	0.91
There is mutual respect and productive dialogue between school inspectors and teachers.	8.7	30.0	10.0	28.8	22.5	3.44	1.25
Communication from inspectors to teachers is timely.	16.2	10.1	3.8	42.5	27.5	3.71	1.14
The communication between school inspectors and teachers is one sided.	26.3	23.8	15.0	20.0	15.0	3.26	1.43
Summary						3.39	1.14

(Source: primary data from the field study)

Table 11 above shows the responses on effect of feedback on school inspection, tallied for each statement or variables basing on the likert scales (strongly agree, agree, undecided, disagree and strongly disagree)

The findings reveal that, 10.0% of the respondents strongly agreed that school inspection reports are properly organized with the necessary recommendations and 13.8% agreed, while 46.3% were undecided. However, 7.5% of the respondents strongly disagreed to the statement and 22.5% disagreed. The average responses score was 3.04 with a standard deviation of 1.04. This means that on average the respondents were undecided on whether school inspection reports are properly organized with the necessary recommendations.

The study findings indicate that, 12.5% of the respondents strongly agree that school inspection reports possess constructive advices to teachers and 33.8% agreed, while 32.5% were undecided. However, 13.8% of the respondents strongly disagreed to the statement and 7.5% disagreed. The average responses score was 2.70 with a standard deviation of 1.10, meaning that on average the respondents revealed that to some extend school inspection reports possess constructive advices to teachers. There was however a substantial number (32.5%) who were undecided.

The findings reveal that, 11.3% of the respondents strongly agreed that school inspection reports are timely received at the school and 11.3% agreed, while 22.5% were undecided. However, 40.0% of the respondents strongly disagreed to the statement and 15.0% disagreed. The average responses score was 3.36 with a standard deviation of 1.20. This means that on average the respondents disagreed that school inspection reports are timely received at the school. There was however a substantial number (22.5%) who were undecided.

The study findings indicate that, 3.8% of the respondents strongly agreed that School inspectors provide feedback to government and teachers/schools for improvement in teaching and learning and 15.0% agreed, while 12.5% were undecided. However, 35.0% of the

respondents strongly disagreed with the statement and 33.8% disagreed. The average responses score was 3.81 with a standard deviation of 1.18, meaning that on average the respondents disagreed that school inspectors provide feedback to government and teachers/schools for improvement in teaching and learning. There was however substantial number (12.5%) who were undecided.

The findings reveal that, 7.5% of the respondents strongly agreed that school receives understandable feedback from inspectors on teachers' performance and 10.0% agreed, while 22.5% were undecided. However, 35.0% of the respondents strongly disagreed and 25.0% disagreed. The average responses score was 3.50 with a standard deviation of 0.97, meaning that on average the respondents disagreed that school receives understandable feedback from inspectors on teachers' performance. There was however substantial number (22.5%) who were undecided.

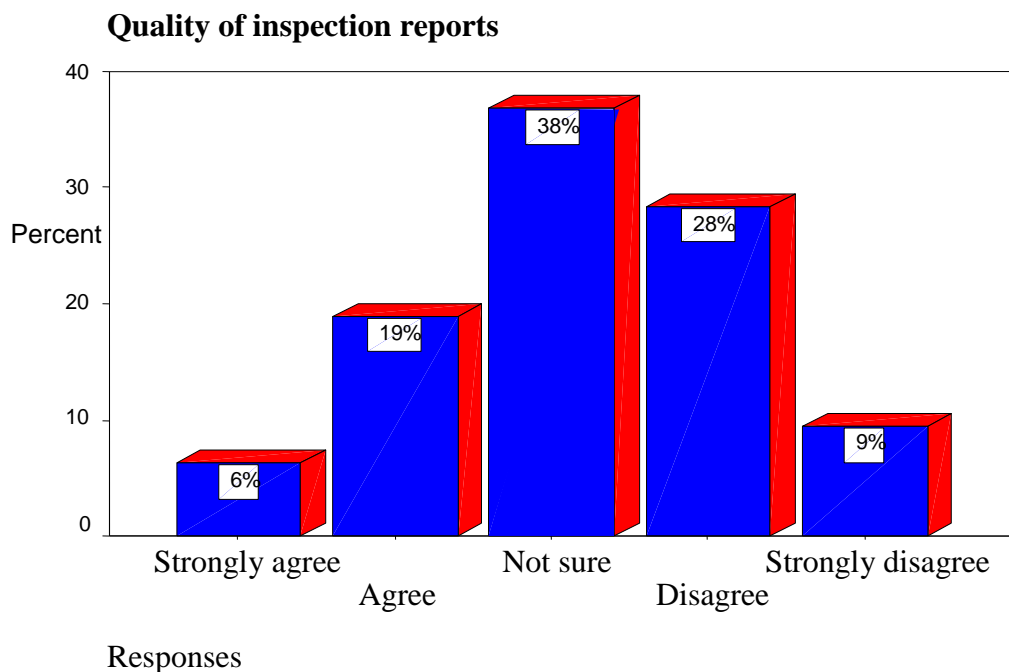
The study findings indicate that, 4.8% of the respondents strongly agreed that school receives clear feedback from inspectors on teachers' performance and 9.0% agreed, while 20.0% were undecided. However, 16.3% of the respondents strongly disagreed to the statement and 50.0% disagreed. The average responses score was 3.69 with a standard deviation of 0.91, meaning that on average the respondents disagreed that school receives clear feedback from inspectors on teachers' performance. There was however substantial number (20.0%) who were undecided.

