THE ROLE OF SCHOOL INSPECTION IN IMPROVING ACADEMIC PERFORMANCE IN COMMUNITY SECONDARY SCHOOLS IN TANZANIA: A CASE STUDY OF BARIADI DISTRICT
THE ROLE OF SCHOOL INSPECTION IN IMPROVING ACADEMIC PERFORMANCE IN COMMUNITY SECONDARY SCHOOLS IN TANZANIA:
A CASE STUDY OF BARIADI DISTRICT

By
Frimatus Method Lupimo

A Dissertation Submitted to Mzumbe University, Dar es Salaam Campus College, in Partial Fulfillment of the Requirements for the Award of Master’s Degree in Public Administration (MPA) of Mzumbe University.

2014
CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled **The Role of School Inspection in Improving Academic Performance in Community Secondary Schools in Tanzania: A Case Study of Bariadi District** in partial fulfillment of the requirements for the Degree of Master of Public Administration (MPA) of Mzumbe University.

____________________
Major Supervisor

____________________
Internal Examiner

Accepted for the Board of ......................

DEAN/DIRECTOR, FACULTY/DIRECTORATE/SCHOOL/BOARD
I Frimatus Method Lupimo, declare that this dissertation is my original work and that it has not been presented to any other University or other higher learning institutions.

Signature _______________________

Date __________________________

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DEDICATION

I dedicate this thesis to my beloved Sister Stella Lupimo, who sponsored me throughout my studies. May she be blessed by the Almighty God, and live longer. I also dedicate to my Headmaster of Chinamili Secondary School, Mr. Nhandi Sayi who encouraged me to pursue higher studies. May God bless him too.
ACKNOWLEDGEMENTS

May I acknowledge my research supervisor, Dr. Flora Kessy for her unreserved assistance and very constructive supervision throughout the process of writing this dissertation. It is due to her guidance that this dissertation is in this sounding form. I owe much gratitude to my family for the support they extended to me to meet all my post graduate studies at Mzumbe University. I am equally directing my gratitude to my lovely Father Method Lupimo who encouraged me, through guidance and prayers.

I also extend my deep thanks to my lecturers at Mzumbe University, without their support, quality education in this course would have been a dream. I am very thankful to the Human Resource Officer of Bariadi District for permitting me to go for study.

I am also grateful to my contemporaries, particularly my group mates who are Amani Shao, Angle Swebe, Isdori Themestockos, Mohammed Mtoro, and others, for their supportive collaboration during my studies.
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<th>ABBREVIATION</th>
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<tr>
<td>CAG</td>
<td>Controller and Auditor General</td>
</tr>
<tr>
<td>DED</td>
<td>District Executive Director</td>
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<tr>
<td>DEO</td>
<td>District Education Officer</td>
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<tr>
<td>MoEC</td>
<td>Ministry of Education and Culture</td>
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<td>MoEVT</td>
<td>Ministry of Education and Vocational Training</td>
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<tr>
<td>OFSTED</td>
<td>Office for Standards in Education</td>
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<td>URT</td>
<td>United Republic of Tanzania</td>
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<td>WEC</td>
<td>Ward Education Coordinator</td>
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ABSTRACT
This study was carried out to examine the role of school inspection in improving academic performance in community secondary schools in Tanzania using sampled public schools in Bariadi District as a case study. The school inspections were those carried from 2008 – 2014. The study was guided by three specific objectives which were; to assess the teachers’ perception on school inspection activity, to explore how the recommendations in inspection reports are implemented by schools and other authorities and to examine the challenges that inspectors face in the whole process of inspection.

The study adopted a descriptive case study design. The target population for this research was teachers, students, heads of schools and school board members drawn from four secondary schools, namely Old Maswa, Nkololo, Gasuma and Byuna. Inspectors were also involved as well as the District Education Officer. It was from this population that 107 respondents were sampled through purposive and simple random techniques. Both primary and secondary data were collected. Primary data were collected using questionnaires and interview while secondary data were obtained through reviewing reports available.

The findings revealed that, school inspection is not effective in improving academic performance since first of all it not done as it was seen, that only one school among four schools was inspected once, since 2008 to 2014. Secondly, the school that was inspected, the recommendations were not worked upon effectively. Most of teachers view school inspection negatively and there are many challenges that inspectors face. Such challenges include lack of the authority to punish teachers who fail to adhere to the way they should teach, transport problems, fewness of inspectors as compared to the number of schools and poor budget. All these make school inspection not deliver as it is supposed.

It is concluded that school inspection has not improved academic performance because it is not done at all and that when done its recommendations are not worked upon such that schools continue performing poorly. Academic performance in community secondary schools is very poor. This poor academic performance is also contributed by other factors like poor working conditions of teachers, absence of libraries, books, laboratorries, insufficient teachers just few to mention.

The researcher recommends that school inspection has to be improved since it is the authority that is supposed to ensure that there is high education quality in Tanzania.
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CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

School inspections in the world began first in France under Napoleon’s regime at the end of 18th century (Grauwe, 2007). The rest of the world learnt from France. School inspection, was conceived as one of the forms of accountability in education (Matete, 2009). In many African countries establishment of school inspection services accompanied the introduction of formal public education (Grauwe, 2007). Many of the developing countries expanded the inspection services after independence. Also, the increased number of schools has been accompanied with a relatively slower growth in number of supervisor/inspection officers (Grauwe, 2007). According to Hoyle and Wallace (2005), school inspection has main two functions which are to monitor and ensure the quality of education in the society, secondly, ensure the implementation of national goals and objectives through external evaluation as the counter balance of teachers” accountability in teaching and learning.

In Tanzania, school inspections started to be practiced since the colonial rule. However, after its independence in 1961, the Government of Tanzania formalized different school Education Acts with the purposes of regulating the provision of education and improvement of education quality in Tanzania. The Education Act no. 25 of 1978 among other things included the establishment of the school inspection system and inspection inspectorate (United Republic of Tanzania (URT), 2008). In compliance with this act Tanzania has eight zones where school inspectorate can be found. These are the Eastern, North Eastern, North Western, Lake, Southern, Central, Western and Southern Highlands (MoEC, 2005). The zonal school inspectorate structure reflects the structure of school inspectorate in the ministry.

The current situation of Education in Tanzania is threatening as the public is witnessing the deterioration of the quality of education. The nation sees the massive failures in the form four examinations results especially in these last three years.
Onyango (2012) noted that poor education infrastructure, poor emoluments and lack of motivation to teachers, lack of teaching and learning materials in schools and poor training of teachers are among the factors behind the dwindling of quality of education in public schools. But this research concentrates on school inspection given its role of ensuring that the quality of education is promoted.

The trend in the form four examination results for the last four years has been quite very bad. In the year 2009, 27.5% of the candidates who did the exams scored division zero; in 2010 the failure increased to 49.6%, in 2011 there was a slight improvement where 46% scored division zero. The situation was more disastrous when in 2012 there was massive failure where 65.5% of the students scored division zero. Moreover, between 2009- 2012, 89.9% of the candidates scored divisions four to zero (David, 2013). There have been several factors associated with the declining quality of Education. According to Cyril et al. (2013) lack of libraries, laboratories, unqualified teachers, parents not tracking their children development, poor teachers’ and students’ attendance to school, poor working conditions of the teachers are the factors contributing to poor academic performance. The Government on the other hand has been doing all it can to rescue the declining education quality. For example, those who are enrolled to study education at the university are assured of getting the loan (TCU, 2013). The aim here is to increase the number of teachers to secondary schools and improve performance. The Government has also a program of training teachers of the subjects which are leading in failing; these are mathematics, English, Physics. The training is in form of seminars.

The MOEVT has in attempt to boost performance has lowered the marks and grades. Under the restructured grading system, students scoring 75-100 points would earn an A, 60-74 a B+, 50-59 a B, 40-49 a C, and 30-39 a D. In addition, the government introduced an E grade, which corresponds to 20-29 points scored on the test. A failing grade, or F, remains the same and is given to students who score 19 points or under (Balile, 2013).
Previously, students had to score 81 or higher to receive an A, 60 to 80 for a B, 40 to 60 for a C, and 20 to 40 for a D. The new system makes it easier for students to qualify for an A, B or C, which directly affects their eligibility for admission to universities, colleges and vocational training.

1.2 Statement of the Problem

As noted above, there has been a public outcry about the deterioration of academic performance in the form four secondary school examination results. The form four results of 2012 for example revealed that 65.5% of the students who did the examinations failed totally (Balile, 2013). This means that out 397,132 candidates only 126,851 students passed. This necessitated the Prime Minister to form a commission of inquiry and finally the results were nullified.

The Government of Tanzania has been doing all it can to address the issue of academic performance but the situation has not changed. The places for teacher trainees have been increased both at diploma and degree levels aiming at availing more teachers to schools. In 2005, there was only one university training teachers (University of Dar es Salaam) but by 2009, there were more than ten public and private universities offering education courses (URT, 2010). Another initiative is in-service courses for upgrading and continuous professional development for teachers to enable them teach as required. Also regular in service training for science and mathematics teachers has been underscored because most of the students fail in these subjects. The government has devolved management of education from central government to local government to ensure responsiveness and accountability by appointing district secondary school education officers and academic officers (URT, 2010). All these are the initiatives by the government to ensure quality education. School Inspection is another way of monitoring the quality of education. According to Haule (2012), school inspections are expected to provide a continuous monitoring, reviewing and assessing the attainment and progress of pupils.

Despite all these initiatives, the situation is bad because of massive failure in the form four examination results. The situation if not solved will lead to a nation with
illiterate people and thus compromise the envisaged outcomes of the Tanzania Development Vision which envisages that by 2025 the nation should be free of ignorance and hence sufficiently educated (URT, 2008). School inspection is mandated to ensure quality education. All other factors to a large extent depend on the information by the school inspection. Thus given massive failure in the exams in the presence of school inspection the researcher intends to examine the status of the inspection reports in safeguarding provision of quality education.

1.3 Objectives of the Study

1.3.1 General Objective
To examine the role of school inspection in improving academic performance in the community secondary schools.

1.3.2 Specific Objectives
(i) To assess the teachers’ perception on school inspection activity.
(ii) To explore how the recommendations in inspection reports are implemented by schools and other authorities.
(iii) To examine the challenges that the inspectors face in the whole process of inspection.

1.4 Research Questions

1.4.1 General Research Question
What is the role of school inspection in improving academic performance?

1.4.2 Specific Research Questions
(i) How do teachers’ perceive school inspection?
(ii) How are the recommendations in inspection reports implemented by schools and other authorities?
(iii) What are the challenges faced by the inspectors during inspection?
1.5 **Scope of the Study**

The study focused on the role of school inspection in improving academic performance. There are a number of factors in relation to improving academic performance such as books, libraries, laboratories but the researcher dealt with school inspection. The objectives included; the perception of teachers on school inspection, the way recommendations are implemented and the challenges that inspectors face in the course of inspection.

1.6 **Significance of the Study**

The study findings are considered to have the following significances:

(i) Stimulate the efficiency of school inspections processes and the importance of addressing critical challenges identified in schools during school visits.

(ii) Notify the educational policymakers and planners so that they see the need for the external evaluation in education.

(iii) Provide valuable information to the school inspectors on how they can best support teachers especially in relation to teaching and learning.

(iv) Help teachers and other educational stake holders to clearly understand the rationale of school inspection.

1.7 **Organization of the Dissertation**

This dissertation covers five chapters. Chapter one covered the background to the problem, statement of the problem, research objectives, research questions, scope of the study, significance of the study. Chapter two deals with literature review in which models that guide the researcher are included and themes on the study rea. Chapter three deals with the study methodology in which research design, population, sampling techniques and sources of data are included. Chapter four deals with data presentation and discussion and chapter five gives a summary of the research findings, conclusions and recommendations.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction
This chapter reviews various literature relating to the research topic. A number of scholars are presenting their ideas on how academic performance in the country is becoming worse and worse despite the presence of school inspection which is mandated to ensure the quality of education specifically secondary school education. Among other issues, this chapter includes: theoretical literature which consists of: operational definitions of the key terms, an overview of school inspection, education system in Tanzania, importance of school inspection, models of school inspection, principles of school inspection, and challenges of the inspectorate. The other part of this chapter includes the research gap and conceptual framework.

2.2 Operational Definitions of the Key Terms
2.2.1 School Inspection Defined
Onasanya (nd) in Ojelabi (1983) defines school inspection as the critical process and evaluation of a school as a place of learning. Wilcox (2000: p.15) defines school inspection as “the process of assessing the quality and/or performance of the institutional services, programmes or projects by those (inspectors) who are not directly involved in them”. This definition indicates that school inspection is an external system of educational evaluation. The meaning here is that inspectors do not have direct influence on those they inspect but rather they influence them through the reports they write. Richards (2001:p.656) views the term school inspection as the process of “observing work in schools, collecting evidences from a variety of other sources and reporting the judgments”.

School inspection also refers to the specific occasion when the entire school is examined and evaluated as a place of learning. It also means the constant and continuous process of guidance based on frequent visits which focus attention on one or more aspects of the schools and its organization (Nkechi et al., 2013). The concept
‘inspection’ takes its root from the word ‘inspect’, which according to Oxford Dictionary of English is ‘to make official visit to an organization or check on standards’.

