EFFECTIVENESS OF SCHOOL INSPECTION IN STAFF DEVELOPMENT IN SECONDARY SCHOOLS IN WAKISO DISTRICT, UGANDA

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for the award of a degree of Master of Education to the Department of Educational Administration and Planning in the Faculty of Education.

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DECLARATION

I declare that this thesis is my original work achieved through personal and scientific research. This work has not been submitted to any university or institution for academic award. All sources used in this work have been duly acknowledged.

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ABSTRACT

The study investigated the effectiveness of school inspection in staff development in secondary schools in Wakiso District, Uganda. The reviewed literature discussed the problems in school inspection practice including poor inspector skills and an emphasis on control with little support to schools especially in staff development. The researcher used a mixed methods approach combining the phenomenology and survey designs. The target population was 101 headteachers and 5050 teachers in 101 secondary schools and 13 regional secondary school inspectors. The actual sample consisted of 137 subjects including 27 headteachers, 104 teachers, 5 inspectors and one director at the Directorate for Education Standards. The study was guided by Ali's (1998) Supervision-For-Teacher-Development model which is anchored on the philosophy of professional learning communities. Questionnaires for headteachers and teachers, an in-depth interview guide for inspectors and a document analysis guide were designed to collect the requisite data. Data were analysed using the Statistical Package for Social Sciences (SPSS) Version 16.0. Frequencies, percentages and means were used to analyse and interpret the quantitative data. Qualitative data were analysed by coding and identifying emerging themes for interpretation. Findings revealed that school inspection was weak in facilitating staff development in secondary schools because the process lacked in evaluating teacher practice, in providing adequate feedback and in post-inspection follow up; and that headteachers based staff development activities more on outcomes of internal evaluation than on those of school inspection. The study recommends that inspectors be offered further training to attain new knowledge and skills; and that teachers and headteachers be trained in school internal evaluation to complement school inspection.

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ABBREVIATIONS AND ACRONYMS

CRE	Christian Religious Education
DES	Directorate of Educational Standards
EFA	Education for All
ERO	Education Review Office
ESA	Education Standards Agency
ESC	Education Service Commission
IGG	Inspector General of Government
IRE	Islamic Religious Education
MOE	Ministry of Education
MOES	Ministry of Education and Sports
NCDC	National Curriculum Development Centre
NCHE	National Council for Higher Education
NCS	National Council of Sports
NGOs	Non Governmental Organisations
OFSTED	Office of Standards in Education, Children's Services and Skills
PE	Physical Education
SESEMAT	Secondary Science and Mathematics Teachers' Program
SFTD	Supervision For Teacher Development
UNEB	Uganda National Examinations Board
UNESCO-IIEP	UNESCO International Institute for Educational Planning

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

School inspection is one of the mechanisms that governments use to ensure accountability to the public in terms of the value for money invested in the education systems, and to improve and guarantee the education quality and standards in schools (Hargreaves, 1995; De Grauwe, 2001; Wanzare, 2002; Jackson & Wallis, 2006). In various education systems the school inspection process, also known as external evaluation, is carried out by either an independent agency or a semi-autonomous organ attached to the Ministry of Education (MOE) or by an organ within the MOE. The current practice of school inspection in various education systems is facing challenges that curtail its credibility and usefulness in achieving the objectives for which it was established.

Recent research has identified some of the bottlenecks to external evaluation practice that curtail its credibility among teachers and headteachers. These include poor inspector techniques leading to high levels of anxiety and stress among teachers and headteachers, and the failure for external evaluation practice to improve teacher classroom practice and headteacher management practice. According to Hopkins, Harris, Watling and Beresford (1999) and Perryman (2010) the improvement of schools through inspection has been a subject of research and evaluation to justify the investment of funds in the process. Even though inspection has been supposed to lead to school improvement there has been limited research on the topic to support the claim or to establish whether or not inspections as currently conducted actually made positive impact upon school improvement (Earley, 1996; Wilcox & Gray, 1996; Hopkins et al. 1999; Whitby, 2010).

Some authors have claimed, for example, that OFSTED in England had only made limited contributions towards school improvement (Fitz-Gibbon, 1998; Lonsdale & Parsons, 1998). A study in Zambia by Chanda (2011) also revealed that teachers and headteachers viewed the school inspection practice negatively on account of the defective techniques used by inspectors and the absence of post inspection feedback. In Kenya, a study by Mwinyimpembe (2011) also found that school inspections were not improving schools as expected due to poor inspection techniques on the part of the inspectors, lack of feedback and support for follow-up plans, and the lack of funds to facilitate the work of inspectors.

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

According to the Ministry of Education and Sports (MOES) (2012) school inspection in Uganda is currently managed and monitored by the Directorate of Education Standards (DES), an organ within the MOES established in 2008. Formerly, in 2005, a semi-autonomous organ,

Education Standards Agency (ESA) had been established following recommendations made in the Education Policy Review Commission Report of 1989 and adopted in the Government White Paper on Education of 1992. Previously, under the Education Act of 1970, an inspectorate within the MOES was responsible for school inspection. The mission of DES as outlined by the MOES (2012) is to provide a rational system of setting and defining standards of education quality and to monitor the achievement of set standards and quality to ensure continued improvement of education in Uganda.

DES works in partnership and collaboration with other semi-autonomous bodies and autonomous organs. The semi-autonomous bodies include the Uganda National Examinations Board (UNEB), National Curriculum Development Centre (NCDC), the National Council for Higher Education (NCHE), and the National Council of Sports (NCS). The autonomous organs include the Education Service Commission (ESC) and the Inspector General of Government (IGG). DES performs a number of functions namely to set, define, and review standards in educational practice and provision, to assess the achievement of standards and to evaluate the effectiveness of educational programs of institutions and agencies across Uganda, to develop systematic approaches to inspection and self-evaluation systems using appropriate quality indicators within the education service, to provide and disseminate regular reports on the quality of education at all levels, to develop the use of reports as a mechanism for providing support and dissemination of good practice and to improve the quality of practice in education, to provide independent expert comment and advice on educational provision and practice at all levels of education, and to advise the MOES on such matters as may be specified (MOES, 2012).

To achieve its mission in schools in the Ugandan education system, DES has to aim at sustaining an inspection process or system that is informed by research, that holds schools to

account but also challenges and supports them to improve, and that addresses the bottlenecks in the inspection process in order to make it add more value to the school and the education system. The deficiencies in school inspection practice call for more empirical evidence in the Ugandan context regarding the effectiveness of school inspection in improving teacher practice especially at the secondary school level. The inspection process needs to be managed in such a way that it will be attractive to the teachers and headteachers in order for them to optimally manage the post-inspection feedback and strategies that will lead to the improvement of teacher practice and headteacher management practice for better student attainment.

1.2 Statement of the Problem

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

A study by Namugwanya (2006) conducted on school inspection in primary schools aimed at finding out the techniques of school inspection used by inspectors of schools in Mubende District, Uganda, and the headteachers' and teachers' attitudes toward those techniques in particular and school inspection in general. The findings in the study by Namugwanya

showed that the inspectors had used individual conferences, group conferences and class visits as supervisory techniques, and that teachers were not satisfied with the supervisory techniques used much as they appreciated the importance of inspection. The study further revealed that headteachers had not been involved in the preparations ahead of inspection, and that inspection lacked a feedback mechanism.

Another study was conducted by Sembirige (2009) to examine the effects and impact of inspections on primary schools in Mukono district. The study indicated that the inspection process was not only threatening and stressful to teachers but also judgemental in nature. It also revealed that district inspectors were lacking in fulfilling their designated role of offering constructive feedback to improve teacher practice, and that the teachers perceived the district inspectors' presence in schools as an occasion of anxiety and emotional stress. The studies by Namugwanya (2006) and Sembirige (2009) underscored the deficiency of school inspection practice to encourage and support strategies for improving teacher practice. This scenario presented a distorted picture regarding the effectiveness of school inspection itself and/or that of its outcomes especially in contributing to staff development as a school improvement strategy.

At the time of this study limited research had been conducted on the effectiveness of school inspection in staff development in secondary schools in the Ugandan context. There was a knowledge gap regarding what more needed to be done to make inspection supportive of staff development in order for it to influence school improvement. There was limited research that provided answers to the following questions: How can school inspection practice be improved to be attractive to the teachers and headteachers in order to commit them to improvement after inspection? How can school inspection be redirected to focus on staff development as a critical area in the improvement of teacher practice and headteacher management practice? In this study

therefore the researcher investigated the effectiveness of school inspection in staff development in secondary schools in Wakiso District.

1.3 Research Questions

The study was guided by the following research questions:

1. How does school inspection facilitate staff development in secondary schools in Wakiso District?
2. To what extent are post-inspection staff development activities focused on the outcomes of school inspection in secondary schools in Wakiso District?
3. How do teachers and headteachers perceive school inspection as a facilitator of staff development in secondary schools in Wakiso District?
4. How can school inspection practice be enriched to support staff development in secondary schools in Wakiso district?

1.4 Significance of the Study

It is hoped that the findings of this study will benefit educational policy makers in monitoring, evaluating and strengthening school inspection services and in providing evidence-based research to inform school supervision policy. The MOES will benefit from the study regarding particular areas in the inspection of secondary education and teacher development that need to be improved to better the quality of secondary education.

The Directorate of Education Standards will benefit from the findings of the study by investing in strategies that will develop and sustain a robust inspection system that guarantees high value for money in the education system. School inspectors and officers at DES will benefit from the findings of this study regarding feedback on how headteachers and teachers perceive their work. This will help inspectors to identify and crystallize the strengths in the

process that they should capitalize on, the weaknesses they must address, and how best they should support the headteachers in their managerial functions through the school inspection process.

The results of this study will also help secondary school headteachers to focus their energy on those areas in staff development that add the highest value to student achievement and school improvement. The findings of the study will benefit secondary school teachers in developing skills that will help them to engage in continuous collaborative reflection on their performance basing on inspection findings and to enhance collaborative learning for further improvement of the teaching and learning process. Future researchers will benefit from this study when more evidence and light is shed over the best practices in school inspection that can contribute to the minimization of the negative effects in the process and to focus on new areas of research in line with school inspection, staff development and school improvement.

Finally, the researcher sought to contribute to the understanding of how inspection can lead to improved secondary school teaching, learning, and management for better educational quality. This knowledge and understanding, it is hoped, will lead to practical interventions and strategies that will add value not only to the practice of school inspection but also to the management of staff development in secondary schools, especially in Uganda.

1.5 Scope and Delimitations

The study was carried out in Wakiso District in Uganda. Wakiso district has the highest concentration of secondary schools in the country and is also home to several highest performing schools in the country. This district borders with Luwero district in the North, Mukono district in the West, Kalangala district in the South, Kampala district in the South-West, Mubende district in the East, and Kiboga district in the North-East. The district enjoys proximity to the

capital city, Kampala, in comparison to other districts with very high chances of schools in the district receiving more frequent school inspection services from DES. This advantage of proximity to DES services made the schools in the district data-rich regarding the focus of the study, which was, to investigate the effectiveness of school inspection in staff development in secondary schools.

The study was delimited to secondary schools in Wakiso district that were inspected by DES from 2008 to 2012. The researcher focused on the five years preceding the study to tap into the participants' recollection of their most recent experiences of school inspection practice as managed by DES since its inception. The secondary schools that participated in the study were in three categories namely government aided ones, those that are privately owned by faith-based groups and those that are privately owned by individuals. The study explored the effectiveness of school inspection in staff development in secondary schools.

The researcher also delimited the investigation of the effectiveness of the components of school inspection to the evaluation of teacher classroom practice, the evaluation of headteacher instructional leadership practice, the production of the inspection report, the way feedback was offered, the ways in which the inspectors support staff development, how post-inspection follow-up is done and how inspectors support post-inspection school improvement strategies. The researcher further delimited the investigation of the effectiveness of school inspection in staff development to the proposal of the content, skills, processes and activities that needed the attention of teachers and headteachers. It was believed that the content and skills learned during staff development would lead to increased teacher knowledge and improved teacher classroom practice. Further still, the new knowledge and skills would lead to improved headteacher management practice and modified teacher and headteacher beliefs and attitudes.

1.6 Theoretical Model

This study was guided by Supervision-For-Teacher-Development (SFTD) model developed by Ali (1998) for primary and secondary schools in Pakistan. Ali's model is made up of three components namely external supervision, inter-school supervision and in-school supervision. In developing the SFTD model, Ali argued that resolving the challenge of poor teaching in schools especially in Pakistan, would not be addressed by modifying or changing or replacing the supervisory system but by redirecting the supervisory system to support school reforms systemically particularly through staff development (Ali, 1998).

The SFTD model is founded on the philosophy of professional learning communities whereby educators join forces to promote ongoing growth and improvement for themselves and the learners (Barton & Stepanek, 2012). Professional learning communities are premised on the understanding that learning is a result of sharing varied perspectives and experiences and working together toward common goals. Professional learning communities are identified by six major characteristics namely shared views and values about the students' ability to learn and the respective roles of educational staff and parents, a collaborative culture that stresses learning for all, a collective inquiry into what constitutes best practice, a learn-by-doing orientation, a commitment to continuous improvement, and a focus on results (Dufour, Dufour, Eaker & Many, 2006). Professional learning communities bank on the collaborative approach to professional development to build teamwork among teachers as they rethink their practice and challenge their current assumptions about instruction. The idea is not to increase an individual teacher's knowledge and skills but those of all educators through collaboration within the school and within clusters of schools.

The external supervision component of Ali's model proposed that to increase effectiveness supervisors should be responsible for 20 to 25 schools. The supervisors play three major roles. The first role is to represent standard criteria, measures and mechanisms for assessing the performance of schools. This would ensure that pressure is exerted upon schools to meet the expectations of the various stakeholders based on the finding that teachers need support as well as pressure from colleagues and managers to be effective (Hargreaves, 1992; Fullan, 1993). Supervisors here use comparative analyses of student performance to highlight institutional performance. On top of that, supervisors also assess schools on a regular basis and process data with the help of the Education Management Information System for accountability to stakeholders.

The second supervisory role is to introduce new instructional strategies, learning materials or management approaches to the whole school. The supervisor provides professional support which teachers or headteachers need for trying out new ideas in the classrooms and school. This support would take different forms such as demonstrations, facilitation of action research, workshops and any other activities negotiated among headteachers, teachers and supervisors. The supervisor would also guide and mentor the headteacher. The underlying idea in this model is not to support the individual teacher or manager only but the entire staff as a team and the school as an entity.

The third role of the external supervisor is to systematically document the schools' needs as identified and jointly analyzed by students, teachers, headteachers and supervisors and communicate them to appropriate agencies for external aid. Previous supervision reports would be the subject of such analysis. The identification and documentation of these needs would be

followed by “a continuous and coherent staff development program combining quality induction training with regular in-service opportunities” (Ali, 1998, p. 21).

The inter-school supervision component of Ali’s model proposes that rural and urban schools be grouped into clusters of 5 primary or secondary schools each. Each primary school cluster has a special relationship with at least one secondary school to facilitate the development and use of resources for interschool supervision. Under this component, a special team of supervisory teachers conducts contextual supervision in neighbouring schools on top of their regular teaching in their own school but with reduced load. The supervisory teachers engage in action research as initiated by external supervision and compile local children’s needs and capacities, parental aspirations, teacher competencies and concerns, and the availability of human and material resources in schools.

The team of supervisory teachers shares its findings with the external supervisor. Supervisory teachers also supervise teachers of their respective subjects within their cluster and demonstrate good teaching, establish mentoring relationships with teachers, share information and experiences, and support study groups. Supervisory teachers with particular strengths in various aspects of teaching such as maintaining a high level of student attendance or effectively organizing and managing multi-grade classes share their experiences with other teachers in their cluster.

The in-school supervision component of Ali’s model demands that headteachers are responsible for teacher-learning as much as student-learning within the schools. The headteachers are responsible for creating opportunities for teachers to take part in planning for teacher-learning, observing each other’s lessons and visiting schools in their clusters for in-service workshops organized by supervisory teachers. Headteachers under this component

prepare teachers for upward professional mobility through individual and group conferences, projects, study groups and teamwork.

Headteachers here establish networks with local communities, with supervisory teachers within their cluster and with resource persons from other institutions for exchange of ideas, information and resources. Headteachers also observe teachers' classes, examine plans and records of work and periodically review students' work, help teachers to identify areas of professional improvement and negotiate with them about the processes, resources and assessment criteria. All in all, headteachers are as accountable for teachers' learning and development as they are for students' learning and development in the school.

Ali's SFTD model has a number of strengths. Firstly, the model is rooted in the development of the teachers as a group with an understanding that when teachers are smart at what they do, the learners will be optimally challenged and motivated to learn. Secondly, all the three components of the model, that is, external supervision, inter-school supervision and in-school supervision, are focused on empowering the teachers by offering them opportunities of engaging in the planning, designing and implementation of their learning. Thirdly, the model balances the support and control aspects of supervision through the democratic involvement of different stakeholders including supervisors, headteachers, supervisory teachers, students, and parents.

Fourthly, the model focuses on the improvement of the entire school and not only on its members individually. Fifthly, the model brings supervision close to the school within the local community and significantly reduces supervisory load. Sixthly, the model encourages the sharing of human talent and other resources within the local community and within the school clusters for the good of all schools. Seventh, the model underscores specialized training and

learning experiences for supervisors, headteachers and supervisory teachers for effective supervisory service delivery. Lastly, the model allows for addressing context-specific needs and challenges to the teaching and learning process and to school functioning (Ali, 1998).

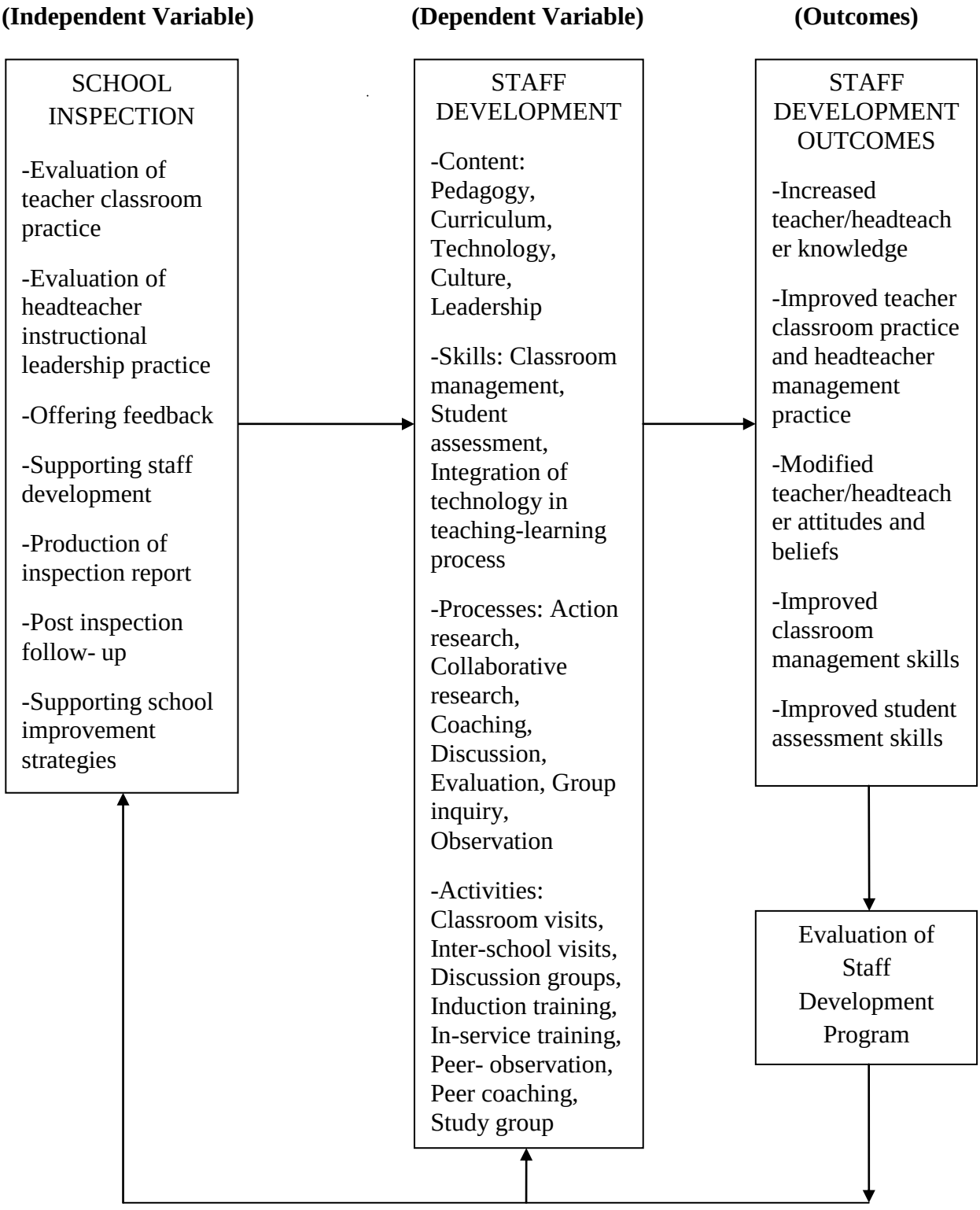
In spite of all its strengths, the SFTD model also has limitations. First, the model assumes that all school environments will be supportive of teacher-learning irrespective of their unique contexts. Some school contexts may possess a combination of disabling factors militating against the school as a learning organization such as low teacher morale, parental disinterest and non-involvement in the education of their children, low expectations for students, among others. Secondly, the model assumes that resources will be available within the schools to facilitate the supervisory teachers' activities within the cluster. It does not provide a mechanism of how funds can be sourced for these activities.

Thirdly, the model does not mention how supervisory teachers will be motivated. Reducing the teachers' classroom load and assigning them new supervisory roles may not be sustainable without supplementary remuneration and may lead to ineffectiveness. Fourthly, the introduction of multiple levels of supervisory structures may increase budgetary strain for schools in resource-constrained contexts such as those in the developing nations. The limitations of the SFTD model notwithstanding, the researcher preferred this model especially for the fundamental reason that it focuses on supervision and teacher development as improvement strategies for increasing teacher effectiveness, student attainment, and school functioning. This study focused on the external supervision component of the model given that the researcher sought to investigate the effectiveness of school inspection in staff development in secondary schools.

1.7 Conceptual Framework

The conceptual framework demonstrates how the independent variable and the dependent variable interact. The best case scenario is for the interaction between the variables to lead to an improved teaching and learning process in the classrooms and an enabling learning environment in the school, which in turn will lead to better quality in student attainment and general school functioning. Inspired by Ali's SFTD model the researcher investigated how school inspection and staff development interact to ensure that there is improvement in the teaching and learning process and consequently, in student attainment. Fig. 1 presents a schematic presentation of the conceptual framework.

Figure 1: Schematic Presentation of Conceptual Framework



Adapted from the framework of school inspection effects by Ehren and Visscher (2006)

In this study, the researcher conceptualized that staff development is the dependent variable which is influenced by characteristics of the independent variable, school inspection. According to Ali's SFTD model supervision has three components namely external supervision, inter-school supervision and in-school supervision. Two of the components, that is, the external and the inter-school, are deployed by agents from outside the school, while the in-school component is conducted by members within the school community.

From the conceptual framework school inspection is the independent variable. The independent variable has specific characteristics that positively contribute to staff development including the evaluation of teacher classroom practice, the evaluation of headteacher instructional leadership practice, the production of an inspection report indicating strengths, weaknesses and areas of improvement, offering of feedback to teachers and the headteachers, facilitation of improvement strategies, supporting staff development and school improvement strategies, and post-inspection follow-up to oversee improvements in teacher practice and other school improvement strategies. The combination of these characteristics sets the stage for teachers' and headteachers' engagement in post-inspection staff development strategies.

It is hoped that the implementation of staff development strategies leads to positive outcomes including increased teacher knowledge, improved headteacher management practice, modified teacher and headteacher attitudes and beliefs, better classroom management, and better student assessment. The evaluation of the staff development content and outcomes, processes and activities informs the teachers, headteachers and inspectors about best and worst practices in school inspection and staff development processes. The best practices would be upheld and strategies organized to address the worst practices.

Under the SFTD model the participation of teachers in examining their learning needs and designing what learning experiences will address those needs has been highlighted as a powerful approach to engaging teachers in staff development (Ali, 1998). The headteacher who participates in this process while providing teachers space and opportunity for collegial exploration of new ways of increasing teacher knowledge and skills contributes greatly to the journey of school improvement (Blase & Blase, 1999).

All in all, for school inspection to meet its goals of accountability, adherence to standards, and school improvement, the variables have to interplay among stakeholders especially external inspectors, teachers, and headteachers. The variables interplay to create the preconditions for the implementation of effective staff development. The implementation of effective staff development within the school and within school clusters, it is hoped, would lead to improvement of teacher practice, headteacher management practice and to better student achievement.

1.8 Operational Definition of Key Terms

Co-educational secondary school

The term refers to a formal learning institution established for the four-to-six year education of male and female learners aged 12 years to 18 years, who have successfully completed seven years of basic education.

Headteacher

This refers to a professional teacher who is in charge of the administration and management of a four-to-six grade formal education institution at the secondary level.

Secondary school

The term refers to an institution in Uganda established for the four-to-six year education

of learners aged 12 years to 18 years, who have successfully completed seven years of basic education.

School inspection

This includes a range of activities carried out by inspectors from the directorate of educational standards for the purposes of accountability, ensuring the quality of educational standards, and school improvement in the Ugandan education system.

School supervision

This is the systematic process carried out by the headteacher to ensure that quality teaching and learning are conducted within a school and that all resources are managed to continually improve the learning process for teachers and learners.

Staff development

The term means a comprehensive, sustainable and intensive approach to improving the teachers' and headteachers' effectiveness in raising student achievement through programmes and activities that enhance their professional knowledge, skills and attitudes.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This section presents a critical review of three models of school inspection namely the classical inspection model, the central control model, and the close-to-school support model. The section also presents a review of empirical studies on school inspection practice concerning how the practice contributes to staff development and post inspection improvement; and the teachers' and headteachers' views on school inspection and how it contributes to staff development. The section ends with a summary of the reviewed literature and crystallizes the research gap that the study sought to fill.

2.1 Models of School Inspection

According to UNESCO-IIEP (2007) there are four inspection models that have been used in schools in various education systems over the decades namely classical inspection, central control, close-to-school support and school-site supervision. The principles underpinning three of the four models which have characteristics of external evaluation namely classical inspection, central control, and close-to-school support are presented here. The strengths and weaknesses of the three models and the extent to which the models support staff development are also discussed.

2.2.1 Classical Inspection

According to UNESCO-IIEP (2007) the Classical Inspection (CI) model is the traditional model used in developed nations for many decades and which they implanted in most developing nations particularly in former British and French colonies. Under this model, an inspection organ in the MOE is responsible for elaborating inspection policies, planning for national

inspection, training and system control. Regional inspection services are organized at the regional office to take charge of inspection in secondary schools, while district inspectors are responsible for inspection in primary schools and the control of education development at the district level. The headteachers conduct informal supervision of teachers within the schools.