The findings show that, 8.7% of the respondents strongly agreed that there is mutual respect and productive dialogue between school inspectors and teachers and 30.0% agreed, while 10.0% were undecided. However, 22.5% of the respondents strongly disagreed to the statement and 28.8% disagreed. The average responses score was 3.44 with a standard deviation of 1.25, meaning that on average the respondents disagreed that there is mutual respect and productive dialogue between school inspectors and teachers.

Findings indicate that, 16.2% of the respondents strongly agreed that communication from inspectors to teachers is timely and 10.1% agreed, while 3.8% were undecided. However, 27.5% of the respondents strongly disagreed to the statement and 42.5% disagreed. The average responses score was 3.71 with a standard deviation of 1.14, meaning that on average the respondents disagreed that communication from inspectors to teachers is timely.

The findings show that, 26.3% of the respondents strongly agreed that communication between school inspectors and teachers is one sided and 23.8% agreed, while 15.0% were undecided. However, 15.0% of the respondents strongly disagreed to the statement and 20.0% disagreed. The average responses score was 3.26 with a standard deviation of 1.43, meaning that on average the respondents agreed that communication between school inspectors and teachers is one sided.

4.3.3.1 Figure 6, shows response quality of inspection reports.



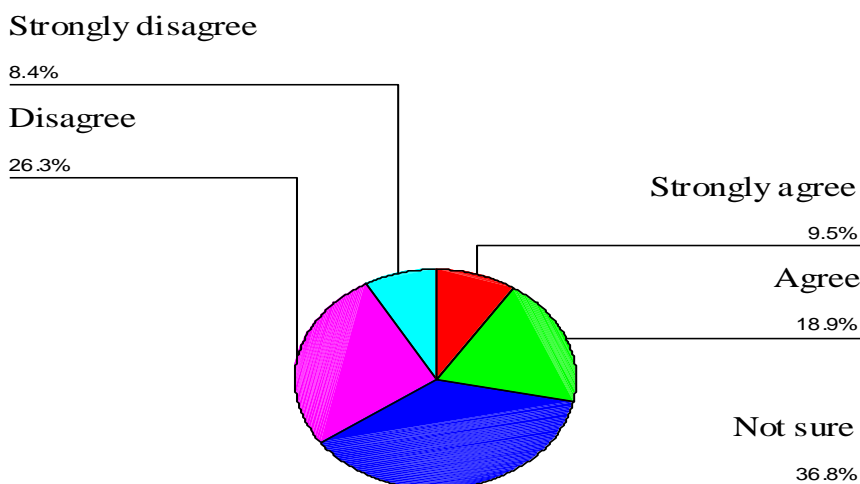
(Source: primary data from the field study)

From figure 6, illustrates that from the field research that was conducted in Kasese district on school inspection and performance of teachers, 95(25%) of the respondents (of whom 23(6%) and 72(19%) of the respondents strongly agree and agree respectively) revealed that the quality of school inspection are satisfactory, followed by 145(38%) of the respondents who were not sure and lastly 141(37%) of the respondents (of whom 34(9%) and 107(28%) of the respondents strongly disagree and disagree respectively) disagreed. Thus from the statistics the researcher concludes that to some extent the quality of school inspection reports are not satisfactory.

The finding was also further confirmed by interviewing the District Education Officer (DEO) who revealed that the reports are fairly satisfied, but most of the inspections are not objective and some of the reports are forged sometimes the inspectors do not reach hard to reach schools.

4.3.3.2 Figure 7 shows response feedback to government and school.

inspectors provide feedback to gov and schools



(Source: primary data from the field study)

From figure 7, illustrates that 23 (28.4%) of the respondents (8 (9.5%) and 15 (18.9%) of the respondents strongly agree and agree respectively) revealed that inspectors provide feedback

to government and school, 31 (38.8%) of the respondents were not sure and lastly 26 (34.7%) of the respondents (6 (8.4%) and 20 (28.3%) of the respondents strongly disagree and disagree respectively) rejected the statement. Thus the respondents were undecided on whether school inspectors provide feedback to government and school/teachers or not.

Summary: seven of twelve indicators measuring the effect of feedback on school inspection were on average answered by respondents in negative; while two indicators were answered in affirmative that is - school inspection reports possess constructive advices to teachers and the communication between school inspectors and teachers is one sided, where on average respondents agree to them. And the others the responses were undecided

Interview (4) stated that, “school inspectors sometimes give the feedback to the schools and other stakeholders and at times they do not give feedback depending on the purpose of the visit”.

Interview (9) stated that, “the feedback provided by school inspectors do not necessarily lead to school improvement in regard to improving teachers’ performance since they have no positive results since it at times they are both not clear and understood by teachers/schools”.

4.3.3.5 Testing hypothesis number three.

Hypothesis number three: There is a significant effect of feedback in school inspection on the performance of teachers in secondary schools in Kasese district.

To test the above hypothesis the researcher computed the correlation coefficient for the effect of feedback in school inspection verses the performance of teachers in secondary schools in Kasese district.

4.3.3.5 Table 12 shows responses on provision of feedback, lesson preparation and quality of work.

		Lesson preparation	Quality about teachers work
Provision of feedback for improvement.	Spearman's Correlation coefficient	0.127	-0.060
	Sig (2-tailed)	0.221	0.566
	N	381	381

(Source: primary data from the field study)

Correlation is significant at the 0.05 level (two tailed)

From table 12 above, there's a positive but not statistically significant relationship between provision of feedback for improvement and lesson preparation at 0.127 (12.7%), the significance value 0.221 is higher than 0.05 hence insignificant. The findings revealed that school inspector do not provide feedback for improvement of teachers' performance through lesson preparation.