The definitions given by all scholars above have something they share. This is nothing but evaluating the work of the school to be able to write a report. Always the aim is to monitor the progress of the schools inspected. The term inspection is alternatively called supervision (Grauwé, 2007). Thus the terms school inspection and school supervision are used interchangeably.

2.2.2 Academic Performance
Academic Performance is the educational goal that is achieved by a student, teacher or institution over a certain period. This is measured either by examinations or continuous assessments and the goal may differ from an individual or institution to another (Grauwé, 2007). The most important element in the definition of Grauwé is that performance is measured by examinations or assessments which are continuous. This definition holds water and worth of being used in this research which seeks to examine the role of school inspection in improving academic performance.

2.3 An Overview of School Inspection Systems
School inspection as external evaluation in education has been a feature of many governments of the world. In this study only few countries are selected so as to illustrate how other countries different from Tanzania organize school inspections. The countries selected include: The Netherlands, Britain, Finland, Norway, Botswana and Zimbabwe represent African countries.

The Office for Standards in Education, Children’s Services and Skills, known as Ofsted, was created in the 1992 Education regular independent inspection of schools with public reporting to both parents and Parliament, and the provision of advice to ministers (Allen and Burgess, 2012). In this charter parents were pledged access to open school inspection reports so that their choice of schools for education of their children could be informed by clear up-to-date information. The government of the
time believed that standards in schools would be raised by parents using their choices in an open market system (Learmonth, 2000). In ensuring that stakeholders are involved in monitoring Education the OFSTED invites Parents and staff to give their views on the school in a short questionnaire. Inspectors considering a judgment of ‘unsatisfactory’ will typically discuss the case with another inspector on the phone to utilize a broader range of experience and will have the findings of their inspection subjected to moderation by the Chief Inspector.

Ehren and Visscher (2008), put that school inspectors carry out the systematized and timetabled classroom observation and the inspection findings are published in the Internet for the public consumption. Doing that helps parents understand that status quo of their schools and can make pressure to improve if the results show that such schools are weak. School visits take place once in four years to allow time for recommendations to be implemented.

In the inspection system of England and Wales, the preparation of action plans are obligatory and schools are encouraged to plan for an appropriate range of measures to improve teaching and learning (Ehren & Visscher, 2008). The education authority should prepare an action plan indicating how they would address the main points for action identified in the inspection report. If the school does not improve within a specified period of time, the sanction of closure is applied.

In The Netherlands, when a school is proved to be underperforming the school inspectors have a legal basis to sanction but this is only possible if the school does not comply with the legal regulations (Ehren and Visscher, 2008). If the Inspectorate identifies serious shortcomings, it submits an inspection report to the Minister on the school concerned, accompanied by recommendations as to measures to be taken. The Minister may decide to take administrative action, including penalties, such as a funding cut (Faubert, 2009). This is different from what is done in England where the responsibility to take measures lies in the authority of education. Moreover, the inspectors by law are required to sit with the school management and agree on the necessity of forging a plan to address the shortcomings detected during inspection. It
is however optional for the school to prepare a plan of improvement and this openly differentiates inspections in the Netherlands from those in England where a plan of action is must.

There are however some countries which do not have school inspections, a good example is Finland where the emphasis is more on Support rather than Accountability. According to Perry (2013), school inspections were abolished in Finland in the early 1990s, and instead the education system relies on the effectiveness of teachers and other personnel. Finland places significant trust in classroom teachers and principals, and they are given considerable autonomy. This means that there is no call for formal regulation.

There is a focus on self-evaluation within schools and national evaluations of learning outcomes through annual tests undertaken by samples of schools. The results of national evaluations are not used to rank schools; rather to monitor progress at a national level. Requirements around self-evaluation vary by local authority.

According to Matete (2009) in Botswana, school inspectors are members of committees and panels in charge of curriculum development, teacher training and examinations. School inspectors visit schools and collect information relevant to pedagogical improvement. The reports of the findings are given to external authority to be acted upon. This is also done in Tanzania (MoEC, 2000; URT, 2001).

In Botswana, staff development committees are established in schools to carry out needs assessment and draw up programmes for school based training using expertise from within or outside the school (Grauwe, 2007). Botswana has chosen the method of announcing for those with qualifications to apply for the work of inspection and then there is the authority that is concerned with the selection of the suitable candidates. Tanzania has also adopted this system even though minimally. The use of system advertisement of vacant posts and interview of candidates according to
Gaynor, 1998; and Gauwe, 2001) is to allow transparency in the whole process of recruitment.

2.4 School Inspection in Tanzania

2.4.1 School Inspection Phases

From 1961 to date, analysis of Government efforts to improve education suggests that the focus of educational policies has for long been on the distribution and equalization of education opportunities through the expansion of the systems at all levels. The emphasis is now on the improvement of the quality of education, expansion of education and training opportunities to meet the ever increasing demand of these services (URT, 2010).

Tanzanian school inspection system follows the system of education evaluation of the colonial master (British system). The core role of school supervisors/inspectors in Tanzania has traditionally been to control the teachers and their performance in classroom (Grauwe, 2007). The legal basis for the establishment of Inspectorate is in the Education Act 25 of 1978. Like in many other countries, school inspection in Tanzania is for Accountability. This means that mainly inspections are aimed at making the responsible employees accountable (Wong and Li, 2010).


The period 1903-1925

It was in 1903 when school inspection was introduced under German rule. The education guidelines at that particular time required that people follow the culture of the colonial master and work diligently and with discipline.
The Period 1925 – 1945

During this period the department of education in Tanzania (Tanganyika) established three groups of school inspectors which were: Education secretaries and supervisors of volunteering institutions. These two groups were inspecting schools which were under volunteering institutions. The third group of inspectors was known as Government school inspectors to inspect Government schools.

School Inspection in 1946 - 1961

In 1952 (this was during the ten years development plan of 1946 – 1956) was the first time when the chief inspector of schools and other schools inspectors officially recognized. In another five years development plan (1957 – 1961), deputy education secretaries to inspect schools under volunteering institutions and primary schools inspectors were appointed, development plan (1957 – 1961), deputy education secretaries to inspect schools under volunteering institutions and primary schools inspectors were appointed.

School Inspection Beyond 1961 (After Independence)

Before Independence school inspection was threatening and thus teachers were not happy with that situation and hence blind obedience. However after that it was viewed of support to the teachers and other stake holders (URT, 2006). It was at this period when various educational acts were passed with the aim of improving the quality of Education. An act which embraces the legality of School Inspection is the Education Act no. 25 of 1978, revision no 10 of 1995 (URT, 2008).

2.4.2 Organization of the Tanzanian School Inspectorate

School Inspectorate in Tanzania is one of the departments which are under the Ministry of Education and Vocational Training (URT, 2008). This is organized in to eight zones which are mentioned below here.

(i) North Western - Arusha, Manyara Arusha
(ii) North Eastern - Kilimanjaro, Tanga Moshi
(iii) Central - Dodoma, Singida
(iv) Southern, Lindi, Mtwara, Ruvuma
Western - Kigoma, Shinyanga, Tabora, Simiyu

(vi) Eastern - Pwani, Dar es Salaam, Morogoro

(vii) Highlands- Iringa, Mbeya, Rukwa Mbeya

(viii) Lake- Kagera, Mara, Mwanza

The Inspectorate is hierarchical in nature and it flows as follows:

According to URT (2008), School Inspectorate is headed by the Chief Inspector of schools, who reports to the Chief Education Officer. The Chief Inspector of schools is supported by four sections namely management, basic education, secondary education as well as teacher education each being headed by head of section. The Chief Inspectorate Office is divided from Zonal levels to district levels whereby the District Chief Inspector reports to zonal chief inspector and Zonal Chief Inspector reports to the Chief Inspector of schools at the headquarters.

At Zonal level, there are eight zones with their respective regions as follows: central zone covers Dodoma and Singida; eastern zone covers coast, Dar as Salaam, and Morogoro; highland zone includes Iringa, Mbeya and Rukwa; lake zone covers Kagera, Mara and Mwanza; north eastern zone covers Tanga and Kilimanjaro; north western zone holds Manyara and Arusha, southern zone covers Lindi, Mtwara and Ruvuma; and western zone covers Kigoma, Shinyanga, and Tabora.

The Zonal level office also comprises of three specialized sections, whose inspectors are responsible for coordinating and inspecting Basic Education (for primary schools), Secondary Education (for secondary schools) and Teacher Education (for teachers colleges). At district level the School Inspectorate in each administrative district has an office headed by a District Chief Inspector of schools, who directly reports to Zonal Chief Inspector.

The School inspection continues the Controller and Auditor General, examines all aspects of the school as a place of learning based on the school development plan. The school inspection of secondary schools is to be conducted for three to five days depending on the size of the school. In zones, school inspections should be done at
At least once a year. Each school inspector will be expected to inspect at least thirty (30) schools in every financial year. The official documents that give guidelines/ criteria or standards for the inspectors are Kiongozi cha Mkuu wa Shule and School Inspectors training Manual (URT, 2006). These two documents direct what is to be inspected.

2.4.3 Types of School Inspections
Onasanya (2011) and the URT (2008) give the following types of school inspections:

**Routine Visits**
This is short visit made to school on which no formal reports are written but brief comments are made. The aim depends on such inspector on why such inspection is made. It may be check on punctuality of teachers or how the school is settling down.

**Investigation Visits on School Administration**
This is to investigate an aspect of administration organization in the school for example special problem of discipline, investigation of an allegation of fraud.

**Special Visits**
This is for an inspection of one or a limited number of aspects of the school for example teaching of English.

**Subject Specific Inspections**
This mostly is done in England and Wales. According to SCORES (2010), the Office for Standards in Education (OFSTED) currently carries out subject specific inspections in order to write subject reports, which should inform Government about whether the curriculum and its teaching is effective, and indicate to schools what outstanding practice looks like (for example, appropriate deployment of teachers and a good balance of subject specialist teachers.)
Follow-Up Visits

This is follow up of previous visits. The inspector investigates whether the suggestions, corrections and recommendations he or she made during the previous visit have been carried out by affected schools. He or she also ascertains to what those corrections and suggestions are helping in achieving the school objectives.

Full Inspection or Whole school Inspection

An inspection which consists of a team of inspectors visiting a school for several days usually a week or longer enquiring into every aspect of school programme and examining its buildings and surroundings is referred to as full inspection. Such visits are usually followed by a comprehensive report, copies of which are made available to the school.

2.5 Importance of School Inspections

School inspection plays a number of roles basically geared toward improving the standards of Education in any country in the world and particularly in Tanzania. The following are the importance of School inspection as argued by various scholars.

2.5.1 Implementation of National Curriculum

According to Matete (2009), every nation decides what the society should learn. This means that the objectives and goals of the nation are communicated to people through school. Putting the goals and objectives into schools is done through various educational policies, seculars and directives. Walking the policies, directives and seculars needs a well functioning school inspectorate. In other words, School inspectors are given the duty of making sure that the curriculum of the nation is implemented so that the national goals and objectives are implemented and hence quality education.

2.5.2 School Inspection for Better Informed Education Practices

Wilcox (2000) and Ehren and Visscher (2006) noted that school inspection is an external entity that plays no direct role of improving academic performance. School inspection however is accompanied by comprehensive report written after the
inspection. The report covers issues related to strengths and weaknesses and gets sent to respective bodies of the government for action. For example, the Educational Officers and the Ministry in general. In this way the Ministry and the government becomes informed about the status of the school inspected and that immediate action is to be taken to rectify the situation if a school is deemed as a failure.

2.5.3 Accountability
Accountability exists when there is a relationship where an individual or body, and the performance of tasks or functions by that individual or body, are subject to another’s oversight, direction or request that they provide information or justification for their actions (Bovens, 2006). The underlying idea towards accountability in education is to make the providers of education accountable to the people who pay for the education of their children (the taxpayers). Hoyle and Wallace (2005) say that accountability in England was ensured through payment by results. This means that teachers’ salaries in England depended much on how well a teacher performs their duty. In the Netherlands if a school was found not well performing a serious punishment of closing down that school was administered. These examples show that school inspection is a tool that necessitates accountability. Yet in many of the developing countries the act of holding accountable the schools for the resources is unrealistic since these schools are not resourced and hence the financial accountability is relevant only to those schools which are given money (Grauwe, 2002). This means that improvement should be focused in the developing countries.

2.5.4 Maximizing the Potential of Pupils
It is registered that Tanzanian education should allow pupils to reach their fullest intellectual potential in terms of cognitive, emotional and creative capabilities (UNESCO, 2004). In supporting that notion Matete (2009) says it is the active learning that promotes critical thinking including the application of the knowledge in real life situations. It is therefore the responsibility of the Tanzanian school inspectors to ensure that effective learning is taking place in schools, and that teachers accomplish their obligation role to the nation (educating the pupils).
2.5.5 Promoting Commitment of Teachers
According to Ehren and Visscher (2008), School Inspection is there to give pressure to teachers so that they work hard and comply with the rules and regulations and thus attain high levels of performance in Academics. This means that school inspection leads to the fact of teachers to prepare all which is necessary for the process of teaching and learning. This includes schemes of work, lesson plans, and notes for students and more over daily attendance to class to teach.