The CI model has two strengths namely that the supervisory services cover all the schools, that each school has an equal chance of being inspected, and that inspection is comprehensive because the inspectors accompany their control role with support and advice (UNESCO-IIEP, 2007). However, the strengths of the CI model are more of principles than practice. Empirical evidence from recent studies in various contexts shows that where the CI approach was used there has been an over-emphasis on control than support during school inspection (e.g. Chapman, 2002). The failure of external inspection practice to balance control and support undermined the CI model's potential to promote school improvement.

The CI model is complex in terms of coordination on account of the many players at the various levels of the inspection process to such an extent that the follow-up of recommendations made during inspection is very minimal. Empirical evidence has actually underscored the deficiency of the model to ensure follow-up of action plans leading to dismal school improvement. Hence, there is a knowledge gap that needs to be filled in terms of how school inspection practice can be managed to support school improvement especially through staff development.

2.2.2 Central Control

According to UNESCO-IIEP (2007) the Central Control (CC) model is based on three major underpinnings including inspection concentrating on control without mixing it with support which dynamic renders its interventions ineffective, the level of bureaucracy in the

inspection process is minimized by eliminating regional and district offices, and inspection visits aim at triggering the schools to take full responsibility in developing improvement plans that will spur them into adding value to the functioning of the school. School inspection under the CC model is implemented by an autonomous body through time-to-time school visits every three to five years, and takes on the form of an audit of all the aspects of the school functioning with a published report at the end. At the school level, the board supervises the school management while the headteacher conducts regular teacher supervision and engages private service providers for teacher in-service training.

The role of the inspectors in the CC model is to control the school in a comprehensive manner by covering all the pedagogical aspects, administration and management without having to offer advice every two or three years. Research has indicated that the over-emphasis of control at the expense of support has not yielded much in terms of changing teacher and headteacher practice (MacNab, 2004). The fact that the CC model does not offer advice or support to headteachers and teachers leaves struggling schools forging their way out of their weaknesses on their own. Under the CC model, inspection visits are so critical that if the inspection report casts the school in bad light there is a risk of further deterioration in the school.

Further to this, it is assumed under the CC model that offering autonomy to school management to initiate and implement plans for school improvement after inspection is the best practice. However, this can only be achieved where teachers and headteachers possess highly developed managerial and leadership skills which may not be the case in all contexts. Empirical evidence has shown that teachers and headteachers need a balance of both support and control for school inspection to be meaningful (Chapman, 2001). One of the questions that remain

unanswered is how school inspection practice can be enriched to offer support to schools especially through staff development.

2.2.3 Close-to-School Support

According to UNESCO-IIEP (2007) the Close-to-School Support (CSS) model has the following underpinnings that schools are very different in terms of the constitution and needs of their students, teachers, parents, resources and environments, hence the supervision process must consider the specific characteristics and diverse needs of each school; and that schools require consistent pedagogical support through regular visits conducted by support-oriented supervisors. Inspection officers at the district level are responsible for intensive training and for implementing support-oriented inspection for schools that are in most need. At the school level, the headteacher is responsible for the informal supervision of teachers.

The fact that inspection under the CSS model essentially focuses on offering support to the school and adapts itself to the school circumstances makes it potentially effective in laying a foundation for school improvement. However, that the CSS model focuses only on weak schools poses a risk of leaving out a large number of schools that are not very weak so as to need maximum support and also those that are not very effective so as to do without support. All schools need control to meet the requisite educational quality standards and support to make the necessary improvement for optimal performance (Chapman, 2001). Research has also shown that labelling some schools as weak by such a service as school inspection is counterproductive especially in lowering teachers' and students' morale for improvement (Jackson & Wallis, 2006). Further to this, the CSS model does not single out a specific area for school support such as staff development in strategizing for improvement. Hence, the knowledge gap still remains regarding

the effectiveness of school inspection in contributing to staff development which this study seeks to investigate.

This section has presented and discussed three models of school inspection which have evolved out of the experience of various education systems in search for the best way to manage inspection practice to bring out the best educational quality. The principles underpinning the models, and their strengths and weaknesses have been underscored. Admittedly, none of the models had clearly and systemically embedded characteristics that linked school inspection practice to staff development. Therefore this study sought to investigate the effectiveness of school inspection in staff development in such a way as to contribute optimally to school improvement.

2.3 Empirical Studies on School Inspection and Staff Development

The review of the studies presented in this section is in three categories including studies conducted outside Africa, in Africa but outside Uganda, and in Uganda. Four of the studies were carried out in Europe, three studies were conducted in Africa but outside Uganda, and six studies were carried out in different districts in Uganda. A summary of the reviewed literature the identified research gap are presented at the end of the section.

2.3.1 Studies on School Inspection Conducted in Europe

This subsection presents the review of studies conducted on school inspection, school improvement and staff development outside Africa. The studies available to the researcher were carried out in England and the Netherlands.

Chapman (2000) explored the connection between school inspections by OFSTED in England, school improvement and teacher self-review through reviewing related literature. According to Chapman the key to raising educational standards is by improving teacher

performance in the classroom through the development of teaching and learning. Chapman noted that one of the methods of reviewing, evaluating and developing teacher performance is to rely on the OFSTED school inspection framework designed to evaluate the standards of education being provided by schools and to suggest areas of improvement.

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

Recent research suggests that what the teacher does in the classroom is three times to four times more important in terms of student outcomes than what happens at the whole school level (Jensen, 2010). However, school inspection practice which would inform staff development for the improvement of teacher practice was still deficient in this regard. A knowledge gap regarding the effectiveness of school inspection practice in staff development remained unfilled. How can school inspection support school improvement through staff development in secondary schools in Wakiso district? This is one of the questions this study sought to answer in an effort to fill the knowledge gap.

In another study Chapman (2002) investigated teachers' views toward OFSTED inspections as a mechanism for improving secondary schools in challenging contexts in England, which were described as having some of the lowest student attainment levels and high numbers of children from disadvantaged social-economic backgrounds. Chapman used a case study approach in ten recently inspected schools that were identified by OFSTED as facing challenging

circumstances. Data was collected using semi-structured interviews, a survey and an examination of documentary evidence to contextualize the interview data. One-to-one interviews were conducted with headteachers. Group interviews were conducted with senior managers, middle managers and classroom teachers. Interviews were recorded on audio cassettes and fully transcribed. The qualitative instruments used by Chapman were appropriate. This study used a survey questionnaire for headteachers and a structured interview for inspectors.

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

A knowledge gap remained regarding what must be done to increase the potential for school inspection to inform and commit headteachers and teacher to school improvement through staff development. There was limited evidence regarding how school inspection should encourage school improvement especially in contexts of developing nations like Uganda. How can school inspection practice be enriched to support staff development? This is one of the questions this study sought to answer. Hence, the study sought to investigate the effectiveness of school inspection in staff development in secondary schools in Wakiso district in Uganda.

Ouston, Fidler, and Earley (1997) examined the effects of OFSTED secondary school inspections in England since 1994 to 1996 following inspections that had been carried out in the autumn of 1993 and 1994. The methodology consisted in conducting two surveys; one in 284 secondary schools that were inspected in 1993 and another in 399 secondary schools that were

inspected in 1994. The researchers undertook four linked postal surveys on the impact of inspection on the management of secondary schools. Two follow-up surveys followed inspection one after two school terms, and the other two years later. Each follow up survey inquired whether or not the inspection played a part in decision making in the management of the school and about the progress made regarding the implementation of the inspector's recommendations.

The study by Ouston, Fidler and Earley was a longitudinal survey. This particular study used a combination of a cross sectional survey and phenomenology. The study by Ouston, Fidler and Earley found that headteachers were positive about the development-impact of OFSTED inspections on secondary schools 6 to 9 months later. Six key areas were found to trigger school improvement. These included the pre-inspection preparation, a systematic evaluation of the schools' performance indicating areas or issues for improvement, the requirement to produce an action plan after the inspection, the headteacher's approach to inspection, the conduct of the members of the inspection team, and the emphasis, structure and framework of inspection.

The factors that Ouston, Fidler and Earley identified as key triggers of school improvement were commendable but nothing was said about staff development. It was not crystal clear if the school improvement plan included staff development. The researchers also found that inspection reports focused more on what needed to be improved in the classroom processes rather than identifying and reporting on the managerial processes which were failing to ensure quality teaching. This finding revealed that inspection seemed to put pressure on the individual teacher to improve but not on all teachers and managers as a group which staff development would address. The knowledge gap regarding how school inspection practice could be enriched to support teacher and headteacher practice through staff development remained

unfilled. One of the questions that this study sought to answer was: how can school inspection practice be enriched to support school improvement through staff development in secondary schools in Wakiso district?

The study by Fidler, Earley, Ouston and Davies (1998) examined the contribution of inspection to school development in England particularly focusing on headteachers' views on the value and practice of reporting on teacher performance in secondary schools. The inspectors made a grading of each observed teacher and gave feedback to the teacher. The inspectors also gave verbal reports regarding the observed teachers' performance to the headteacher. A total of 305 headteachers participated in the study through filling a questionnaire. The participants ranged from those who thought inspection had no value for school improvement to those who were overwhelmingly positive about its contribution to school improvement. The researchers conducted postal questionnaire surveys and 21 telephone interviews in secondary schools which had been inspected in the first, second and fourth years of the inspection cycle.

The findings of the study revealed that there were problems in reporting on staff performance using the prevailing inspection procedures given the widespread discrepancies between the inspectors' gradings of teachers and the schools' judgement about the same teachers. The respondents expressed lack of confidence in the inspectors' judgments of teacher performance especially in cases where teachers that headteachers had rated highly were graded low by the inspectors and vice-versa. The value of post-inspection reports to the schools could not be over-emphasized especially if the reports highlight areas of strengths and weaknesses plus areas that need improvement.

The other aspect of the post-inspection report that schools would be concerned about was the soundness of the judgments made in the report. As the researchers noted, the congruence

between the judgement of the inspectors about teachers' performance and that of the headteachers would serve to affirm to the schools that they were doing well or that they needed to take some action to perform better. Admittedly, the findings in this study revealed critical anomalies in the inspectors' reports about teacher performance as perceived by the headteachers.

The findings of this study left the gap regarding how school inspection could contribute to school improvement through staff development unfilled. The study provided more evidence indicating the lopsidedness of the school inspection process toward accountability and doing little to support the schools to improve. One question still stood unanswered: How can school inspection practice be enriched to support staff development? In attempting to answer this question, the current study investigated the effectiveness of school inspection in staff development in secondary schools in Wakiso district in Uganda.

In another study Ehren and Visscher (2008) investigated the impact of school inspections on school improvement in the Netherlands. The study included 190 primary schools. The methodology consisted in selecting 10% of the schools with the highest innovation capacity and 10% with the lowest innovation capacity for participation. Fifty four inspectors of schools participated in the study. Data was collected through a questionnaire, interviews and a survey with school inspectors, observations during inspection visits and an analysis of school inspection reports and school documents. To measure the intended effects of school inspections, school improvement activities initiated by schools were monitored over a six months period after the inspection visit and the feedback which had been given to the school during inspection.

The study revealed that all schools started to improve six months after a school visit using the feedback inspectors had given them. However, it was found that the innovation capacity of the school and the school environment did not seem to contribute to school

improvement. Nonetheless, no effects were found on school improvement regarding the extent of feedback, the suggestions for improvement and the number of agreements made after inspection. The findings of the study further revealed that the quantity of feedback and the number of improvement suggestions did not explain why some schools initiated a higher number of improvement processes than others.

Further to this, Ehren and Visscher also found that the manner in which inspectors communicated feedback to the schools and the consequences they attached to the feedback played a role in school improvement. It was revealed that feedback presented only as something the school should attend to but without combining it with further follow-up appointments contributed dismally to school improvement initiatives. However, feedback given about the poor performance aspects of a school and simultaneously making appointments with the school for the improvement of those aspects seemed to make a difference.

The findings in the study by Ehren and Visscher gave insight into the relationship between school inspection and school improvement. As the findings suggested, school inspection per se may not bring about improvement but what seems to matter most is how the various features of the process are managed. The interaction between characteristics such as the type of school being inspected, the way the inspector deals with the school during inspection, the extent to which the inspector's feedback is compelling and the way it is offered, and the specificity of the follow up appointments, were crucial in committing schools to improvement.

The study by Ehren and Visscher was carried out in the Netherlands, a context very different from Uganda. The characteristics of school inspection practice in the Netherlands may be very different from those in Uganda. One of the questions this particular study sought to answer was: To what extent are staff development activities focused on the outcomes of school

inspection in secondary schools in Wakiso district? There was limited empirical evidence that answered the question in the Ugandan context. Therefore, the current study investigated the effectiveness of school inspection in staff development in secondary schools in Wakiso district in Uganda.

According to McQuarrie and Wood (1991) data from supervisory activities can be used in the planning and implementation of staff development to improve instructional practices and as means of helping teachers to refine and expand skills acquired during in-service training. McQuarrie and Wood further noted that supervision and staff development both focused on helping teachers to become more effective in the classroom, were judgement-free processes that improve teachers' instructional practices in a non-threatening atmosphere, may be provided by teachers, supervisors and administrators, and promote in their participants a sense of ownership, commitment, and trust toward instructional improvement.

McQuarrie and Wood made apparently positive assertions regarding the connection between instructional supervision and staff development but without empirical evidence to back up the assertions. School inspection practice had been reported to have failed to commit teachers and headteachers to improvement after the process (Chapman, 2001). It was expected that school supervisory services would in some way improve teacher practice over and above everything else. However, recent research had revealed that school inspection practice still fell short of that. There remained a knowledge gap regarding the effectiveness of school inspection in influencing school improvement through staff development. Hence, the researcher aimed at filling this gap by investigating the effectiveness of the current school inspection practice toward staff development in secondary schools in Wakiso district.

2.3.2 Studies on School Inspection Conducted in Africa

This sub-section presents a review of studies carried out in Africa but outside Uganda. Two of the three studies that were available to the researcher on school inspection and school improvement were carried out in Kenya and one was done in Zambia.

Barrow (2011) carried out a study to assess the contribution of the quality assurance and standards officers to educational quality in secondary schools in the larger Mombasa District in Kenya. The study aimed at finding out the impact of QASOs in enhancing quality education in secondary schools and the challenges they faced. Barrow employed the cross sectional survey design for this study. The participants included 5 QASOs, 15 principals and 75 teachers. Questionnaires were used to collect data.

The findings in the study by Barrow indicated that principals and teachers viewed QASOs as relevant in enhancing the quality education in secondary schools. The findings also revealed that QASOs faced a number of challenges including teachers' perception of them as fault finders, inadequate finances and other resources to facilitate their work, inadequate personnel and lack of motivation, inhospitable teachers and transport limitations. The study also revealed that QASOs had not visited schools regularly but only when there was perceived need. QASOs were also found not to have given feedback to schools after inspection.

The findings in the study by Barrow were further evidence of the common bottlenecks in the school inspection process that undermine would-be positive outcomes. Apparently, the effectiveness of QASOs services to secondary schools in the larger Mombasa district in Kenya was questionable given Barrow's findings. More support to schools rather than mere demand for accountability seems to be the new direction that might lead to higher levels of school

improvement. Hence, this study investigated the effectiveness of school inspection in staff development in secondary schools in Wakiso district in Uganda.

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

The findings of the study revealed that the headteachers had not acted upon the recommendations of QASOs even though they had high expectations in the process in improving institutional performance. Such a discrepancy points at a deficiency within the school inspection process to commit the headteachers to implementing improvement strategies. Hence, this study investigated the effectiveness of school inspection in staff development in secondary schools in Wakiso district in Uganda.

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

2.3.3 Studies on School Inspection Conducted in Uganda

This subsection presents a review of studies on school inspection carried out in various districts in Uganda. The studies available to the researcher were carried out in the following districts Gulu, Kabarole, Kampala, Mubende, Mukono and Nebbi.

Kaweesi (2002) carried out a study to investigate the effectiveness of the MOES inspectorate department in supervising private secondary schools in selected private schools in Kampala District. The study assessed the role of the inspectorate in ensuring that private secondary schools have adequate structures and facilities, and in ensuring that the teachers' terms and conditions of service in private secondary schools were favourable. The study employed the cross sectional survey research design with questionnaires and interviews to collect qualitative and quantitative data.

The findings of the study indicated that the inspectorate was not adequately supervising private secondary schools and that the inspection process was not attuned to educational expectations and reforms. The teachers in private schools were found to be working under unfavourable and stringent terms and conditions, which impeded their performance. This study focused on inspection for policy and compliance to minimum standards of secondary school management and not the improvement of teacher practice and headteacher practice. The findings indicated that the inspection process had some deficiencies. The research gap regarding the contribution of school inspection practice toward school improvement through staff development still stood. The study by Kaweesi (2002) did not address that gap. One of the questions this particular study sought to answer was: How can school inspection practice be enriched to support staff development in secondary schools in Wakiso district?

A study by Jawoko (2003) investigated the practice of collaborative supervision of instruction in primary schools in Nebbi District, Uganda. The sample of the study included 120 teachers, 8 headteachers, and 8 District Inspectors. The study employed the cross sectional survey design. The instruments for data collection included interviews, focus group discussions, document analysis and questionnaires.

The study found that teachers did not practice collaborative planning for supervision, there had been no analysis done on the post-inspection feedback offered, the supervision of instruction was not being done, the supervision had focused on compliance to policy practice, and the inspection process had mainly focused on the judgmental spot check of quality for accountability to external authorities. The findings in the study by Jawoko revealed similar deficiencies in school inspection practice that earlier studies in various contexts brought to light especially regarding the disconnection between inspection practice and the improvement of teacher practice through staff development.

Apparently, school inspection practice was inclined toward accountability through spot checks. The support and improvement components of the inspection process were lacking. It was not surprising that the teachers and headteachers never analysed the post-inspection feedback. It seemed unlikely that the inspection process committed them to any post-inspection improvement plan. A research gap concerning the effectiveness of school inspection and the improvement of teacher and headteacher practice especially through staff development was yet to be filled. The study by Jawoko did not investigate it. In this study the researcher investigated the effectiveness of the current school inspection practice in contributing to staff development in secondary schools in Wakiso district.

A formative evaluation on the performance of school inspectors in the management of primary schools was conducted by Kagambe (2004) in Kabarole District, Uganda. The aim of the study was to investigate whether the performance of inspectors and teachers' perception of inspection differed from the general aims of inspection. The participants in the study included 20 teachers, 5 headteachers, and 5 members of school management committees from 9 grant-aided primary schools. Ten education officers also participated in the study. Semi-structured questionnaires, audio-taped interviews, documentary evidence, one-on-one oral interviews and in-depth interviews with teachers, headteachers and school management committee members were used to collect data.

The findings of the study revealed that inspectors had ensured that proper account of government grants to schools had been made, that teacher salaries had been disbursed, and that the provident fund and retirement benefits had been accounted for. The findings in this study also showed that recruitment and appointments of teachers had been made in time as per school requirement, that procedures for promotions and discipline proceedings had been duly followed, and that there was proper maintenance and development of the schools.

The study by Kagambe dealt with the supervisory role of inspectors on teacher resource policy issues regarding primary school management. The study served as a formative assessment of the inspectors work and a follow-up on the accountability of public funds invested in the management of primary schools. A research gap on the effectiveness of school inspection practice in contributing to staff development in the Ugandan context still existed. Hence, this study investigated the effectiveness of school inspection in staff development in secondary schools in Wakiso district, Uganda.

A study by Namugwanya (2006) conducted on inspection in primary schools aimed at finding out the techniques of school inspection used by inspectors of schools in Mubende District, Uganda, and the headteachers' and teachers' attitudes toward those techniques in particular and school inspection in general. The sample of the study included 300 primary schools teachers, 20 headteachers and 8 inspectors of schools. Teachers and headteachers were randomly selected from 526 primary schools, 4 inspectors were from Mubende district and 4 from Kibaale District. The data collection methods included self-administered questionnaires, structured interviews and observations.

The findings in the study by Namugwanya showed that the inspectors had used individual conferences, group conferences and class visits as supervisory techniques, and that teachers were not satisfied with the supervisory techniques used much as they appreciated the importance of school inspection. The study further revealed that headteachers had not been involved in the preparations ahead of school inspection, and that inspection lacked a feedback mechanism. The findings also cast almost as dark a shadow over school inspection practice as earlier studies on account of the deficiencies in the practice.

The effectiveness of supervisory techniques employed during inspection was put into question in this study. The absence of a feedback mechanism rendered the inspection practice deficient in terms of influencing any future improvement in teacher or headteacher practice. The teachers and headteachers might have considered the inspection process just an event which took place and ended. A research gap regarding how school inspection practice can be managed to support teacher and headteacher practice through staff development remained unfilled. Therefore, the researcher investigated the effectiveness of school inspection in staff development

in secondary schools. The study was carried out in Wakiso district in Uganda, a district with different characteristics from Mubende, the location of the study by Namugwanya.

A study by Olweny (2009) was conducted to analyse the manner in which instructional supervision was conducted and the behaviour responsible for the sustenance of quality educational provision for teachers in the war-affected schools in Paico sub-county in Uganda. A total of 89 respondents took part in the study including 68 teachers, 15 headteachers, one inspector, one principal inspector and one district education officer. The participating teachers and headteachers represented 15 primary schools. The study employed the qualitative design and data was collected from teachers, headteachers and inspectors through questionnaires and interview schedules.

The findings of the study revealed that the war situation in the district had negatively impacted on both the teaching environment and the conduct of supervision, supervision was neither focused on individual teachers nor was it related to classroom observation, there was a need for concerted efforts on the part of all stakeholders to nurture and sustain teacher morale and commitment. The findings of the study cast yet another dark shadow over the school inspection process in Uganda. The post-war situation notwithstanding, the study revealed that the conduct of school inspection was deficient in terms of improving teacher practice. The fact that the inspection process did not focus at all on the dynamics of teacher practice in the classroom undermined any expectations for classroom improvement.

A research gap concerning how school inspection practice must support school improvement through staff development remained unfilled. One question remained unanswered: how can school inspection support school improvement through staff development in secondary

schools in Wakiso district? Therefore, this study investigated the effectiveness of school inspection in staff development in secondary schools in Wakiso district in Uganda.

A study by Sembirige (2009) was conducted to examine the effects and impact of inspections on primary schools in Mukono district. The study indicated that the inspection process was threatening and stressful to teachers, and judgemental in nature, district inspectors were deficient in fulfilling their designated role of offering constructive feedback, and the teachers perceived the district inspectors' presence in schools as an occasion of anxiety and emotional stress. If school inspection practice did not inform teachers and headteachers in a constructive manner about what they needed to do differently in the classroom, then the practice was carried out in vain. Hence, this study investigated the effectiveness of school inspection in staff development in secondary schools in Wakiso district in Uganda.

2.3.4 Summary of Literature Review and Identification of Research Gap

The review of related literature focused on models of school inspection and empirical studies on school inspection and staff development, and how they interact to contribute to school improvement. School inspection is an important service in education systems meant to ensure educational quality in schools, to guarantee accountability to the public and to support schools in continuous improvement of the teaching and learning process. The review of related literature addressed three models of inspection including classical inspection, central control inspection and close-to-school support inspection.

While each model had its strengths that could contribute to school improvement through staff development, there were weaknesses and discrepancies in the use of the models that impinged negatively on their potential to contribute to school improvement. The weaknesses of the models and discrepancies in their use made the process of school inspection deficient in

balancing control and support which could lead to more positive outcomes for school improvement especially through staff development.

The empirical studies reviewed include Ouston, Fidler and Earley (1997); Fidler et al. (1998); Chapman (2000); Chapman (2002); Kaweesi (2002); Jawoko (2003); Kagambe (2004); Namugwanya (2006); Ehren and Visscher (2008); Olweny (2009); Sembirige (2009); Barrow (2011); Chanda (2011) and Mwinyipembe (2011). The gaps in the empirical studies are based mainly on their focus, setting, findings and methodology.

There are studies that dealt with school inspection directly and in connection with school improvement. These include research carried out by Ouston, Fidler and Earley (1997); Fidler et al. (1998); Chapman (2000); Ehren and Visscher (2008); and Sembirige (2009). The findings in these studies indicated that there had been some improvement in schools following school inspection. However, the school inspection process had put pressure on individual teachers to change their way of teaching and not on all teachers through a staff development program. The inspection process was also found to emphasize accountability without giving support to schools on how to improve. School inspection per se was found not to bring about improvement in schools but how the various features of the process were managed. None of the studies investigated how school inspection can be enriched to support staff development in secondary schools as a strategy for improvement, which gap this study sought to fill.

There are studies that dealt with the effectiveness of inspectors in supervising schools during school inspection. These include Kaweesi (2002); Jawoko (2003); Kagambe (2004) Namugwanya (2006); Olweny (2009); Barrow (2011) and Mwinyipembe (2011). The findings in these studies showed that the inspectors had focused on compliance to educational policy and accountability during the school inspection process. The studies also found that inspectors were

not supervising schools adequately and that the process lacked a feedback mechanism. The school inspection process had focused neither on teacher classroom practice nor on the managerial practice of headteachers. None of these studies explored how the school inspection process can be enriched to support staff development in secondary schools which this study also sought to investigate.

There are studies that focused on the teachers' and headteachers' views and attitudes on the effectiveness of the inspectors' techniques and conduct during school inspection. These include Chapman (2002); Namugwanya (2006); and Chanda (2011). The findings of these studies indicated that the headteachers generally had positive views of the inspectors' techniques and approach to school inspection while teachers had generally negative views. However, even when headteachers had positive views it was found that they never implemented the recommendations made during school inspection. Some of the concerns of this study were how teachers and headteachers perceive school inspection in facilitating staff development in secondary schools, and how external inspection could be managed to commit headteachers and teachers to school improvement which none of the studies dealt with.

There are researchers who used a quantitative design to carry out the studies. These include Ouston, Fidler and Earley (1997); Fidler et al. (1998); Kaweesi (2002); Jawoko (2003); Ehren and Visscher (2008); Sembirige (2009) and Barrow (2011). All of these researchers employed the cross sectional survey design. Other researchers used the qualitative design. These include Chapman (2002) and Olweny (2009). Only Chanda (2011) used a mixed methods approach by combining the survey and phenomenology designs. Like Chanda (2011) this study used a mixed methods approach combining the cross sectional survey and phenomenology designs but with a different focus and in a different context.

There are studies that used a combination of quantitative and qualitative methods of data collection including questionnaires, structured interviews, focus group discussions, document analysis and observation to gather data from teachers, headteachers and inspectors. These included Ouston, Fidler and Earley (1997); Fidler et al. (1998); Chapman (2002); Kaweesi (2002); Jawoko (2003); Kagambe (2004); Namugwanya (2006); Ehren and Visscher (2008); Olweny (2009); Sembirige (2009); Barrow (2011); Chanda (2011) and Mwinyipembe (2011). In this study the researcher collected data using both qualitative and quantitative methods namely, self-administered questionnaires for headteachers and teachers, an in-depth interview for inspectors, and the analysis of school and DES documents. These data collection methods enabled the researcher to include the experiences and views of the immediate consumers of school inspection services and the school inspection service providers in the study, and to triangulate the data sources.