Table 12 above, shows that there's a negative and no significant relationship between the provision of feedback for improvement and the quality about teachers work, that is -0.060 as the spearman's correlation coefficient and the significant value 0.566 is higher than 0.05 which is the accepted significant value. Thus the findings revealed that inspector have not adequately provided feedbacks that will posses positive results in improving standards in teaching and learning that basically explains the performance of teachers. The study therefore revealed that school inspectors have not done much in provision feedback for improvement teachers' performance through the quality of the work their offer during the teaching process.

4.4 Findings on performance of secondary school teachers in Kasese district (dependent variable)

According to the conceptual frame work, the performance of teachers is measured using six indicators that were gathered by asking respondents questions in the tables below.

4.4 Table 13: Views of respondents on Performance of secondary school teachers

Statements measuring performance of teachers.	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean	SD
Lesson preparations by teachers are done in time.	16.0	60.0	5.3	7.5	11.3	2.28	1.21
Students do not complain to school inspector about time management by teachers.	36.2	35.0	5	20.0	3.8	2.20	1.24
Students do not complain about the quality of teachers' work.	32.4	33.8	12.5	16.3	5.0	2.28	1.22
Students do not complain to school inspector about teacher attendance.	32.4	38.8	10.0	10.8	8.0	2.15	1.08
Students do not complain to school inspector about curriculum coverage.	27.5	47.5	6.3	15.0	3.7	2.20	1.12
Students do not complain to school inspector about lessons taught.	35.0	50.0	1.3	3.1	10.6	1.94	0.96
Summary						2.23	1.14

(Source: primary data from the field study)

Table 13 above shows the responses on performance of teachers, tallied for each statement or variables basing on the likert scales (strongly agree, agree, undecided, disagree and strongly disagree)

The study findings indicate that, 16.0% of the respondents strongly agreed that lesson preparations by teachers are done in time and 60.0% agreed, while 5.3% were undecided. However, 11.3% of the respondents strongly disagreed to the statement and 7.5% disagreed. The average responses score was 2.28 with a standard deviation of 1.21, meaning that on average the respondents agreed that that lesson preparations by teachers are done in time.

The findings show that, 36.3% the respondents strongly agreed that students do not complain to school inspector about time management by teachers and 35.0% agreed, while 5.0% were undecided. However, 3.8% of the respondents strongly disagreed to the statement and 20.0% disagreed. The average responses score was 2.20 with a standard deviation of 1.24, meaning that on average the respondents agreed that students do not complain to school inspector about time management by teachers.

Findings show that, 32.4 of the respondents strongly agreed that students do not complain about the quality of teachers' work and 33.8% agreed, while 12.5% were undecided. However, 5.0% of the respondents strongly disagreed to the statement and 16.3% disagreed. The average responses score was 2.28 with a standard deviation of 1.22, meaning that on average the respondents agreed that students do not complain about the quality of teachers' work.

The findings reveal that, 32.4% of the respondents strongly agreed that students do not complain to school inspector about teacher attendance and 38.8% agreed, while 10.0% were undecided. However, 8.0% of the respondents strongly disagreed to the statement and 10.8% disagreed. The average responses score was 2.20 with a standard deviation of 1.12, meaning

that on average the respondents agreed that students do not complain to school inspector about curriculum coverage.

The findings show that, 35.0% of the respondents strongly agreed that students do not complain to school inspector about lessons taught and 50.0% agreed, while 1.3% were undecided. However, 10.6% of the respondents strongly disagreed to the statement and 3.1% disagreed. The average responses score was 1.94 with a standard deviation of 0.96, meaning that on average the respondents agreed that students do not complain to school inspector about lessons taught.

Summary: Six indicators measuring performance teachers were on average answered by respondents in affirmative. One the whole research findings revealed that, respondents agreed that secondary school teachers are performing.

Interviewee (9) stated that, school inspectors have been judgmental by pin pointing teachers' weakness and at times they do not offer those clear recommendation/approaches on how to improve on the teaching and learning best for the students upon the teachers' performance can be determined.

Interviewee (11) stated that, there is still small effort by inspectors on improving teachers' performance, the prevailing performance of student is at greater extend by teacher contributions.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, discussion, conclusions and recommendations got from the research findings guided by the research general objective and specific objectives.

5.2 Summary of the findings

The general objective of this study was to assess the perceived effect of school inspection on the performance of secondary school teachers in Kasese district.

5.2.1 Objective One: To investigate the effect of implementation of school inspection on the performance of teachers in secondary schools in Kasese district.

The effect of the implementation of school inspection was divided into divided into two namely; items about effective in inspection and items about provision of professional support to teachers. The findings indicate that the implementation of school inspection based on inspectors being judgmental associate positively and significant with performance of teachers taking concern of curriculum coverage ($r = 0.062$, $p\text{-value} = 0.033$).

Findings show that there is a very weak positive relationship between implementation of school inspection and teachers' performance, given the correlation coefficient of 0.032 ($r = 0.032$, $p\text{-value} = 0.756$) basing on curriculum coverage.

Findings reveal that, there is a very weak positive relationship between the implementation of school inspection and performance of teachers, given the correlation coefficient of 0.150 ($r = 0.150$, $p\text{-value} = 0.184$) basing on teachers' work. The researchers did not accept the relationship as statistically significant. This implies that the implementation of school inspection has not done to improve the performance of secondary school teachers.

5.2.2 Objective Two: To establish the effect of support inputs by school inspectors on the performance of teachers in secondary schools in Kasese district.