2.5.6 Fostering Constructive Dialogue
According to OFSTED (2013), School Inspectors talk with the staff and the administration and even the pupils. In the course of that discussion they come to an agreement of improving Academic Performance. Haule (2012) sees the need for school inspections to encourage the staff to build a team work spirit so as the core function of the schools is easily realized. Furthermore, the inspectorate of schools is obliged to disseminate information on acceptable practices and innovation, curriculum implementation and review, identify training needs and organize trainings close to schools (school based, ward or cluster level) and advice on establishing new schools (URT, 2008).

2.5.7 School Improvement
According to Ofsted(2012), School inspection supports school improvement through a number of methods, this includes: raising expectations by setting the standards of performance and effectiveness expected of schools, providing a sharp challenge and the impetus to act where improvement is needed, clearly identifying strengths and weaknesses. The outcomes of inspections aim to provide independent assurance to Ministers, service users, service providers and wider society about standards and quality in education for children and young people (Foghlam, 2011).

This means that parents and other stakeholders are sure of the status of education provided at particular school. This is assured through the reports the inspectors write after they have inspected. This allows Parents to choose the school they want to send their children.
2.6 Principles for Effective School Inspection

In order to be meaningful and thus yield required results and expectations, school inspection has to follow some principles which are the building blocks. Thus school inspection is principle oriented. According to Onasanya (2011), the following are the principles of Effective School inspection.

Healthy Atmosphere

This is very important if at all Inspections are to be meaningful and effective. Healthy atmosphere guarantees rapport between the inspectors and the inspected. The healthy atmosphere leads to cooperation between the inspectors and the inspected. Haule (2012) puts that School inspectors treat teachers very rudely and as such they perceive School inspection as an activity that threatens them and as a result they do not accept the recommendations wholeheartedly. Thus it is important that there is a healthy atmosphere if inspections are to be efficient and effective.

Staff Orientation

Many personnel that are involved in inspection cannot see beyond their noses, being deficient in the required skill, pedagogy, and orientation for the task (Matthew, 2012). This means that the inspectors have to be very knowledgeable so that they can play their role very effectively and efficiently. For inspections to be meaningful, inspectors should be aware of the issues that can cause some problems especially when they are administering their duty. They are supposed to know better the areas that they are due to inspect.

The quality and quantity of the work must be specified in clean clear terms. Staff should be made to understand clearly what are or not expected of them. New staff must be given the necessary orientation. Being sensitive to that there leads to gaining respect and cooperation from the teachers and other stakeholders who are involved in the whole process of inspection and hence making the recommendations accepted and worked upon.
Immediate Recognition of Good Work
Good work should be recognized. This implies that the acknowledgement of any good work done must be immediate and made public to others which will then serve as inspiration to others. Incentive of merit, recommendation for promotion, and improve performances.

Constructive Criticisms
Poor work done should be constructively criticized. Advice and personal relationship should be given to the affected staff. It needs be stated here that such criticisms should be made private and with impartial mind. If a teacher is found with some weakness, the inspector should not stress him but instead they should advice and show the best way to perform the duty so that at the end of the day the performance improves and the students who are also affected may achieve well and satisfactorily.

Opportunity to Improve
Staff should be given opportunity to prove their worth and for aspiring higher. They should therefore be allowed to use their initiatives in performing their jobs and taking decision .It will give them the motivation to work much harder.

Motivation and Encouragement
This is another very important principle of school inspection. Staff should be motivated and encouraged to work to increase their productivity. They should be encouraged to improve their ability to achieve organizational goal.

2.7 Models of School Inspection
Scholars have tried to study and understand the way school inspections are done. One of the scholars who have written on the models of school inspections is Grauwe (2008). Another scholar is UNESCO (2007). These scholars have identified four models of school inspection namely; Classical Model, Central Control Model, The Close to School Model and School Site Model. These four models will guide the researcher.
2.7.1 The Classical Model

According to Grauwe (2008), the role of School Inspection is to control and provide support in pedagogical and administrative areas. That being the case therefore, the kind of model in this way is called classical. Classical model came as a result of the adaptation of the supervision of services to the expansion of the education in line with the deconcentration of the administration that accompanied it. Undertaking this mission is centered in all administrative areas of the countries that is, district level, regional and at the central level (Table 2.1).

Table 2.1: Organization of Classical Model

| Central Level | Central Supervision Service | Responsible for elaboration of supervision policies, global planning, training and system control. |
| Regional Level | Regional Supervision Service | Responsible for supervision in secondary level, control of education development in region. |
| District Level | District Inspector | Response for supervision in primary schools, control of education development at district level. |
| School Level | Principal or Head teacher | Informal supervision of teacher. |

Source: Grauwe (2008).

Because of its nature of not allowing changes, it is called classical. Grauwe (2008) puts that classical was in the developing countries implanted by the colonial masters typically the British and the French. Tanzania is one of the countries that adopted this classical model. In its pure form, this model places a strong emphasis on the external supervision service, which is the most important monitoring tool. The internal evaluation of the school is weak and exam results can be used to inform the
supervision process, but play no further role in controlling schools. Another weakness is its complex structure. Grauwe (2008) says that because of its being decentralized, to every part of the country’s, it is easy to be too bureaucratic and hence causing a lot of chaos during implementation. The reports go to various levels of Administration and hence a great problem.

Not only that but also this Model is characterized by controlling and supporting because it does not sufficiently separate those who provide services (i.e. the educational administration) from those who evaluate them (the supervisors form indeed part of the administration). This is very big shortcoming Grauwe (2008) sees.

2.7.2 The Central Control Model

This is another model of School Inspection which is there as a critique of the ills of the Classical Model of School Inspection (Table 2.2). Its main tenets are here as discussed by Grauwe (2008). Supervision should concentrate on one task – control. It is harmful to ask supervisors to combine support and control as the conflicting roles that this entails renders ineffective their interventions in the two domains. The heavy bureaucracy that characterizes the classical model is not only expensive; it also prevents it from functioning effectively: there are too many small offices and the different levels lengthen the time between the supervision visit and follow-up to its recommendations.

External supervision cannot on its own lead to school improvement. This is the responsibility of the actors at school level (the principal, the teachers, the board, the parent association). But school inspection can be an incentive to start internal school reform, by informing the school and the public of the school’s progress and weaknesses. The role of the Inspection service is therefore simple: to inspect each school from time to time and to publish a public report. Such an inspection and its report examine all the aspects of the school’s functioning and could be considered an “audit. What Grauwe says here is that the school inspection is to be autonomous. That is it should be an Agency with full independence, outside the Administration.
Being so, it is capable of performing its duty with great precision and professionalism.

This model exists in its most pure form in several Anglo-Saxon countries and in particular in England & Wales and in New Zealand. Evaluation can best be done by an actor outside of the educational administration, which is why autonomous bodies were created. In the same vein, the inclusion of the public in the evaluation process will break internal complacency. Examples of the autonomous inspectorates are ‘Education Review Office’ found in New Zealand, OFSTED in England. Because this model relies on inspection visits and reports, and given that the inspection takes place only every few years, this model allows the use of examination and assessments to complement and become very pivotal as sources of information to the stakeholders about the progress of the schools and hence quality education.

Another thing noted in the Central Control Model is that Control and support are two different functions. This model stresses that the Control Function rests in the inspectors while Support is a function of schools themselves (Grauwe, 2007; Grauwe, 2008). This means that schools are required to obtain support by themselves. For example, if schools want training, they have to have their own budget to do so. The question here comes; can this be done in Tanzania? Can schools really finance support in Tanzania?
Table 2.2: The Structure of the Central Control Model

<table>
<thead>
<tr>
<th>Level</th>
<th>Body/Office</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central level</td>
<td>Central inspection body (autonomous)</td>
<td>In charge of full inspection of all school every three, four or five years and informing the public.</td>
</tr>
<tr>
<td>Regional level</td>
<td>No specific officer</td>
<td></td>
</tr>
<tr>
<td>District level</td>
<td>No specific officer</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>School board</td>
<td>Supervision of school management.</td>
</tr>
<tr>
<td>School</td>
<td>Head teachers</td>
<td>Regular supervision of teacher, decide on the needs to purchase advice from private providers.</td>
</tr>
<tr>
<td>Private Services</td>
<td>Private providers</td>
<td>Offer advice to schools and teachers upon their request.</td>
</tr>
</tbody>
</table>

Source: Grauwe (2008).

2.7.3 The Close to School Support Model

The basic assumption in this model is that schools are diverse. They are different in environment, resource, teachers, parents and characteristics; therefore they have different needs (Grauwe, 2008). This model therefore has very strong reservations on Classical model and Central Control model which treat all schools as equals and hence employ equal strategies in the process of inspection. While the best performing schools can function without any external support or supervision because of their internal strengths, this is not at all the case for the weaker schools. The supervision system should take those diverse needs into account. What those ‘weaker’ schools need is not control alone but consistent pedagogical support and therefore regular visits by support-oriented inspectors.

In this model, the core role of the Inspection service is to assist the weakest schools by offering them advice and guidance on how to improve. With such a purpose, each school will need to be treated differently and inspection will have to adapt itself to the needs of each school. The shortcoming of the ‘classical’ model is precisely that by trying to cover all schools without distinction, it fails to give due attention to those schools most in need of its intervention. To enable supervisors to make regular visits, most are based as close to the schools as possible, while central and provincial
officers no longer visit schools, but are in charge respectively of policy-formulation and training. To avoid supervisors spending too much time on administration, a specific cadre of administrative controllers may be created. And to ensure that they focus on the schools most in need of their support. Chile is a good example of the countries that use this model of inspection (Grauwe, 2008).

The visit includes classroom observation, workshops with the school staff, discussions with all teachers and with the school community. The aim is to develop together projects and plans to improve teaching and school functioning. As Avalos (2004) puts, the key principle of this model, is a flexible development-oriented support to the most disadvantaged schools. This very principle is very important in that school inspectors are to carefully select the schools and pay regular visits. The supervisor, when in school, works with the school’s staff on identifying its strengths and weaknesses and on developing a school improvement plan. Supervision becomes thus a stage in the process of school self-evaluation and improvement, while in the preceding model the school’s self-evaluation is a phase in the external inspection process.

Exams play an important role, namely to allow the Ministry and the supervision service to know which schools to focus on and to monitor the reduction of disparities (Grauwe, 2008). Their role in monitoring schools is thus very different from in the previous model, where exam results are public information and parents use them to choose a school. In the case of Tanzania, the most disadvantaged schools are those owned by the community and are the ones according to this model which require this service of inspection.

According to Grauwe (2008), the close-to-school support model includes two concepts of accountability. On the one hand, contractual accountability: school staff is accountable towards the supervisors, who are representatives of their employer, the Ministry. There is, on the other hand, a strong aspect of professional accountability: the involvement of the teaching staff in a self-evaluation and school improvement process implies a sense of responsibility towards their colleagues. In the same way,
the change of the supervisor from a control-agent to a collegial advisor expresses a desire to instill a sense of professional accountability. This emphasis on professional accountability expresses a belief in the capacity of teachers, even in the most disadvantaged schools, to engage in a process of self-improvement. This strengthens their professionalism. The fact that the public does not play much of a role in this process is also an indication of the trust in the professionals to regulate their own action. Table 2.3 below shows the structure of the close to school support model.

**Table 2.3: The Close to School Support Model**

<table>
<thead>
<tr>
<th>Central Level</th>
<th>Central Supervision Service</th>
<th>Small team in charge of development of supervision policies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Level</td>
<td>Regional Supervision office</td>
<td>Small team in charge of training supervisory officers</td>
</tr>
<tr>
<td>District Level</td>
<td>District supervision office</td>
<td>In charge of offering intensive and development-oriented supervision of those schools most in need.</td>
</tr>
<tr>
<td></td>
<td>Administrative controller</td>
<td>In charge of controlling in particular the finance of all schools.</td>
</tr>
<tr>
<td>Schools</td>
<td>Head teachers</td>
<td>Informal supervision of teachers</td>
</tr>
</tbody>
</table>

**Source:** Grauwe (2008).

**2.7.4 The School-site Inspection Model**

Grauwe (2008) tells us that this model was not developed in reaction to the inefficiencies of the ‘classical’ model. It is to some extent typical of countries with the following characteristics: great homogeneity, a society with few disparities, well-motivated teachers, and public trust in their professionalism and strong parental interest in education. In such a context therefore the teachers and the community can efficiently monitor the school without being monitored by an external evaluators and therefore can have a direct impact on the teaching process.

The conviction exists, moreover, that the teaching staff have the skills and professional conscience to participate in self- and in peer-evaluation without being supervised from outside, and that the local community is willing and competent to
exercise some control over the school. Moreover, because of the low level of disparities and because of the cultural and social homogeneity, there is little need for strong central intervention, either to address those disparities or to ensure the respect of national norms, including the curriculum (Perry, 2013). In other words, there is no need for a formal inspection service organized by the Ministry of Education. Finland is a typical example which practices this model of school inspection. Some States in the United States of America also use this model. Perry (2013) continues to say that external evaluations in Finland were abolished in the early 1990s. The meaning of doing this is because the rate of accountability is very strong and high professionalism is overwhelming in Finland. The internal system of evaluation is so high that there is no need of having an external body to monitor the quality of education.