The foregoing chapter has focused on a review of models of school inspection and empirical studies on school inspection and school improvement. The review identified the research gap which this study sought to fill. The researcher investigated the effectiveness of school inspection in staff development in secondary schools in Wakiso district in an effort to fill the research gap.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter presents the research design, the target population, the sample and sampling procedures and data collection instruments that the researcher used in the study. The validity and reliability of the data collection instruments, data analysis procedures and ethical considerations in respect of the study are also presented under this chapter.

3.1 Research Design

According to Bryman (2008) the research design provides a framework for the collection and analysis of data, and the choice of a research design indicates the researcher's decisions about the priority given to the various dimensions of the research process. In choosing a research design the researcher portrays the importance attached to such dimensions as the connections between variables, the level of generalizations between the sample being investigated and that of the larger group, the understanding and meaning of a particular behaviour in the unique social context under study, and the temporal consideration of social phenomena and their interconnections.

This study was conducted using the survey and phenomenology designs to obtain different but complementary data on how effective school inspection is in facilitating staff development. According to Creswell and Clark (2007, p. 33) "the combination of qualitative and quantitative data provides a more complete picture by noting trends and generalizations as well as in-depth knowledge of participants' perspectives." The researcher preferred the triangulation-validating-quantitative-data design whereby one form of data (qualitative) is used to validate the other form of data (quantitative). The researcher in this study collected

quantitative and qualitative data concurrently from teachers, headteachers and inspectors and from school and DES documents for triangulation.

According to Creswell (2009) the survey design provides a quantitative description of trends, attitudes and opinions of a population through studying a sample of the population. In this study, the researcher conducted a cross sectional survey, one of the survey designs, on the effectiveness of school inspection in facilitating staff development. The researcher used a representative sample so as to generalize the views to the larger population of teachers and headteachers in Wakiso district in Uganda. The cross sectional survey was preferred for this study because it allowed the researcher to describe the status of the effectiveness of school inspection in secondary schools in Wakiso district in facilitating staff development. The design was also preferred because of its being economical in terms of time and money in as far as a lot of credible data could be collected from a large population in a comparably short time with minimal resources.

The cross-sectional survey, as Bryman (2008) observes, is also known to be useful in assessing the practices, attitudes, and beliefs of a population in relation to a particular event or phenomenon. In this study the researcher sought to explore the practices of inspectors, headteachers and teachers during and after school inspection, and the teachers' and headteachers' perceptions regarding school inspection practice as a phenomenon that contributes to staff development. The researcher used the cross-sectional survey in order to investigate the effectiveness of the school inspection practice in facilitating staff development across various subgroups within the target population at the time the study was carried out in secondary schools in Wakiso district.

The subgroups were in four categories namely the types of schools the headteachers managed, the location of schools within the district, the gender of students enrolled in the schools, and the gender of the teachers and headteachers. The teachers and headteachers who participated in the study were drawn from three school subgroups namely government aided, private schools owned by faith-based groups, and private schools owned by individuals. The location of the secondary schools within the district included two subgroups rural and urban. The subgroups under the gender of the students enrolled in the schools included girls only, boys only and co-educational or mixed schools. Consideration was also made of the gender of the inspectors under the male and female subgroups.

According to Creswell (1998) a phenomenological study aims at understanding the everyday lived experiences of individuals and exploring what those experiences mean for them. The phenomenological design was preferred for this study because the researcher sought to capture the experiences of teachers, headteachers and inspectors regarding the school inspection practice and what these experiences meant in their work especially in contributing to staff development. The researcher gathered data from a director at DES, inspectors, teachers and headteachers in secondary schools in Wakiso district. According to Gall, Gall and Borg (2007) interviews in a phenomenological study aim at describing things as they really are from the unique experience of the individuals involved.

Phenomenological researchers use textual description to report the individuals' intuitive and reflective perceptions of the phenomenon under study from all angles. The researcher conducted in-depth interviews with the inspectors and captured qualitative data from teachers' and headteachers' questionnaires. The researcher also analysed DES documents and school documents used during and after school inspection to gather the requisite data. Each of the three

groups namely teachers, headteachers and inspectors experienced school inspection in a unique way which the researcher sought to capture. Hence, the researcher's findings in this study provide a basis for assessing the effectiveness of school inspection and the extent to which inspection practice facilitates school improvement especially through staff development.

3.2 Target Population

The target population for this study was 5050 teachers and 101 headteachers of secondary schools in Wakiso district that underwent DES inspection between 2008 and 2012. It is from these that a sample for the study was drawn. The target population also involved 13 DES inspectors in charge of inspection in secondary schools within Wakiso district. As school executives, headteachers interact with DES inspectors before, during and after inspection, and are also in charge of the implementation of the staff development strategies proposed during inspection.

Teachers were also a critical group for this study because they are the immediate consumers of DES services and any staff development activities that may be organized by the headteachers within the schools or by other agents outside the schools. DES inspectors who carried out inspection in secondary schools in Wakiso district were also a crucial group for this study because their experience as they interacted with teachers and headteachers was rich and critical.

3.3 Sample and Sampling Procedures

In empirical studies the procedure of selecting a sample for investigation may be done using probability or non-probability sampling (Bryman, 2008). The choice of whether to use probability or non-probability sampling is based on the type of design chosen for the study, which can be qualitative, quantitative or mixed. This study used a mixed methods approach. For

this study, because the researcher chose the cross sectional survey and the phenomenological designs, the former being basically quantitative and the latter qualitative, the researcher employed both probability and non-probability sampling to select the sample for the study.

In a cross sectional survey the elements to be included in the sample are determined using proportional stratified random sampling in which respondents are selected under a number of strata or subgroups (Kombo & Tromp, 2006). Subgroups in this study included three types of schools as indicated earlier in this study, that is, government aided, privately owned by faith-based groups and privately owned by individuals. The location of the schools consisted of two sub groups namely the rural and urban. Another type of sub group among schools was based on the type of school regarding the gender of the enrolled students, that is, girls only, boys only and co-educational. The sample of the study was also heterogeneous, that is, including both males and females among headteachers, inspectors and teachers.

In a phenomenological study criterion-based sampling, also known as purposive sampling is used to select participants (Creswell, 1998). The selected participants must meet two major criteria namely the experience of the phenomenon under study and the ability to articulate their lived experiences. The researcher used criterion-based sampling to include in the study only those teachers and headteachers in secondary schools that had been inspected by DES inspectors since 2008 to 2012 in Wakiso District. The five inspectors who participated in the study were selected from the 13 inspectors who conducted inspections in the secondary schools in Wakiso District. The director at DES was selected for the study by automatic inclusion because the responsibility of supervising the inspection process at the secondary level lay with this officer. In all cases the participants had the ability to articulate their experiences of school

inspection practice in response either to open-ended questions in the questionnaires or to the same kind of questions during in-depths interviews.

3.3.1 Sampling of Schools

The sampling of the schools for this study was done by proportional stratified sampling. The rationale of using proportional stratified random sampling was to ensure that the sample is as representative as possible by including participants from each school stratum in the sample namely government aided ones, private ones owned by faith-based groups and private ones owned by individuals in Wakiso district. The headteachers of the secondary schools included in the sample were automatic respondents for the study.

According to Mugenda and Mugenda (2003) a sample size of 30% is appropriate for a descriptive study. The researcher aimed at a representative sample of the secondary schools inspected by DES between 2008 and 2012. The researcher selected 30% of the 101 schools inspected by DES in Wakiso District in Uganda to constitute the sample. Table 1 presents the distribution of the types of schools inspected as per the three strata, the schools expected in the sample and the schools in the actual sample.

Table 1 ***Distribution of Schools by Type***

Type of School	Schools Inspected	%	Expected Sample	%	Actual Sample	%
Government Aided	11	11.0	3	10.0	4	14.8
Private Faith-Based	16	15.8	5	16.7	6	22.2
Private Individual	74	73.2	22	73.3	17	63.0
Total	**101**	**100.0**	**30**	**100.0**	**27**	**100.0**

Source: DES 2010

The data in Table 1 show that the researcher collected data from 27 schools representing 81.8% of 33 schools to which questionnaires were delivered. Individually owned private schools

made 63.0% of the sample while 22.2% were private schools owned by faith-based groups and 14.8% were government-aided schools. Table 2 presents the distribution of schools inspected by location within Wakiso district, the schools expected in the sample and the schools in the actual sample.

Table 2 ***Distribution of Schools by Location***

Location of School	**Schools Inspected**	**%**	**Expected Sample**	**%**	**Actual Sample**	**%**
Rural	44	43.6	13	43.3	9	33.3
Urban	57	56.4	17	56.7	18	66.7
Total	**101**	**100.0**	**30**	**100.0**	**27**	**100.0**

Source: DES 2010

Data in Table 2 shows that 43.6% of the schools were located in the rural areas and 56.4% were located in urban areas. In the actual sample 33.3% of the schools were located in rural areas while 66.7% were located in the urban areas. Apparently, there were fewer schools from the rural areas in the sample than had been expected on account of the failure by some teachers and headteachers to return the questionnaires.

3.3.2 Sampling of Teachers

The teachers were selected through proportional stratified random sampling. The rationale of using proportional stratified random sampling was to select as representative a sample as possible in terms of the different strata. As Mugenda and Mugenda (2003) suggest, a sample size of 30% of the population under study is deemed representative. Following the proportional sampling of the schools in the study as in Table 1, 30% of the teachers were selected by random stratified sampling according to gender, area of specialization, location of the school and the type of school in which they taught. Table 3 presents the sampling frame for the teachers and the actual sample according to the mentioned strata.

Table 3 ***Sampling Frame for Teachers***

Stratum	Target Population (N=5050)	Sample Estimate	Female	Male	Science	Arts	Language	Actual Sample	%
Government Aided	165	50	15	35	16	17	17	23	22.1
Private Faith Based	240	72	22	50	24	24	24	45	43.3
Private Individual	1110	333	101	232	111	111	111	36	34.6
Total	**1515**	**455**	**138**	**317**	**43**	**46**	**44**	**104**	**100.0**
Rural	660	198	60	138	-	-	-	18	18.5
Urban	855	257	78	179	-	-	-	79	81.5
Total	**1515**	**455**	**138**	**317**	**-**	**-**	**-**	**97**	**100.0**

Source: MOES 2009

As the data show in Table 3, the actual sample consisted of 22.1% teachers from government aided schools, 43.3% teachers from private faith-based schools and 34.6% teachers from private schools owned by individuals. Furthermore, 18.5% of the teachers worked in schools located in rural areas while 81.5% of the teachers worked in schools located in the urban areas.

3.3.3 Sampling of Inspectors

DES inspectors were also selected using stratified random sampling according to gender. DES inspectors who conducted inspection in secondary schools in Wakiso district in the last five years between 2008 and 2012 were instrumental in providing data regarding the characteristics of school inspection practice and the kind of post-inspection activities in which they participated. According to the director at DES, there were 13 inspectors including 8 women and 5 men, who visited secondary schools in Wakiso district for inspection. Using the gender stratum the researcher randomly selected five inspectors out of 13 for the sample which included 3 female inspectors and 2 male inspectors.

3.4 Description of Data Collection Instruments

In this study the researcher used self-administered questionnaires for the headteachers and teachers. According to Creswell (2009) a questionnaire takes a quantitative approach to measuring perceptions and provides data upon which generalizations can be made on the views of a given population on a particular phenomenon. The self-administered questionnaire was preferred in this study given that the targeted respondents could read and write and fill out the questionnaire appropriately without the researcher's assistance and also express themselves effectively. The researcher used self-administered questionnaires to capture the teachers' and headteachers' views on the effectiveness of school inspection regarding staff development in secondary schools. The self-administered questionnaire also contained items that captured qualitative data to augment the quantitative items.

According to Moustakas (1994) data in a phenomenological study is collected via in-depth interviews with 5 to 25 information-rich individuals as well as from such items as pieces of art and documents. In this study the researcher used in-depth interviews to capture data from the DES director and five inspectors regarding the characteristics of school inspection practice and how the practice supports schools in staff development-related post inspection activities. The in-depth interview was preferred in this study to collect in-depth information from the inspectors on school inspection practice and such aspects of the process as post inspection follow up to triangulate the data that was collected from the teachers and headteachers. The researcher also drew data from documents such as the inspection reports, staff development files and inspection implementation notices for triangulation.

3.4.1 Questionnaires for Headteachers

The researcher designed a questionnaire for headteachers for this study to collect both quantitative and qualitative data. The questionnaire consisted of five sections labelled A to E. Section A of the questionnaire captured biographic data from the participants including their gender, professional qualifications, the type of school they managed, the location of the school and the number of times DES inspected their school from 2008 to 2012. Section B of the questionnaire consisted of items concerning the characteristics of DES school inspection practice in secondary schools and how they facilitate staff development. The participants offered their responses on a five option scale including strongly agree, agree, uncertain, disagree and strongly disagree.

Additionally, Section C of the questionnaire consisted of items concerning the post-inspection staff development activities that the headteachers implemented in the schools. Participants indicated the kind of activities they implemented from a list of eight items. The participants also selected one option from a five-option scale to indicate the extent to which activities were focused on school inspection outcomes. The scale consisted of the following options very high, high, uncertain, low and very low.

Section D of the questionnaire captured data on the headteachers' perceptions on external inspection as a facilitating factor to staff development. Participants selected one option from a five-option scale to indicate the extent to which they agreed or disagreed with each of the eight statements. The scale consisted of the following options strongly agree, agree, uncertain, disagree and strongly disagree. Section E consisted of two open-ended items which solicited for data on how school inspection practice could be enriched to support staff development; and for teachers and headteachers to perceive it more positively in secondary schools in Wakiso district

in Uganda. Sections B and C on the questionnaire also contained open-ended items intended to give the participants the opportunity to offer additional information and to make additional comments.

3.4.2 Questionnaire for Teachers

The researcher designed a questionnaire for teachers for this study to collect quantitative and qualitative data to capture their biographic data in addition to their perceptions on the effectiveness of school inspection practice in facilitating staff development. The questionnaire consisted of five sections labelled A to E. Section A of the questionnaire consisted of items that solicited for data concerning the participants' gender, the subjects they teach, the type of school where they teach and the location of the school. Section B of the questionnaire captured data concerning the views of the teachers regarding the characteristics of DES school inspection practice in secondary schools and how they contribute to staff development. Participants selected one option from a scale of five options including; strongly agree, agree, uncertain, disagree and strongly disagree to express their view.

Additionally, Section C of the questionnaire captured data regarding the staff development activities that the teachers took part in. The participants selected from a list of six activities. Also, in Section C the data was collected regarding the participants views on the extent to which staff development focused on outcomes of school inspection. The participants selected one option from a five-option scale to indicate the extent to which staff development activities focused on school inspection outcomes. The scale consisted of the following options very high, high, uncertain, low, and very low. Section D of the questionnaire captured data on the teachers' perceptions on school inspection as a facilitating factor to staff development. The participants indicate their perception by selecting one option from a five-option scale on eight

statements. The options included strongly agree, agree, uncertain, disagree and strongly disagree. Section E consisted of open-ended questions which captured data regarding the teachers' views on how to manage school inspection better in order to support staff development and how school inspection can be made more attractive for teachers to view it more positively. Each section on the questionnaire also included open-ended questions intended to give the participants the opportunity to make additional comments regarding the items in the questionnaires.

3.4.3 In-depth Interview for DES Inspectors

The researcher designed an in-depth interview schedule for DES inspectors to collect data. The interview consisted of two sections labelled A and B. Section A solicited for data on the inspectors' gender. Section B enabled the researcher to collect data on the characteristics of school inspection practice in secondary schools and how the inspectors contributed to staff development during and after inspection. These data enabled the researcher to triangulate and complement the data that was gathered from the headteachers and teachers on the same issues.

3.4.4 Document Analysis Guide

The researcher collected qualitative data from DES documents and from school documents regarding the characteristics of the school inspection process and sought to investigate the particular ways in which school inspection facilitated staff development using a document analysis guide. The researcher analysed the following DES documents, Framework for School Inspection, the Handbook for School Inspectors, the "How we inspect" guide to external evaluation, the Basic Requirements and Minimum Standards Indicators for Education Institutions, the inspection form, inspection report and the school files on staff development.

The researcher designed a checklist to capture data from school inspection reports including the inspectors' observations, feedback and recommendations. The researcher also analysed headteachers' files on staff development to capture such information as the kind of staff development activities implemented, the objectives of the activities, the participants and the facilitators. The data gathered by document analysis provided evidence of outcomes of school inspection and the staff development activities carried out in the schools.

3.4.5 Validity of Instruments

Alden (2007) observes that the quality of an instrument refers to the degree to which the resulting score truly represents the factor to be measured. Alden further notes that the instruments must be tested for face validity, content validity and concurrent validity. Content validity is concerned with the extent to which instruments measure what they were designed to measure and the extent to which they cover the variables. In this study the content validity of the instruments was addressed. The items on the teachers' and headteachers' questionnaire were constructed in line with the research questions of the study regarding school inspection and staff development.

The researcher sought expert opinion to ascertain if the items on the questionnaire that measure the teachers 'and headteachers' views on the effectiveness of school inspection were capable of doing so. The researcher submitted the instruments to experts in educational administration and planning and educational supervision at the department of post graduate studies at the Catholic University of Eastern Africa, and sought their input regarding the content validity of the items on the instruments. The experts provided advice to the researcher especially in aligning the questionnaire with the research questions and regarding the designing of the Likert scale items in the questionnaires.

The experts checked if items in sections B, C and D on the headteachers' questionnaire, and those of sections B on the in-depth interview were valid and had the ability to capture the needed data to answer the research questions of the study. The researcher used the feedback received from the experts to review the questions and the format of the instruments. After the experts' approval of the instruments, the researcher delivered the questionnaires for pilot-testing to 5 secondary schools which were inspected in Wakiso district between 2008 and 2012 but which would not take part in the study. The researcher pilot-tested the instruments with 5 headteachers and 5 teachers in a proportion that represented the three types of schools thus: 1 headteacher and 1 teacher from a government aided school; 1 headteacher and 1 teacher of a school that was owned by faith-based groups and 3 headteachers and 3 teachers from schools privately owned by individuals. The results and comments from the pilot-test were used to review the items on the questionnaires and were incorporated in the instruments in order to increase their validity.

According to Marshall (1990) every study has biases and threats to validity and all methods have limitations. However, as Whittemore, Chase and Mandle (2001) observe, it is the responsibility of the researcher to determine the validity criteria for a particular study, to employ optimal methodological techniques, and to critically present the research process in detail. Qualitative researchers are urged to consider four major primary criteria namely credibility, authenticity, criticality and integrity to curtail validity threats. In a phenomenological study, of which this study is part, the researcher must desist from bias, conjecture, and distortion of reality which are threats to validity in qualitative research (Whittemore et al., 2001).

Credibility refers to the conscious effort by the researcher to establish confidence in the study by accurately interpreting the meaning of data while reflecting the experience of the

participants in the context in a believable way. Authenticity, in line with credibility, is the portrayal of research findings reflecting the meanings and experiences as lived and perceived by the participants. Criticality is the open inquiry and critical analysis of all aspects of the investigation; while integrity is about the assurance that the interpretation is valid and grounded within the data (Marshall, 1990; Whittemore et al., 2001). Further to this, Whittemore et al. observe that qualitative researchers must also pay due attention to secondary validity criteria including explicitness, vividness, creativity, thoroughness, congruence and sensitivity.

In this study the researcher endeavoured to curtail threats to validity by including open-ended items on the teachers' and headteachers' self-administered questionnaires which captured their views and experiences of school inspection practice and staff development. During in-depth interviews with inspectors the researcher checked from time to time whether the notes he was taking were congruent with the interviewees' views and experiences. The researcher also employed a mixed methods approach to gather data so as to triangulate and complement data from the teachers, headteachers and inspectors regarding school inspection and staff development, and in order to enhance authenticity, explicitness and thoroughness.

3.4.6 Reliability of Instruments

There are four ways of testing the reliability of a research instrument. According to Mugenda & Mugenda (2003) the four ways are the test-retest technique, the equivalent forms technique, the internal consistency technique, and the split-half technique. In all these ways a numerical score between 0.00 and 1.00 is derived representing the reliability coefficient of the instrument. According to Alden (2007) if a figure less than 0.80 is obtained after testing the reliability of a research instrument that implies that the instrument needs modification either by adding some items to it or by revising the wording of the items on the instrument or both. In this

study, the researcher tested the reliability of the questionnaires by computing Cronbach's alpha under the internal consistency technique using data from the pilot respondents.

The researcher used the Statistical Package for Social Sciences (SPSS) software version 16, to compute Cronbach's reliability coefficient on the Likert items in the headteachers' and teachers' questionnaires. Cronbach's alpha is a reliability test technique that requires only a single administration of an instrument to provide a unique estimate of the reliability for the given instrument (Gliem & Gliem, 2003). Cronbach's alpha is the average value of the reliability coefficients one would obtain for the Likert items in a questionnaire. It is applied on attitude or perception questions on a Likert scale format with five or more answer options.

The self-administered questionnaires for headteachers and teachers in this study had three sections B, C, and D with a five-option Likert scale answer format for which Cronbach's alpha was computed. The questionnaire for headteachers had 27 Likert scale items while that of the teachers had 25 Likert scale items. The reliability analysis of the headteachers' questionnaire gave 0.847 as value for Cronbach's alpha while that of the teachers' gave a Cronbach's alpha value of 0.902 as shown in Table 4. The researcher concluded that the Likert items on the questionnaires were able to capture reliable data for the study since the reliability analysis gave values for Cronbach's alpha that were above 0.80. The researcher then went ahead and delivered the questionnaires to the selected schools in the sample to obtain the requisite data for the study.

Table 4 ***Reliability Statistics***

	Headteachers (n=5)		**Teachers (n=5)**	
Cronbach's Alpha	Value	Number of Items	Value	Number of Items
	0.847	27	0.902	25

3.5 Data Analysis Procedures

The researcher analysed quantitative data using SPSS software version 16. The package is known for its efficiency in handling large amounts of data. The researcher analysed, computed, summarized and presented the distribution of the quantitative data in frequencies and percentages. The researcher identified and synthesized the emerging themes obtained from open-ended items in the questionnaires, in-depth interviews and document analysis. According to Creswell and Clark (2007) transforming qualitative data into quantitative involves reducing themes and/or codes into numeric counts.

In this study the researcher analysed some of the qualitative data and reduced the codes into numeric data. The number of codes was counted and computed into frequencies and percentages and presented in tables. The transformed data was then entered into matrices for interpretation and discussion. The rest of the qualitative data from open-ended questions on the questionnaires and from DES inspection reports and from school staff development files were presented as direct quotations in the narrative or as excerpts.

3.6 Ethical Considerations

The researcher obtained a written introductory letter from the post graduate department at the Catholic University of Eastern Africa which was presented to the participating headteachers, and the District Education officials. The researcher also communicated to the Director at DES to inform him about the planned study and to seek for permission to conduct in-depth interviews with DES inspectors. Through visits and telephone calls the researcher communicated to the headteachers of the participating schools to introduce the study and to set up appointments ahead of data collection.

Prior to administering questionnaires the researcher sought the informed consent of all prospective participants and maintained confidentiality and the participants' anonymity. The researcher kept the promise to use the collected data only for the purpose for which it was collected. All materials and electronic sources accessed in the course of study were duly acknowledged. The researcher also made use of the APA techniques of paraphrasing and rephrasing to keep direct quotations from the sources to the minimum.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

4.0 Introduction

This chapter deals with the presentation, interpretation and discussion of the researcher's findings in this study including the return rate of questionnaires, the biographic information of the participants and the type, and location of the school which the headteacher managed. The distribution for the number of inspections conducted in the secondary schools in Wakiso District between 2008 and 2012 is also presented here.

The findings on the teachers' and headteachers' views on three issues including the characteristics of school inspection, the extent to which post-inspection staff development activities focused on outcomes of inspection, and on school inspection as a contributing factor to staff development. The chapter ends with the findings on the participants' recommendations on how to enrich school inspection and how the process can be improved for them to view it more positively. The data from the teachers' and headteachers' questionnaires presented here are triangulated with the data obtained from in-depth interviews with inspectors and from the analysis of relevant school documents and documents from the Directorate of Education Standards.

4.1 Return Rate of Questionnaires

The researcher delivered questionnaires for headteachers and teachers in person to the schools that were to participate in the study. The questionnaires were delivered to most of the schools during the end of year examination period which presented significant follow up challenges. The examination period was ideal in the sense that the headteachers and teachers were practically at the schools. However, the teachers were involved in the invigilation and

marking of internal examinations while headteachers were involved in the invigilation of ordinary and advanced level national examinations which provided challenges for them to attend to the questionnaires.

The researcher encountered significant difficulty in pursuing the questionnaires from some headteachers and teachers especially after the schools closed for the two-month holiday after the end of year examination period. The researcher contacted some headteachers on phone to follow up on the questionnaires but in vain. Some teachers had taken the questionnaires with them but never sent them back to their respective schools for collection. Table 5 shows the questionnaires that were distributed, the actual sample, the return rates of questionnaires for headteachers and teachers and the overall return rate.

Table 5 ***Return Rate of Headteachers' and Teachers' Questionnaires***

Participants	**Questionnaires Distributed**	**Actual Sample**	**Return Rate (%)**
Headteachers	33	27	81.8
Teachers	198	104	52.5
Total	**231**	**131**	**56.7**

As the data in Table 5 show, a total of 231questionnaires were distributed to the participants including 33 to headteachers and 198 to teachers. The return rate for headteachers' questionnaires was 81.8% while that of the teachers was 52.5%. The overall return rate of questionnaires was 56.7%. According to Baruch (1999) the norm for the return rate of questionnaires in academic survey studies should be between 23% and 49% if the study is directed at top managers in an organization, and between 40% and 80% if the study is directed at mid-level managers or other employees. Apparently, in school situations the headteachers and their deputies are the top managers and among the teachers are middle level managers such as

directors of studies and heads of departments and the rest of teaching and non-teaching staff are the employees.

For this study as Table 5 shows, the overall return rate for questionnaires for all the participants and the respective return rates for the teachers' and headteachers' questionnaires are within the recommended norms. However, as Baruch and Holtom (2008) observe, whereas higher return rates lead to a higher probability of a sample being representative of a population, it is more important that the respondents be representative of the population being studied. This means that the sample must not be systematically different from the population in any meaningful way. In this study the researcher ensured that the sample is as representative of the population as possible in terms of gender, type and location of school, and in teachers' areas of specialization by using proportional stratified sampling. The researcher also conducted in-depth interviews with 5 inspectors of schools and with one director at DES. Hence, the actual sample of the study consisted of 27 headteachers, 104 teachers, 5 inspectors of schools and one director at DES, a total of 137 participants.