Support inputs by school inspectors were divided into two components namely; internal school support inputs and external school support inputs. Findings on this objective basing on number of inspectors and teachers attendance on ensuring proper teaching and learning show a positive and significant relationship ($r = 0.452$, $p\text{-value} = 0.000$). This means that once schools are not inspected for given period of time it creates a gap in effective teaching and learning as teachers end up not attending to students since they expect no body to come and inspect them.

Findings on this same objective basing on number of inspectors show that there is a positive and significant relation between number of inspectors and students complain about lesson taught ($r = 0.578$ and $p\text{-value} = 0.000$), since the $p\text{-value} 0.000$ is less than 0.05 hence significant. This implies that inspectors being few in numbers have not significantly increased the performance of secondary schools teachers in Kasese district. Thus in general, Support inputs by school inspectors significantly affect the performance of teachers in secondary schools in Kasese district. This was further indicated by the summary of standard deviation of 1.05 and the mean of 2.81 .

5.2.3 Objective Three: To examine the effect of feedback in school inspection on the performance of teachers in secondary schools in Kasese district.

The effect of feedback in school inspection was divided into three components namely; Quality of school inspection reports, Relevancy of feedback and Effectiveness in communication. The findings were interpreted and discussed in relation to the above objective and in comparison with the literature review cited. The findings show that, there is there's a positive but not statistically significant relationship between provision of feedback

for improvement and lesson preparation ($r = 0.127$ and $p\text{-value} = 0.221$). This implies that school inspectors do not provide feedback for improvement of teachers' performance through lesson preparation.

In addition, the findings show that there's a negative and no significant relationship between the provision of feedback for improvement and the quality of teachers' work ($r = -0.060$, and $p\text{-value} = 0.566$). This implies that inspectors have not adequately provided feedback that would pose positive results in improving standards in teaching and learning that basically explains the performance of teachers.

5.3 Discussion of the Findings:

The following are the discussions of the study according to the study objectives.

5.3.1 Objective One: To investigate the effect of implementation of school inspection on the performance of teachers in secondary schools in Kasere district.

Implementation of school inspection was divided into two namely; items about effective inspection and items about provision of professional support to teachers.

The research finding revealed that school inspectors do not provide continuous monitoring, reviewing of school teaching and learning which are the core functions of inspectors to ensure better performance of teachers. On interviewing head teachers they said that inspectors visit schools twice in a year and which is a limited time that would lead to teachers relaxing on their work as they do not expect anybody to come and assess them and this results in poor performance of secondary teachers. In general the researcher concludes that the monitoring of teaching and learning has not been effective which leads to poor performance of secondary school teachers.

This was in conformity with Nkinyangi (2006), who assert that School inspectors are also expected to provide a continuous monitoring, reviewing and assessing the attainment and progress of pupils. Just as teaching and learning activities are the teachers' core functions, school inspectors' core function is to inspect the schools. It is meaningless for inspectors to visit the school, without checking what is going on in classrooms setting. He further asserts that School inspectors ensure that teachers are doing their job and that pupils are receiving what they are supposed to acquire as learning experiences. Learmonth (2000: 6) contends, "We have the responsibility to provide all children with best possible education and school inspection is an important source of information about how successfully this aim is being achieved". School inspection is both a tool for accountability and as a powerful force for school improvements.

From the finding it was also revealed by the majority of the respondents who participated in the research study that inspectors while visiting the school do not normally check on what is going on in classrooms setting and they do not offer professional support, since from study that was conducted they did not help much teachers in using different teaching and learning approaches appropriate to the students' needs that would lead to better teachers performance.

The above finding was not in conformity with Mathew & Smith (1995), who asserted that Ugandan school inspectors have to play that role by ensuring the quality of pupils' learning. They also need to assess whether the school successfully meets its targets in terms of learning outcomes and pupils experiences that lie at the heart of quality assurance in schools. The area of concern of school inspectors should be on teaching and learning and direct classroom observation in order to witness how learning is operationalized.

From the research it was revealed that school inspector's emphasis accountability than offering professional support that would help teachers in using different teaching and learning approaches appropriate to the students' needs. From the research study there's no effectiveness in inspection since inspectors have been judgmental than being developmental, pinpointing the weakness of teachers, researcher therefore concludes that there is no great significant effect in implementation of school inspection on the performance of teachers in secondary schools in Kasese district.

The above findings were in disagreement with Dimmock & Walker (2005); Wilcox (2000), who asserts that School inspection, should be developmental and not judgmental. This means that it should help teachers to improve and not just pinpointing his/her weaknesses. The need and relevance of school inspection in secondary schools is extremely important for teacher's performance in schools, it can also mean the ability to effectively and efficiently produce results.

5.3.2. Objective Two: To establish the effect of support inputs by school inspectors on the performance of teachers in secondary schools in Kasese district.

Support inputs by school inspectors are divided into two components namely; internal school support inputs and external school support inputs. Findings on this objective revealed that all school inspectors are qualified individual who possess wider knowledge base and skill to facilitate their work in advising teachers to make use of the evaluable facilities both within school and outside to enable proper learning and teaching as an indicator of better

performance of teachers, however this also depends on how adequately external support inputs that can facilitate the work of school are to be reinforced.

This was in conformity with Wilcox (2000) and Ehren and Visscher (2006), who suggested that school inspection's to have impact on teaching and learning greatly depends upon both the internal inputs (internal strengths) and external inputs (infrastructural support like transport, housing and office equipments). These internal inputs include among other things; the academic qualifications of school inspectors and their competence skills in subject matter. School inspectors should advance themselves academically and they need to possess a wider knowledge base and skills to facilitate their work. In addition, Ehren and Visscher (2006) suggest that school inspectors should have a broad knowledge base and a good view on how the school is performing.