The autonomy the schools have does not mean that the Government does not involve itself in the process of monitoring the quality of education, rather it plays its part through organizing optional achievement tests, developing national performance indicators and proposing evaluation procedures that the municipal level can employ. A ‘National Board of Education’ has been set up that, among other things, evaluates the education system through for example examining the operations of educational institutions (Grauwe, 2008). The abolition of the inspection service and of the national curriculum was counterbalanced by the development of a framework, with norms and indicators that allow the Ministry to compare between schools. It is however not astonishing that this model is not applicable in the developing country because of the lack of strong teaching corps, closely involved and well educated parents and few disparities. Table 2.4 below gives illustration of the School Site Inspection Model.
Table 2.4: School Site Inspection Model

<table>
<thead>
<tr>
<th>Level</th>
<th>Supervision Officer</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Level</td>
<td>No specific Supervision Officer</td>
<td>No external school inspection as such, reliance on indicator systems examination and test results.</td>
</tr>
<tr>
<td>Regional Level</td>
<td>No specific Supervision Officer</td>
<td></td>
</tr>
<tr>
<td>District Level</td>
<td>No specific Supervision Officer</td>
<td></td>
</tr>
<tr>
<td>Local level</td>
<td>School board or Council</td>
<td>In charge of supervision of management of the school: the role of head master.</td>
</tr>
<tr>
<td>School</td>
<td>Head teacher and senior stuffs</td>
<td>Regular supervision of teachers: decide on the need to ask advice from teachers training office.</td>
</tr>
<tr>
<td></td>
<td>All staff</td>
<td>Involve in school self evaluation and improvement of school development plans.</td>
</tr>
</tbody>
</table>

Source: Grauwe (2008)

The four models so far discussed in summary are the classical model which dwells much on External body to monitor the quality of education and relies on both roles of support and control. The other model is Central Control Model which explains the need to separate the functions, that is there should be a dichotomy between inspectors and Education Administrators and that focus should be on control while the function of support has to be carried out by the schools themselves, a very challenging phenomenon in Tanzania where schools are poorly equipped with both financial resources and other inputs.

The other model is the close to school support model which actually considers the diversity of schools in terms of environment, teachers, resources, characteristics, hence the need of inspection to consider these variables while doing their work and specifically paying more attention on the identified weak schools and improve them by giving support. The other model is the school-site supervision model. This
emphasizes more on the autonomy of the school to evaluate itself and that the
government just regulates it.

2.8 Challenges Facing School Inspection in Tanzania
The process of school inspection is not without problems or in other words it faces a
number of challenges that inhibit it from smoothly running its function of overseeing
the quality of Education in Tanzania. According to Onasanya (2011), the government
contributes in the following ways to making school inspection not function well.

Poor Remuneration of Teachers
This makes school inspection not function well in the sense that when the
government underpays the teachers they can definitely not perform their duty of
enhancing academic performance and hence will not give full cooperation to the
inspectors who provide advice on the way to improve performance. For exam
there is an outcry of teachers about poor salaries they get. The work of paying
salaries to teachers who work in public schools is Government’s.

Insufficient Staffing/Shortage of Inspectors
It cannot be denied that the number of inspectors in the country does not much with
the mushrooming of secondary schools in Tanzania. Research by the CAG
recommends that number of inspectors should be increased to match with the
tremendous increase of secondary schools (URT, 2010). This means that the ratio of
inspectors and schools does not match and hence a big challenge to inspection. All
the above challenges are directly contributed by the Government.

Supervisors and inspectors from the Ministry of Education are usually insufficient or
not adequate to carry out the duties required. According to Ogunu (2005), the
consequences of this shortage of supervisory personal is that most often, a lot of
unprofessional practices are carried out in our schools to the detriment of the children
and many schools left without being inspected. For example, in the 2011/2012, the
government planned to inspect 2100 secondary schools but only 935 secondary
schools were inspected (Hakielimu, 2013). This means that only 21% of all secondary schools are inspected in Tanzania.

**Poor Funding**

Effective inspection requires adequate fund to purchase and maintain the vehicles that will convey the inspectors to and from schools, the stationery as well as other logistics during the exercise. The issue of lack of stationery makes it difficult for meaningful reports to be prepared after inspection (Mathew, 2012). This agrees with Grauwe (2001) who puts that there are no specific budgets directed to the Inspectorate. Doing his comparative study he finds that the inspectors are supposed to get money from the Region where that money is used for other issues and if given only this depends on the wishes of the officer at the regional level. The only country which has a defined budget in the four countries is Namibia. A report by Matete (2009) further says that inspectors are poorly paid and more often than not do they get allowances. This inhibits their full devotion to the work of inspecting.

**Poor Working Conditions**

According to the comparative study by Grauwe (2001), countries like Botswana and Namibia have very good working conditions. The working conditions include quality offices, office equipment, support staff, housing situation distance from home to office and transport. The situation in Tanzania is terrible as found in the study.

In the place of accommodation, the inspectors as found in that study by Grauwe were evicted because of no payment of rent thus being forced to obtain houses far from their working places. This situation has an implication in the effectiveness of the inspectors given their responsibility of inspection.

**Insufficient Secretarial Services**

This is a great problem that faces the inspectors in Tanzania. It has been revealed by Grauwe (2001) and Nkechi (2013) that the offices lack materials like computers, photocopiers, and even duplicating papers for their daily use. This situation in one
way or another puts the work of the inspectors at risk in the sense of not functioning as required.

**Shortage of Transport**

This is another challenge that faces the school inspectors in Tanzania and most of the developing countries in Africa. According to Nkechi (2013), lack of vehicles makes it difficult to reach the schools for inspection. In Tanzania for example, the inspectors have to ask for a car from the District Educational Officer (URT, 2008; Matete, 2009). This means that it is the DEO who if he wants can give the car to the inspectors on the condition of putting fuel.

**Constant change of Curriculum**

This is another very important point that needs explanation. According to Minibus period televised on every Friday on Star TV, most of the passengers said that the inspectors find it difficult to do their work because of unstable curriculum. The point here comes in that teachers who are to be inspected find it difficult to implement the unknown curriculum and hence inspectors also face the same problem of what they should inspect. All the above challenges are caused by the Government. There are however some of the problems that are found within teachers themselves. These are explained as follows:

**Unprofessional Attitudes to Work**

According to the study by Grauwe (2001), teachers who go astray in regard to the profession pose lot problems to the inspectors because many of them do not work as they are required and hence make the whole process a difficult work. The unprofessional attitudes by teachers make them even not ready to accept the advice directives they are given by the inspectors.
2.9 Linkage between School Inspection and Academic Performance

2.9.1 Overview

There are antagonistic views with regard to the relationship between Inspection and Academic Performance. According to Ehren and Visscher (2009), head teachers and senior staff tend to see recommendations as support for their existing ideas and desire for change and hence promote teachers’ commitment which finally leads to rising academic performance. This issue is also backed up by Mathews (2004) who puts that one the headmasters when was asked about the usefulness of inspections he said he witnessed great changes especially on the pupils’ and teachers’ attendance.

On the other hand, researches by Earley and Wilcox (1998) say that school inspections lead to frustrations. Stresses and panic among teachers and hence lead to hampering academic performance. The most important things these researchers emphasize are incentives for teachers, better salaries which lead to motivation, good working environment, library and laboratories. Rosenthal (2008) found a slight decline in student performance after inspection. Similarly, Ferguson et al. (2000) in their evaluation of Ofsted school inspections found they are not catalyst for improvement and advise the system internal self inspection to be very much underscored.

2.9.2 Perception of Teachers on School Inspection

According to Haule (2012) and Machumu (2012), the acceptance or rejection of school inspection depends upon the way teachers perceive the inspection process. In this study the researcher saw that teachers did not well perceive the inspections and this caused them not to cooperate with the inspectors during their work. This is because of low level of involvement in the whole process. The inspectors also treated the teachers very harshly flouting the principle of friendship. This means that teachers understand that inspections are useful in enhancing academic performance but the friendly interaction between teachers and inspectors is a sine qua none.
2.9.3 Inspection Visits and Classroom Observation
The studies by Matete and Haule (2009, 2012) respectively sought to explore on the nature of school inspection visits and whether or not classroom observation was done. It was found that inspectors did not often observe the way teachers are teaching but only collected documents like lesson plans, schemes of work, exercise books and judged the performance basing on those grounds. This means that there is no pedagogical support given to teachers by the inspectors and hence discourage good performance.

2.9.4 Problematic Issues for School Inspectors
The inspectors have problems which in one way or another hamper their functioning. It was found that school inspectors seemed not to be satisfied with their working conditions. Firstly they did not have good means of transport, poor salaries and other payments, lack of offices and secretarial services, shortage of personnel (Matete, 2009; Grauwe, 2001, 2008). This situation in one way or another affects the whole process of inspection which is mandated with the responsibility of keeping the quality of education in Tanzania.

2.9.5 Addressing Poor Academic Performance
According to (URT, 2008), the issue of poor academic performance is not sufficiently addressed in the whole process of inspection. The study argues that out of 148 items to be inspected; only 16 items implicitly address the issue of poor performance. Given the strategic role of inspection study recommended that inspection guidelines include as many items as possible so as to deal effectively with the problem of poor academic performance.

2.9.6 Communication of the Inspection Results
Communication of the inspection of results is a very important aspect of inspection of schools. According to URT (2008), the results of inspection have to be sent to heads of schools for implementation, to the District Educational Officer and to the chief inspector’s office. Teachers have also the right to see the reports because they are the ones to take immediate action of implementing. The research by the
Controller and Auditor General continues to say that findings have to be made available through the internet and other physical materials so as to make parents and other stakeholders know the status quo of the schools. Generally the related studies on this topic reveal that school inspection has a pivotal role in the process of raising and maintaining the quality of Education anywhere in the world.

2.10 Research Gap
The body of knowledge discussed so far deals with school inspection and reveals that school inspection is very important in improving academic performance. Despite the presence of school inspection, Tanzania is witnessing massive failures in the form four examinations. The studies have not said anything about the status of the reports written after the inspection, thus this research intends to fill in this gap by looking at the effectiveness of the reports or recommendations and if implemented why failure in the form four examination.

2.11 The Conceptual Framework
Figure 2.1 below presents the conceptual framework for this study. The explanation of the conceptual framework is that school inspection leads to health atmosphere and the identification of the weakness of the school. Then the inspectors write a report and development plan is to be designed to address weaknesses in a collaborative way by the teachers and the staff. This leads to a sense of responsibility and inspector has to make follow up to see if there is implementation of the recommendations. The implementation of the recommendations/report leads to improvement of academic performance. Other factors that lead to poor performance are poor working conditions of teachers, poor emolument, insufficient teachers, and truancy
Figure 2.1: Conceptual Framework

Source: Researcher (2014)
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter offers a detailed explanation of the research procedures that were used in this research. Research Methodology refers the science of studying how research is to be carried. It involves the procedures by which researchers go about their work of describing, explaining and predicting phenomena (Rajasekar, 2013).

This chapter is organized in sections as explained below: The first section explains the research design, section two provides description of the study population, section three explains sampling and sampling procedures that were applied, data collection and instruments in section four, section five provides explanations on data analysis techniques used.

3.2 Research Design

This is a qualitative case study which involved evaluation of the role of school inspection in improving academic performance in secondary schools in Tanzania. Yin (1984) defines case study design as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used. This case study is descriptive because it involved describing the processes of school inspection and involves the collection of data at one point in time. According to Brewer (2000), descriptive study is concerned with conditions, practices, structures, differences or relationships that exist, opinions held and processes that are going on or trends that are evident. This means that the researcher intended to see describe the relationship of school inspection and academic performance as well as the processes of school inspection.
3.3 Study Area

The study area for this research was Bariadi District which is found in Simiyu Region. The District is located between Latitudes $2^\circ 15'$ and $3^\circ 10'$ South of the Equator and Longitude $33^\circ 40'$ to $35^\circ 10'$ East of Greenwich. The District is bordered by Kwimba and Magu Districts (Mwanza Region) in the West, Bunda and Serengeti Districts (Mara Region) in the North, Ngorongoro District (Arusha Region) in the East, Maswa and Meatu District in the South. This district has a total of 22 government schools and one private school. The researcher chose four community secondary schools from which data was obtained.

3.4 Research Population

Joan (2009) defines research population as a collection of individuals or objects which is the main focus of scientific inquiry. There are two types of research population, target and accessible population. Target population refers to the entire group of individuals or objects to which researchers are interested in generalizing conclusions and it usually consists of varying characteristics. The latter is the population in research to which the researchers can apply their conclusions. Bariadi District has twenty two government secondary schools; all being community ones. The researcher dealt with four secondary schools namely; Gasuma, Oldmaswa, Byuna and Nkololo and years that are involved in the research are from 2008-2014.

The four secondary schools have a total of forty one teachers. It is from this population the researcher drew sixteen teachers where each school was represented by four teachers. Also the four schools have a total of four hundred and five students. It is from this number the researcher drew eighty students.

Included here also were District Officer who is responsible with administering education in the district, Inspectors, Heads of schools who are responsible with managing the schools, Teachers who are responsible with implementing the curriculum, Students who benefit from education and School board members who are responsible with school development.
3.5 The Samples and Sampling Techniques

3.5.1 The Sample

Chery (2009) defines a sample as a subset of a population that is used to represent the entire group as a whole. Table 3.1 shows the sample that was used during data collection.