4.2 Biographic Information of Participants

The researcher sought to know the gender of the participants to ensure that the sample is as representative as possible in terms of gender to avoid gender bias and to capture the experiences of both female and male participants regarding the phenomenon under study. Table 6 shows the distribution of participants by gender including teachers, headteachers and inspectors.

Table 6 ***Distribution of Headteachers, Teachers and Inspectors by Gender***

Headteachers (n=27); Teachers (n=101); Inspectors (n=5)

Gender	Frequency	%	Frequency	%	Frequency	%
Female	6	22.2	42	41.6	3	60.0
Male	21	77.8	59	58.4	2	40.0
Total	**27**	**100.0**	**101**	**100.0**	**5**	**100.0**

The data in Table 6 indicate that among the headteachers who participated in the study 77.8% were male and 22.2% were female. This meant that even though both sexes were represented in the study there were far more male headteachers than female ones. The data further show that among the teachers 58.4% were male while 41.6% were female. Again, while both sexes were represented among teachers the data show that there were more males than females. The data in Table 6 also show the gender of the inspectors among whom 3 were female while 2 were male. These data show that among inspectors there were more females than males.

4.2.1 Highest Professional Qualification for Headteachers

The researcher sought to find out the highest professional qualification of the secondary school managers to ascertain if they had the capacity to initiate discussion and implementation of recommendations from school inspections and the requisite strategic staff development activities. Table 7 shows the distribution of headteachers by their highest professional qualification.

Table 7 ***Distribution of Headteachers by Highest Professional Qualification*** (n=27)

Qualification	Frequency	%
Bachelor of Education	16	59.3
Master of Education	11	40.7
Total	**27**	**100.0**

As the data in Table 7 shows, 59.3% of the headteachers held a bachelor of education degree as their highest qualification while 40.7% held a master of education degree as their highest qualification. These data indicate that all the headteachers had the basic professional

qualification for leading and managing secondary school education. According to Memon (1999, p.14) "there is a generally held opinion among educators and researchers that school improvement is directly related to the nature of school leadership." The headteacher is a key person in guiding, influencing and leading the teachers and the entire school community toward school improvement. Hence, the data suggest that the headteachers had the capacity to interpret and contextualize recommendations from school inspection reports and to lay appropriate strategies for their implementation.

4.2.2 Participants' Places of Work

The researcher sought to include in the study participants from different types of schools to capture their experiences of school inspection and their views on the same phenomenon and its contribution to staff development. The teachers and headteachers worked in three types of schools namely government aided schools, private faith-based schools and schools privately owned by individuals. The researcher also sought to include the views and experiences of teachers and headteachers from boys-only schools, girls-only schools and co-educational schools. Table 8 shows the distribution of the headteachers and teachers by the type of school where they work.

Table 8 ***Distribution of Headteachers and Teachers by Type of School***

(Headteachers: n=27 and Teachers: n=104)

Type of School	**Frequency**	**%**	**Frequency**	**%**
Government-Aided	4	14.8	23	22.1
Private Faith-Based	6	22.2	36	34.6
Private Individual	17	63.0	45	43.3
Total	**27**	**100.0**	**104**	**100.0**
Boys Only	3	11.1	4	4.8
Girls Only	4	14.8	8	9.5
Co-educational	20	74.1	72	85.7
Total	**27**	**100.0**	**84**	**100.0**

The data in Table 8 indicate that 14.8% of the headteachers managed government-aided secondary schools while 22.2% managed private faith-based secondary schools and 63.0% managed private individually owned secondary schools. Further to this, among the headteachers 11.1% managed boys-only schools while 14.8% managed girls-only schools and 74.1% managed co-educational schools. Among the teachers 22.1% taught in government-aided schools while 34.6% taught in private faith-based schools and 43.3% taught in private individually owned schools. These data indicate a fair representation of teachers and headteachers from the three types of schools in the study.

4.2.3 Location of School

The researcher sought to include in the study the views and experiences of headteachers and teachers from rural and urban schools. Table 9 shows the distribution of participants by location of the school where they worked.

Table 9 ***Distribution of Headteachers and Teachers by Location of School***

(Headteachers: n=27 and Teachers: n=97)

Location of School	Frequency	%	Frequency	%
Rural	9	33.3	18	18.6
Urban	18	66.7	79	81.4
Total	**27**	**100.0**	**97**	**100.0**

Data in Table 9 indicate that 33.3% of the headteachers managed schools located in the rural areas while 66.7% managed schools in urban areas. The data further indicate that 18.6% of the teachers taught in rural schools while 81.4% taught in urban schools. These data suggest that the views and experiences captured in the study could be more representative of those teachers and headteachers working in urban areas than those in the rural areas.

4.2.4 Teachers' Areas of Specialization

The researcher sought to explore the areas of specialization of the teachers to capture their views on and experiences of school inspection and how the process contributes to staff development from the perspective of their areas of specialization. Table 10 shows the distribution of the teachers' areas of specialization in arts, sciences and languages.

Table 10 ***Distribution of Teachers by Areas of Specialization*** (n=201)

Area of Specialization	Frequency	%
Arts	74	36.8
Sciences	68	33.8
Languages	59	29.4
Total	**201**	**100.0**

As the data in Table 10 show, 36.8% of the teachers specialized in teaching arts, 33.8% in teaching sciences and 29.4% in teaching languages. The data indicate that the teachers' views and experiences from the three areas of specialization namely arts, sciences and languages are represented in the study.

4.2.5 Areas of Specialization within the Arts

The researcher further sought to explore in greater detail the specific subjects that teachers taught in their respective areas of specialization. Table 11 shows the distribution of the teachers' specific areas of specialization within the Arts.

Table 11 ***Distribution of Teachers' Areas of Specialization within the Arts*** (n=74)

Subject	Frequency	%
History	18	9.0
Geography	16	8.0
CRE	14	7.0
Economics	12	6.0
Entrepreneurship	4	2.0
IRE	3	1.5
Commerce	3	1.5
Art & Design	2	1.0
PE	1	0.5
Divinity	1	0.5
Total	**74**	**37.0**

The data in Table 11 indicate that in the area of Arts 9.0% were teachers of History, 8.0% taught Geography, 7.0% taught CRE, 6.0% taught Economics and 2.0% Entrepreneurship. Additionally, the data in Table 10 show that 1.5% taught IRE, 1.5% taught Commerce, 1.0% taught Art and Design, 0.5% taught PE and 0.5% taught Divinity. Apparently, these data show that within the arts more teachers of History took part in the study than teachers of any other subject. However, it is important to note that most of the subjects taught at the secondary level within the arts were adequately represented. Hence, the views and experiences of the teachers within the arts regarding the effectiveness of school inspection in facilitating staff development were captured.

4.2.6 Areas of Specialization within the Sciences

The researcher sought to find out the various areas of specialization within the sciences. Table 12 shows the distribution of the teachers' specific areas of specialization within the Sciences.

Table 12 ***Distribution of Teachers' Areas of Specialization within Sciences*** (n=68)

Subject	Frequency	%
Mathematics	23	11.0
Physics	18	9.0
Chemistry	11	5.5
Biology	9	4.5
Computer	4	2.0
Agriculture	3	1.5
Total	**68**	**33.5**

Data in Table 12 show that within the Sciences 11.0% were teachers of Mathematics, 9.0% taught Physics and 5.5% taught Chemistry. Additionally, data in Table 12 indicate that 4.5% were teachers of Biology, 2.0% taught Computer, and 1.5% taught Agriculture. These data indicate that within the sciences there were more Mathematics teachers than any other subject. Thus, the views and experiences of teachers of the Sciences regarding the effectiveness of school inspection in facilitating staff development were represented.

4.2.7 Areas of Specialization within the Languages

The researcher further sought to explore the teachers' specific areas of specialization within the languages. Table 13 shows the distribution of the teachers' specific areas of specialization within the Languages.

Table 13 ***Distribution of Teachers' Areas of Specialization within Languages*** (n=59)

Subject	Frequency	%
English	19	9.5
Literature in English	19	9.5
GP	7	3.5
Luganda	6	3.0
German	3	1.5
French	2	1.0
Kiswahili	2	1.0
Arabic	1	0.5
Total	**59**	**29.5**

As data in Table 13 show, within the Languages 9.5% were teachers of English, 9.5% taught Literature in English, 3.5% taught GP and 3.0% taught Luganda. Additionally, 1.5% of the teachers taught German, 1.0% taught French, 1.0% taught Kiswahili and 0.5% taught Arabic. These data show that there were more teachers of English and Literature in English than those of any other subject within the Languages. The same procedure of random sampling within the stratum applied for teachers within the languages. Thus the views and experiences of the teachers of the languages regarding the effectiveness of school inspection in facilitating staff development were captured in the study.

4.2.8 DES Inspections in Schools

The researcher also sought to ascertain the frequency of inspections conducted in the schools over the five year period under study, that is, from 2008 to 2012. These data were solicited from the headteachers to inform the study about the frequency of the participants' experiences of school inspection practice. Table 14 shows the distribution of DES inspections in the schools from 2008 to 2012.

Table 14 ***Distribution of Inspections by DES in Schools from 2008 to 2012*** (n=27)

Number of Inspections	**Frequency**	**%**
Once	9	33.3
Twice	4	14.8
Three times	7	25.9
Four times	3	11.2
Five times	4	14.8
Total	**27**	**100.0**

As data in Table 14 show, 33.3% of the schools were inspected once in five years, 14.8% of them were inspected twice, and 25.9 were inspected three times during the same period. Additionally, 11.1% of the schools were inspected four times and 14.8% were inspected five times during the same period. These data indicate that the headteachers and teachers in 66.6% of

the schools experienced at least two inspections and were in position to offer credible experiential data regarding the characteristics of DES inspections and their contribution to school improvement especially through staff development. It is important to note that 14.8% of the schools had the best case scenario of five inspections in five years, an average of one inspection a year.

According to Ehren, Leeuw and Scheerens (2005) annual school inspections are considered to be necessary for the frequent monitoring of schools to assess their level of functioning. However, Ehren and Visscher (2008) argue that while increasing the frequency of inspections is important, what is more important is the quality and level of interaction between the inspectors, manager and school staff. The views and experiences of the participants regarding the characteristics of such processes as the evaluation of teacher classroom practice and the evaluation of headteacher instructional leadership practice were critical in assessing the effectiveness of the inspection process in this study. Further still, the views and experiences of participants regarding the characteristics of the content, skills and processes of post-inspection staff development activities were also crucial for this study.

4.3. Participants' Views on Characteristics of Inspection Practice in the Classroom

The researcher sought to explore the views of the teachers and headteachers on four characteristics of school inspection practice namely, the inspectors' examination of teachers' schemes of work, examination of teachers' lesson plans, observation of teachers while teaching, and the offering of individual feedback to teachers about their teaching by the inspector. Table 15 shows the distribution of the participants' views on the four characteristics indicating the extent to which they agree or disagree with the statements and the means of the responses.

Table 15 ***Distribution of Headteachers' and Teachers' Views on Characteristics of School Inspection in the Classroom*** (Headteachers: n=27 and Teachers: n=104)

Views on the characteristics of school inspection practice	Participants	SA		A		U		D		SD	
		f	%	f	%	f	%	f	%	f	%
Examine the teachers' schemes of work meticulously	Teachers	15	14.7	45	44.1	8	7.8	24	23.5	10	9.8
	Headteachers	7	25.9	8	29.6	4	14.8	4	14.8	4	14.8
Examine the teachers' lesson plans thoroughly	Teachers	7	7.1	36	36.4	16	15.4	23	23.2	17	17.2
	Headteachers	1	3.7	10	37.0	5	18.5	7	25.9	4	14.8
Actually observe a number of teachers while teaching in the classroom	Teachers	8	8.2	34	34.7	17	17.3	21	21.4	18	18.4
	Headteachers	2	7.4	8	29.6	2	7.4	11	40.7	4	14.8
Provide verbal feedback to individual teachers about their teaching	Teachers	9	9.5	28	29.5	13	13.7	25	26.3	20	21.1
	Headteachers	3	11.1	10	37.0	2	7.4	6	22.2	6	22.2

The data in Table 15 show that 55.8% of the teachers and 58.8% of the headteachers admitted that inspectors meticulously examined the teachers' schemes of work while 33.3% of the teachers and 29.6% of the headteachers disagreed with the statement. Further still, the findings show that 7.8% teachers and 14.8% headteachers were uncertain about the statement. These data imply that while some inspectors examine teachers' schemes of work meticulously others do not. Among the participants 33.3% of the teachers and 29.6% of the headteachers disagreed with the statement implying that in some schools inspectors do not examine the teachers' schemes of work at all. The failure by some inspectors to examine teachers' schemes of work may imply that some teachers may be using outdated schemes. This, in effect, affects the quality of their lesson plans and the entire teaching and learning process.

In an in-depth interview with the DES director on how inspectors examined teacher practice during inspection, the inspector said:

> If the focus of inspection is on the teaching and learning process we (inspectors) check if the teachers have the quality indicators such as schemes of work for each subject, lesson plans for each lesson, the record of work, records of learners' progress and continuous assessment and learners' attendance per subject.

The director's statement highlighted what the policy documents and guidelines on inspection stipulate on how to evaluate teacher practice during inspection (MOES, 2010; MOES, n.d.a). According to MOES (n.d.a) among the themes the school inspectors have to pay attention to while gathering evidence on the quality of the teachers' planning are the linkage between lesson plans, schemes of work and national curriculum requirements; the extent to which plans meet guidelines of prescribed content; the level of clarity of learning outcomes; the logical description of the structure of the lesson and teaching methods to be used; the extent to which a lesson is part of a sequence of lessons with clear linkage to next and previous lessons; the extent to which lessons reflect the diverse special needs of learners; the linkage of planning and assessment; and teamwork among teachers in the preparation of their plans.

However, one of the inspectors during an in-depth interview said:

> Not all the inspectors have the capacity to take up the challenges of supervising teachers in secondary schools. Some primary school inspectors are asked to work with secondary school teachers. Some are recruited as language specialists and not

specialists of other subjects; this limits their level of engagement in examining teacher classroom practice.

The two statements by the inspectors show that there is a discrepancy between what inspectors ought to do and what they actually do during inspection in as far as examining teacher practice is concerned. The failure by some of the inspectors to examine schemes of work puts the credibility of the inspection process in improving the teaching and learning process into question. These findings also imply that there is a need to recruit more secondary school inspectors and to offer them the requisite training that empowers them to meet the challenges of supervising teacher practice at the secondary level. Some inspectors may fail to give due diligence to some aspects of the inspection process on account of lack of knowledge, skills and experience.

The data in Table 15 also shows that 43.5% of the teachers and 40.7% of the headteachers agreed that inspectors thoroughly examined teachers' lesson plans while 40.4% of the teachers and 40.7% of the headteachers disagreed. Among the participants 15.4% of the teachers and 18.5% of the headteachers were uncertain about the inspectors' thorough examination of teachers' lesson plans. These findings imply that while some inspectors thoroughly examine teachers' lesson plans others do not, and others probably do not examine them at all. These data further underline the discrepancy between what inspectors ought to do during inspection and what is actually done in practice.

The findings in Table 15 further show that 42.9% of the teachers and 37%of the headteachers admitted that inspectors actually observed teachers during lessons. Among the participants 39.8% of the teachers and 55.5% of the headteachers disagreed with the statement while 17.9% of the teachers and 7.4% of the headteachers were uncertain about the same

statement. These data show that there were more headteachers that disagreed with the statement than those that agreed with it. The data imply that probably some inspectors do not observe teachers' lessons while some of them do. These findings also underline the discrepancy between what the inspectors ought to do and actual inspector practice regarding the evaluation of teacher practice.

Data in Table 15 also indicate that 39% of the teachers agreed that inspectors provided verbal feedback to individual teachers about their teaching while 47.4% of the teachers disagreed with the statement and 13.7% were uncertain. Among the headteachers 48.1% agreed that inspectors provided verbal feedback to individual teachers about their teaching while 44.4% disagreed with the statement and 7.4% were uncertain. These findings portray a distorted picture about the provision of individual verbal feedback to teachers about their teaching. This scenario implies that while some inspectors offer individual verbal feedback to teachers after inspection others do not. These data partly corroborate with the deficiency that Namugwanya (2006) found about the absence of a feedback mechanism in the inspection process. When inspectors do not provide feedback about the teachers' performance in teaching during inspection the teachers may not know what to consolidate or to discard during the teaching process or even how to improve.

According to Reynolds (1999) teacher practice at the classroom level appears to contribute significantly to school improvement. In the same vein, Jensen (2010) argues that the contribution of teacher effectiveness to student achievement and school improvement is of greater value than any other school education program or policy. In contrast to the findings in this study Chapman (2001) found that for a school inspection process to realise its full potential it must not only evaluate classroom processes effectively but must also change them for better especially through the provision of individual feedback to teachers on their teaching

performance. The absence of individual verbal feedback to teachers could undermine whatever gains the inspection process could have achieve in the schools on account of teachers considering the process just a matter of routine.

4.3.1 Participants' Views on Characteristics of Inspection Practice Outside the Classroom

The researcher sought to explore the participants' views on eight characteristics of school inspection practice outside the classroom. The eight characteristics included providing verbal feedback on their findings about how teachers need to improve, providing feedback to teachers as a group on how they need to improve, providing a written feedback on teacher needs for staff development, offering time to headteachers to discuss their own supervision challenges, offering time to teachers to discuss their own learning needs, providing a written inspection report, returning to the schools for follow up on recommendations, and returning to the schools to facilitate in-school staff development activities. Table 16 shows the distribution of the participants' views on the eight characteristics and the means of their responses.

Table 16 ***Distribution of Headteachers' and Teachers' Views on School Inspection Practice outside the Classroom*** (Teachers: n=104 and Headteachers: n=27)

Views on the characteristics of school inspection practice	Participants	SA		A		U		D		SD	
		f	%	f	%	f	%	f	%	f	%
Provide me verbal feedback on their findings about how teachers need to improve	Headteachers	2	7.4	8	29.6	5	18.5	10	37.0	2	7.4
Provide feedback on their findings to teachers as a group about how to improve	Teachers	12	12.2	25	25.5	11	11.2	29	29.6	21	21.4
Provide me written feedback on teachers' needs for staff development	Headteachers	3	11.1	5	18.5	6	22.2	9	33.3	4	14.8
Offer me time to discuss my own teacher supervision challenges	Headteachers	2	7.4	10	37.0	6	22.2	9	33.3	0	0.0
Offer me enough time to discuss my own learning needs	Teachers	8	8.0	15	15.0	15	15.0	38	38.0	24	24.0
Provide a written inspection report to my school	Headteachers	8	29.6	10	37.0	4	14.8	3	11.1	0	0.0
Return to the school to follow up on the recommendations of the inspection report	Teachers	8	8.0	14	14.0	22	22.0	30	30.0	26	26.0
	Headteachers	1	3.7	6	22.2	4	14.8	14	51.9	2	7.4
Return to the school to facilitate in-school staff development activities	Teachers	6	6.2	5	5.2	16	16.5	39	40.2	31	32.0
	Headteachers	1	3.7	3	11.1	1	3.7	12	44.4	10	37.0

The findings in Table 16 show that 44.4% of the headteachers disagreed with the statement that inspectors' provide them with verbal feedback about how teachers need to

improve while 37.0% agreed to the statement and 18.5% were uncertain. These data imply that while some of the inspectors provide verbal feedback to headteachers on their findings regarding the teachers' needs for improvement others do not. Two inspectors during in-depth interviews reported that verbal feedback on their findings is given to the teachers and headteachers immediately after inspection. The director at DES made the following statement about the way inspectors communicate their findings to the teachers and headteachers after inspection:

> Ideally two inspectors go to a particular school for inspection but for minimal funding they go individually. If they go as a team, they pick a few indicators that they focus on in each area; that is in school management and/or teaching and learning. They meet the headteacher after inspection to give feedback regarding the management issues and provide an inspection report; organize a staff meeting if necessary; and give a report to the individual teacher if they observed a teacher in the classroom.

Admittedly, the director's statement underscores the guidelines in the inspection framework. However, the findings in this study suggest that there is a discrepancy between the ideal situation stipulated by the guidelines on the provision of verbal feedback in the inspection framework and the real practice in the inspection process. These data mean that school inspection is ineffective in as far providing feedback to teachers on how to improve is concerned. This is consistent with the findings of McCrone, Coghlan, Wade and Rudd (2009) who found that there is a statistically significant relationship between constructive oral feedback and overall satisfaction with the inspection process. When teachers receive constructive oral feedback which

provides focus on what to improve and the appropriate action required there is a high likelihood for them to be satisfied with the findings of inspection and to change their classroom practice for better.

The data in Table 16 also show that 51% of the teachers disagreed that the inspectors provided verbal feedback to teachers as a group on how they needed to improve while 37.7% of them agreed and 11.2% were uncertain. These data also indicate that while some inspectors provide feedback to teachers as a group on how they need to improve others do not. One inspector noted that: "If inspectors focus on the teaching and learning process, a teacher evaluation conference is conducted to provide feedback but full staff meetings on inspection results are rarely done." These findings further show that while some inspectors offer feedback to teachers as a group probably many of them do not. These data also indicate another aspect of ineffectiveness of the inspection process, that is, the absence of discussion of findings of an inspection with the larger group of stakeholders. The effective communication of findings after a school inspection, especially the teachers, raises the chances of the acceptance of the findings and the implementation of improvement strategies.

In contrast to the findings of the study Penzer (2011) posits that one of the prerequisites for any school to achieve improvement after inspection is the communication of valid, accurate and balanced conclusions that cover the most important issues for the school to the school governors, managers and teaching staff. Such communication is then augmented by the motivation of the staff at all levels of the school to alter their ways of working and have the self-confidence to take up the risks for change. The researcher finds a post-inspection staff meeting as one of the strategic forums at which inspectors can raise the conviction among the teaching staff that inspection findings are valid and accurate and commit them to the implementation of

recommendations for change and improvement. Such a forum would provide an opportunity for the discussion of the findings and interaction between the inspectors, school managers and teachers in planning for appropriate action.

Data in Table 16 further shows that 48.1% of the headteachers disagreed that the inspectors provided written feedback on the teachers' needs for staff development with the statement while 29.6% agreed with the statement. These data imply that while some inspectors offered written feedback about the teachers' needs for staff development others did not. These findings also imply that the inspection process is weak in informing headteachers about what teachers need to do to improve and about how headteachers can address those needs especially through staff development. In the same vein Matthews and Smith (1995) posit that if schools are to improve as a result of inspection three things must be in place namely; the gathering of accurate data about the school and the identification of relevant and critical issues; the capability of inspectors to identify and communicate improvements that are suitable in a particular school context; and the formulation and production of an action plan.

The inspection process appeared to be achieving minimally in terms of improving the teaching and learning processes in the schools given the findings in this study about the ineffectiveness of offering feedback to teachers and headteachers. The researcher in this study posits that where teacher evaluation is not done accurately during an inspection and no documented feedback is given regarding the learning needs of the teachers, there is likelihood for school leaders and teaching staff to lose confidence in the inspection process and also abandon the recommendations made for improvement. As Ali (1998) noted:

> In the absence of a systematic analysis of teachers' needs government organizations, NGOs and donor agencies are

> guided by the personal views of decision-makers, or their inadequately informed advisers, about what teachers need to learn. Thus none of the provisions are based on a systematic analysis of what teachers need to learn, or evaluations of what they have learned through particular interventions.

This is further supported by Dufour and Berkey (1995) who posit that staff development programmes must be purposeful and research or evidence based because the goal is to change practices and beliefs in order to move the school toward a specific articulated end.

Table 16 also shows that 44.4% of the headteachers admitted that inspectors offered them time to discuss teacher supervision challenges while 33.3% disagreed with the statement and 22.2% were uncertain about the same statement. These data imply that some inspectors are supportive of the headteachers in their supervisory role by providing opportunities for discussing teacher supervision challenges while others are not. When headteachers are offered an opportunity to discuss their supervisory challenges there is a high likelihood that following up on post-inspection recommendations might be effective. Kandasamy and Blaton (2004) found that one of the factors that underlie the successful implementation of inspection recommendations is the involvement of the headteachers and the support given to them during the inspection process. Kandasamy and Blaton (2004, p. 126) observed that:

> Where headteachers are simply the objects of the supervision process, they might well consider the activity as more of interference than a support; where headteachers are the actors, defining to some extent the criteria on which they will be

> judged, being involved in the definition of a follow-up plan, the supervision will be of much help.

Further to this, findings by Education Review Office (ERO) (2000) also suggested that school inspection was likely to be most effective when focused on improvement and anchored on collaboration, collegiality and a sense of shared experience including the discussion of the content and focus of the review process with the school community.

The data in Table 16 also show that 62.0% of the teachers disagreed that inspectors offered them enough time to discuss their own learning needs while 23.0% agreed to the statement and 15.0% were uncertain. The finding means that while some inspectors offer teachers enough time to discuss their own learning needs others do not. In an in-depth interview with a director at DES regarding the ways in which inspectors supported staff development in schools the director noted:

> Training is under the teacher education department. A few schools have taken up continuous professional development within the schools. However, generally inspectors identify areas of need and offer advice to teachers on how to improve. There is a move to build the capacity of headteachers to enable them to assess the teachers' needs for continuous professional development. The challenge is the funding to train headteachers.

The comment of the director notwithstanding, the findings from teachers imply that some inspectors offer feedback to teachers on how to improve and time to discuss their own learning needs while others do not. While inspection guidelines indicate what inspectors ought to do regarding identifying areas for teacher improvement, there are indications that actual inspector

practice falls short of offering opportunities to teachers of discussing their own learning needs following inspection. This in effect renders the inspection service to schools ineffective in this aspect. If feedback to individual teachers is to improve classroom practice, as Ferguson, Earley, Fidler and Ouston (2002) posit, time must be set aside within the inspection process for inspectors to provide opportunities for detailed formative discussions on how to improve classroom practice.

Table 16 also shows that 66.6% of the headteachers admitted that inspectors provided a written report while 11.1% disagreed and 14.8% were uncertain. The findings regarding the inspectors' provision of a written inspection report after inspection indicate that many inspectors provide a written report about their findings to the schools after inspection. The researcher accessed and analysed copies of two different types of written inspection reports from school files. Both types of reports had key similarities including a field for the headteacher's signature, a field for the school stamp, and fields for the inspectors' signature.

However, one of the inspection reports had three specific differences namely a field for the headteacher's commitment to implementation of recommendations; a field for the time frame within which to implement the recommendations and a field for the name and signature of the Chair of the Board of Governors. Data from the documents showed that the inspectors made comments about the school's good practices and challenges, and also made recommendations for the improvement of the various aspects of school functioning. The areas of school functioning that were inspected included the status of infrastructure such as classrooms and laboratories, student and teacher welfare, and staffing.

These findings show that the inspection process is effective to a significant extent in as far providing an inspection report is concerned. The importance of an inspection report cannot

be overstated. If inspection is to improve schools an inspection report is inevitable. An inspection report is an important benchmark for follow-up and implementation of recommendations.