In addition, Ehren and Visscher (2006) suggest that school inspectors should have a broad knowledge base and a good view on how the school is performing. In this case, it may be easier for them to help teachers in terms of professional support when they demonstrate their competence skills level in a subject area (Wilcox, 2000). This is because an inspector cannot check and scrutinize what he/she does not know. Therefore, it better for school inspectors to have higher academic qualifications than the teachers they supervise in order to improve their performance.

It was also revealed from the findings by the majority of teachers are committed to make use of school inspection recommendation and this basically explained by teachers' willingness to cooperate with school inspectors in order to ensure better performance.

This was in conformity MacBeath and Martimore (2001) and Wilcox (2005) asserts that, 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 teachers will succeed in teaching depends on such internal features such as cooperation between teachers and inspectors (Ehren et al., 2005).

From the research study findings it was significantly revealed that school inspectors are not fully funded to perform their work satisfactory to enable the performance of secondary teacher. Thus from the findings the level of inspection can largely depend on funding as one of support inputs from the ministry of education to enable effective school inspection.

While interviewing both the inspectors and district education officer they revealed that there is inadequate funding from the ministry of education to enable them to conduct inspection exercise satisfactory. The support is through giving fuel and lunch allowances have not also been enough to enable inspectors to cover all schools within the district regularly in every term.

The findings was in line with Chabala, (1994) & Mkwanzia (1985), who assert School inspection has been frustrated by the lack of essential facilities, such as office accommodation, clerical services and support staff for school inspectors, funds, equipment, and stationery. Perennial shortage of stationery and inadequate secretarial services also make it difficult for the inspectors to prepare meaningful reports. Commenting about the lack of funds to support educational programs by education ministry

Further the research findings was in conformity with Earley (1998), who argues that for school inspectors to perform Well largely depend on the level of funding directed to

inspectorate. Supporting inputs (both external and internal) are factors that can aid school inspectors to have a positive impact of teaching and learning.

From field research findings it was further revealed that an increase in number of inspector would lead to increases in teachers' attendance, it was released that there's a significant relationship between the numbers of inspectors being few and students complaining about teachers' attendance. This means that once schools are not inspected for given period of time it creates a gap in effective teaching and learning since teachers end up not attending to students as they expect no body to come and inspect them. Thus school inspectors and quality assurance bodies through ministry of education have not fully offered professional support to teachers to effectively enable their performance since there are few inspectors compared to the increasing number of schools.

This is in conformity with According to Nkinyangi (2006) school inspectors and quality assurance bodies have been limited in terms of professional support to teachers. To Nkinyangi, quality assurance officers go about their duties as fault finders, seeking to find mistakes rather than checking if there are problems affecting curriculum implementation and suggesting the way to overcome them. In addition, Nolan and Hoover (2005) contend that many school inspectors tend to emphasize accountability at the expense of professional growth, which results in poor or marginal teacher performance.

5.3.3 Objective Three: To examine the effect of feedback in school inspection on the performance of teachers in secondary schools in Kasese district.

The effect of feedback in school inspection was divided into three components namely; Quality of school inspection reports, Relevancy of feedback and Effectiveness in communication.

From the research that was conducted in Kasese district, the finding revealed that the quality of school inspection report is not significantly satisfactory, they do not produce clear reports that should be properly organized with necessary recommendation with clear language that is to facilitate the credibility and acceptance of what inspectors are trying to advice teacher which would result into improvement in their performance, no constructive advices to teachers and not timely received by different schools. It was further revealed from the research that school inspectors do not provide timely feedback to the stakeholders and the respective secondary school which is significantly reliable and necessary for teachers' performance as mandated in the regulation act of Uganda. Since inspectors do not produce clear and timely feedback report with necessary recommendation, therefore, the researcher concludes that there is no significant relationship between the quality of school inspection reports and teachers' performance.

This was in conformity according to Chapman (2001) who asserts that, quality of the school inspection reports and feedback mechanisms with clear language is what will facilitate the credibility and acceptance of what school inspectors are trying to advice the teachers. To Chapman, teachers' willingness to act upon school inspection reports will depend on the relevance of the school inspection comments. This is so because, if school inspection reports are not properly organized and do not possess constructive advices it may be difficult for the teachers to make use of the recommendations.

Furthermore, the school stakeholders have to receive quality school inspection reports for improving teacher's performance. School inspection reports have to reach all the respective stakeholders in two weeks after the inspection date (Wilcox, 2000). This is done to allow a quick response for the burning issues and allow the inspection findings to be acted upon by the respective authorities.

It was also revealed from the research by the majority of the respondents that communication between school inspectors and teachers is one sided in that teachers are not very much involved when recommendation are made, and this makes it difficult for the feedback to have clear and positive results that aim at improving the performance of teachers in regard to school standards. Teachers are not involved in the when recommendation made and this recommendation are not timely received by the teachers this implies that there is no mutual respect and productive dialogue between school inspectors and teachers. This implies that inspection have no impact on improving the performance of secondary school teachers in Kasese district.

The findings was in conformity with Ehren et al, (2005), Wilcox (2000) who 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 from inspectors as relevant, understandable, clear and useful. Again, it is argued by Gray and Wilcox, (1995) cited by Ehren et al., (2005:70) that the "feedback from school inspectors has a larger chance of being used when teachers are involved in recommendations.