Table 3.1: The Sample Size

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Education</td>
<td>1</td>
</tr>
<tr>
<td>Inspectors</td>
<td>2</td>
</tr>
<tr>
<td>Head of Schools</td>
<td>4</td>
</tr>
<tr>
<td>Teachers</td>
<td>16</td>
</tr>
<tr>
<td>Students</td>
<td>80</td>
</tr>
<tr>
<td>School Board Members</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>107</strong></td>
</tr>
</tbody>
</table>

3.5.2 Sampling Techniques

The researcher used two sampling techniques which are purposive and simple random sampling techniques. According to Bailey (1994), in purposive sampling, the researcher uses personal judgment to choose on those best for the purpose of the study. Purposive sampling was used to select the DEO, heads of schools and the school inspectors. The reason for using purposive sampling was that first there is only one District Educational Officer in the District and that the reports of inspection are also available in his or her office because he is the head of the department of education in that district. The same applied to heads of schools because they are the ones who directly head their respective schools and thus they have full knowledge about inspections.

Teachers were also purposively selected. The researcher will acquire a list of all teachers from each school. From these respective lists, the researcher purposively peaked sixteen teachers. Each school was represented by four teachers making a total of sixteen teachers. The reason for applying purposive sampling with this category is because of psychographic effects.
Students were simple randomly selected. The researcher required the lists of students from each school of study. The second step was to assign numbers to the names given, then mixing the numbers in one place and finally peaking randomly the numbers from the mixed up numbers the required amount of the respondents. The rationale was to get true representation of the sample. The four secondary schools are those owned by the Government and selected purposively. The schools that were used in research are Old Maswa secondary School, Gasuma Secondary School, Nkololo Secondary School, and Byuna Secondary School. The reason for selecting these schools is that it easy for the researcher to get data because the researcher knows and is familiar with them.

3.6 Sources of Data
The research used both primary and secondary data. According to Kothari (2004), primary data as those collected through direct communication with the respondents. Secondary data on the other hand means all data analyzed by someone else. They include published and unpublished reports, literature reviews and others. The reason for using both primary and secondary data is to enable the researcher to triangulate information which would eventually lead to confirmation of the information.

The information that was collected from primary source was the experience of teachers, students on school inspection, the rules and regulations that are made as ways of implementing the recommendations. From the secondary source the researcher expected to review the inspection reports, the examination records and the strategies for enhancing academic performance.

3.7 Data Collection Methods
Questionnaires and interview were the major data collection methods that were used. According to Kothari (2004), a questionnaire is a set of questions printed or typed in a definite order that requires the respondents to answer. A questionnaire with both open and closed ended questions was used in data collection. Open ended questions would give room to respondents to give their opinions freely on the phenomenon under research and this enabled the researcher get more information. The category
of respondents that filled in the questionnaire were the school inspectors, teachers, and students. The rationale for this is that finding the inspectors on the same day would be difficult because they had their own fixed schedules and thus leaving to them questionnaires would give them time to work on. Appendices 1A, 1B and 1C show the questionnaires used for the study.

The heads of schools and the District Education Officer would have been interviewed but the interview with the DEO changed into questionnaire because he said he had no time due other activities. The Board Members were interviewed to allow direct communication with them. Interview allowed direct communication and fresh information through flexible conversation on the phenomenon. To be meaningful the researcher will took note of the responses through interviews. Appendices 2A, 2B and 2C show the interview guide used for the study.

3.8 Data Analysis
According to Johnson (2011), data analysis is a process used to transform, remodel and revise certain information (data) with a view to reach a certain conclusion for a given situation or problem. The quantitative data in this research was subjected to mathematical computations basing on the frequencies of inspection visits in the years 2008-2014. Another mathematical computation involved calculating the average (mean) of frequencies of the inspection visits made from 2008-2014. The data basing on the awareness of Board members on inspection was analyzed by calculating percentages. Finally the researcher summarized the data on pie charts and tables.

The qualitative data were analyzed using thematic analysis. The researcher was looking at the themes that emerged from the respondents in the interview and questionnaire filling. The researcher organized those themes into categories to be meaningful. Also content analysis was used to analyze qualitative data. In this the researcher was looking into the main ideas in the answers given by the respondents and evaluate those ideas (content) and came up with logical arguments.
3.9 Limitations of the Study

The researcher encountered the following limitations in the course of study:

(i) Transport problems: All schools under study are located far in the interior such that there were no cars to reach there. In solving this problem the researcher had to board a motorcycle a fact that increased the budget of research.

(ii) Busy schedule of the DEO: Instead of interviewing the DEO, the researcher had to convert the interview guide into questionnaire because the DEO was much occupied with other administrative activities so that he had no time to be interviewed. Thus the researcher left a questionnaire to be filled, an activity that consumed time because the researcher had to plan again the questions and filling in questions by the DEO also took more time than planned before.
CHAPTER FOUR

PRESENTATION OF FINDINGS AND DISCUSSION

4.1 Introduction
This chapter presents two broad areas of research that include presentation of findings and discussion of the same. The data obtained comes the four community secondary schools namely Old Maswa, Gasuma, Nkololo and Byuna. It is from these schools that data from Heads of schools, teachers, board members and students were obtained. Data also comes from the school inspectors and the District Educational Officer of Bariadi District which was the case study of the research. The researcher obtained data from a total of 107 respondents. Findings are put into themes derived from the objectives of the study which are: to assess the teachers’ perception on school inspection activity, to explore how the recommendations in inspection reports are implemented by schools and other authorities and to find out the challenges that the inspectors face in the whole process of inspection. The Research findings are summarized in tables, pie charts and bar graphs.

4.2 Characteristics of Respondents
The third part shows the occupational statuses of the respondents involved in the study. The table shows that 4 (4%) are board members, 23 (21%) respondents are government employees and 80 (75%) are secondary school students.
Table 4.1: Respondents’ Characteristics

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Description</th>
<th>No. Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Male</td>
<td>82</td>
<td>77%</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>25</td>
<td>23%</td>
</tr>
<tr>
<td>Level of Education</td>
<td>University</td>
<td>8</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Diploma Holders</td>
<td>15</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>Certificate</td>
<td>4</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Secondary school students</td>
<td>80</td>
<td>75%</td>
</tr>
<tr>
<td>Occupational Status</td>
<td>School Board members</td>
<td>4</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Government employees</td>
<td>23</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td>Secondary school students</td>
<td>80</td>
<td>75%</td>
</tr>
</tbody>
</table>

Source: Field Data (2014)

4.3 Perception of Teachers on School Inspection

The perceptions of teachers on inspection are threefold. There are those who view school inspection as an activity of raising the standards of education in the secondary schools, and there are those who view it very negatively. Majority of the respondents look at school inspection very negatively.

4.3.1 Negative Perceptions on School Inspection

Data from the field reveal that out of sixteen teachers who were asked on how they perceive school inspection, 12 teachers equivalent to 75% and 52% of all respondents perceived it very negatively. The inspectors on their part also said that teachers are very unhappy when they are inspected. The same applied to the DEO. In the process of collecting data on the issue of the perception on school inspection there were issues that occurred.

School Inspection as a creator of enmity between teachers and inspectors

Most of teachers view school inspection as an activity that causes enmity between them and the inspectors. This is proved by one of the respondents who said the following:
"The Inspectors treat us not like comrades and they think that we are not doing what we are supposed to do. When they come they come to see their enemies and they abuse us openly before our students. They actually use harsh language and this makes the teachers equally resist. This makes some of us run away when we hear that the inspectors are coming to make inspection because we do not like to be abused and discouraged. "Male teacher

This finding is supported by one of the respondents who said that the relationship between inspectors and teachers is not always friendly because one part considers the other part as always irresponsible. This notion agrees with what Onasanya (2012) who says that when inspectors use harsh language the rapport between them and teachers is destroyed and this makes the whole activity meaningless and unproductive because it flouts the principle of healthy atmosphere. This has the meaning of making the inspections fail to provide advice to teachers and hence the un-improvement of academic performance because the teachers see inspectors as enemies rather than seeing them as people who are there to give support for their activity.

School Inspection as a toothless department

This was again an issue that very much was seen by the researcher in the field. Most of the respondents said that school inspection has no power to act on what the inspectors find in the field. For example one of the inspectors said:

"We just give advice to teachers and write a report for action. We have no power of imposing any penalty on those who are found weak performers and consequently teachers see us as people without teeth." Male Inspector.

One of the teachers also said:

"After all the inspectors have no mandate to punish teachers or the school if it goes wrong. They are just there symbolically, and get salaries and allowances for doing nothing. The government has set this apparatus to appease people but in real terms even their reports on the
"statuses of the schools is not worked upon, both by the government and the schools themselves." Female Teacher.

The two statements by the respondents show clearly that school inspection is perceived very negatively by the teachers and as a result they think that it is something that has nothing to contribute to the improvement of education. This finding is contrary to what takes place in the Netherlands where the inspectors have a legal basis to apply sanctions on the schools that fail to respond to requirements of the report (Ehren and Visscher, 2008). Being the case therefore it is an indisputable fact that this negative perception hampers even the whole process of inspection in a way that teachers may not give full cooperation to inspectors when they are inspecting them since they know that there is no effect resulting from being inspected. If there is no cooperation school inspection cannot deliver to the degree which is required.

**School inspection as a waste of time**

Data from the field show that school inspection is a waste of time. This is made clear by 12 teachers equaling to 75% who responded to the questionnaires distributed to them. The respondents said that when inspectors come teachers become busy preparing documents like schemes of work, lesson plans, and lesson notes and so on instead of teaching. One the respondents said the following:

"These people (inspectors) waste our time because when we hear about their coming, we become busy preparing documents like lesson notes, schemes of work, and lesson plans. It is these documents which they require for inspection. So teachers do not teach so that they fulfill the requirements of the inspectors." Male Teacher.

This means that the inspectors go to inspect schemes of work, lesson plans and lesson notes. They do not go to inspect the process of teaching and learning because they are they believe that the quality of education is all about these documents. Also from the statement above it is implied that teachers normally teach without preparing the necessary documents like schemes of work, lesson plans and lesson notes until
when they hear that inspectors go to inspect them. This means that those schools which are not usually inspected practice unprofessional teaching and hence poor academic performance. Other respondents added:

"We hear that when they go to inspect they just stay in the headmasters’ offices and talk with him and leave back to their stations. They do nothing worthy of enhancing academic performance rather than wasting time and receiving salaries for doing nothing, it is better that this department be banned because it does nothing rather than stressing teachers." Male Teacher.

"This is like a play, they came here to inspect only once since our school was opened in 2006 and no changes have taken place. They found many challenges here that inhibit the performance of our school but nothing has been implemented. We thought that our challenges would be solved, but to date nothing has been done. I am completely disappointed." Male Headmaster.

Such statements show how the majority of teachers look at school inspection. The findings blend with what Machumu (2012) says that some teachers consider school inspection as a waste of time. The teachers are so disappointed that they see no point in favor of school inspection and hence they see it as worthless.

**Inspectors ask issues that are out of the capability of school administration and teachers**

This again was an issue that was found by the researcher in the course of data collection. Two respondents equal to 8.6% said that when inspectors come they ask them questions that are out of their ability to work on. One of the respondents through an interview remarked:

"There are things that I as a head of school am not capable of, for example an inspector can ask a question why my school does not have science teachers. This question should be directed to the government who is the owner of the school. But these people ask us questions that force us to doubt whether they know well their responsibility given
that we hear that some of them got the position of an inspector by corruption." Male Teacher.

This implies that heads of schools are also fed up with the way inspectors function because they even doubt their ability to work. This is because to avail teachers is the work of government but forcing heads of schools to avail them is no their business. This finding echoes what Machumu (2012) says that the inspector should always be equipped with necessary knowledge for his or her work.

Another respondent put this as follows:

"I was blamed for not completing the syllabus by the inspector and when I explained why that happened the inspector never listened to me. But I had to tell him that there were some problems that were a result of government failure. For example the school had no books and other teaching and learning materials and political programs interfered my schemes of work. With these problems how do you expect me finish the syllabus? These people do not know exactly what their work is." Male Teacher.

The meaning under contained in the above statement gives picture of the way the teachers think and take school inspection. It is seen that the inspectors do not act the way they are supposed when doing the work of inspection, they are supposed to listen to the problems of the teachers whom they are inspecting but instead of doing so they do otherwise. In this way, this finding goes contrary with the requirement that the inspector is to make sure he or she listens to the problems of teachers and advice them so that the real situation at school is known and thus enable them to write realistic report (URT, 2010). They have negative attitude/perception and this may have implications regarding the acceptance and implementation of the recommendations they give.
4.3.2 Positive Perceptions on School Inspection

On the other hand, there were the responses that favored school inspection. These were those teachers who consider school inspection as an important tool for their daily working and a necessary instrument for improving academic performance in the community secondary schools in Tanzania. The researcher found that only two teachers equivalent to 12.5% of the 16 teachers who were asked, and 8% of all respondents who dealt with the perception favored school inspection. The following themes emerged in the course of research.

Hardworking teachers like to be inspected

It was found that those teachers who work very hard take school inspection as something not to fear but to encourage and motivate teachers. One respondent noted:

"It is obvious that when you have all the documents like schemes of work, lesson plans, lesson notes and the subject logbook and that if you attend the classes and teach, I tell you, you won’t fear the coming of inspectors. It is only the lazy and incompetent teachers who hate school inspection." Female Teacher.