The findings are supported by Penzer (2011) regarding the tools inspectors must possess to persuade schools that their judgements after an inspection are worth their attention. The tools include; an impressive understanding of matters of school functioning founded on professional knowledge exhibited throughout the inspection; a clear oral explanation of conclusions arrived at during and especially at the end of the inspection; and a clear, timely and evidence-based written report. However, the contents of the reports that the researcher accessed show a concentration on the improvement of infrastructure among others at the expense of improving teacher practice.

Data in Table 16 further shows that 56% of the teachers and 59.3% of the headteachers disagreed that the inspectors returned to the schools for post-inspection follow up while 22.0% of the teachers and 25.9% of the headteachers admitted that the inspectors returned to the schools for post-inspection follow up. Apparently, these data imply that while some schools benefit from post-inspection follow up on the implementation of the recommendations inspectors make during inspection others do not. One of the inspectors in an in-depth interview highlighted some of the hindrances to inspector follow up thus:

> Inspectors are helped to follow up if they are assigned to the schools they inspected previously. At times inspectors are sent to different schools outside their areas of operation which impedes follow up. The secondary section lacks funding to follow up on recommendations.

The inspector's statement provides more evidence that follow up by inspectors was rarely done. One earlier study by Mwinyimpembe (2011) also found that the inspectors were deficient in providing post-inspection follow up among other deficiencies. Findings by Wilcox (2000) and Penzer (2011) depicted that the responsibility of following up on recommendations made during an inspection may not necessarily lie with the inspectors. While in some inspectorate systems the responsibility to follow-up is left to the schools themselves, in others it is the inspectors who take it up. While those inspectorate systems that leave the duty to follow up to the school leaders and staff argue that the inspectors would be prejudiced if they followed up on their own work, those that leave the duty to follow up to the inspectors believe that inspectors are in an unrivalled position to check whether the recommendations they made were implemented (Wilcox, 2000).

This researcher notes that the decision to leave the responsibility of following up on inspection recommendations to the schools should be taken after an accurate evaluation of the capacity of a particular school's leadership within a particular context to do so and the availability of resources to do so. Findings in this study have also indicated that the inspectors themselves have time and other resource constraints to follow up on their recommendations. In this study the researcher posits that the headteachers, teachers and inspectors need to be responsible for follow up by setting up a mechanism during the inspection process that maximizes the use of available resources and solicits for any external support when in need of it.

Table 16 also shows that 72.2% of the teachers and 81.4% of the headteachers disagreed that the inspectors returned to facilitate in-school staff development activities. Among the teachers 11.4% admitted that inspectors returned to the schools to facilitate in-schools staff development activities while 14.8% of the headteachers agreed to the statement. This finding implies that few inspectors return to the schools to facilitate staff development activities. Three

of the inspectors during in-depth interviews rendered support to this finding when they revealed that staff development or continuous development activities were basically internally driven by the schools or were generated at the MOES and not by inspectors. Some headteachers also noted in an open-ended item on the questionnaire that staff development activities in their schools were based not on school inspection outcomes but on results from internal supervision.

One inspector also noted that even where staff development activities were externally driven, like in the case of SESEMAT, sometimes inspectors were invited to the functions only to launch the programs but without being actively involved in their planning and implementation.

This study posits that even though the mandate of DES does not cover the facilitation of staff development per se it is in order for inspectors to identify the learning needs of teachers and managers, and to provide professional advice through collegial collaboration on the measures that can be taken. In Ali's (1998) SFTD model the supervisor not only introduces new instructional strategies and management approaches but also provides the professional support that teachers and school leaders need for trying out new ideas in schools and classrooms. The professional support could take the form of demonstrations, facilitation of action research or workshops after negotiation among headteachers, teachers and inspectors (Ali, 1998).

4.3.2 Post-Inspection Staff Development Activities Implemented and Teacher Participation

The researcher sought to find out the kind of staff development activities the headteachers implemented in relation to the outcomes of inspection in an effort to address the teachers' learning needs to improve their performance. Table 17 shows the distribution of the staff development activities that headteachers carried out in their respective schools that were aligned to the outcomes of school inspection and the teachers' participation in those activities.

Table 17 ***Distributions of Post-Inspection Staff Development Activities Implemented and Teacher Participation*** (Headteachers: n=27; Teachers: n=104)

Post-Inspection Activity Implemented	**Frequency**	**%**	**Frequency**	**%**
In-service workshops for teachers	20	74.0	72	69.2
Departmental discussions on outcomes of inspection	20	74.0	45	43.3
Management training for heads of departments	19	70.3	41	39.4
Headteacher's classroom visits to observe teacher practice	19	70.3	39	37.5
Individual teacher evaluation conferences	17	62.9	50	48.0
Peer coaching among teachers	14	51.8	44	42.3
Teacher inter-school visits	8	29.6	22	21.2

The data in Table 17 show that 74.0% of the headteachers conducted in-service workshops for teachers while 69.2% of the teachers participated in the workshops. Further to this, 74.0% of the headteachers held departmental discussions on outcomes of inspection while 43.3% of the teachers participated in the departmental discussions. Table 17 also shows that 70.3% of the headteachers conducted management training for heads of departments which 39.4% of the teachers attended. Further still, 70.3% of the headteachers visited classrooms to observe teacher classroom practice while 37.5% of the teachers participated in the visits. Table 17 further shows that 62.9% headteachers organized individual teacher evaluation conferences and 48.0% of the teachers took part the in the evaluation conferences. Data in Table 16 also indicates that 51.8% of the headteachers practiced peer coaching in their res7ective schools while

42.3% of the teachers participated in peer coaching. Lastly, Table 17 shows 29.6% of the headteachers conducted teacher interschool visits while 21.2% of the teachers were involved in the interschool visits.

In addition to the activities in Table 17, headteachers in an open ended item also reported carrying out staff appraisals, mentoring sessions for staff in their respective departments, weekly staff meetings on quality assurance, retreats for top school administrators and participating in national curriculum development seminars. These findings suggest that headteachers employ several strategies to develop their staffs to address the inspectors' concerns after school inspection. However, as findings show in this study staff development activities are largely driven by results from internal supervision rather than by the outcomes of school inspection.

It is commendable that headteachers conduct internal supervision to inform staff development in their respective schools. Earlier research indicates that successful school improvement depends largely on the professionals within the schools especially through a collaborative partnership between the headteacher and the staff of the school combined with the use of an external body (DuFour & Berkey, 1995; Hopkins, Ainscow & West, 1994). Further still, Macbeath, Schratz, Meuret and Jakobsen (2000, p. 93) suggest that "a successful marriage between self-evaluation and external inspection can have a positive impact on school improvement."

4.3.3 Extent to which Staff Development Content, Skills, Departmental Discussions and Classroom Visits focus on Inspection Outcomes

The researcher sought to find out the participants' views on the extent to which staff development activities in the schools focus on the outcomes of school inspection as presented in Table 18. In Table 18 the researcher focused on four aspects of staff development namely the

content to be learned in staff development, the skills to be learned, departmental discussions and headteacher classroom visits.

Table 18 ***Distribution of Headteachers' and Teachers' Views on Focus of Staff Development***

(Teachers: n=104 and Headteachers: n=27)

Aspect of staff development	**Participants**	**VH**		**H**		**U**		**L**		**VL**		**MEAN**
		f	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**	
The content to be learned	Teachers	9	9.3	38	39.2	19	19.6	20	20.6	11	11.3	2.93
	Heads	5	18.5	14	51.9	3	11.1	3	11.1	2	7.4	3.63
The skills to be learned	Teachers	13	13.1	36	36.4	25	25.3	16	16.2	9	9.1	3.13
	Heads	0	0.0	14	51.9	4	14.8	6	22.2	3	11.1	3.07
Departmental discussions	Teachers	15	15.2	42	42.4	9	9.1	24	24.2	9	9.1	3.14
	Heads	7	25.9	9	33.3	4	14.8	7	25.9	0	0.0	3.60
Headteacher's classroom visits to observe teacher practice	Teachers	12	12.2	29	29.6	27	27.6	16	16.3	14	14.3	2.91
	Heads	2	7.4	12	44.4	4	14.8	6	22.2	3	11.1	3.15

Data in Table 18 depict that 49.5% of the teachers and 51.9% of the headteachers admitted that the extent to which the content of staff development activities was focused on outcomes of school inspection was high while 31.9% of the teachers and 18.5% of the headteachers said the extent was low. Among the participants 19.6% of the teachers and 11.1% of the headteachers were uncertain whether the content of staff development activities focuses on outcomes of school inspection or not. These data imply that some headteachers base the content of the post-inspection staff development activities on the outcomes of school inspections while others do not. As indicated earlier in this study some headteachers use data from internal inspections to determine the content of staff development programmes in their schools.

The data in Table 18 also show that 49.5% of the teachers and 51.9% of the headteachers agreed that the extent to which the skills to be learned in the staff development activities are focused on outcomes of school inspection was high. Furthermore, among the participants 25.3% of the teachers and 33.3% of headteachers said the extent was low while 25.3% of the teachers and 14.8% of the headteachers were uncertain. These data indicate that some headteachers plan staff development activities in such a way that skills to be learned are focused on inspection outcomes. The data also show that other headteachers base their decisions on other considerations while planning the skills to be learned by the teachers during staff development.

In an open-ended item on the questionnaire one headteacher made this further comment regarding the focus of post-inspection staff development activities: "During post-inspection staff development discussions we always bring out what external inspectors observed; it helps the administration not to be looked at as a witch hunter before the teachers concerned." Even though the headteacher revealed a different intention for post-inspection discussions, that is, avoidance of being a scapegoat, this is evidence that some discussions on post-inspection results are conducted in view of staff development. However, some headteachers, as earlier indicated in this study, base staff development activities on other data such as results from internal inspections. Furthermore, another headteacher commented thus: "Many times staff development may come out of the internal inspections made by the concerned team."

Table 18 further shows that 57.6% of the teachers and 59.2% of the headteachers admitted that the extent to which departmental discussions were focused on the outcomes of inspection was high while 33.3% of the teachers and 25.9% of the headteachers said it was low. The rest of the participants 9.1% of the teachers and headteachers 14.8% were uncertain about the statement. These data indicate that some teachers and headteachers participate in

departmental discussions that are focused on outcomes of inspection while others probably participate in discussions focused on other issues. As indicated earlier, departmental discussions 74.0% were among the most popular staff development activities that headteachers organized to address the outcomes of inspection. Departmental discussions were also among the most attended activity by teachers as shown in Table 17.

Data in Table 18 also indicates that 41.8% of the teachers and 51.8% of the headteachers affirmed that the extent to which the headteachers' visits to the classrooms to observe teacher practice were focused on the outcomes of inspection was high while 30.6% teachers and 33.3% headteachers said it was low. The rest of the participants, that is, 27.6% of the teachers and 14.8% of the headteachers were not sure whether the headteachers' classroom visits to observe teacher practice were focused on outcomes of inspection or not. These data show that while some headteachers conduct classroom visits to observe teacher practice basing on inspection outcomes others do so but focusing on other data or do not altogether. It is possible that the headteachers who said that their classroom visits were not focused on outcomes of school inspection were part of the group that conducted internal supervision and based their classroom visits on that data.

The average of the means of the participants' views on the four aspects of staff development namely, the content, skills, departmental discussions and headteacher classroom visits and the extent to which they were focused on inspection outcomes is 3.2. Apparently, the average mean indicates a fairly positive view of the extent staff development focused on inspection outcomes. However, it is important to note that from the teachers' point of view the content of staff development and the headteachers' classroom visits had the least focus on inspection outcomes.

There is growing evidence among researchers and educators that school self-evaluation and external evaluation must complement each other for schools to improve (ERO, 2000; De Grauwe & Naidoo, 2004). This is also supported by Whitby (2010) who found that the majority of high performing education systems use a combination of school self-evaluation and external inspection but with contextual challenges of merging the two and getting the best from each of them. It was not the goal of this study to assess the effectiveness of self-evaluation in the schools within the context of the study. However, this study posits that if school self-evaluation and school inspection are to contribute optimally and complimentarily to school improvement in the context of the study each of the processes needs to be improved to begin with.

4.3.4 Extent to which Staff Development Activities Focused on Inspection Outcomes

The researcher sought to explore the views of the participants on the extent to which teacher evaluation conferences, teacher inter-school visits, peer-coaching, teacher school-based seminars and management training for heads of departments focus on outcomes of inspection. Table 19 shows the distribution of participants' views and the means of the responses.

Table 19 ***Distribution of Headteachers' and Teachers' Views on Extent Staff Development Focused on Inspection Outcomes*** (Teachers: n=104 and Headteachers: n=27)

Extent of focus	P*	VH		H		U		L		VL		MEAN
		f	%	f	%	f	%	f	%	f	%	
Individual teacher evaluation conferences	Teachers	14	4.4	30	30.9	17	17.5	24	24.7	12	12.4	2.90
	Heads	1	3.7	8	29.6	11	40.7	4	14.8	3	11.1	3.00
Teacher inter-school visits	Teachers	8	8.4	13	13.7	28	29.5	21	22.1	25	26.3	2.34
	Heads	0	0.0	4	14.8	11	40.7	6	22.2	6	22.2	2.48
Peer coaching among teachers	Teachers	10	10.4	20	20.8	22	22.9	27	28.1	17	17.7	2.40
	Heads	2	7.4	3	11.1	7	25.9	7	25.9	8	29.6	2.41
Teacher school-based seminars	Teachers	20	20.8	25	26.0	16	16.7	26	27.1	9	9.4	2.97
	Heads	6	22.2	5	18.5	5	18.5	8	29.6	3	11.1	3.11
Management training for heads of department	Teachers	12	12.6	26	27.4	27	28.4	20	21.1	10	10.5	2.84
	Heads	1	3.7	14	51.9	4	14.8	7	25.9	1	3.7	3.23

Note: P* denotes participants

The data in Table 19 show that 45.3% of the teachers and 33.3% of the headteachers admitted that the extent to which individual teacher evaluation conferences focused on the outcomes of school inspection was high, while 37.1% of the teachers and 25.9% of the headteachers indicated that the extent was low. The rest of the participants including 40.7% headteachers and 17.5% teachers were uncertain about the statement. These data indicate that while some headteacher-teacher evaluation conferences focus on inspection outcomes many do not. The mean for the teachers' and headteachers' responses on the extent to which individual teacher evaluation conferences focus on inspection outcomes are 2.90 and 3.00 respectively. The

means suggest fairly negative views regarding the focus of teacher evaluation conferences on inspection outcomes.

As data in Table 17 show, 62.9% of the headteachers reported that they conducted individual teacher evaluation conferences, and 48.0% of the teachers reported that they participated in individual teacher evaluation conferences. These findings imply that several headteachers conduct teacher evaluation conferences in their schools but focus on other data and not on inspection results. These findings further imply that school inspection does not probably generate critical data for discussion during teacher evaluation conferences. These and earlier findings in this study show that school inspection is significantly ineffective in providing data on teacher performance or practice that can be used during teacher evaluation conferences.

This study posits that teacher evaluation conferences could be an opportune forum for the headteacher to interact with individual teachers on their performance and on how they could improve. As Ali (1998, p. 25) notes the headteacher in the SFTD model is "as accountable for teachers' development as for student development." The teacher evaluation conference is a critical moment for helping teachers to identify areas of professional competence that need improvement; to negotiate the processes, resources and assessment criteria; and to draw realistic implementation and monitoring plans. The data the headteacher and teachers discuss at such a conference can be drawn from outcomes of internal evaluation or external inspection.

Table 19 further shows that 22.1% of the teachers and 14.8% of the headteachers admitted that the extent to which teacher inter-school visits focus on the outcomes of school inspection was high, while 48.4% of the teachers and 44.4% of the headteachers admitted that the extent was low. The rest of the participants including 29.5% of the teachers and 40.7% of the headteachers were uncertain about the statement. As data in Table 17 show, 29.6% of the

headteachers reported that they organized inter-school visits for teachers and 21.2% of the teachers reported that they participated in such activities. The means for the teachers' and headteachers' responses are 2.34 and 2.48 respectively. The low mean values suggest that the participants' views on this item are negative. These data show that few schools organize inter-school visits for teachers that focus on inspection outcomes. These findings seem also to imply that there is limited interaction among school staffs concerning outcomes of inspection. The findings further imply that schools largely keep inspection outcomes to themselves and deal with them independently at the school level or that the inspection outcomes do not warrant any inter school interaction.

The SFTD model according to Ali (1998) consists of an inter-school component managed by supervisory teachers who offer 'situationally contexted' supervision within a cluster of schools. Ali argues that assigning supervisory tasks such as supporting study groups, action research projects and peer coaching across schools to competent subject teachers makes a lot of educational and financial sense. The inter-school supervision component which compliments external supervision not only saves money, time and resources but also permits continuous interaction and collaboration among professionals within their particular context to address educational problems, and to generate relevant and appropriate solutions.

The data in Table 19 further shows that 45.8% of the teachers and 55.5% of the headteachers admitted that the extent to which peer coaching is based on the outcomes of school inspection was low. Furthermore, among the participants 31.2% of the teachers and 18.5% headteachers said the extent to which peer-coaching was based on inspection outcomes was high while 22.9% of the teachers and 25.9% of the headteachers were uncertain. Table 19 also shows the means of the teachers' and headteachers' responses on this item as 2.40 and 2.41

respectively. The low means are indicative of participants' negative perception of the extent to which peer-coaching focuses on inspection outcomes. These data show that few schools base peer coaching on the outcomes of inspection.

However, findings in Table 17 indicate that 51.8% of the headteachers reported implementing peer coaching in their respective schools while 42.3% of teachers reported taking part in peer coaching. These findings suggest that peer coaching is practiced in some schools but focusing on other issues and not on the outcomes of school inspection. Among the valued components of the culture of learning organizations that educators advance are collegial conversations, collegial creativity, peer-coaching, and school based learning opportunities for professionals (DuFour & Berkey, 1995; Croft, Coggshall, Dollan & Powers, 2010; Barton & Stepanek, 2012). DuFour and Berkey (1995) argued that schools must begin thinking of professional growth not in terms of external workshops but in terms of their workplace. This implies that school leaders must promote an environment in which continuous learning through collegial collaboration and support takes place.

Table 19 also shows that 46.8% teachers admitted that the extent to which school-based seminars for teachers focus on inspection outcomes was high while 36.5% of them said it was low and 16.7% were uncertain. Among the headteachers 40.7% admitted that the extent to which school-based seminars for teachers focus on inspection outcomes was high while 40.7% said it was low and 18.5% were uncertain. Data in Table 19 shows the means of the teachers' and headteachers' responses as 2.97 and 3.11 respectively. The data on the means indicate that headteachers have a more positive view than the teachers regarding this item. These data imply that while in some schools teacher seminars focus on outcomes of school inspection, in many of them such seminars focus on other issues. These findings seem to suggest that the inspection

process does not provide data that challenges schools to reflect and try out new ways of teaching and school functioning.

One headteacher in an open-ended comment on the extent to which post-inspection staff development activities focus on school inspection had this to say: "The inspection carried out by DES was not so much on teacher development but on minimum standards. Therefore, any staff development activities we have had are related to school based needs and opportunities." On analysing the school staff development files, the researcher found evidence of communication and records of school-based seminars which had been facilitated by consultancy firms focusing on quality management for headteachers, heads of departments and directors of studies. The researcher also accessed staff development files that showed evidence of inter-school seminars for subject teachers on assessment and evaluation. These data indicate that headteachers organize school based seminars in support of teacher practice but probably basing on data from internal inspections.

Finally, Table 19 shows that 40.0% of the teachers admitted that the extent to which management training for heads of departments focuses on outcomes of inspection was high while 31.6% indicated it was low and 28.4% teachers were uncertain. Among the headteachers 55.6% admitted the extent to which management training for heads of departments focused on inspection outcomes while 29.6% said it was low and14.8% were uncertain about the statement. Data in Table 19 also shows the means of the teachers' and headteachers' responses as 2.84 and 3.23 respectively. These data indicate that the headteachers have a more positive view than the teachers regarding this item. These data further show that some teachers take part in management training sessions for heads of departments that focus on the outcomes of school inspection and others do not. It is highly likely that the teachers who indicated that the extent to

which management training for heads of departments focus on inspection outcomes was high might have been among the heads of departments who participated in the training.

The data in Table 17 show that 70.3% of the headteachers reported having conducted management training for heads of departments in their schools focused on inspection outcomes while 39.4% of the teachers reported attending those trainings. The findings in this study on teacher learning opportunities within the schools suggest that outcomes of school inspection are not at the centre of these experiences. This scenario appears to suggest that the inspection process does not provide data that can be addressed at such sessions or that the data it provides is dealt with at other forums.

Apparently, as findings show the inspection process seems to be very weak in addressing issues regarding the teaching and learning process to which schools attach a lot of importance. This study does not claim that other areas of school functioning that inspection addresses are not relevant. However, this study does claim that for school inspection practice to be relevant and supportive of school professionals it must address itself to the problems of the teaching-learning process challenging teachers to explore and try out new ways through collegial conversation and creativity.

School-based training has been highlighted as one of the characteristics of professional learning organizations and communities (Barton & Stepanek, 2012). The inspection process can engage school leaders and staff by facilitating inquiry, reflection and study so as to cause improvement in teacher practice which is known to be the most effective way to improve student performance and schools in high performing education systems (Jensen, 2010).

4.3.5 Perceptions on Actual School Inspection as Contributor to Staff Development

The researcher sought to find out the teachers' and headteachers' perceptions on three aspects of school inspection as contributors to staff development. The three aspects which take place during inspection included the general usefulness of inspection to schools, the accuracy of teacher evaluation, and the identification of the needs for staff development. Table 20 shows the participants' perceptions indicating their level of agreement or disagreement and the means of the responses.

Table 20 ***Distribution of Headteachers' and Teachers' Perceptions on School Inspection as Facilitator of Staff Development*** (Teachers: n=104 and Headteachers: n=27)

Perceptions on school inspection as facilitator of staff development	**P***	**SA**		**A**		**U**		**D**		**SD**		**MEAN**	**STANDARD DEVIATION (SD)**
		f	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**		
School inspection as practiced by inspectors from DES is a useful service to the schools	Teachers	43	44.3	37	38.1	3	3.1	9	9.3	5	5.2	1.93	1.15
	Heads	15	55.6	7	25.9	4	14.8	1	3.7	0	0.0	4.33	0.87
The inspectors do not accurately evaluate teachers' competencies in teaching	Teachers	16	16.7	32	33.3	23	24.0	13	13.5	12	12.5	2.72	1.25
	Heads	6	22.2	11	40.7	7	25.9	1	3.7	2	7.4	3.66	1.11
School inspection is helpful in identifying my needs for staff development	Teachers	14	14.4	37	38.1	18	18.6	14	14.4	14	14.4	2.76	1.28
School inspection is useful in identifying my own needs for managerial development	Heads	12	44.4	9	33.3	3	11.1	2	7.4	1	3.7	4.07	1.11

Note: P* denotes for participants

Data in Table 20 shows 82.4% of the teachers and 81.5% of the headteachers admitted that the inspection service was useful to the schools while 14.5% teachers and 3.7% headteachers disagreed with the statement. Additionally, among the participants 3.1% of the teachers and 14.8% of the headteachers were uncertain about the usefulness of secondary school inspection practice. Table 20 also shows the means for the teachers' and headteachers' responses as 1.93 and 4.33 respectively. The means indicate that while headteachers perceive the inspection practice in general positively, teachers perceive it rather negatively. These data imply that headteachers consider school inspection practice useful to the schools while teachers consider the practice as carried out by DES inspectors as not so useful to the schools.

Table 20 also shows that 50% of the teachers and 62.9% of the headteachers admitted that inspectors did not accurately evaluate teacher competencies while 26.0% teachers and 11.1% headteachers disagreed with the statement. Among the participants 24.0% of the teachers and 25.9% of the headteachers were uncertain about the statement. Data in Table 20 also shows the means for the teachers' and headteachers' response as 2.72 and 3.66 respectively. Admittedly, the mean of the teachers' responses on the evaluation of teacher competencies is low while that of the headteachers is higher. These data indicate that the teachers perceive the inspectors' teacher evaluation negatively given the low values for the mean, while headteachers seem to perceive the evaluation of teachers more positively. These data imply that while some inspectors evaluate the teachers' teaching competencies accurately others do not. These findings also imply that a large number of teachers and headteachers perceive the inspectors as lacking in teacher evaluation competencies.

The deficiency in inspector competence has been one of the hindrances of the inspection process in bringing about improvement. This finding corroborated with an earlier one by Fidler

et al. (1998) where inspectors' gradings on teacher performance were reported to have contained some discrepancies in comparison to the school administration's gradings. Inspectors had rated some teachers high that the schools had rated low and vice versa. When teachers and headteachers perceive inspectors as lacking competence in their work they may lose confidence in the judgements that inspectors make and also may show reluctance in implementing proposed changes. This is further evidence that the inspection process is ineffective in evaluating teachers practice and competencies, and consequently weak in identifying their learning needs.

Further to that, inspectors who are incompetent in accurately evaluating teacher competencies are unable to propose the appropriate staff development strategies to address the teachers' learning needs. These findings are in contrast with what Chapman (2001, p. 44) posits that "lesson observations must identify areas of improvement in individual teacher's practice and recommendations for specific changes to the teacher's practice must follow." This further corroborates with Jensen (2010) who notes that all teachers must be evaluated effectively to identify their strengths and weaknesses and that the data gathered from the evaluations should lead to individualized development plans. This study posits that an effective evaluation should be a complementary effort in which inspectors, headteachers and peers take an active role and discuss the findings for the growth of all teachers.

The data in Table 20 also depict that 52.5% of the teachers agreed that inspection was helpful in identifying the individual teacher's needs for staff development while 28.8% of the teachers disagreed with the statement and 18.6% teachers were uncertain. Table 20 also indicates the mean of the teachers' responses on this item of 1.28. The mean of the teachers' responses is indicative of a negative view regarding the usefulness of inspection in helping them identify their learning needs. These data mean that some teachers are helped by the inspection

process to identify their learning needs while others are not. Much as the mandate to facilitate staff development is not under DES as highlighted by one of the directors earlier in this study, an inspection which does not help teachers to identify their strengths and learning needs lacks in something critical to teacher improvement. As Table 20 shows, the mean of the teachers' responses for this item is 1.28 which is an indication that teachers perceive school inspection negatively in as far as helping them to identify their learning needs is concerned.

Data in Table 20 further indicate that 77.7% of the headteachers agreed that school inspection was helpful in identifying their needs for managerial development while11.1% disagreed and 11.1% headteachers were uncertain. These data indicate that headteachers generally find the inspection process helpful to them in the identification of their managerial development needs. The mean for the headteachers' perceptions on this item is 4.07 as shown in Table 20. Arguably the mean is high and is indicative of the headteachers' positive perception of the inspection process in this regard. The findings further suggest that headteachers seem to benefit more from the inspection process in identifying their learning needs than teachers.