Furthermore Ehren et al., (2005), MacBeath and Martimore (2001) and Webb et al., (1998) advocate the self-assessment and evaluation for the schools. In education and schooling processes, teachers are regarded as whole persons in their own right rather than as packages of energy, skills and aptitudes to be utilized by administrators and school inspectors (Sergiovanni & Starrat, 2007). School inspectors need to create a feeling of satisfaction among teachers by showing interest in them as people (Sergiovanni & Starratt, 2007). It is assumed that a satisfied teacher would work harder and would be easier to work with (Sergiovanni & Starratt, 2007). Teachers know better about their strengths and weaknesses whilst the school inspector is simply there as a facilitator for supporting the teacher for better performance

From the study finding on investigating the relationship between inspection and curriculum coverage, there is no significant relationship between provision of feedback for improvement by school inspectors to various school and other stakeholders on lesson preparation and the quality of work offered during the teaching process which is a sub component to determine the performance of secondary teachers. Since inspectors do not offer effective communication ensure that the teaching and learning process is improved, therefore the researcher reveals that there's no effective in communication and teachers performance.

This was inconformity with Wilcox (2000), who argues that what one communicates and how she/he communicates matters a lot for effective school inspection and for creation of positive relationship. Similarly, mutual respect and understanding are essential for the business of school inspection if teaching and learning is to be improved. Leeuw (2002) argues that there should be positive relationship, mutual respect and productive dialogue between school inspectors and teachers. Positive relations between teachers and school inspectors is what to a

larger extent will facilitate the acceptance of the challenges and support from the school inspectors by teachers (Ehren & Visscher, 2008).

Furthermore, scholars such as Ehren et al., (2005), MacBeath and Martimore (2001) and Webb et al., (1998), advocate the self-assessment and evaluation for the schools. In education and schooling processes, teachers are regarded as whole persons in their own right rather than as packages of energy, skills and aptitudes to be utilized by administrators and school inspectors

5.4 Conclusions:

The study made the following conclusions;

5.4.1 Objective One: To investigate the effect of implementation of school inspection on the performance of teachers in secondary schools in Kasese district.

The study concluded that there is no effect implementation of school inspection towards the better performance of teachers ($r = 0.150$, $p\text{-value} = 0.184(<0.05)$), there is a very weak positive relationship between the implementation of school inspection and performance of teachers. The findings indicate that the implementation of school inspection based on inspectors being judgmental associate positively and significant with performance of teachers taking concern of curriculum coverage ($r = 0.062$, $p\text{-value} = 0.033(<0.05)$), inspectors pin point teachers other than advising them. Thus basing on the finding, monitoring of teaching and learning has not been effective which lead to poor performance of secondary school teachers.

5.4.2 Objective Two: To establish the effect of support inputs by school inspectors on the performance of teachers in secondary schools in Kasese district.

The researcher concludes that support inputs by school inspectors have not significantly effected the performance of teachers in secondary schools in Kasese district ($r = 0.578$ and $p\text{-value} = 0.000(<0.05)$), implying that there is strong positive correlation and significant relation between inspectors being few and teachers performance. Thus inspectors still few in numbers compared to the existing number of school in the same district which makes it difficult to offer professional support to teacher to effectively enable their performance. However the findings indicated that most of the school inspectors are qualified individual who possess wider knowledge base and skill to facilitate their work and findings revealed that teachers are willing to cooperate with inspectors and make use of the recommendation, once inspection is conducted effectively then this would result into proper learning and teaching that would indicate better performance of teachers. This was further indicated by the summary of standard deviation of 1.05 and the mean of 2.81.

5.4.3 Objective Three: To examine the effect of feedback in school inspection on the performance of teachers in secondary schools in Kasese district.

The researcher conclude that the quality of school inspection report is not significantly satisfactory since inspectors do not produce clear reports that are properly organized with necessary recommendation with clear language that is to facilitate the credibility and acceptance of what inspectors are trying to advice teacher which would result into improvement in their performance ($r = 0.127$ and $p\text{-value} = 0.221(>0.05)$). School inspectors do not provide timely feedback to the stakeholders and the respective secondary school which is significantly reliable and necessary for teachers' performance as mandated in the regulation Act of Uganda.

Findings also revealed that there's no effective in communication and teachers performance, since inspectors do not offer effective communication to ensure that the teaching and learning process is improved through lesson preparation and the quality of work offered during the teaching process which is a sub component to determine the performance of secondary teachers. Thus in general, the researcher concludes that there is a significant effect of feedback in school inspection on the performance of teachers in secondary schools in Kasese district. This was further indicated by the summary of standard deviation of 1.14 and the mean of 3.39

5.5 Recommendations:

The study made the following recommendations in relation to the findings and conclusions.

5.5.1 Objective One: To investigate the effect of implementation of school inspection on the performance of teachers in secondary schools in Kasese district.

The research study recommends that since the school inspectors' core function is to inspect the schools, they are expected to advice teachers to make the best use of the available facilities both within the school and the wider community and encourage self evaluation with the support of teaching and learning process.

School inspection should not be judgmental that is pin pointing teachers weakness, there's a need for them to be developmental and cooperate with teachers and advise them so as to improve on teaching and learning of student upon which their performance can be determined.

5.5.2 Objective Two: To establish the effect of support inputs by school inspectors on the performance of teachers in secondary schools in Kasese district.

The study recommends that for inspectors to perform largely depend on the level of funding directed to the inspectorate, then Ministry of Education should fully fund the inspectors. The

system or organization should meet external and internal support needs, pursuing its mission with the available resource, performing within its capacity and keeping its core competencies.

The research study also recommends that Government through the Ministry of Education should recruit more trained personnel in field of inspectors so as increase on their numbers compared to the existing number of school in the same district, to offer professional support to teacher to effectively enable their performance.