This statement gives the picture that the incompetent teachers are not ready to be inspected and that when they hear that that inspectors are going to their school they are unhappy but those who prepare well will no fear because they know that they fulfill their responsibility.

One of the heads of schools when interviewed had also the following to say:

"When the inspectors came most of my teachers ran away and came back when they learnt that they had already left the place. Only two teachers whom I learnt do their work properly were ready for inspection." Male Head teacher.

This implies that teachers who are committed always would like to be inspected. The findings concur with what Haule (2012) and Machumu (2012) said that hard working teachers have positive attitude toward school inspection and are ready to participate.
in the whole process of inspection and implement the recommendations that are within their capacity.

School inspection complements self evaluations
Research data show that those teachers with positive attitude towards school inspection like school inspection because it fulfils what the internal evaluation does. One of the teachers put it as follows:

"Self evaluation is good but it is better when it is confirmed by external body of inspection because sometimes the former leads to subjectivity but the latter is objective." Female Teacher.

This statement shows clearly that school inspection is very important because it gives real picture of the worker, in this case the teacher and helps him or her evaluate him/herself objectively hence the close to school support model. This finding agrees with Wilcox (2000) who says that to be meaningful school inspection should start from the internal and self evaluation. This is also in line with the Central Control Model by Grauwe (2008) which emphasizes that school inspection is to fuel the internal evaluation and hence the combination of external supervision and internal supervision. Thus the two modes of evaluation are interdependent in such a way that the former ensures that it gives inspects while the latter plays the role of implementing the recommendations and also functions as one of the strategies to improve academic performance in the community secondary schools. But in actual sense the internal evaluation or inspection in the country is very weak since heads of schools are toothless in holding accountable teachers who fail to fulfill their responsibilities.

Effective School Inspection Leads to Academic Excellence
Data from the research show that 12.5% of the teachers said that effective school inspection leads to academic improvement. When asked what things make school inspection effective, they mentioned issues like friendly talk with teachers which result to full cooperation with the inspectors, immediate action on the
recommendations the inspectors give through their reports they write after inspection. One of the respondents put it as follows:

"If well done, school inspection can improve academic performance. It is a good tool to control teachers who are obstinate and it can give real picture of the status quo of the school and as a result the government can play its part." Male Teacher.

The above statement clearly shows that school inspection is a good tool of controlling the quality of education if done well and the respondent is optimistic. But the same statement implies that school inspection is not done well in Tanzania is not done well. This statement is in consonance with Onasanya (2011) who says that the principle of healthy environment creates rapport between teachers and inspectors and hence full cooperation between the inspectors and teachers and consequently improvement of academic performance.

Data from the research show that inspectors and the DEO when they were asked on the way they see teachers’ perception they said that most teachers are not in favor of school inspection while others see it as a good instrument of enhancing academic performance. When they were asked why they thought that some teachers liked school inspection, the Inspectors said that those who are competent and fulfill their responsibility never feared but those who were not fulfilling responsibility seem perplexed.

4.4 The Inspection Process

4.4.1 Frequency of Inspections

Before going in the way recommendations are implemented, the researcher wanted to know how many times each school sampled for research has been inspected from 2008 to 2014. Table 4.1 below shows the frequencies and the percentages on school inspection.
Table 4.2: Frequencies of School Inspection

<table>
<thead>
<tr>
<th>S/N</th>
<th>Name of school</th>
<th>Frequency</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Old Maswa</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Gasuma</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>Nkololo</td>
<td>1</td>
<td>25%</td>
</tr>
<tr>
<td>4</td>
<td>Byuna</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Source: Field Data (2014)

Table 4.2 shows that from 2008 to 2014 Nkololo secondary school was inspected once. Gasuma Secondary School has never been inspected. Byuna Secondary School has also not been inspected and Old Maswa Secondary school was not inspected either.

From this data, the inspections made do not meet the requirement that every school has to be inspected at least once per each academic year (URT, 2008). From 2008-2014 each sampled school was to be inspected seven times but that was not done. This means that school inspection is not done at all and this in one way or another leads to poor academic performance in the community secondary schools which are known to have poor academic performance every year.

The reasons given by the respondents for not inspecting the schools as per the requirement of the Ministry of Education and Vocational Training were such as lack of transport, inaccessibility to the interior, fewness of the inspectors, other administrative functions, increased number of schools, lack of money to finance the inspection visits, secondary school inspectors located at the zonal level (Figure 4.1).
The researcher asked the inspectors, heads of schools, and the DEO the reasons why schools are not inspected as required by the Government. Two respondents 29% from the inspectorate said that they are few in number as compared to the number of schools and hence cannot inspect all schools per each academic year. The inspectors also said that they have many activities to do apart from inspecting and so they fail to inspect all schools. One of the respondents put this as follows:

"We have many activities that we are assigned to do by our boss. It becomes difficult for us to inspect all schools." Male School Inspector.

One interviewee equivalent to 14% said that the inspectors sometimes ask a car from the District Executive Director who sometimes may give the transport with the condition of putting fuel. The respondent said that this situation leads to difficulty in going to schools due lack of transport. This finding agrees with what Nkechi (2013) and Grauwe (2001) say that transport for the inspectors in Tanzania is a great problem. This means that most of schools remain uninspected since the inspectors cannot reach them and this has a meaning that quality education is just a dream for
how can one expect good results while no professional guidance and advice is given to the curriculum implementers who are, in this case teachers?

In light of the Close to School Support Model as explained by Grauwe (2008) that school inspections should take in to account the diversities of schools where the most disadvantaged schools are to be regularly and consistently visited with support oriented inspectors, the community secondary schools in Tanzania miss this priority. Due to this situation these schools lack pedagogical support and hence they continue performing poorly. Most of the students fail in their examinations.

On the other hand the 4 heads of schools equivalent to 57% said that financial problems hinder the functioning of the inspectors where one of the respondents said that the inspectors expect money from the schools where every student is required to contribute TShs 1000.

"These people (inspectors) do not have sufficient budget. They depend much on contributions from schools but these schools also fail to get money because parents are too poor to contribute." Male Head of School.

This means that without money inspectors cannot visit the schools as required and hence many of the schools remain uninspected always and hence unprofessional behavior to teachers and students becomes a result. The government has set a policy of Big Results Now but without inspecting the way schools do their work this policy is greatly compromised and hence no improvement of education at all. This situation is among the factors that make teachers perceive school inspection very negatively because they see it as not a very important activity since it is not done on regular basis and secondly it is a toothless section that has no power to sanction any irresponsible teacher or head of school. Consequently they are deemed not important and cannot lead to academic excellence.
4.4.2 Inspection Results

As the data in Section 4.4 show, only one school among the four schools sampled was inspected and was inspected once from 2008-2014. As such the researcher is making an analysis of the data found in this school which is Nkololo Secondary School. The inspection that was carried in 2009 found the following:

(i) Shortage of Classrooms
(ii) No Laboratories
(iii) No Library
(iv) No Examination Hall
(v) No Geography Room
(vi) No Computer Room
(vii) Shortage of desks where by the required desks are 640, the shortage was 324 desks
(viii) Acute shortage of teachers especially science teachers where by the school lacked 12 teachers
(ix) Acute shortage of books and other learning materials
(x) Acute shortage of houses for teachers, no toilets as well
(xi) No culture of preparation of schemes of work and lesson plans and lesson notes
(xii) Syllabuses are not timely covered

The results above show clearly that the necessary inputs for the school are not available and as a result it is impossible for schools to do well in their examinations.

4.4.3 Recommendations by Inspectors

Recommendations to the School Administration

(i) Making regular checking of preparation of teaching and learning materials such as schemes of work, lesson plans and lesson notes
(ii) Teachers should attend all the periods they are supposed to teach and should make use of participatory methods like discussions when teaching
(iii) Covering the syllabuses on time and giving students as many exercises as possible.
(iv) Making sure that truancy of the students is abolished
(v) Encouraging both teachers and students to speak and write English
(vi) Making a program on how to help poor performing students
(vii) Preparing and an Action Plan that shows how the shortcomings will be addressed.

**Recommendations to the Government**

(i) The government should post as many teachers as possible especially science teachers
(ii) The government to send books and other learning materials
(iii) Laboratories and library should be availed
(iv) Students should be given food at school to mitigate or eradicate truancy.
(v) Building hostels for girls for easy control of them
(vi) Building houses for teachers.

### 4.5 Implementation of the Inspection Recommendations

Research data show that implementation of the recommendations by the inspectors is a great challenge. According to one of the respondent the recommendations to the Government have not been implemented to 95%.

"I am telling you there is no implementation of the recommendations directed to the government. We still do not have library, no laboratory, no science teachers have been posted, no enough houses for teachers, students still outnumber teachers. Only two dormitories have been built not by the government but by the people’s initiatives." Male Head of School.

This finding is in consonance with what (Grauwe, 2001) says that in most of the developing countries the implementation of the reports is a great challenge since most of the recommendations are not worked upon. For example in Namibia.

This means that the situation at this school is terrible, for how can students learn and perform well without these requirements? The performance will continue to be poor since the materials required for good performance are not availed by the government.
Underscoring that point the DEO said that the government does not have money to implement all what the inspectors saw as shortcomings.

"The government built so many schools that it most of time fails to manage due to financial problems and this is the reason why our schools are performing poorly in the form four examinations." Male DEO.

The above statement shows that the government does not play its role in making favorable environment for learning. This causes poor performance in the final examinations because the requirements for learning and teaching are not available. Research data show that the shortcomings enumerated by the inspectors have not fully been implemented. Out of the seven recommendations required to be implemented by the Administration only two of them equivalent to 28.5% have at least been implemented. Those recommendations that have been adopted are encouraging debating sessions and fighting against truancy of both teachers and students.

Data from the research show that twenty six respondents equivalent to 100% said that other recommendations are difficult to implement due to their nature that they are out of school’s capability to handle that is, they can only be addressed by the government. Figure 4.2 shows reasons for failure to implement the inspection recommendations.
Figure 4.2: Reasons for Failure to Implement the Inspection Recommendations

Source: Field Data (2014)

Figure 4.2 shows reasons for not implementing school inspection recommendations at Nkololo Secondary school. Five respondents (teachers) equivalent to 19% said that they cannot prepare all the schemes of work and lesson plans because they are very few comparing with the number of classes and streams. This means that scarcity of teachers is still so great a problem that teachers fail to prepare for every class. For example it is difficult for one teacher who teaches forms one to four to prepare lesson plans for every subject and teach effectively. The result of this is inefficiency in teaching and hence poor performance:

"Frankly speaking it is difficult if not possible to prepare all the necessary documents like lesson plans and schemes of work while the workload is greater than the capability. One finds that one teacher teaches more than one subject and more than one class which has more than one stream." 
Female Teacher.
Political interference is a challenge to completing syllabuses. All four teachers (19% plus the head of school (3%). Some political activities interfere with the daily working of teachers like the independence torch which makes schools very busy and sometimes this takes quite many days of preparation and results into failure to cover the syllabuses. Not covering the syllabus escalates to failure to achieve the required performance in the final examinations.

Another reason is that the inspectors delay to bring back the report of inspection to schools. All respondents to this aspect said that report comes late so that they fail to understand what they are supposed to do regarding the implementation of the recommendation. This means that there is some sort of irresponsibility on the part of the inspectors to bring timely the inspection report and consequently implementation is poor.

"It is unfortunate that the Education Act does not have a provision as to when the report should be submitted to schools after inspection so that we can work timely on the recommendations." Male Head of School.

On the part of the students 78% of all respondents said that the government to large extent contributes to the inability to implement the recommendations because most of the recommendations depend on the government and hence the school fails to implement if the government fails to play its part.

4.6 Strategies for Implementation of the Inspection Recommendations

Although very few recommendations have been implemented researcher went as far as investigating on the way these recommendations are implemented by the schools and other educational authorities. All respondents said that the recommendations have got to be implemented by both the school and other educational stakeholders.

4.6.1 Strategies by the Government

Inauguration of the Attendance book for teachers

The DEO through the Ward Educational Coordinator (WEC) should make sure that all teachers register themselves on time in the teachers’ attendance book. The aim of
this is to control truancy of the teachers. This could make them attend daily and those who defied this can be punished. If well implemented, absenteeism can be abolished and this can result in to content coverage and efficient quality education delivery.

“We decided to start this so that we can confirm the information we get from the headmaster about teachers’ attendance because sometimes we get wrong information about teachers attendance.” Male DEO.

This strategy is in agreement with what URT (2009) demands that teacher and learner attendance in classroom is of great importance. The strategy seems good but the problem comes in the way it is implemented. The researcher found that the strategy is just a symbol because whether teachers sign or not, no action is taken against those who do not attend at school. Thus it is a strategy that is not observed and it does not have any impact on those who violate it.

**Posting as many Teachers as Possible to Remote Schools**

The government has been implementing the strategy of making sure that all schools get as many teachers as possible and the remote schools are getting first priority. But the problem is that most of teachers do not report to the work stations due to poor working environment.

“The government is committed to making sure that community secondary schools get as many teachers as possible but it still has a challenge of making working environment favorable.” Male DEO.