In advancing the SFTD model, Ali (1998) had found that supervisors were not responsible for identifying teachers' professional needs leave alone responding to them in a sustained way. This was mainly due to the fact that inspectors did not possess the competencies and training to assess teacher learning needs and to advise them effectively. The SFTD model embeds staff development in the supervision or inspection process to the extent that each supervision visit must address itself to the assessment of teacher and headteacher practice, the identification of teacher-learning needs and the provision of the kind of support teachers need through mentoring and coaching. This study posits that this is the kind of school inspection model that is capable of moving schools forward to improvement. Educational researchers who

have studied the relationship between teacher-learning and school settings suggest that teachers need both pressure and support from colleagues, school leaders and supervisors if they are to continue learning and to improve their practice (Fullan, 1991; 1993; Hargreaves, 1992; Jensen, 2010)

4.3.6 Perceptions on Post-Inspection Activities as Contributors to Staff Development

Further still, the researcher sought to explore the participants' perceptions on post-inspection activities including the importance of post-inspection feedback in guiding staff development, the involvement of teachers in planning post-inspection staff development activities and the involvement of inspectors in post-inspection staff development activities. Table 21 shows the distribution of the participants' responses and the means of the responses.

Table 21 ***Distribution of Headteachers' and Teachers' Perceptions on Inspection as Facilitator of Staff Development*** (Teachers: n=104 and Headteachers: n=27)

Perceptions on post inspection as contributor to staff development	**P***	**SA**		**A**		**U**		**D**		**SD**		**MEAN**	**Standard Deviation (SD)**
		f	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**		
Post-inspection feedback was crucial in guiding strategies for staff development	Teachers	14	14.9	38	40.4	16	17.0	19	20.2	7	7.4	2.65	1.20
	Heads	3	11.1	11	40.7	7	25.9	3	11.1	3	11.1	3.30	1.17
Inspectors committed us to implementing proposed changes in teaching	Teachers	13	13.5	29	30.2	18	18.8	25	26.0	11	11.5	2.92	1.25
	Heads	2	7.4	13	48.1	4	14.8	5	18.5	3	11.1	3.22	1.20
The involvement of teachers in planning post-inspection staff development activities motivates us/them to own our/their learning	Teachers	16	17.0	32	34.0	20	21.3	17	18.1	9	9.6	2.69	1.23
	Heads	3	11.1	12	44.4	5	18.5	5	18.5	2	7.4	3.33	1.14
The inspectors' return for follow up of the inspection outcomes is helpful in assessing the improvements made	Teachers	4	4.3	20	21.7	17	18.5	30	32.6	21	22.8	3.48	1.20
	Heads	3	11.1	6	22.2	9	33.3	4	14.8	5	18.5	2.92	1.20
The non-involvement of inspectors in staff development activities is discouraging	Teachers	20	22.5	19	21.3	24	27.0	18	20.2	8	9.0	2.72	1.30
	Heads	8	29.6	8	29.6	6	22.2	4	14.8	1	3.7	3.67	1.17

Note: P* denotes participants

The data in Table 21 indicate that 55.3% of the teachers admitted that post-inspection feedback was crucial in guiding the school strategies for staff development while 27.6% disagreed with the statement and17.0% were uncertain. On the other hand, 51.8% of the headteachers agreed that post-inspection feedback was crucial in guiding the staff development strategies while 22.2% headteachers disagreed and 25.9% headteachers were uncertain. Table 21 also shows the means of the teachers' and headteachers' responses as 2.65 and 3.30 respectively. The mean of teachers' responses indicates a negative perception of the usefulness of post-inspection feedback in guiding staff development activities while the mean of the headteachers' responses is fairly positive. These data seem to imply that some schools benefit from post-inspection feedback in informing their strategies for staff development. However, some schools do not seem to benefit from post-inspection feedback related to staff development.

In open-ended comments on the extent to which post-inspection staff development activities relate to outcomes of school inspection, some headteachers indicated that staff development activities are more driven from within the schools by internal inspection than by external evaluation. One headteacher in an open-ended comment said: "The school system regarding staff development plays the key role. School inspection is a booster ensuring implementation." This revelation seems to imply that while headteachers identify staff development needs and organize activities to address them, they also refer to the outcomes of inspection to confirm those needs and to justify the importance of the staff development activities. The findings also seem to suggest that some headteachers and teachers practice internal inspection in their schools which informs their staff development strategies to a higher degree than external evaluation. However, it is also likely that those schools that benefit from post-inspection feedback in informing their staff development strategies discuss the inspectors'

report critically and use it optimally. An earlier finding in this study indicates that inspectors do very well in providing a written inspection report to the schools after inspection.

Table 21 also shows 43.7% of the teachers admitted that inspectors committed them to the implementation of proposed changes in teaching when they returned to their schools after inspection while 37.5% disagreed and 18.8% were uncertain. On the other hand, 55.5% of the headteachers agreed to the same statement while 29.6% of headteachers disagreed and 14.8% of the headteachers were uncertain. Data in Table 21 also shows that the means of the responses of the teachers and headteachers are 2.92 and 3.22 respectively. These data show that headteachers seem to be more satisfied with the return of the inspectors to commit the schools to the implementation of recommendations than the teachers even though the means are not very high. These data imply that some inspectors return to the schools to commit the schools to implementing changes proposed during previous inspections while others do not. The data also seem to imply that some inspectors do return to the schools but with a totally new "agenda" without following up on recommendations from previous inspections. These data seem further suggest that the inspectors tend to interact more with headteachers than teachers on their return to the schools.

From their findings Ehren and Visscher (2008) argue that feedback alone does not bring about improvement in schools but rather the way in which it is communicated and the consequences that are attached to it. The findings by Ehren and Visscher underline the importance of the communicating feedback while highlighting the strengths, weaknesses and areas for improvement and accompanied by follow up appointments. This study contends that when inspectors visit schools after inspection to check the progress of the implementation of recommendations the school community is motivated to focus on the proposed changes. The

researcher analysed inspection implementation notices which the headteacher and inspectors sign after an inspection highlighting the date the notice is signed, the recommendation(s) made and the time frame of implementation. The notice also carries a clause that reads thus: "the MOE will take action as it will deem it fitting if the school management does not adhere to the agreement" (See APPENDIX 11, p. 172). Such notice necessitates the return of the inspectors or an officer from DES to ascertain that the recommendations have been implemented and to evaluate their impact. Without a follow up plan nothing much may change if the school leaders neglect the notice by default or by design.

Data in Table 21 also depicts that 41.0% of the teachers agreed that the teachers' involvement in the planning of post-inspection staff development activities motivated teachers to own their learning while 27.7% disagreed and 21.3% teachers were uncertain. On the other hand, 55.5% of the headteachers agreed with the statement while 25.9% of the headteachers disagreed with the same statement and 18.5% headteachers were uncertain. Table 21 shows the means of the responses of the teachers and the headteachers as 2.69 and 3.33 respectively. While the mean of the teachers' responses indicates a fairly negative perception on this item, the mean of the headteachers response is indicative of a fairly positive perception even though it is not high. These data seem to suggest that not many teachers participate in planning their learning experiences. This finding is contrary to what Vescio, Ross and Adam (2008) found that the most successful professional learning communities were those that increased teacher involvement in decision making especially in their own learning, and also promoted continuous teacher learning through joint study. This implies that the limited involvement of teachers in planning their own learning could be a limiting factor to successful staff development.

Table 21 further reveals that 55.4% of teachers disagreed with the statement that the inspectors' return to the schools for follow up was helpful in assessing the improvements made while 26.0% agreed with it. Among the headteachers 33.3% agreed with the statement while 33.3% disagreed with it and 33.3% were uncertain. Also 18.5% teachers were uncertain about the statement. Table 21 indicates the means of the teachers' and headteachers' responses as 3.48 and 2.93 respectively. These data imply that some teachers and headteachers perceive the return of inspectors to the schools for follow up fairly negatively and perhaps as unhelpful in assessing improvements made. These findings also suggest that when inspectors return to the schools after inspection they focus on other areas and probably do not follow up on recommendations made in previous inspections. The findings also seem to suggest that some inspectors never return to the schools at all for follow up. An earlier revelation in this study by one of the inspectors in an in-depth interview that sometimes inspectors were deployed beyond their areas of operation which made follow up on the recommendations from previous inspections difficult provides more evidence showing the deficiency in the inspection process. This study singles out the ineffectiveness of the inspection process in following up on recommendations as a significant factor that perhaps undermines the improvement effort.

Finally, Table 21 indicates that 43.8% of teachers admitted that the non-involvement of inspectors in post inspection staff development activities is discouraging in implementing the proposed changes while 29.2% of the teachers disagreed and 27.0% were uncertain about the same statement. Among the headteachers 59.2% agreed to the statement while 18.5% disagreed with it and 22.2% were uncertain. The means of the teachers' and headteachers' responses on this item as shown in Table 21 are 2.72 and 3.67 respectively. While the mean of the teachers' responses indicates a negative perception of the non-involvement of inspectors in post-inspection

staff development activities, the mean of the headteachers' responses is fairly positive. Teachers seem to have been more dissatisfied with the inspectors' non-involvement in post-inspection staff development than the headteachers. The findings also seem to suggest that more teachers than headteachers feel discouraged when inspectors are not involved in staff development strategies that address their learning needs.

One of the major roles of external supervisors that Ali (1998) advanced in the SFTD model is the provision of professional support to teachers and heads of schools as they try out new instructional strategies or management approaches. Professional support can be provided through demonstrations and the facilitation of action research and other similar activities. Apparently, in the SFTD model the external supervisor is an active agent in the staff development process. Ali's position is further supported by De Grauwe (2007) who posits that control and support are key ingredients of a successful inspection process. The researcher notes that the model of inspection practice used in the context of this study seems to be anchored on a model that provides control and support but is perhaps high on control and deficient in the support component. It appears that the support component needs strengthening and revitalising to deliver services of better quality to the schools.

4.3.7 Recommendations for Enriching School Inspection

The researcher also sought to solicit recommendations from participants to capture what they thought were the ways in which the school inspection process should be enriched to be more supportive to them in their work especially through staff development and to yield better performance for learners. Among the participants' recommendations are general ones; those concerning the pre-inspection phase, the actual inspection phase, and the post-inspection phase. Table 22 shows the distribution of the general recommendations from the participants.

Table 22 ***Distribution of Headteachers' and Teachers' General Recommendations for Enriching School Inspection***

Recommendations	Teachers (n=104)		Headteachers (n=27)		Ranking (n=131)	
	f	%	f	%	f	%
School inspection should be more regular	41	39.4	19	70.3	60	45.8
Inspectors should be well trained on how to advise teachers	15	14.4			15	11.4
Inspectors should be well equipped and motivated	11	10.6			11	8.4
School inspection should be more advisory than intimidating	5	4.8	3	11.1	8	6.1
Inspectors should emphasize pre-inspection and post-inspection visits	4	3.8			4	3.0
School inspection should move hand in hand with financial support especially for private schools			2	7.4	2	1.5
School inspection should be diverse rather than focusing on academic issues including how management uses funds	2	1.9			2	1.5
The number of inspectors should be increased	2	1.9			2	1.5
School inspection should be entrenched in the school system	1	0.9			1	0.7

As the data in Table 22 reveals, 45.8% of the participants recommended the increase of the number of school inspections per year. The participants recommended that the number of inspections per year be increased to three a year, that is, to one per term. The common practice as revealed by a director at DES is to inspect each school at least once a year. The participants

seem to suggest that increasing the number of school inspections will raise consciousness about its benefits and provide more opportunities for addressing challenges in school performance and management. The participants seem also to suggest that the increase in the number of inspections will perhaps commit all involved parties to the implementation of improvement plans.

This study posits that while it is agreeable that the increase in the number of inspections avails more opportunities for raising the effectiveness of the process, it is the deliberate and accurate identification of areas of improvement especially in teacher practice that might perhaps add the most value. Teacher effectiveness has been identified as the single factor that has greater impact on student performance than any other school educational program (Jensen, 2010; Haynes, 2011). School inspection can add more value to schools if it pays attention to issues of increasing teacher effectiveness.

Table 22 also shows that 11.4% of the participants recommended that inspectors be well trained on how to give advice to teachers. The teachers' concern seems to suggest that some inspectors lack competence and skills in offering professional advice to teachers on how they can improve. This recommendation also implies that some inspectors need further training in evaluating the teaching and learning process in order for them to measure up to the challenges of guiding teachers. An earlier finding in this study shows that some primary school inspectors who seemed to be lacking in examining secondary school teacher practice were assigned to secondary schools. The provision of adequate and effective instructional advice to teachers can go a long way in saving time and resources. In the same vein, accurate examination of teacher practice can also lead to strategic and timely planning and implementation of appropriate staff development strategies. Ali (1998) underscores the need for training and retraining of inspectors

if they are to keep up with the challenges of supervising teaching professionals in the era where schools look at themselves as learning organizations.

Data in Table 22 further indicates that 8.4% of the participants recommended that inspectors be well equipped and motivated so as to carry out their work more effectively. It cannot be overstated that well facilitated and motivated inspectors can make a positive impact to the inspection process. An earlier study by Barrow (2011) showed that poor facilitation and motivation impinged negatively on the inspectors work. In an in-depth interview a director at DES also singled out the inadequacy of facilitation as one of the challenges that limited their work. A well skilled, facilitated and motivated human resource is the most desirable for quality assurance in any education system that aims at continuously improving educational quality (Wanzare, 2002). This study posits that the rational planning and implementation of the school inspection process and the strategic use of funds in those areas that add the highest value to the improvement of schools is as crucial and indispensable in financially-constrained contexts as it is in financially-endowed ones.

Data in Table 22 also depict that 6.1% of the participants recommended that school inspections should be more advisory than intimidating. The issue of inspectors taking on a fault-finding and intimidating stance has been highlighted by earlier researchers (Sembirige, 2009; Chanda, 2011). This stance has been found to cause stress among teachers and headteachers and has proved counter-productive to the schools. This finding is contrary to the finding by Ouston, Fidler & Earley, 1997 who found the that one of the key aspects of inspection that triggered improvement in schools was the conduct of the members of the inspection team. In this study, one headteacher expressed the need for inspection to be supportive and not a fault-finding expedition thus: “It (inspection) should not be seen as a fault-finding mission; rather it must be

viewed as a process intended for learning and adding value to the teaching and learning processes." This position is further underscored by Penzer (2011) who posits that the demeanour of inspectors during inspection is one of the key tools that helps to give their judgements and conclusions the best chance of acceptance by the school professionals.

As Table 22 also indicates 3.0% of the participants proposed that inspectors emphasize both pre-inspection and post-inspection visits to schools. This recommendation seems to suggest that the teachers are concerned that inspection tends to be carried out without due preparation to such an extent that the process ends up appearing to be a disruption than a support to the teaching and learning process. Pre-inspection preparation would reduce the tension in the school but would also allow the staff to know what to expect rather than the whole process being an impromptu one. The findings by Ouston, Fidler and Earley (1997) indicated that one of key areas of the inspection process that triggers school improvement is pre-inspection preparation. Pre-inspection provides an opportunity to schools to check if recommendations from a previous inspection are fully implemented and to evaluate their impact. The pre-inspection phase sets the stage for an interactive engagement between inspectors, school leaders and staff.

According to Steele (2000) the pre-inspection phase within the OFSTED inspection framework has five major purposes namely to establish a good and working relationship between the inspector (s) and the headteacher; to gain a better understanding of the school, is nature and how it goes about its work; to agree on aspects of the school that the inspection might focus on, some of which are identified by the school; to brief the staff and governors on how the inspection will proceed; and to agree on the necessary arrangements for the inspection. Undoubtedly, such a pre-inspection phase as advanced by Steele sets a strong foundation for a meaningful and successful inspection.

Table 22 further shows that 1.5% of the participants proposed that school inspections should move hand in hand with financial support especially for private schools. The recommendation suggests that much as inspection could be carried out effectively little change may take place in the schools without the financial means to implement the recommendations especially for resource-constrained schools. One of the major tasks of an external supervisor in the SFTD model as advanced by Ali (1998) is to systematically document and communicate schools' needs for external assistance, which as Penzer (2011) notes could take several forms including professional advice and funds among others. According to Penzer inspectors should present inspection results with cognizance that schools always have to juggle resources between competing school needs. Supporting schools then especially in sourcing for external professional or financial support may as well be part of the inspectors' repertoire.

Table 22 further indicates that 1.5% of the participants recommended that inspection should go beyond academic issues to cover the management of school funds. This recommendation seems to suggest that among the areas that inspection seems not to address is the management of school funds. This study did not set out to address the effectiveness of school inspection in the management of school funds but acknowledges that this is one area that inspection should address. Since inspection is also about accountability to the public regarding money that is invested in schools this would be a worthy area for research. The rational use of funds is one of the key benchmarks of successful learning organizations.

Further still, Table 22 shows that 1.5% of the participants proposed that the number of inspectors be increased to reduce their workload. Actually, one of the inspectors in an in-depth interview reported that their work is sometimes too heavy because it is loaded at the end of the year. In the words of the inspector: "You feel like you are giving the schools a raw deal but

that's what you can afford to do within the prevailing circumstances." In the SFTD model Ali (1998) suggests that for optimal performance one external supervisor should be in charge of a cluster of 25 secondary schools. The external supervisor would also work with teacher supervisors who would be in charge of five schools within the cluster. Theoretically, Ali's proposal reduces the workload significantly in numeric terms but this must go hand in hand with the availability of supportive resources for the inspectors if they are to deliver services of better quality.

As Table 22 also shows, 1.5% of the participants recommend that the inspection process should be entrenched in the school system. This recommendation suggests that inspection be a service that is part and parcel of school management that school staff are comfortable with. In an earlier study Wilcox and Gray (1996) acknowledge that in spite of the challenges of the inspection process teachers have had to get to a situation where inspection is a part of their everyday professional lives. This researcher contends that the recommendation to entrench inspection into the school system is in fact also a challenge to inspectors to make the process attractive to schools as a service they look forward to instead of one they abhor. There is growing evidence suggesting that effective external support plays an intrinsic role in successful school improvement (West, 2000; Harris, 2001).

4.3.8 Recommendations for enriching the Pre-Inspection Phase

The researcher gathered participants' recommendations for enriching the pre-inspection phase in order for the inspection process to yield better results for the teachers, headteachers and schools. Table 23 shows the participants' recommendations for the pre-inspection phase.

Table 23 ***Distribution of Headteachers' and Teachers' Recommendations for Enriching Pre-Inspection***

Recommendations	Teachers (n=104)		Headteachers (n=27)		Ranking (n=131)	
	f	%	f	%	f	%
Inspectors should organize regular seminars for teachers and headteachers regarding the importance of inspection	10	9.6	4	14.8	14	10.7
Headteachers and heads of departments should supervise lessons and other activities for staff development	1	0.9	1	3.7	2	1.5

Data in Table 23 indicates that 10.7% of the participants recommended that inspectors should organize regular seminars for teachers and headteachers on the importance of inspection. This recommendation implies that the participants felt a need for them to be sensitized about the benefits of school inspections and the inspectors' expectations in the process. The teachers' and headteachers' knowledge of the goals, benefits and expectations of inspection might enhance their commitment to the process and its outcomes. The researcher in this study posits that the continuous education of school leaders and professionals about the goals, benefits and expectations of inspection is an indispensable activity in setting the stage for successful school inspection.

Table 23 also reveals that 1.5% of the participants recommended that headteachers and heads of departments be involved in the supervision of lessons and other activities in view of staff development. This proposal seems to suggest that some headteachers and heads of departments are not involved in the supervision of lessons. The involvement of headteachers and heads of departments would put the inspection results into perspective in order to plan for the most appropriate staff development activities as advanced by McQuarrie and Wood (1991). This

corroborates with Sheppard (1996) who found a positively strong relationship between effective instructional leadership and teacher commitment, professional involvement and innovativeness.

Sheppard identified several instructional behaviours of the school principal that are associated with the positive effects. The behaviours included framing and communicating school goals, supervising and evaluating instruction, coordinating the curriculum, monitoring student progress, protecting instructional time, maintaining high visibility, providing incentives to teachers, supporting professional development sessions and providing incentives for learning. Additionally, Sheppard found that promoting teachers' professional development was the most influential instructional leadership behaviour of the headteacher at both the primary and secondary school levels.

Regarding the involvement of heads of departments in supervision Brown, Rutherford and Boyle (2000) found that monitoring and evaluation of teachers were often neglected by heads of departments because they often allocated insufficient time to them. Brown et al. argue that heads of departments and their members form units which are essential agents of change in schools because they share subject loyalty, expertise and interests. Given these earlier findings it would be critically neglectful of headteachers and heads of departments not to engage in instructional supervision of teacher practice. In addition, data collected from such supervision would be fed into discussion with teachers in planning for staff development for individual teachers and the whole staff. Arguably, the participants' recommendations for enriching the pre-inspection phase are critical to the process and promise to raise the effectiveness of the inspection process if implemented.

4.3.9 Recommendations for enrichment of the Actual Inspection Phase

The researcher gathered the participants' recommendations for the enrichment of the actual inspection phase for it to yield better results in the schools. Table 24 shows the distribution of the participants' recommendations for enriching the actual inspection phase.

Table 24 ***Distribution of Headteachers' and Teachers' Recommendations for Enriching Actual Inspection***

Recommendation	Teachers (n=104)		Headteachers (n=27)		Ranking (n=131)	
	f	%	f	%	f	%
School inspection should propose the nature of workshops and activities for improvement			1	3.7	1	0.7
School inspection should bring headteachers on board and involve them in supervision			1	3.7	1	0.7
School inspection should also focus on the school libraries for books and teaching materials	1	0.9			1	0.7
School inspection should involve all teachers	1	0.9			1	0.7
More time should be allocated to the inspection process for it to cover more aspects	1	0.9			1	0.7
School inspection should be objective without bias	1	0.9			1	0.7

Table 24 depicts that 0.7% of the participants recommended that school inspection should propose the nature of works and activities for improvement. This recommendation suggests that the participants would like to be helped to identify the kind of activities that will add value to their practice. Following up on this recommendation implies that inspectors must make accurate evaluation of the learning needs of the teachers and headteachers upon which data they will

recommend certain staff development activities. However, as found earlier in this study teacher evaluation by inspectors still leaves a lot to be desired.

Table 24 also shows that 0.7% of the participants suggested that the headteachers be involved in supervision. These data seem to suggest that the inspection process leaves the headteachers out of the process as passive observers. Earlier research has indicated that a combined collaborative partnership between the headteacher, teachers and inspectors yields better results than any inspection process can achieve independently (Hopkins et al. 1994).

Table 24 further reveals that 0.7% of the participants recommended that school inspection should also focus on the school libraries for books and teaching materials. The recommendation seems to suggest that the inspection process does not cover the library to find out if schools have the requisite teaching and learning resources. Educators know the power of quality learning resources in supporting the teachers to manage the teaching learning process effectively. The inspectors' role during inspection would be to check if the schools have sufficient teaching and learning materials such text books, laboratory equipment and the like. Actually, the second among the quality indicators that inspectors are expected to examine is the availability and quality use of teaching and learning materials (MOES, n.d).

Table 24 also shows that 0.7% of the participants recommended that school inspection should involve all teachers. The recommendation suggests that some teachers feel left out of the process. Some of the teachers seem not to be evaluated and since staff meetings on inspection findings are rarely organised as earlier found in this study teachers may never know what goes on during inspection. Research has indicated that the collaborative effort and involvement of school professionals in the inspection process adds value and has the power to impact schools in significant ways in terms of improvement (ERO, 2000).

Table 24 further depicts that 0.7% of the participants suggested that more time be allocated to the inspection process for it to cover more aspects such as library facilities and financial management. The suggestion implies that inspection practice tends to cover a few areas of school functioning like sanitation and security. In this study inspection has been found to address issues surrounding the viability of infrastructure and security in the schools more than any other. The participants echo the need to address other areas of school functioning for inspection to focus on whole school improvement. One of the recent developments in the area of school supervision is to promote and empower school professionals to conduct school self-evaluation upon which external inspection builds to improve schools further (Whitby, 2010). Nonetheless, self evaluation has its own challenges which this study does not delve into here.

However, research on inspection has noted the disservice snap-shot inspections do to the schools and education systems (Wanzare, 2002; De Grauwe, 2007). The increase of inspection time calls for, as participants do, an increase in the number of inspectors. This study notes that an increase in the length of time inspectors spend in the schools during inspection may not necessarily improve the practice or bring about better results if the skill-set of the inspectors remains unchanged. Earlier findings from this study seem to suggest that the competencies and skill-set of inspectors are lacking in some respects pointing at the need for improvement through pre-service and in-service training.

Table 24 finally shows that 0.7% of the participants recommended that school inspection should be objective and without bias. This recommendation seems to suggest that some inspectors make prejudiced or subjective judgements about teachers and schools. As noted by Penzer (2011), one of the tools inspectors need to use to win the school professionals' acceptance of their judgements and reports about the schools is their demeanour throughout the inspection

process. Additionally, the inspectors must depict the highest level of professional knowledge and understanding plus highly developed interpersonal skills. This researcher observes that if school professionals have reason (s) to doubt the objectivity of the inspectors' judgements about their school chances are that they will ignore the changes that inspectors propose.

4.3.10 Recommendations for enrichment of the Post-Inspection Phase

The researcher gathered participants' recommendations for the enrichment of the post-inspection phase for inspection to yield better results in the schools. Table 25 shows the distribution of the participants' recommendations on the same.

Table 25 ***Distribution of Headteachers' and Teachers' Recommendations for Enriching Post-Inspection***

Recommendation	Teachers (n=104)		Headteachers (n=27)		Ranking (n=131)	
	f	%	f	%	f	%
Inspectors should provide adequate feedback	14	13.5	2	7.4	16	12.2
Inspectors should return to schools for follow up	7	6.7	4	14.8	11	8.4
Meetings should be held with school staff to explain findings	2	1.9	3	11.1	5	3.8
Training should be done based on inspection findings	3	2.9			2	2.3
Staff appraisals should be done after inspection			1	3.7	1	0.7
School inspection findings should be documented			1	3.7	1	0.7

As data in Table 25 indicates 12.2% of the participants suggested that inspectors should provide adequate feedback to enrich the post-inspection phase of the inspection process. This recommendation implies that, from the participants' perspective, the feedback that inspectors

provide is inadequate in some respects such as in evaluating teacher competencies. According to the participants adequate feedback would include the identification of best practices, weaknesses, and staff learning needs. Further to that, adequate feedback would also include the discussion of ways of addressing the learning needs and staff weaknesses in view of planning for effective staff development. Earlier findings in this study highlight the absence and inadequacy of feedback provided by inspectors during inspection. Earlier researchers have underscored the importance and benefits of quality feedback, written or oral, and its centrality in spurring classroom and school improvement (Matthews & Smith, 1995; McCrone et. al., 2009; Penzer, 2011). This study underlines the fact that the provision of quality and adequate feedback would be a strategy in the right direction on the journey of improving the post-inspection phase of the inspection process.