5.5.3 Objective Three: To examine the effect of feedback in school inspection on the performance of teachers in secondary schools in Kasese district.

The research study recommends that to facilitate the credibility and acceptance of inspection quality reports, there is a need by the Ministry of Education to ensure that school inspection reports and feedback mechanisms should be clear, timely so as to make use of their recommendation.

The research study also recommends that there should be positive relationship, mutual respective and productive dialogue between school inspectors and teachers. School inspectors should strive for a balanced “give and take” and you too-me too” relationship

5.6 Areas for further research

The future research should attempt to verify others factors that would enable the performance of secondary teachers other than inspection in Kasese district.

To assess the contribution of the ministry of education towards the improvement of secondary school teachers performance in Uganda

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APPENDICES

Appendix 1: Table for determining sample size from a given population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: “N” is population size
“S” is sample size.

Appendix 2: Questionnaire for teachers

Dear respondent,

I **DOVIKO KISEMBO** a postgraduate student from Uganda Management Institute carrying out a research on “School Inspection and Performance of Secondary School Teachers: A Case Study of Kasese District”. Your response will be helpful in the completion of my postgraduate studies by writing a dissertation as a partial fulfillment for the requirements for the award of the degree in Masters of Management Studies (Public Administration and Management) of Uganda Management Institute. I request your participation by providing information as per the instructions. All information given will be treated with confidentiality and will only be used for only academic purposes. Thank you in advance for your valuable time and effort in answering this questionnaire.

Section 1: General information

1. Your age _____
2. Your gender a) Male b) Female
3. Length of service you have been at this organization _____

Section Tick against a letter indicating your response or fill in the space provided

2: Implementation of school inspection

For each item, please indicate your response using the following scale.

SD = Strongly Disagree D = Disagree NS = Not sure A = Agree

SA = Strongly agree

Items about effective in inspection	SD	D	NS	A	SA

1. School inspections have been developmental					
2. School inspections have been judgmental					
3. School inspectors have been providing a continuous monitoring of the teaching and learning in the school					
4. Inspectors while visiting the school, always check what is going on in classrooms setting					
5. School inspectors have ensured that teachers are doing their job					
Items about provision of professional support to teachers	SD	D	NS	A	SA
6. School inspectors always offer professional support to teachers					
7. School inspectors help teachers in using different teaching and learning approaches appropriate to the students' needs					
8. School inspectors emphasize accountability at the expense of professional growth					
9. School inspectors act as "critical friends" in providing advice to teachers in teaching and learning					

Section 3: Support inputs for school inspection

For each item, please indicate your response using the following scale.

SD = Strongly Disagree D = Disagree NS = Not sure A = Agree

SA = Strongly agree

Items about internal school support inputs	SD	D	NS	A	SA
1. The school inspectors are qualified individuals					

2. The school inspectors possess a wider knowledge base and skills to facilitate their work					
3. Teachers are willing to cooperate with the school inspectors					
4. Teachers have been committed towards making use of the school inspection recommendations					
Items about external school support inputs	SD	D	NS	A	SA
5. School inspectors complain to the ministry of education that they do not have transport to visit schools					
6. School inspectors complain to the ministry of education that they are not funded to visit schools					
7. School inspectors complain to the ministry of education that they are too few in numbers to visit schools					

Section 4: Feedback in school inspection

For each item, please indicate your response using the following scale.

SD = Strongly Disagree D = Disagree NS = Not sure A = Agree

SA = Strongly agree

Items about quality of school inspection reports	SD	D	NS	A	SA
1. The quality of the school inspection reports are satisfactory					
2. The school inspection reports are properly organized with the necessary recommendations.					
3. The school inspection reports possess constructive advices to teachers.					

4. The school inspection reports are timely received at the school					
Items about relevancy of feedback	SD	D	NS	A	SA
5. School inspectors provide feedback to government and teachers/schools for improvement in teaching and learning.					
6. School inspectors provide timely feedback to teachers/schools on improvement.					
7. The school receives relevant feedback from inspectors on teachers' performance.					
8. The school receives understandable feedback from inspectors on teachers' performance.					
9. The school receives clear feedback from inspectors on teachers' performance.					
Items about effectiveness in communication	SD	D	NS	A	SA
10. There is mutual respect and productive dialogue between school inspectors and teachers					
11. Communication from inspectors to teachers is timely					
12. The communication between school inspectors and teachers is one sided					

Section 5: Performance of teachers

For each item, tick your answer: Strongly disagree, or Disagree, or Not sure, or agree, or Strongly agree.

Items about performance of teachers	SD	D	NS	A	SA
1. Lesson preparations by teachers is done in time					
2. Students do not complain to school inspector about time management by teachers					
3. Students do not complain about the quality of teachers' work					
4. Students do not complain to school inspector about teacher attendance					
5. Students do not complain to school inspector about curriculum coverage					
6. Students do not complain to school inspector about lessons taught					

Thanks for your cooperation

Appendix 3: Questionnaire for students

Dear respondent,

I **DOVIKO KISEMBO** a postgraduate student from Uganda Management Institute carrying out a research on “School Inspection and Performance of Secondary School Teachers: A Case Study of Kasese District”. Your response will be helpful in the completion of my postgraduate studies by writing a dissertation as a partial fulfillment for the requirements for the award of the degree in Masters of Management Studies (Public Administration and Management) of Uganda Management Institute. I request your participation by providing information as per the instructions. All information given will be treated with confidentiality and will only be used for only academic purposes. Thank you in advance for your valuable time and effort in answering this questionnaire.

Section 1: General information

Tick against a letter indicating your response or fill in the space provided

1. Your age _____
2. Your gender a) Male b) Female

Section 2: Implementation of school inspection

For each item, please indicate your response using the following scale.