This means that in spite of the fact that that the government has this strategy it is not effectively implemented since most of teachers cling to town schools. Nkololo secondary school does not have enough teachers, neither are Old Maswa, Byuna and Gasuma.

**Insisting on Internal Inspection**

Research data show that the DEO on behalf of the DED said that they have been constantly insisting the heads of the school to make internal inspections. This strategy agrees with the model of school site where by the schools are encouraged to
evaluate themselves through their respective heads of schools since external inspectors are few and cannot reach all schools (Grauwe, 2008). This is to some extent done because all the four schools in which the researcher conducted the research, the heads of schools make internal inspections although no serious measures are taken against those teachers and students who fail to accomplish their responsibility as required.

4.6.2 Strategies by the School

The researcher found that only two recommendations out of all recommendations have been implemented by the school. These include:

**Establishment of debating club in the school**

The researcher found that Nkololo secondary school has established debating sessions on every Fridays with the aim of making both students and teachers competent in English language because it is the language of instruction. All 26 (100%) respondents said that the school has this strategy though it is not that much effective because most teachers do not attend the sessions, students participate alone most of the time. This makes it difficult for this strategy to deliver what it is expected of.

**Class Journal To Ensure Regular Attendance Of Teachers To Classes**

The research findings show that the head of school in collaboration with the staff and students have decided to control the habit of teachers of not attending the classes by making sure that every teacher who attends classes must sign in the class journal. The aim here is to control truancy.

"We have started this in order that teachers attend. Those to sign are those who attend classes. This helps to identify teachers who dodge teaching," Male Head of School.

Despite the fact that class journals signing have been established as strategy no action is taken against teachers who do not go to classes. This is put clearly by one the respondents who said that signing is but a formality but no action is taken against
those who do not sign and teach. This means that the strategy is nominal and it does not improve performance whatsoever.

4.7 Challenges that Inspectors Face during Inspection

Research data show that inspectors face a lot of challenges in the course of inspecting schools. It was seen that the work of inspection is very tough and the following were the findings:

4.7.1 Fear of Being Inspected

All the inspectors (100%) met by the researcher for this research said that teachers fear very much when inspectors go to inspect. One of the respondents had the following to say to the question about this:

"Newly employed teachers and any other teachers who have never been inspected are faced with fear and this makes it difficult to make inspection more productive." A male school inspector.

The same is confirmed by one of the heads of schools who said that teachers are very tense when they hear even that inspectors will one day visit them partly due to the fact that they are not used to it. This agrees with what Haule (2012) noted that inspection shocks most of teachers.

This means that with the state of fear it seems that teachers do not give full collaboration to the inspectors by not making open their weaknesses and hence a lack of efficiency and effectiveness. The state of fear also suggests that teachers do not fulfill their responsibility and therefore they work without preparations. All these mean that inspectors interact with teachers who fear them and hence it becomes difficult for them know their problems relating to teaching and learning process and hence provide no support.

4.7.2 Insufficient Staffing

The respondents said that they are few in number as compared to the number of schools especially community secondary schools. This makes it difficult to access all
the schools in each year. One of the respondents said that the number of inspectors does not meet the national standard ratio of 1:30 which means that one inspector is required to inspect 30 schools per year, but the ratio now is 1: 37, meaning that one inspector, 37 schools. This finding concurs with what URT (2010) says, that schools remain uninspected since the number of schools outnumber the inspectors. Moreover the finding concurs with what Hakielimu (2013) found that only 21% of country’s secondary schools in 2013 were inspected leaving others not inspected at all.

This means that the inspectors are overworked and thus do not perform their duty as it is supposed. Many of the schools are left without being inspected because of the inspectors are fewer than schools. Thus without being inspected and if inspected, no efficiency and effectiveness hence poor academic performance

4.7.3 Poor Budget

Data from research show that one the biggest challenges inspectors face is the budget. All 6 (100%) respondents who were asked to answer the question about the challenges facing inspectors said that budget for inspectors is very poor and it never suffices the increasing needs and challenges of the inspectors.

"One of the respondents put this as follows: We face financial problems in our department. It is as if the government does not know the importance of inspection. The money that is budgeted for school inspection is insufficient and does not come as budgeted. There are years where no money is given at all. With this situation it is impossible to conduct school inspections because inspection needs money. It is possible sometimes to make whole school inspection but when time for follow up inspection comes, no money is available, hence follow up inspections are not always done because every inspection needs money and there is no money." Male Inspector.

This statement means that inspectors sometimes do their work but they do not make follow up of what they recommend because of lack of money. The finding is in consonance with what Grauwe (2001) and Onasanya (2011) who say that most of the
developing countries fail to finance their inspectorates since they are departments within the ministries of education and are not considered with priority. This therefore affects the whole activity, for without follow up how does one establish that the work done was implemented? It should be born in mind that Tanzania like most of African countries has adopted the Classical Model of School Inspection which needs quite sufficient resources to make it work and but given the nature of Tanzania’s financial resources it is difficult to access all schools, and since the model is bureaucratic with many offices in various levels financing all these is difficulty.

4.7.4 Lack of Allowances

This is another problem connected with poor budget. All 6 (100%) respondents to whom this question was directed said that inspectors get a problem with the allowances. One the head of school puts this as follows:

"These people are not given allowances and sometimes they ask money from us. Because of that they are not motivated and hence they do not perform their duties responsibly." A male head teacher.

One of the respondents said that sometimes they use their own salaries in the course of inspection. This finding has an interpretation that school inspectors fail to fulfill their responsibility regarding inspecting schools are likely not to reach the schools.

4.7.5 Insufficient Secretarial Services

Research data shows that school inspectors lack such important secretarial services like computers, photocopiers and duplicating papers. This leads to problems related to report writing and other related activities. One of the respondents lamented:

"How do you write the report without computers, without duplicating papers, without photocopiers? How do you produce the reports?". A male inspector.

This finding agrees with Grauwe (2001) who says that in Tanzania inspectors lack necessary equipments for their work. This is why the reports are not sent timely to schools inspected, to other authorities required to implement the recommendations.
4.7.6 Poor Infrastructure During Rainy Seasons

This again is one of the challenges that the inspectors face. Most of the schools in the Bariadi District are located far in the interior. These places are so rough that during rainy seasons the inspectors fail to reach some of the schools. For example one of the heads of schools said that his school missed inspection because the inspectors could not pass over flooded river and the road was very slippery. Due to this the government fails to get the picture of what is true about the statuses of schools and also teachers lack pedagogical skills that could be given to by the inspectors.

4.7.7 Academic Qualifications

Data from research show that the issue of academic qualification is a great problem both to teachers and school inspectors. Inspectors get this problem when they find that the teachers whom they are inspecting have higher education than theirs. Such teachers are normally not ready to be inspected. They contend that it is unfair to be inspected by a person who knows less than they do in academic matters and as such they despise their criticisms. Consequently, there is likely rejection of the recommendations they give to teachers. This issue is affirmed by one of the respondents who said the following:

"Some of the teachers say that the inspectors are principally their students in the sense that they know more than they do, some teachers have Masters degrees while an inspector has a diploma, how can a diploma holder inspect a person with a masters degree in issues related with curriculum implementation and professionalism? How can he criticize that the way they are teaching is not correct?" Female Teacher.

Cementing this argument one of the inspectors said:

"It is higher time that inspectors should be people of higher academic qualifications than teachers so that contempt from teachers is eradicated." Male Inspector.
This finding agrees with what Machumu (2012) says, that some teachers pose a challenge of looking down upon the inspectors due to education status. This means that the recommendations given by inspectors are likely to be rejected since the teachers despise them and consider them as wasters of time such that the whole activity is not fruitful.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Study Findings

5.1.1 Perception of Teachers on School Inspection
The result of findings revealed that school inspection as a tool to monitor and improve the quality of Education in Tanzania is not effective and efficient. First, of all four community secondary schools under study, only one school was inspected from 2008-2014 and it was inspected only once. The rest have never been inspected. This situation has been due to lack of enough inspectors, transport problems, lack of money to finance trips to schools for inspection, mushrooming of community secondary schools which make it impossible to access them all, other administrative activities apart from making inspections.

It was found that majority of teachers do not perceive well school inspection. Only a few of them see it as a good instrument of monitoring the quality of education. More than 70% of the responses over the perception view school inspection as waste of time. This includes both those who have ever been inspected and those who have never been inspected. It is also seen as a toothless organ that has no authority of taking corrective measures against violators, uses abusive language and some of the inspectors ask questions that are out of schools’ capability. Moreover due to failure of the relevant authorities to implement the recommendations increases this negative perception.

5.1.2 Implementation of the School Inspection Recommendations
As it was found in the field, only one school out of four schools the researcher made the research, only one school has ever been inspected it was inspected once since it was opened. This is equivalent to 25% of the inspection. In other words, school inspection is not done. The requirement is that at least each school is to be inspected
once per year. Because this is not usually done, it is right to conclude that the role of school inspection in improving academic performance is not done is not seen.

The researcher having found that three schools have never been inspected concentrated with one school which had been inspected once since 2008. It was found that the inspectors found many problems which hinder academic performance. Such shortcomings were such as shortage of teachers, library, laboratory, desks, poor attendance of teachers and students in classes, poor English language speaking, failure to complete syllabuses and houses for teachers.

It was found that the inspectors gave recommendations to both school administration and the government for action, but only few recommendations were implemented amounting only to 28.5%. Those recommendations directed to the government have almost not been implemented. This means that school inspection has not improved academic performance in the community secondary schools since the recommendations for improvement have not been implemented.

5.1.3 Challenges that Inspectors Face in the whole Process of Inspection
It was found that inspectors face so many challenges in the course of their work. The challenges that were faced by the researcher are such as transport problem where by the respondents said that when they go for inspection they ask for a car from the DED who quite sometimes refuses to give them and if given they are to put fuel. Other challenges are such as poor budget, lack of transport, shortage of inspectors as compared to the increased number of schools, lack of mandate to take action against poor performing schools, poor allowances, lack of secretarial services like computers and duplicating papers and poor implementation of what they recommend.

5.2 Conclusion
Majority of the respondents had negative perception regarding school inspection giving reasons that it is a waste of time, toothless department, and irresponsible instrument, uses harsh language and lacks personnel who are fully informed about curriculum issues. Some respondents had positive attitudes toward school inspection
and they gave explanations that if teachers are well prepared they cannot fear and hate school inspection. Those teachers who are responsible with their teaching activities are always ready for inspection. With this negative perception of school inspection it implies that no matter how the Government may improve school inspection teachers will not be happy with it and this will always turn the whole activity into big challenges. It is until there is deliberate revolution in the inspection process that it will be productive.

Also there were respondents who had a neutral position regarding school inspection. These were those who saw school inspection as a vehicle for improving academic performance if it is well organized and an autonomous department and if it acts in accordance with the rules and regulations. This gives a picture that school inspection is not well organized although it is a very useful instrument. Regarding the way inspection recommendations are implemented, first, very few have been implemented especially those recommendations directed to the government; second, the strategies for implementation of the recommendations are not implemented sufficiently both by the school administrations and the government.

Strategies for implementing the recommendations are inadequate and worse still they have never been implemented. The culture of not implementing the recommendations results in to disappointment of both teachers and the inspectors themselves and this leads to seeing the whole process of inspecting schools as futile. Poor implementation of the recommendations implies that education will continue to deteriorate. The deterioration of Education leads to poor economy since the man power has no required skills that enable continuous and sustainable development.

With regard to challenges it was found that school inspectors are faced with a number of challenges while fulfilling their responsibilities. Such challenges are like lack of transport, lack of money to make follow up of what they recommended and lack of cooperation from teachers and the school authorities just few to mention.

These challenges imply that school inspections cannot improve the quality of education for without transport schools cannot be reached and this leads to
unprofessional practices in schools since there is no authority that monitors them, hence poor academic performance.

Secondly, it is likely that when schools are not inspected the Ministry and Local governments will miss a lot of information about the statuses of the schools and consequently no deliberate intervention can be made. It is until these challenges are addressed that school inspection will deliver to the maximum and hence improvement of academic performance.

5.3 Recommendations
This study discovered that school inspection in Tanzania particularly in the community secondary schools under study which were Nkololo, Gasuma, Old Maswa, and Byuna is not done and when done the recommendations are not worked up on. This study therefore recommends the following:

Ministry of Education and Vocational Training (MoEVT)
The MoEVT should make sure that it trains as many inspectors as possible so that the ratio between the number of schools and inspectors is fair. If the Government through this Ministry does this many secondary schools will be inspected and hence increase academic performance.

(i) There is a need to make secondary school inspectors available at the district level. Currently, secondary school inspectors are centered at the zonal level. This makes it difficult to reach all schools. But if they are centered at the level of district it will be easy to inspect as many schools as possible.

(ii) The Government should make school inspectorate an Agency with full authority to impose penalty on the poor performers. This will make it respected by teachers and other stakeholders.

(iii) The recommendations inspectors give should be worked upon since they aim at making sure that schools perform well in all areas regarding academic performance. The reports should be read and worked upon.
Inspectors have to be people of higher education and integrity so that they may not be despised by those whom they inspect. There should be special trainings for inspectors.

There should be special budget which is sufficient to finance all the needs of inspection. Currently inspectors are crying because they do not have the requirements for doing their work as required.