Table 25 also shows that 8.4% of the participants proposed that inspectors should return to the schools for follow up as a strategy for improving school inspection and for the process to make positive impact on schools. One headteacher had this to say about follow up and its usefulness: "Post-inspection should be a "must" if schools are going to benefit much from the inspections. Headteachers and teachers who are not serious may not implement any recommendations made simply because they know there is no follow-up." Earlier findings in this study show the inadequacy of follow up visits and the challenges inspectors encounter in trying to meet the demand for them. The importance and usefulness of following up on recommendations inspectors make have been underscored by earlier researchers (Wilcox, 2000; Penzer, 2011). Hence, the participants' recommendation for follow-up visits is a like a clarion call to enrich the post-inspection phase so as to add more value to the inspection process.

Data in Table 25 also depicts that 3.8% of the participants suggested that meetings be organized after inspection to explain and discuss the findings to the school staff. According to the participants such a meeting provides the opportunity to share best practices, to discuss weaknesses, to ask questions about the findings, and to think together about what needs to be done for improvement. The findings in this study show that post-inspection meetings with the entire staff to share inspection outcomes are a rare practice. This scenario deviates from the evidence that suggests that such meetings are powerful in leading to the improvement of teaching and learning. Earlier researchers indicate that group post-inspection meetings garner a collaborative and collegial effort to improve the teaching and learning process in the school rather than those that focus on individual teachers within a particular school (ERO, 2000; Penzer, 2011). Thus, the participants' recommendation in regard of running post-inspection meetings is critical in enriching the post-inspection phase.

Table 25 further shows that 2.3% of the participants recommended that training should be based on inspection findings. This recommendation seems to suggest that the training that participants undergo in their schools or elsewhere does not address findings from school inspections. The participants expressed the view that such training should answer the actual learning needs of the school leaders and teachers concerned and the managerial needs of the school at large. Earlier findings in this study indicate that while some staff development activities are focused on inspection outcomes others are not. Researchers on professional learning communities underscore the importance of professionals learning together beginning by reflecting on the current reality of the school or institution to inform the school improvement strategies (Barton & Stepanek, 2012; Dufour & Dufour, 2012). The findings of the inspection

process should contribute to the professionals' knowledge of the current reality of their school upon which training can be strategically anchored.

Data in Table 25 also reveals that one participant recommended that staff appraisal should be done after inspections. The participant did not elaborate for what purpose staff appraisal would be carried out. According to Odhiambo (2005) there are several purposes for staff/teacher appraisal including improving teacher classroom skills, identifying teachers for promotion, determining staff development and in-service needs, deciding on salary rewards, deciding on redeployment of teachers according to school needs and teacher talents, determining whether school policies are being implemented, weeding out incompetent teachers and motivating teachers. Given the goal of this study of exploring the effectiveness of school inspection in staff development, the researcher concurs with the recommendation if the purpose of teacher appraisal focuses on developing the teachers' knowledge, skills and competencies for improving teacher practice. If staff appraisals are carried out at the end of inspection teachers will know their strengths and weaknesses and the ways in which they need to change their practice.

As Table 25 also shows one participant suggested that inspection findings should be documented. The participant suggestion seems to indicate that research findings are not documented or that they are not accessible to headteachers and teachers. As Whitby (2010) notes different inspectorate systems document or publish findings differently. While some systems make them public to guide decision making among parents and other stakeholders, others keep them private for the school concerned. The later seems to be the practice in the context of the study. The recommendation to document findings of school inspection could be helpful especially in sharing best practices and avoiding practices that do not work.

4.3.11 Managing School Inspection for Better Perception by Teachers and Headteachers

The researcher sought to explore the participants' recommendations regarding what they thought should be done for them to perceive school inspection more positively. The recommendations the participants put forward fall under four categories namely general recommendations, recommendations for the pre-inspection phase, recommendations for the actual inspection phase and recommendations for the post-inspection phase.

The researcher gathered the general recommendations of the participants regarding how school inspection can be managed for teachers and headteachers to have a more positive perception of the process. Table 26 shows the distribution of the participants' general recommendations and rankings.

Table 26 ***Distribution of Headteachers' and Teachers' General Recommendations for Better Perception of Inspection***

Recommendations	**Teachers (n=104)**		**Headteachers (n=27)**		**Ranking (n=131)**	
	f	**%**	**f**	**%**	**f**	**%**
School inspection should be more regular	35	33.6	7	25.9	42	32.0
Teachers should be provided with materials on inspection	7	6.7			7	5.3
School inspection should be less about fault finding and more about support to teachers			4	14.8	4	3.0
Training of inspectors should be enhanced for effective performance	1	0.9	1	3.7	2	1.5
School inspection should embrace all school activities	1	0.9			1	0.7
Constantly remind teachers and headteachers of their roles			1	3.7	1	0.7

Data in Table 26 indicate that 32.0% of the participants recommended that school inspection be more regular as a means of improving the teachers' and headteachers' perception of the process. The participants propose that inspections be carried out once a term. They seem to suggest that the increased number of inspections will commit the parties involved to following up on inspection outcomes and hence contribute to improvement in schools. The increase in number of inspections with relatively short periods between them has been found to be helpful to schools by a number of researchers (Ehren et. al., 2005; Penzer, 2011). However, as Ehren and Visscher (2008) found, the mere increase in the number of inspections per year per se would not make them more effective but the way parties involved interact with each other and their level of commitment to what must be done after inspection.

Table 26 also depicts that 5.3% of the participants proposed that materials on inspection be provided to teachers. This recommendation underscores the importance of educating school leaders and staff about the importance and benefits of inspection and the expectations of DES. In this suggestion the participants observe that ignorance of the inspectors' expectations makes school leaders and teachers passive participants in the inspection process. The school professionals need to feel that they are not outsiders in as far as the inspection process is concerned (Kandasamy & Blaton, 2004). Access to inspection materials would certainly go a long way in paving the way for effective involvement of school professionals in the inspection process.

Table 26 also reveals 3.0% of the participants proposed that school inspection should be less about fault finding and more about support to teachers. A number of earlier studies indicate how the inspectors' fault finding approach impacts negatively on the inspection process (Chapman, 2002; Chanda, 2011). Another related recommendation that participants advanced

earlier in this study regarding the inspectors' approach is that they should be able to give advice on the areas of weakness and not merely criticize poor practice. These recommendations underline the need for more support than merely identifying problems in the teaching and learning process and the management of schools. As noted earlier the model of inspection that inspectors use in the context of this study appears to be heavy on control and accountability and very light on support and improvement. There is need to strengthen the support component of the inspection process, as participants suggest, to make it more attractive to school leaders and staff.

Table 26 further shows that 1.5% participants recommended that the training of inspectors should be enhanced for effective performance. Apparently, the participants highlight the fact that some inspectors show incompetence in carrying out some aspects of their work. One headteacher had this to say about the strategies to improve the teachers' and headteachers' perception of the inspection process: "DES should deploy regular and competent staff that is ready to offer constructive advice but not only to criticize school authorities; and should organize regular seminars and workshops for school administrators and proprietors." One of the most powerful instruments inspectors have to use in their work, as Penzer (2011) notes, is the exhibition of high professional knowledge, understanding and acuity in order to make their judgements acceptable to the school professionals. Anything to the contrary that leads to doubt regarding the expertise of the inspectors will negatively impact on the perception of the school professionals about the inspection process.

Data in Table 26 also indicate that 0.7% participants suggested that school inspection should embrace all school activities. The suggestion seems to address the fact that inspection is restricted to particular areas in disregard of others. There is evidence in this study that by and

large the inspections in the period under review (2008-2012) focused on checking the extent to which schools were measuring up to the minimum standards of operation especially in the areas of infrastructure and security. The focus on infrastructure and security was highly timely because of the high level of acts of arson at the time that had befallen several schools. The focus on the status of security and infrastructure itself was a good strategy which ensured that schools met the basic operational requirements but it would not per se be enough in itself to bolster schools to higher levels of performance and improvement. The participants advocate for an inspection that addresses all aspects of school functioning which would lead to total school improvement. The image of the inspection process can be improved by inspectors showing to the school community that all aspects of school functioning are worthy paying attention to.

Table 26 further shows that 0.7% participants recommended that officers from DES needed to constantly remind them of the headteachers and teachers of roles and responsibilities if their perception of the process is to improve. This recommendation suggests more opportunities for the interaction between DES and the school staff as a collaborative effort to improve schools. Findings in this study show that there is limited interaction between the school professionals before, during and after inspection which raises the ineffectiveness of the process and gives it a negative image. This study posits that improving the pre-inspection phase would increase the opportunities for interaction between school staff and inspectors for reminders and clarifications about the roles of each party in the inspection process.

4.3.12 Recommendations for Pre-Inspection Phase

Table 27 shows the participants' recommendations regarding what must be done during the pre-inspection phase to make the inspection process be more positively perceived by teacher and headteachers.

Table 27 ***Distribution of Headteachers' and Teachers' Recommendations for the Pre-Inspection Phase***

Recommendations	Teachers (n=104)		Heads (n=27)		Ranking (n=131)	
	f	%	f	%	f	%
School inspection should be done in consultation with the teachers and headteachers	25	24.0	1	3.7	26	19.8
School staff should be educated on the importance and benefits of inspection to remove the fear we have for inspectors	17	16.3	4	14.8	21	16.0
Headteachers and teachers should be involved in pre-inspection activities			1	3.7	1	0.7
Schools should be forewarned about the inspection and the specific areas of focus			1	3.7	1	0.7

Table 27 indicates that 19.8% of the participants recommended that school inspection should be done in consultation with teacher and headteachers. Earlier studies have shown that the collaboration and partnership between school professionals and inspectors, advisors and consultants can yield positive improvement outcomes in schools (Hopkins et. al.1994; ERO, 2000). Such collaboration and consultation before the actual inspection sets the stage for a meaningful inspection process for which all parties feel responsible. Data in Table 27 also reveal that 16.0% of the participants proposed that the school staff should be educated and sensitized on the importance and benefits of inspection to remove their fear of inspectors. This recommendation suggests that if teachers and headteachers know more about the inspection process and its benefits there is a high likelihood that they will view it more positively and the

inspectors with less or no fear. The recommendation seems to suggest that ignorance of the importance and benefits of inspection is as source of fear for school staff.

According to the findings of Brimblecombe, Ormston and Shaw (1995) for some teachers just thinking about an upcoming inspection elucidates feelings of anxiety in them. Brimblecombe et al. also report that the way school leaders prepare their staff for inspection determines the level of preparedness for the process. It appears then that the level of preparedness has an impact on the level of anxiety and fear for inspectors or the process itself among school staff. This researcher posits that preparedness here could include prior knowledge of expectations of the inspection process, prior knowledge of the areas of focus, prior notice of the time and duration of the process, prior understanding of how judgements are arrived at and their implications; all of which would ease and reduce the tension and fear among school staff. The importance of the prior knowledge of what the inspection process is about through the effective management of the pre-inspection phase is underlined here.

As Table 27 indicates 0.7% participants recommended that teachers and headteachers should be involved in pre-inspection activities. Earlier findings in this study show that not much has been happening at the pre-inspection stage to address such concerns. The recommendation that school leaders and staff should be involved in pre-inspection activities underscores what has just been discussed above regarding the education of school staff about the importance and benefits of inspection and how to reduce feelings of anxiety and fear among them. It seems plausible for this researcher to say that for school staff to develop a more positive image of current inspection practice in the context of this study and to increase their commitment to inspection outcomes the effective management of the pre-inspection phase is indispensable.

Finally, data in Table 27 also indicate that 0.7% of participants recommended that schools needed to be forewarned about the inspection agenda indicating the specific areas of focus at a given inspection. Pre-inspection preparation as earlier indicated in this study was found to be an important trigger of school improvement after inspection (Ouston, Fidler & Earley, 1997). The strategy of knowing the agenda of a particular inspection ahead of the exercise would give the school administrators and staff ample time to prepare the requisite documents such as schemes of work among other things. Nonetheless, earlier research has reported that prior inspection notices can be counter-productive in some schools because school staff only 'put up a show' by being at their best during inspection and fall back to 'business as usual' after an inspection (Chapman, 2001).

4.3.13 Recommendations for Actual Inspection Phase

Table 28 shows the participants' recommendations regarding what should be done during the actual inspection phase for teachers and headteachers to perceive the process more positively.

Table 28 ***Distribution of Headteachers' and Teachers' Recommendations on the Actual Inspection Phase***

Recommendations	**Teachers (n=104)**		**Heads (n=27)**		**Ranking (n=131)**	
	f	**%**	**f**	**%**	**f**	**%**
Inspectors should approach schools in a friendly and amicable way	32	30.7	1	3.7	33	25.2
Individual teacher conferences should be enhanced	5	4.8			4	3.8
School inspection should take a number of days to have a complete understanding of the school teaching and learning activities			1	3.7	1	0.7

Data in Table 28 indicate that the 25.2% of the participants recommended that inspectors should approach schools in a friendly and amicable way for better perception of the actual inspection phase. The recommendation implies that teachers and headteachers perceive that the way inspectors present themselves at the schools has a lot of influence on the success or failure of the actual inspection phase. In an earlier study, Ouston, Fidler and Earley (1997) found that the conduct of the members of the inspection team is one of the key factors that trigger school improvement. A friendly and supportive atmosphere allows for openness in sharing inspection findings and effective communication of feedback. In addition Penzer (2011) observed that the impressive and understanding demeanour of the inspectors was an important tool for winning school professionals over to accepting inspection outcomes. Apparently, it is crucial for inspectors to approach schools in a non-threatening and supportive way if better outcomes are expected from the inspection process.

Table 28 also depicts that 3.8% of the participants recommended that individual teacher conferences should be enhanced. While the participants do not single out areas that need enhancement they seem to suggest that inspector-individual teacher conferences need strengthening in some respects. Earlier findings in this study show that the inspection process is ineffective in providing data that can be addressed during individual teacher conferences. According to Ali (1998) in the SFTD model one of the major roles of the external supervisor is to provide professional support that school leaders and teachers need to try out new ideas in the classroom and in the schools. The individual teacher conference provides a strategic forum for celebrating an individual teacher's successes, for addressing learning needs and drawing an appropriate development plan not only for the individual teachers but also for the entire staff as may be needed. Strengthening the individual teacher conferences based on effective evaluation

of teachers' performance and the provision of adequate feedback tremendously reduces what Haynes (2011) calls 'a sense of learned helplessness' on the part of teachers.

Table 28 also shows that 0.7% participants recommended that school inspection should take a number of days for the inspectors to have a complete understanding of the school teaching and learning activities. The recommendation implies that the few hours inspectors spend in a given school during inspection are not enough for them to give due attention to the evaluation of the teaching and learning processes. Earlier findings in this study show that the evaluation of teacher practice is not effectively done which renders the inspection process ineffective in addressing the learning needs of teachers leave alone highlighting what they do well. An earlier finding by Chapman (2000) indicated that the inspectors' snap-shot classroom observations of teacher competence and the quality of education delivered had provided limited evidence upon which to make concrete judgements on what was happening in the schools. Hence, the increase of the number of days for inspection would go hand in hand with a pre-inspection agenda of how all parties concerned would be involved in the process and the areas to be reviewed in order to lay a strong foundation for the actual inspection phase.

4.3.14 Recommendations for Post-Inspection Phase

Table 29 shows the participants' recommendations regarding what should be done during the post-inspection phase for teachers and headteachers to perceive the inspection process more positively.

Table 29 ***Distribution of Headteachers' and Teachers' Recommendations on the Post-Inspection Phase***

Recommendations	Teachers (n=104)		Heads (n=27)		Ranking (n=131)	
	f	%	f	%	f	%
Inspectors should identify and reward best practicing teachers and headteachers	10	9.6	2	7.4	12	9.2
Inspectors should provide feedback	7	6.7	1	3.7	8	6.1
Post-inspection meetings should be conducted to advise teachers and to share findings	6	5.7	-	-	6	4.5
Inspectors should advise on areas of weakness and not merely criticize	-	-	2	7.4	2	1.5

Data in Table 29 indicate that 9.2% of the participants recommended that inspectors should identify and reward best practising teachers and headteachers. This recommendation seems to suggest that the inspection process does not celebrate best practices and reward best practising professionals in the schools. The researcher did not access documentary or other evidence of a rewarding system within the inspection process. Recent research has in fact singled out one of the factors that can trigger post-inspection classroom or school improvement as the establishment of an effective rewarding system within the inspection process to celebrate and encourage those professionals who implement changes successfully and sanctions for those who do not (Penzer, 2011). Penzer notes that the rewarding system goes hand in hand with other factors including valid, accurate, balanced, convincing and persuasive judgements; accessibility and availability of expert human and financial resources required for the school to implement desirable changes; and the motivation of staff to have the confidence to alter their way of working. The rewarding of best practising professionals not only encourages a single

teacher in a particular school but is also a moment to explain what works best with other teachers and what adds value to the inspection process.

Table 29 also depicts that 6.1% of the participants recommended that inspectors should provide feedback to improve the participants' perception of the inspection process. Participants seem to suggest that an inspection process that does not provide adequate feedback renders itself ineffective as earlier studies found (Namugwanya, 2006; Sembirige, 2009; Barrow, 2011). Earlier findings in this study on the provision of adequate feedback show that the practice falls short of being effective. The importance of providing not just feedback but quality and adequate feedback in the inspection process cannot be overstated. Ehren and Visscher (2008) found that inspector feedback about how teachers and schools are performing makes a difference if it is coupled with simultaneous follow-up appointments to address the areas for improvement. The provision of adequate feedback sets the stage for addressing the proposed changes for improvement.

Table 29 further depicts that 4.5% participants recommended that post-inspection meetings should be conducted to explain findings and to give advice to teachers. The recommendation seems to suggest that the teachers do not get to know about the inspectors' findings. The discussion of inspection findings is a form of feedback that school staff can benefit from in consolidating best practices and in the planning and implementation of proposed changes. The inspectors would also use post-inspection meetings as opportunities to engage teachers in discussing the challenges and strategies for effective teaching. ERO (2000) found that collegiality, collaboration, a sense of shared experience and the discussion of inspection findings with the school raised the chances for external inspection to be very effective. Hence,

the interaction between the inspectors and school professionals enhances the leverage for effectiveness during the post-inspection stage.

Finally, one teacher in responding to the open-ended item on how inspection should be conducted for teachers to perceive it more positively commented thus: "There is no need for inspection." This comment does not fall under the categories developed for the participants' responses so it is treated as a stand-alone exceptional comment. The statement seems to have come from a satisfied teacher who was comfortable with the school's performance and believed it could do without inspection. However, the same statement can also suggest that the individual is disgusted with the way inspection is being managed and therefore does not see a need for it as an individual or even for the schools altogether. The participant seems to suggest that having more of the same kind of school inspection process cannot make a difference in the professionals and the schools in any way.

This study highlights the positives and negatives of the current school inspection practice in facilitating staff development in the context of the study. The researcher posits that increasing the effectiveness of inspection practice for improvement in the schools and in the education system is an indispensable endeavour on the part of all the active players in the inspection process. Perhaps the current model and practice of school inspection might need to be reviewed in order to add more value to it and to be redirected so as to increase its effectiveness in improving the educational quality in secondary schools especially through staff development. According to MacNab (2004, p. 56),

> Effective change requires a 'hearts and minds' approach...however much school inspectorates may recognise the need for change and adaptation, as long as they are perceived, both by themselves and by

schools, as an agent of national or state government with the authority to require schools to act in certain ways, then their capacity to effect systematic and long-term change will remain problematic.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the study, conclusions, and recommendations. It begins with the summary of the study based on the background, review of related literature, research design, and the methodology that guided the study together with the findings. Finally, it presents the conclusions and recommendations followed by suggestions for further studies.

5.1 Summary of the Study

The summary of the study is presented according to the research questions that guided it. The study aimed at investigating the effectiveness of school inspection in staff development in secondary schools in Wakiso district in Uganda. The background of the problem indicated that even though school inspection played a key role in education systems to ensure accountability to the public and to improve the educational quality, the exercise was failing to make significant improvement in the schools. In the Ugandan context, school improvement was threatened by poor school inspection practices mainly due to the emphasis of control over support. The biggest concern was that school inspection practice was not improving teacher classroom practice and headteacher instructional management practice.

This study was guided by four research questions:

1. How does school inspection contribute to staff development in secondary schools in Wakiso District?
2. To what extent are post-inspection staff development activities focused on the outcomes of school inspection in secondary schools in Wakiso District?

3. How do teachers and headteachers perceive school inspection in secondary schools in Wakiso District?
4. How can school inspection practice be enriched to support staff development in secondary schools in Wakiso District?

The review of related literature explored the models of school inspection and empirical studies on school inspection and school improvement in Europe, in Africa and in Uganda. The literature available to the researcher showed that there was limited empirical evidence on the effectiveness of school inspection regarding its contribution to staff development in secondary schools in Wakiso District. The weaknesses of the models of inspection and discrepancies in their use made school inspection deficient in balancing control and support which could lead to more positive outcomes for school improvement through staff development.

The study was carried out using the mixed methods approach combining phenomenology and survey designs. The target population was all the headteachers and teachers in 101 secondary schools and 13 regional secondary school inspectors. Using proportional stratified random sampling the researcher selected 30 schools, 30 headteachers, 455 teachers and 5 inspectors and one director at the directorate of education standards was obtained by automatic inclusion. The study was guided by the supervision-for-teacher-development model authored by Ali (1998), which is based on the philosophy of professional learning communities. Self-administered questionnaires for headteachers and teachers, an in-depth interview guide for inspectors and a document analysis guide were designed to collect data which were used to answer the four research questions. The data were analysed using the Statistical Package for Social Sciences (SPSS) Version 16.0. Descriptive statistics mainly frequencies and percentages were used to

analyse and interpret the data. Qualitative data from open-ended items in questionnaires and in-depth interviews were analysed by coding and identifying emerging themes for interpretation.

5.2 Summary of the Findings

Concerning how school inspection contributes to staff development in secondary schools in Wakiso District, the findings of the study show that school inspection is strong in two areas namely the examination of schemes of work and the provision of a written report on outcomes of inspection. The study shows that school inspection in Wakiso district contributes dismally to staff development in secondary schools. The contribution of school inspection to staff development lacks in input in three areas namely; the inspectors' evaluation of teacher competencies and communication of teachers' learning needs; the follow up on the recommendations made during school inspection; and the involvement of inspectors in post-inspection school-based staff development activities.

With regard to the extent to which post-inspection staff development activities in secondary schools in Wakiso District focus on outcomes of school inspection, the findings in the study indicate that the content and the skills learned in staff development activities highly focus on the outcomes of inspection. Findings show that departmental discussions contribute highly to addressing school inspection outcomes among all the post-inspection staff development activities followed by management training for heads of departments, school-based seminars for teachers and headteacher classroom visits. The rest of the activities including individual teacher conferences, teacher interschool visits and peer coaching have a rather dismal contribution in addressing school inspection outcomes even though they seem to have been used to address teacher learning needs.

Regarding how teachers and headteachers perceive school inspection practice in secondary schools in Wakiso District, the findings in the study show that the overall perception of teachers is negative with a mean of 2.73 and a standard deviation of 1.23, while the overall perception of headteachers is fairly positive with a mean of 3.56 and a standard deviation of 1.12. In general, teachers perceive the inspection practice negatively while headteachers perceive it positively. Headteachers perceive the inspection practice more positively especially in helping them identify their needs for managerial development and in providing inspection reports. Nonetheless, teachers and headteachers viewed the inspection practice negatively regarding its failure to commit them to implementing proposed changes in teaching and to accurately evaluate teacher competence. The teachers and headteachers further viewed the inspection process fairly negatively on account of the inspectors' failure to return to schools for follow up on inspection recommendations and their non-involvement in post-inspection staff development activities.

Concerning how inspection practice can be enriched in order to raise its level of effectiveness in secondary schools, the findings in the study show that the following issues need serious attention and action:

- Increasing the number of inspections and inspectors in view of improving the quality of school inspection processes. The inspection processes that need the greatest attention include the management of the pre-inspection phase, the evaluation of teacher practice, the provision of feedback during and after inspection, the management of follow-up visits and inspections, the management of individual teacher conferences, and the documentation, discussion and dissemination of inspection findings;

- Increasing the professional knowledge and interpersonal skill-set of the inspectors through intensive pre-service training and in-service professional development;
- Broadening the inspection process to cover all areas of school functioning in view of whole school improvement including libraries and laboratories;
- Educating all school leaders and school professionals about the importance, benefits, and expectations of school inspection; and their roles and responsibilities in the inspection process;
- Embedding the findings and recommendations of the school inspection process in teacher post-inspection learning experiences and development within and outside the schools;
- Establishing a rewarding system with the inspection process to award best practices among school leaders and professionals and to celebrate their talents. This could also be extended to schools that implement changes best and show remarkable improvement after inspection; and
- Supporting resource-constrained schools to source for funding and expertise in the implementation of post-inspection recommendations for improvement.

5.3 Conclusions

The researcher made the following conclusions basing on the findings in this study. First, school inspection is a useful service that the government of Uganda has established and in which it has invested significantly to ensure accountability, the quality of education, and continuous improvement of education service delivery in schools. The directorate of education standards has invested a lot in documenting the tools that inspectors need and in facilitating their work even though a lot more still needs to be done. However, school inspection practice is failing in many aspects to measure up to the challenges in secondary education especially in evaluating

teacher performance and in improving teacher performance through staff development. The government of Uganda continues to invest a lot of funds in the expansion of secondary education for better access and for better educational quality. Without a robust inspection system that supports schools to improve through a competent and effective human resource, this investment is likely to continue achieving dismally, and hence, may lead to wastage of resources.

Secondly, it can be concluded that the challenges of school inspection practice are spread out throughout the pre-inspection phase, the actual inspection phase and the post-inspection phase. The value and effectiveness of school inspection is significantly reduced when no preparation is made with the schools before inspection; when inspectors depict incompetence in the inspection process; and when no follow up is made after inspection to ascertain if action has been taken by the school leaders and professionals regarding the changes proposed. The failure on the part of inspectors to offer adequate feedback and advice to headteachers and teachers, and their inability to conduct follow up visits to assess any improvement made after inspection undermines the gains that the process could have achieved in secondary schools. Inspectors highlighted an overwhelming workload, incompetence on the part of some, and insufficient funding as hindrances that impinged on the effectiveness of their work. Teachers and headteachers anchored most of the staff development activities in their schools on data from internal supervision conducted by headteachers and heads of departments rather than on outcomes of school inspections.

Lastly, it can also be concluded that generally teachers and headteachers perceive school inspection as a useful service. However, the teachers and headteachers also perceive some aspects of school inspection negatively given the ineffectiveness of the process in addressing some key activities. The areas inspection practice lacked a great deal included the evaluation of

teacher practice and teacher competencies; the inspectors' limited execution of follow-up; and the inspectors' non-involvement in post-inspection staff development. Inspection practice is also perceived negatively in so far as it emphasizes adherence to minimum standards without supporting schools to improve especially through staff development.

5.4 Recommendations

Basing on the findings of the study, the researcher makes a number of recommendations to education policy makers and implementers in the context of the study including the Ministry of Education and Sports, the Directorate of Education Standards, inspectors, headteachers and teachers. It is hoped that if implemented the recommendations will set the agenda for strengthening the inspectorate system in order to bolster the performance of school professionals in view of improving secondary school education for higher student attainment.