SD = Strongly Disagree D = Disagree NS = Not sure A = Agree

SA = Strongly agree

Items about effective in inspection	SD	D	NS	A	SA
1. School inspectors have been providing a continuous monitoring of the teaching and learning in the school					
2. Inspectors while visiting the school, always check what is going on in classrooms setting					

Section 3: Support inputs for school inspection

For each item, please indicate your response using the following scale.

SD = Strongly Disagree D = Disagree NS = Not sure A = Agree

SA = Strongly agree

Items about internal school support inputs	SD	D	NS	A	SA
1. The school inspectors are seen giving advance to teachers.					
2. School inspectors demonstrate the teaching process to teachers in class.					
3. Students are willing to cooperate with the school inspectors					

Section 5: Performance of teachers

For each item, tick your answer: Strongly disagree, or Disagree, or Not sure, or agree, or Strongly agree.

Items about performance of teachers	SD	D	NS	A	SA
1. Lesson preparations by teachers is done in time					
2. Students do not complain to school inspectors about time					

management by teachers					
3. Students do not complain to school inspectors about the quality of teachers' work					
4. Students do not complain to school inspectors about teacher attendance					
5. Students do not complain to school inspectors about curriculum coverage					
6. Students do not complain to school inspectors about lessons taught					

Thanks for your cooperation

Appendix 4: Interview Guide for Head teachers

Dear respondent,

I **DOVIKO KISEMBO** a postgraduate student from Uganda Management Institute carrying out a research on “School Inspection and Performance of Secondary School Teachers: A Case Study of Kasese District”. Your response will be helpful in the completion of my postgraduate studies by writing a dissertation as a partial fulfillment for the requirements for the award of the degree in Masters of Management Studies (Public Administration and Management) of Uganda Management Institute. I request your participation by providing information as per the instructions. All information given will be treated with confidentiality and will only be used for only academic purposes. Thank you in advance for your valuable time and effort in answering this questionnaire.

1. How many times do school inspectors visit your school per academic year?
2. How effective have been the school inspections?
3. What kind of support do inspectors offer to the teachers to help them improve in teaching and learning? Is this support satisfactory? Briefly explain your response.
4. What kind of facilitation is offered to school inspectors by the school?
5. Do school inspectors send school inspection reports to you? If no, why don't they? If yes, are you satisfied with the school inspection reports? Briefly explain your response.
6. How relevant has been the feedback you receive on school inspection?
7. How effective has been the communication of school inspectors?
8. What challenges do teachers face in their daily work performance especially in relation to teaching and learning?
9. What should be done so that school inspections can have a positive contribution towards teaching and learning?

Thanks for your cooperation

Appendix 5: Interview Guide for District Education Officers

Dear respondent,

I **DOVIKO KISEMBO** a postgraduate student from Uganda Management Institute carrying out a research on “School Inspection and Performance of Secondary School Teachers: A Case Study of Kasese District”. Your response will be helpful in the completion of my postgraduate studies by writing a dissertation as a partial fulfillment for the requirements for the award of the degree in Masters of Management Studies (Public Administration and Management) of Uganda Management Institute. I request your participation by providing information as per the instructions. All information given will be treated with confidentiality and will only be used for only academic purposes. Thank you in advance for your valuable time and effort in answering this questionnaire.

1. How many school inspectors are there in your district?
2. How effective have been the school inspections?
3. What kind of support do inspectors offer to the teachers to help them improve in teaching and learning? Is this support satisfactory? Briefly explain your response.
4. What kind of facilitation is offered to school inspectors by the district?
5. Do school inspectors send school inspection reports to you? If no, why don't they? If yes, are you satisfied with the school inspection reports? Briefly explain your response.
6. How relevant has been the feedback you receive on school inspection?
7. How effective has been the communication of school inspectors?
8. What challenges do inspectors face when visiting schools?
9. What do you suggest as mechanisms to allow school inspection to have a greater impact on teaching and learning?

Thanks for your cooperation

Appendix 6: interview guide for district inspector of school

Dear respondent,

I **DOVIKO KISEMBO** a postgraduate student from Uganda Management Institute carrying out a research on “School Inspection and Performance of Secondary School Teachers: A Case Study of Kasese District”. Your response will be helpful in the completion of my postgraduate studies by writing a dissertation as a partial fulfillment for the requirements for the award of the degree in Masters of Management Studies (Public Administration and Management) of Uganda Management Institute. I request your participation by providing information as per the instructions. All information given will be treated with confidentiality and will only be used for only academic purposes. Thank you in advance for your valuable time and effort in answering this questionnaire.

1. What do you consider to be quality education in secondary schools in Uganda?
2. What is your role in ensuring provision of quality education secondary school?
3. Who else is involved in carrying out that duty in the district?
4. What do you do?
5. (a) What structures are in place to ensure quality education provision at district level?
(b) Do these structures in your opinion cover all relevant aspects of inspection?
6. How many inspectors are there in the district?
7. What do they do?
8. What type of inspection do they carry out?
9. How often is the inspection done?
10. Are the schools normally informed that they are going to be inspected?

11. Do government facilitate school inspection? If no why? If yes, are you satisfied with the facilitation/support? Briefly explain your response.
12. Do you give a feedback to schools you visit?
13. What causes of action are normally taken against non-confirming schools/teachers?
14. What are your commits on inspection monitoring and evaluation of quality education provision as whole?
15. What constraints do you encounter in carrying out your work?
16. What, in your own opinion, would help to enhance this function?

Thanks for your cooperation