5.4.1 Recommendation to the Ministry of Education and Sports

The MOES needs to invest more in building a robust school inspection system with a competent human resource to further ensure accountability, guarantee compliance to education standards but above all, to continuously improve teacher performance through staff development for better the educational quality. The MOES needs also to raise the capacity of teachers and headteachers for self-evaluation and internal evaluation or inspection through appropriate in-service development programs. As secondary education in Uganda expands through government and private sector investment, the empowerment of teachers and headteachers in internal-evaluation or inspection could decrease the workload of inspectors while making teachers and headteachers accountable to each other at the school level.

5.4.2 Recommendation to the Directorate of Education Standards

The Directorate of Education Standards needs to invest more in the recruitment, training and retraining of inspectors to build a robust school inspection system with expert knowledge and skills. With a large and competent pool of inspectors, school staffs and secondary school education managers will be effectively informed on how to evaluate and improve the teaching and learning process during and after school inspections among other things. DES also needs to establish an inspector deployment mechanism which allows for effective pre-inspections, for effective inspection and effective post-inspection follow-up visits and for the facilitation of post-inspection school-based staff development. Further still, DES needs to establish a best-practices-rewarding system to identify, acknowledge and reward high performing school professionals and schools that best implement post-inspection recommendations. DES also needs to develop a mechanism of educating all school leaders including members of boards of governors and school professionals about the importance, benefits and expectations of school inspection.

5.4.3 Recommendation to Headteachers

Headteachers need to invest more in collegial collaboration than in competition within the schools and between schools. Collegial collaboration rather than competition among headteachers and teachers would encourage and entrench teacher development in the school communities and school clusters through sharing of best practices, mutual professional support and learning from each other.

5.4.4 Recommendations to Teachers

Teachers need to invest in continuous reflection on their practice and openness to learning from peers through collegial collaboration. Teachers also need to be open to engaging constantly in self-evaluation, peer evaluation, and individual teacher evaluation conferences as

means of celebrating their successes and addressing their learning needs for further training and development.

5.5 Suggestions for Further Research

Following up on the limitations of this study, the researcher suggests two studies:

1. An investigation into the effectiveness of internal inspection/self-evaluation in secondary schools since some participants claimed to have used its data to address problems in the teaching learning process and to inform staff development activities in their schools;
2. A longitudinal study to explore the effects of supervision/evaluation in secondary schools which consistently use the combination of external and self-evaluation.

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APPENDICES

APPENDIX 1

INFORMED CONSENT FORM

Thesis Topic:

Effectiveness of School Inspection in Staff Development in Secondary Schools in Wakiso District, Uganda

Researcher:

Fr. Nicholas Sseggobe Kiruma

I am a Master of Educational Administration and Planning student at the Catholic University of Eastern Africa in Nairobi, Kenya. I am conducting a study on the effectiveness of school inspection in staff development in secondary schools in Wakiso district in Uganda. This study seeks to investigate how school inspection is being carried out and how it supports staff development in secondary schools in order to improve the performance of teachers and in effect the performance of students.

I am requesting you to participate in the study by filling a questionnaire which should take about 45 minutes or by answering questions in an in-depth interview which should take about 30 minutes. The questionnaire will be self-administered while the in-depth interview will be face-to-face during which I will take hand-written notes so that the data is adequately captured.

Your participation in this study is completely voluntary and your identity and privacy will be protected as required by law and research ethics. The information you provide will be held with maximum confidentiality and access to it will be limited to my two supervisors and myself. Your names will not be mentioned anywhere or at any stage in this study.

If you have any questions or concerns regarding your participation in this study you may contact my supervisors: Dr. Sr. Jacinta Mary Adhiambo by email (jacinta@cuea.edu) or Dr. Susan Mbugua-Macharia by email (susanmmacharia@yahoo.co.uk). You may also contact me by email (claus4125@gmail.com).

You may indicate your voluntary agreement to participate verbally or communicate via email. No signature is required.

Thank you.

Fr. Nicholas Sseggobe Kiruma

APPENDIX 2

LETTER TO RESPONDENTS

The Catholic University of Eastern Africa

P.O. Box 62157-00200

Nairobi, KENYA.

Dear Respondent,

I am a post-graduate student at the Catholic University of Eastern Africa (CUEA) undertaking a Master of Education degree in Educational Administration and Planning. I am carrying out a study on the Effectiveness of School Inspection in Staff Development in Secondary Schools in Wakiso District, Uganda.

I am happy to inform you that you have been selected together with others to participate in the said study. The questionnaire here attached is designed to gather data for the study. I kindly request you to respond to the items in the questionnaire as honestly as you can. Your cooperation will be highly appreciated.

I would like to assure you that your identity and the information you offer will be treated with utmost confidentiality and will only be used for the purposes of this study.

Thanking you in advance for your cooperation,

Fr. Nicholas Sseggobe Kiruma

APPENDIX 3

QUESTIONNAIRE FOR HEADTEACHERS

General Instructions: In answering this questionnaire, please place a tick **[√]** in the box or give an explanation in the spaces provided as appropriate.

SECTION A: Demographic Information

1. Gender: Female [ ] Male [ ]

2. Highest Professional Qualifications

Bachelor of Education [ ]

Master of Education [ ]

Any other (please specify).....

3. Type of School

Government-aided	[ ]	Boys Only	[ ]
Private (denominational)	[ ]	Girls Only	[ ]
Private (individually owned)	[ ]	Mixed	[ ]

Other (please specify).....

4. Location of School

Rural [ ] Urban [ ]

5. Number of Directorate of Educational Standards (DES) inspections conducted in your school since 2008 to present

1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ]

SECTION B: Contribution of School Inspection Practice to Staff Development in Secondary Schools in Wakiso District

6. Below are statements indicating how school inspection contributes to staff development in secondary schools whereby the answer scale is: Strongly Agree (**SA**), Agree (**A**), Uncertain (**U**), Disagree (**D**) and Strongly Disagree (**SD**). Please indicate the extent to which you agree or disagree with each statement by placing a tick [√] in one of the boxes provided.

	When DES inspectors conduct inspection at my school they:	**SA 5**	**A 4**	**U 3**	**D 2**	**SD 1**
A	Examine the teachers' schemes of work meticulously					
B	Examine the teachers' lesson plans thoroughly					
C	Actually observe a number of teachers while teaching in the classroom					
D	Provide verbal feedback to individual teachers about their teaching					
E	Provide me verbal feedback on their findings about how teachers need to improve					
F	Provide me written feedback on teachers' needs for staff development					
G	Offer me time to discuss my own teacher supervision challenges					
H	Provide a written inspection report to my school					
I	Return to the school to follow up on the recommendations of the inspection report					
J	Return to the school to facilitate in-school staff development activities					

7. What are the other aspects of school inspection, NOT captured in item 6 above, that contribute to staff development that the inspectors carry out in your school **during** inspections?

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8. What are the other aspects of school inspection, NOT captured in item 6 above, that contribute to staff development that the inspectors carry out in your school **after** inspections?

.....

SECTION C: Extent to which Post-Inspection Staff Development Activities are related to Outcomes of School Inspection in Secondary Schools in Wakiso District

9. Which of the following staff development activities do you carry out focusing on the outcomes of school inspection? Please place a tick (√) in the boxes to the right indicating the staff development activity you carry out in your school.

A	Departmental discussions on outcomes of the inspection	
B	Headteacher's classroom visitations to observe teacher practice	
C	Individual teacher evaluation conferences	
D	In-service workshops for teachers	
E	Teacher study groups on critical issues in teaching	
F	Inter-school visits for teachers	
G	Peer coaching among teachers	
H	Management training for heads of departments	

10. Please list any other staff development activities, NOT captured in item 9 above, that you carry out in relation to the outcomes of school inspection.

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11. Below are statements indicating the extent to which post-inspection staff development activities in secondary schools are focused on the outcomes of school inspection whereby the answer scale is: Very High (**VH**), High (**H**), Uncertain (**U**), Low (**L)**, or Very Low (**VL**). For each of the statements please indicate, in your view, the extent to which staff development is focused on outcomes of school inspection by placing a tick [√] in one of the boxes provided.

	Thinking about the post-inspection staff development activities we implement at my school I realize that the extent to which	**VH**	**H**	**U**	**L**	**VL**
A	The content learned in staff development activities is focused on the outcomes of inspection is					
B	The skills learned in staff development activities are focused on the outcomes of inspection is					
C	Departmental discussions are focused on the outcomes of inspection is					
D	Headteacher's classroom visits to observe teacher practice are focused on the outcomes of inspection is					
E	Individual teacher evaluation conferences are focused on the outcomes of inspection is					
F	Teacher inter-school visits are focused on the outcomes of inspection is					
G	Peer coaching among teachers is focused on the outcomes of inspection is					
H	Teacher school-based seminars are focused on the outcomes of inspection is					
I	Management training for heads of departments is focused on the outcomes of inspection is					

12. Briefly make further comments you may wish regarding the extent to which post-inspection staff development activities are related to school inspection

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13. In which way (s) are the inspectors involved in your school's post-inspection staff development activities? Briefly elaborate

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14. In which way (s) are you involved in the post-inspection strategies to improve teacher classroom practice? Briefly elaborate.

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SECTION D: Perceptions of Headteachers on School Inspection as a Contributing Factor to Staff Development in Secondary Schools in Wakiso District

15. Below are statements about the perceptions of headteachers on how school inspection contributes to staff development where the scale is: Strongly Agree (**SA**), Agree (**A**), Uncertain (**U**), Disagree (**D**) and Strongly Disagree (**SD**). Please indicate the extent to which you agree or disagree with each statement by placing a tick [√] in one of the boxes provided.

	Perceptions of headteachers on school inspection as a contributing factor to staff development	**SA 5**	**A 4**	**U 3**	**D 2**	**SD 1**
A	School inspection as practiced by inspectors from the educational standards agency is a useful service to the schools					
B	The inspectors do not accurately evaluate teachers' competencies in teaching during inspection					
C	School inspection is useful in helping me to identify my own needs for managerial development					
D	The inspectors' post-inspection feedback is crucial in guiding the strategies for staff development					
E	Inspectors commit us to implementing proposed changes in teaching when they visit us after inspection					
F	The involvement of teachers in planning post-inspection staff development activities motivates them to own their learning					
G	The inspectors' return to my school for follow up of the inspection outcomes is helpful in assessing the improvements made					
H	The non-involvement of inspectors in post-inspection staff development activities is discouraging in implementing the proposed changes					

SECTION E: Enriching School Inspection to Support Staff Development in Secondary Schools in Wakiso District

16. In which way (s) do you think school inspection should be enriched to support you in planning and implementing school based staff development activities?

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17. In which way (s) do you think school inspection should be conducted for teachers and headteachers to perceive the process more positively?

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THANK YOU FOR TAKING TIME TO ANSWER THIS QUESTIONNAIRE!

APPENDIX 4

QUESTIONNAIRE FOR TEACHERS

General Instructions: In answering this questionnaire please place a tick **[√]** in the box or give an explanation in the spaces provided as appropriate.

SECTION A: Demographic Information

1. Gender: Female [ ] Male [ ]

2. Subject(s) you Teach (Please fill in)

(i)..... (ii)..... (iii).....

3. Type of School Where You Teach

Government-aided [ ] Boys Only [ ]

Private (denominational) [ ] Girls Only [ ]

Private (individually owned) [ ] Mixed [ ]

Other (please specify).....

4. Location of School

Rural [ ] Urban [ ]

SECTION B: Contribution of School Inspection Practice to Staff Development in Secondary Schools in Wakiso District

5.Below are statements indicating how school inspection contributes to staff development in secondary schools whereby the answer scale is: Strongly Agree (**SA**), Agree (**A**), Uncertain (**U**), Disagree (**D**) and Strongly Disagree (**SD**). Please indicate the extent to which you agree or disagree with each statement by placing a tick [√] in one of the boxes provided.

	When DES inspectors conduct inspection at my school they	**SA 5**	**A 4**	**U 3**	**D 2**	**SD 1**
A	Examine my schemes of work meticulously					
B	Examine my lesson plans thoroughly					
C	Actually observe my teaching in the classroom					
D	Provide verbal feedback about my teaching to me individually					
E	Provide verbal feedback on their findings to the teachers as a group about how to improve					
F	Offer me enough time to discuss my own learning needs					
G	Return to the school to follow up recommendations of the inspection					

	report					
H	Return to the school to facilitate in-school staff development activities					

6. What are the other aspects of school inspection, NOT captured in item 5 above, that contribute to staff development that the inspectors carry out in your school **during** inspections?

.....

.....

.....

7. What are the other aspects of school inspection, NOT captured in item 5 above, that contribute to staff development that the inspectors carry out in your school **after** inspections?

.....

.....

.....

SECTION C: Extent to which Post-Inspection Staff Development Activities are focused on Outcomes of School Inspection in Secondary Schools in Wakiso District

8. Which of the following staff development activities focused on the outcomes of school inspection did you participate in? Please place a tick (√) in the boxes to the right indicating the staff development activity in which you participated in your school.

A	Departmental discussions on outcomes of school inspection	
B	Headteacher's class visits to observe my classroom practice	
C	Individual teacher evaluation conferences	
D	Inter-school visits for teachers	
E	Peer coaching among teachers	
F	School-based seminars for teachers	

9. Please list any other staff development activities you took part in that were focused on the outcomes of school inspection but are NOT captured in item 8 above.

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.....

10. Below are statements indicating the extent to which post-inspection staff development activities in secondary schools are focused on outcomes of school inspection whereby the answer scale is: Very High (**VH**), High (**H**), Uncertain (**U**), Low (**L)**, or Very Low (**VL**). For each of the statements please indicate, in your view, the extent to which staff development activities are focused on outcomes of school inspection by placing a tick [√] in one of the boxes provided.

	In my view the extent to which	VH	H	U	L	VL
A	The content to be learned in staff development activities is focused on the outcomes of inspection is					
B	The skills to be learned in staff development activities are focused on the outcomes of school inspection is					
C	Departmental discussions are focused on the outcomes of inspection is					
D	Headteacher's classroom visits to observe teacher practice are focused on the outcomes of inspection is					
E	Individual teacher evaluation conferences are focused on the outcomes of inspection is					
F	Teacher inter-school visits are focused on the outcomes of inspection is					
G	Peer coaching among teachers is focused on the outcomes of inspection is					
H	Teacher school-based seminars are focused on the outcomes of inspection is					

11. Briefly make further comments you may wish regarding the extent to which post-inspection staff development activities are focused on school inspection

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.....

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12. In which way (s) are the inspectors involved in your school's post-inspection staff development activities? Briefly elaborate

…….....

……

.....

13. In which way (s) are you involved in the post-inspection strategies to improve your own classroom practice? Briefly elaborate.

…….....

SECTION D: Perceptions of Teachers on School Inspection as a Contributing Factor to Staff Development in Secondary Schools in Wakiso District

14. Below are statements about the perceptions of teachers on how school inspection contributes to staff development where the scale is: Strongly Agree (**SA**), Agree (**A**), Uncertain (**U**), Disagree (**D**) and Strongly Disagree (**SD**). Please indicate the extent to which you agree or disagree with each statement by placing a tick [√] in one of the boxes provided.

	Perceptions of teachers on school inspection and its role in staff development	SA 5	A 4	U 3	D 2	SD 1
A	School inspection as practiced by inspectors from the educational standards agency is a useful service to the schools					
B	The inspectors do not accurately evaluate teachers' competencies in teaching during inspection					
C	School inspection is helpful in identifying my needs for staff development					
D	The inspectors' post-inspection feedback is crucial in guiding the strategies for staff development					
E	Inspectors commit us to implementing proposed changes in teaching when they visit us after inspection					
F	The involvement of teachers in planning post-inspection staff development activities motivates us to own our learning					
G	The inspectors' return to my school for follow up of the inspection outcomes is helpful in assessing the improvements made					
H	The non-involvement of inspectors in post-inspection staff development activities is discouraging in implementing the proposed changes					

SECTION E: Enriching School Inspection to Support Staff Development in Secondary Schools in Wakiso District

15. In which way (s) do you think school inspection should be enriched to support the school staff in planning and implementing school-based staff development activities?

.....

.....

.....

16. In which way (s) do you think school inspection should be conducted for teachers to perceive the process more positively?

.....

.....

.....

THANK YOU FOR TAKING TIME TO ANSWER THIS QUESTIONNAIRE!

APPENDIX 5

IN-DEPTH INTERVIEW GUIDE FOR SCHOOL INSPECTORS

SECTION A: Demographic Information

1. Gender: Female [ ] Male [ ]

SECTION B: Interview Questions on School Inspection Practice

2. Whenever you conduct inspection at a given school how do you examine the teachers' classroom practice?

Probe on schemes of work, lesson plans and observation of teaching

3. How do you communicate your findings after inspecting a given school?

Probe on the kind of feedback offered, the details of the inspection report and follow-up on the recommendations of the inspection report

4. How do you do support staff development activities in schools in line with the outcomes of school inspection?

Probe

APPENDIX 6

DOCUMENT ANALYSIS GUIDE

Institution	**Document**	**Data to be gathered**
Directorate of Education Standards (DES)	Form used during inspection	**Teacher observation**: -Notes about teaching methods, use of resources, teacher-student interaction, and student assessment. **Headteacher instructional leadership:** -Classroom observation; individual teacher conferences, and group conferences; -Proposed staff development strategies.
Schools	DES Inspection Report	-Contents of the inspection report -Relationship between inspection and staff development
Schools	Headteachers File on Staff Development	-Staff development activities implemented; -Objectives of staff development activities; -Focus of staff development activities on outcomes of external inspection; -Participants in staff development activities; -Facilitators of staff development activities.

APPENDIX 7

INTRODUCTORY LETTER FROM CATHOLIC UNIVERSITY OF EASTERN AFRICA

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

Faculty of Education

Department of Educational Administration and Planning

7th November, 2012

TO WHOM IT MAY CONCERN

Re: Nicholas Sseggobe Kiruma MED 1018526: Master of Education Degree Thesis Research

I am writing to introduce to you **Nicholas Sseggobe Kiruma** a final year Master of Education Degree student at the Catholic University of Eastern Africa, Nairobi – Kenya; and to request you to assist him to accomplish his academic research requirements.

Nicholas's Master of Education Degree specialization is Educational Administration and Planning. He has completed all course work requirements for this Programme. However, every student in the Programme is required to conduct research and write a report/thesis submitted during the final years of studies.

Accordingly Nicholas's proposal for research has been approved. He will conduct research on the following topic:

"Effectiveness of External Inspection in Staff Development in Secondary Schools in Wakiso District, Uganda"

Thanking you in advance for any assistance you will offer Nicholas.

Sincerely

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING
06 NOV 2012
P. O. Box 62157-00200, NAIROBI

Dr. Sr. Marcella Momanyi
Head of Department
Educational Administration and Planning

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA (CUEA) P.O. BOX 62157 00200 Nairobi – KENYA
Tel: 020-2525811-5, 8890023-4, Fax: 8891084, Email: pgse@cuea.edu, Website: www.cuea.edu
Founded in 1984 by AMECEA (Association of the Member Episcopal Conference in Eastern Africa)

APPENDIX 8

LETTER FROM EDUCATION OFFICE WAKISO DISTRICT

Tel:
0772-460330 – DE0
0772-470677 - DIS
0772-884949 - SEO
0772-462722 – SEO
0775-051555- ED/SNE
0772-443830 - IS
0712-320445 - IS
0772-417053 - IS

IN ANY CORRESPONDENCE ON
THIS SUBJECT PLEASE QUOTE

THE REPUBLIC OF UGANDA

Office of the District
Education Officer
P.O Box 7218,
KAMPALA

WAKISO DISTRICT LOCAL GOVERNMENT

EDUCATION DEPARTMENT

Ref. CR. 305/1

Date: 4th Nov. 2012

The Head teacher,

.....

RE: DATA COLLECTION:

This is to introduce to you Rev. Fr. Nicholas Kiruma an M.ed (Administration & Planning) student at the Catholic University of Eastern Africa. He is looking for data for his Masters programme Thesis entitled ***"Effectiveness of school inspection in staff Development"*** in Secondary schools in Wakiso District-Uganda.

Any assistance extended to him will be applauded.

FOR AND ON BEHALF OF THE DISTRICT
28 JAN 2013
EDUCATION OFFICER
WAKISO

Lwanga H. Ssempijja
For: DISTRICT EDUCATION OFFICER

1

APPENDIX 9

SPECIMEN ONE: INSPECTION REPORT FORM (2008)

NAME OF SCHOOL			
INDICATOR	**GOOD PRACTICES**	**CHALLENGES**	**RECOMMENDATIONS**
Land, Compound, Security			
Institutional buildings			
Plant operation and Maintenance			
Offices			
Classrooms			
Laboratories/Workshops			
Accommodation facilities			
Staff			
Staff housing			
Water			
Sanitation			
Kitchen/Dining Hall			
Health and Safety Systems			
Moral and Psychosocial Services			
HEADTEACHERS'NAME & SIGNATURE	SCHOOL STAMP	DATE	INSPECTOR'S NAME & SIGNATURE

APPENDIX 10

SPECIMEN TWO: INSPECTION REPORT FORM (2011)

NAME OF SCHOOL:		
Observations:		
Recommendations:		
Headteacher's Commitment	Recommendation	Time Frame for Implementation
Name & Signature: Headteacher	Name & Signature: Inspectors	Name & Signature: Chair, Board of Governors

APPENDIX 11

SPECIMEN INSPECTION IMPLEMENTATION NOTICE

DIRECTORATE OF EDUCATION STANDARDS

IMPLEMENTATION NOTICE

SCHOOL _____ DISTRICT _____

Today _____ Month_____ Year_____ your school has been visited by inspectors/AAs.

The following have been recommended:

_____

_____

_____

Now thereof, the parties agree as follows:-

The recommendations should be adhered to before the beginning of Term____ Year_____. The school will not reopen in the year_____ if the recommendations have not been implemented.

That Ministry of Education will take action as it will deem it fitting if the school management does not adhere to the agreement.

_____	_____	_____
Name of Headteacher	Designation	Signature
_____	_____	
Date	Stamp	
_____		_____
Name of Inspector		Signature
_____		_____
Name of Inspector		Signature

APPENDIX 12

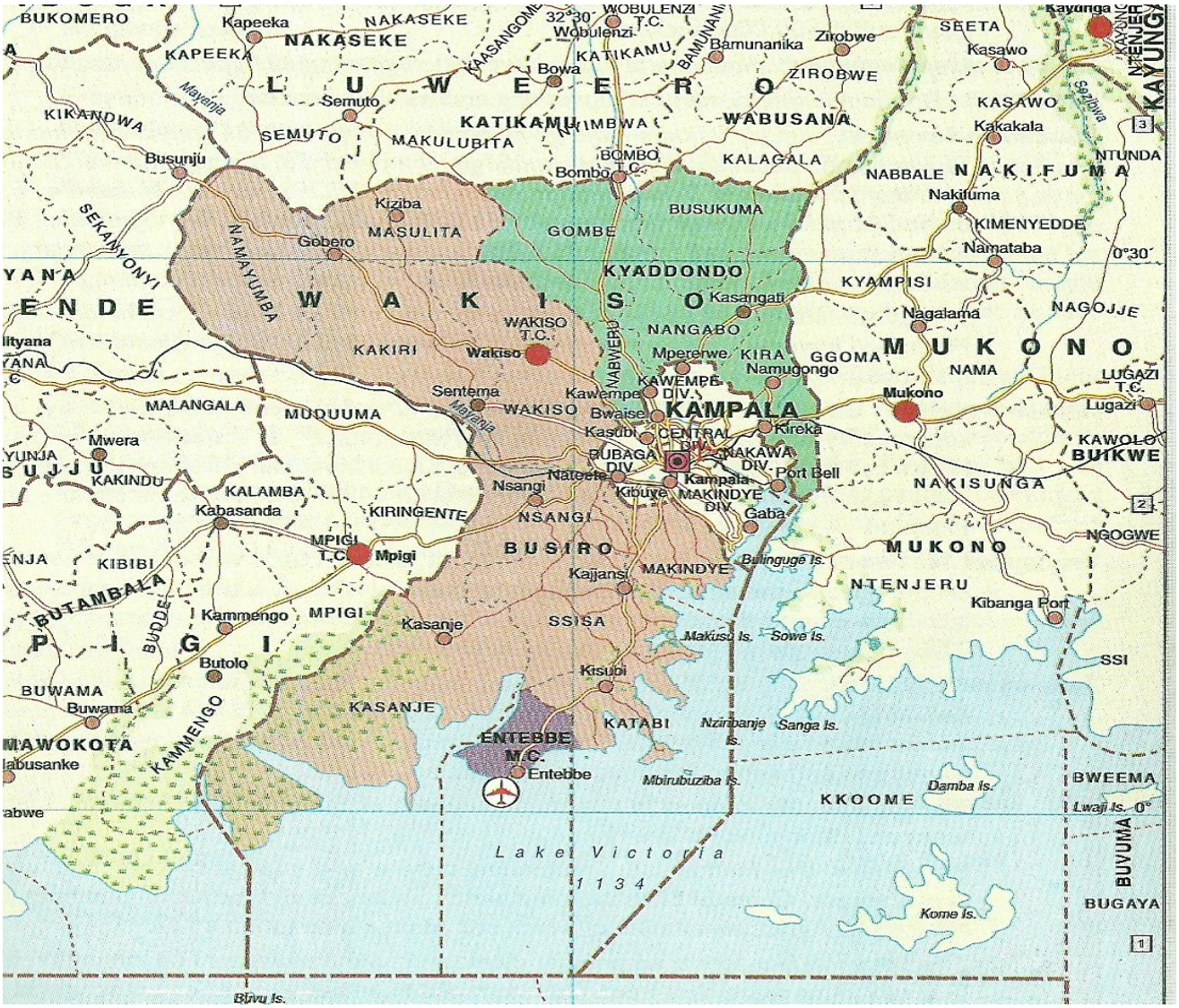
MAP OF UGANDA BY DISTRICTS



Source: http://www.ezilon.com/maps/africa/uganda-maps.html Retrieved on 12th February 2013

APPENDIX 13

MAP OF WAKISO DISTRICT



Source: Retrieved 12th February 2013 **Note: Wakiso District is coloured in brown on the map**
http://www.google.co.ke/imgres?imgurl=http://schoolandorphanageofhope.files.wordpress.com/2010/11/scan0001.jpg&imgrefurl=http://schoolandorphanageofhope.wordpress.com/about/&h=3907&w=3230&sz=4116&tbnid=sK3WEoUBBpTkKM:&tbnh=86&tbnw=71&zoom=1&usg=__5C7ZCyWmMBXGWYDV35cr8mb4-V8=&docid=euNUyke_eD0QqM&hl=en&sa=X&ei=7zqRUYSYEaKI0AWftYGIDg&sqi=2&ved=0CDoQ9QEwAg&dur=957