Inspectors
They should act in the way of making the inspections friendlier so that they win confidence of the teachers and students and thus improve academic performance. That is, there should be friendly relationship between inspectors and teachers.

Schools
(i) Schools should act on the recommendations given to them by the inspectors. They have to have strategies that are aimed at addressing the shortcomings seen and be serious with their implementation. This is because some strategies are not respected and not translated into action.

(ii) The heads of schools should always conduct internal inspections since external inspectors are not sufficient to reach all schools. It is their duty to make sure that they inspect and take action for corrective measures.

5.4 Areas for Future Research
Future researchers should make a rigorous quantitative analysis on school inspections in Tanzania.
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APPENDICES

Appendix 1A: Questionnaire for School Inspectors

Dear Respondent, my name is Method, Frimatus Lupimo, a student at Mzumbe University. I am doing a research on the Role of School Inspection in Improving Academic Performance in Community Secondary Schools in Tanzania. A Case Study of Bariadi Rural District. This research is part of the requirements of Master of Arts in Public Administration. I kindly ask you to fill in this questionnaire by ticking the appropriate answer and explaining where required. The information you will give will be confidential and for academic purpose.

Part I: Personal Information

Name ........................................................................................................
Age ...........................................................................................................
Work experience ....................................................................................

Part ii: Specific Information

1. Do you think that your number is proportional with the number of schools?.
   (i) Yes (   )
   (ii) No (   )

2. If no, why?
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3. How many schools do you inspect per academic year?
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   ........................................................................................................
4. Do you give professional support to teachers?
   (i) Yes ( )
   (ii) No ( )

5. If yes, what kind of professional support do you give them?
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6. What type of recommendations do you give when inspecting schools?
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7. Do you make follow up to see the implementation of the recommendations?
   (i) Yes ( )
   (ii) No ( )

8. If yes, to what extent are those recommendations implemented?
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   ……………………………………………………………………………………

9. If no, why don’t you make follow up?
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10. Are you satisfied on how the recommendations are implemented?
    (i) Yes ( )
    (ii) No ( )

11. If yes, why are you satisfied?
12. If no, why so?

14. What measures do you take against schools which do not implement the recommendations?

15. Are these recommendations implemented by only particular schools or there are also other educational authorities?

16. What are these authorities?

17. Do you think that your guide/handbook really sufficiently addresses the poor performance?
   (i) Yes (    )
   (ii) No (    )
18. If no
Why?................................................................................................................
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20. Do you think teachers give you full cooperation when inspecting?
   (i) Yes (   )
   (ii) No (   )

21, If yes, how?
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22. If, no why?
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23. What do you exactly find when you inspect the schools in relation to the teaching and learning process?
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24. How do teachers react to your work of inspecting them?
   (i) Positively (   )
   (ii) Negatively (   )

25. If they negatively, why do you think they act that way?
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26. Do teachers and school leaders work on your comments, recommendations and reports?
   (i) Yes ( )
   (ii) No ( )

27. If yes, how?
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   ……………………………………………………………………………………
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28. If no, why?
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29. Do you think that negative perception can lead to rejection of the implementation of the recommendations?
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30. What are the challenges you face in the course of inspection?
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31. What are the sources of those challenges?
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32. How do you tackle the challenges?

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33. What should be done to improve school inspection?

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Appendix 1B: Questionnaire for Teachers

Dear Respondent, my name is Method, Frimatus Lupimo, a student at Mzumbe University. I am doing a research on the Role of School Inspection in Improving Academic Performance in Community Secondary Schools in Tanzania. A Case Study of Bariadi District. This research is part of the requirements of Master of Arts in Public Administration. I kindly ask you to fill in this questionnaire by ticking the appropriate answer and explaining where required. The information you will give will be confidential and for academic purpose.

Part I: Personal Information

Name.................................................................................................................................
Age..................................................................................................................................
Gender...............................................................................................................................
School..............................................................................................................................
Work experience.............................................................................................................

Part II: Specific Information

1. Are you aware that schools are to be inspected?
   (i) Yes (    )
   (ii) No (    )

2. If yes, how many times are they to be inspected per year?
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3. How many times has your school been inspected from 2008-2014?

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4. Did the inspectors leave the inspection report copy at your school?
   (i) Yes (     )
   (ii) No (     )

5. If yes, did you see and read the report?
   (i) Yes, (     )
   (ii) No. (     )

5. If yes, can you mention some issues contained in the inspection report?
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………

6. If no, can you give the reasons?
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7. Are there by laws, plans and strategies to implement the recommendations given by the inspectors?
   (i) Yes (     )
   (ii) No (     )

8. If yes can you mention any policies the school has regarding the implementation of the recommendations?
   ………………………………………………………………………………………
   ………………………………………………………………………………………
9. Are you involved in making these laws, regulations and strategies?
   (i) Yes ( )
   (ii) No ( )

10. Do you think that school inspections are useful in enhancing academic performance?
    (i) Yes ( )
    (ii) No ( )

11. If yes, can you state the importance of school inspection?
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12. If no, why do you think so?
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13. Are inspectors friendly during and after inspection?
    (i) Yes ( )
    (ii) No ( )

14. If yes, how are they friendly?
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    ……………………………………………………………………………………………

15. If no, why?
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16. Do you think the report of inspection gives picture of the really situation or picture of your school?  
   (i) Yes (     )  
   (ii) No (     )  

17. If yes, how?  
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   ……………………………………………………………………………………………………………………………  

18. If no why  
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19. Do inspectors come back to see the implementation of the recommendations?  
   (i) Yes (     )  
   (ii) No (     )  

20. Does the head of school carry out internal inspections?  
   (i) Yes (     )  
   (ii) No (     )  

21. If yes, how many times per month?  
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22. Are you satisfied with the internal inspections?  
   (i) Yes (     )  
   (ii) No (     )
23. If yes, to what extent are you satisfied?
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24. If no, why are you not satisfied?
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25. What support do inspectors give you when inspecting your teaching?
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26. What should be done to make inspections more productive?
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Appendix 1C: Questionnaire for Students

Dear Respondent, my name is Method, Frimatus Lupimo, a student at Mzumbe University. I am doing a research on the Role of School Inspection in Improving Academic Performance in Community Secondary Schools in Tanzania. A Case Study of Bariadi Rural District. This research is part of the requirements of Master of Arts in Public Administration. I kindly ask you to fill in this questionnaire by ticking the appropriate answer and explaining where required. The information you will give will be confidential and for academic purpose.

Part I: Personal Information
Name……………………………………………………………………………………………………
Age……………………………………………………………………………………………………
Form……………………………………………………………………………………………………
Age……………………………………………………………………………………………………
Sex……………………………………………………………………………………………………

Part II: Specific information

1. Is your school inspected?
   (i) Yes (  )
   (ii) No (  )

2. If yes, how many times has it been inspected per year?
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   ………………………………………………………………………………………………………
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3. Do inspectors inspect you as students?
   (i) Yes, (  )
   (ii) No (  )
4. If the answer is yes, what areas do they inspect you?

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5. Do inspectors observe teachers when they are teaching you?
   (i) Yes (    )
   (ii) No (    )

6. For how long do they stay in class while teachers are teaching?

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7. When the inspectors come do they take the teachers’ class attendance?
   (i) Yes (    )
   (ii) No (    )

8. Is there any difference in the way teachers teach before inspectors come and when they are present?
   (i) Yes (    )
   (ii) No (    )

9. If yes, what is that difference?

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10. After inspection do you get the results of inspection?
    (i) Yes (    )
    (ii) No (    )
11. If yes, how do you get them?

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12. What areas of inspection results do you get?

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13. Who releases those inspection results?

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14. Are you satisfied with those results of school inspection?
   (i) Yes ( )
   (ii) No ( )

15. If yes, why are you satisfied?

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16. If no, why?

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17. What changes do you see as a result of inspection?

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18. Can you mention any recommendations of the school inspection report?

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19. Which recommendations have been implemented?

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20. Does the head of your school conduct school inspection?

(i) Yes (   )
(ii) No (  )

21. If yes, which areas are inspected?

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22. Has inspection improved academic performance?

(i) Yes (   )
(ii) No (  )

23. If yes, how has it improved?

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24. If no, what are your suggestions to improve?

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Appendix 1D: Questionnaire for the DEO

Dear Respondent, my name is Method, Frimatus Lupimo, a student at Mzumbe University. I am doing a research on the Role of School Inspection in Improving Academic Performance in Community Secondary Schools in Tanzania. A Case Study of Bariadi District. This research is part of the requirements of Master of Arts in Public Administration. I kindly ask you to fill in this questionnaire by ticking the appropriate answer and explaining where required. The information you will give will be confidential and for academic purpose

Part I: Personal Information
Name………………………………………………………………………………………………………
Age………………………………………………………………………………………………………
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Age………………………………………………………………………………………………………
Sex………………………………………………………………………………………………………

Part II: Specific Information
1. How many schools are there in your district?
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2. What are the major inspections carried out in community secondary schools?
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3. How many times are they to be carried out per year?
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4. Do inspectors send school inspection report to you?
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5. If YES, what is your view on these reports?
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6. If no, why do they not send to you those reports?
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7. What are the major results of those inspections?
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8. Were the results of inspections good or bad?
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9. If bad, can you mention some of the weaknesses detected by the inspectors?
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10. How do you tackle them?
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11. Do you have policies, regulations or manuals to guide the implementation of the recommendations?
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12. If yes, can you explain some of these policies, rules, and regulations?
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13. How do you ensure that these policies, rules and regulations are walked out?
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14. Do you think the inspection report influences you in your daily working?
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15. If yes, can you explain how??
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16. If no can you explain why?
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16. What challenges do you face in the course of implementing the recommendations?
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17. If yes, what are these challenges?
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18. How do you tackle them?
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19. Have the school recommendations influenced academic performance in your schools?
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20. If yes, how have they influenced?

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21. If not, can you give reasons?

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22. What challenges do inspectors face in their course of inspection?

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23. Does your office also carry out inspections?

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24. If yes, how many times per year?

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25. If not, why?

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26. What are the general results of these inspections?
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27. What are the major areas do inspections focus on?
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29. Of those areas is every school supplied with resources to meet the demands of inspections?
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30. If yes, can you explain
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31. If no, why?
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32. What do you think can be done to make school inspections more fruitful?
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Appendix 2A: Interview with the Head of School

Part I: Personal Information
Name……………………………………………………………………………………………..
Age……………………………………………………………………………………………..
Form……………………………………………………………………………………………
Age……………………………………………………………………………………………..
Sex………………………………………………………………………………………………

Part II: Specific Information

1. For how long have been the head of school now
2. How many teachers does your school have?
3. Are they sufficient?
4. What are the major types of inspections?
5. How many times is the school supposed to be inspected per year?
6. What were the major results of those inspections?
7. Were they good or bad? If bad, why?
8. What is your attitude towards school inspections?
9. What kind of communication style do school inspectors have when visiting you in your school?
10. Is it true that when school inspectors visit your school teachers tend to be tense and fearful?
11. How do your teachers perceive school inspection?
12. Is there any professional support that school inspectors offer when they visit you? Yes…………No…………….. If yes, what kind of professional support do they provide?
13. How many times has your school been inspected externally from 2008—2014?
14. Do school inspectors have the opportunity to talk with students when they visit your school?
15. Do you get the report of inspection from the inspectors?
16. What were the major results of those inspections?
17. Were they good or bad? If they were bad, what were the reasons?
18. Are there bylaws, regulations or plans you have regarding the implementation of these recommendations?
19. If yes, when were these documents prepared and became operational?
20. Before formulation of policies, regulations, what instruments were you using to make sure that academic performance is higher?
21. What kind of recommendations have you implemented?
22. Do you have an action plan that indicates how you address the main points identified in the inspection report?
23. If yes, can you show me?
24. If no, why don’t you have it?
25. How do you communicate the inspection results to teachers, students and board members?
26. What are the challenges regarding the implementation of these recommendations?
27. What do you suggest to be the means to solve those challenges?
28. What should be done so that school inspections can have a positive contribution towards teaching and learning?
29. How have school inspections improved the quality of Education at your school?
30. While conducting school inspections, do you incur any cost?
31. What are those costs and what are the sources of those funds to run the inspection?
32. Do you carry internal inspections?
33. If yes, what are the areas of inspection?
34. Of those areas which are of great challenges?
Appendix 2B: Interview with school Board Members

Part I: Particular Information
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Age……………………………………………………………………………………………………
Form…………………………………………………………………………………………………
Age……………………………………………………………………………………………………
Sex……………………………………………………………………………………………………

Part II: Specific information
1. Do you think it is important to conduct school inspection?
2. If yes, what is the importance of school inspections?
3. If no, why?
4. Since 2008-2014, how many times has your school been inspected?
5. Who conducted that inspection?
6. What areas are inspected?
7. How do you get the results of inspection?
8. What are the results of that inspection?
9. Were those results satisfactory?
10. If yes, how?
11. If no, why?
12. Can you mention some of the recommendations of the inspection you remember?
13. What ways do you use to implement the recommendations?
14. What are the challenges do you encounter in the course of implementing the recommendations?
15. Do the inspectors come back to see the implementation of the recommendations?
16. In what ways can inspection be improved to improve academic performance?
17. What are the other factors that lead to poor academic performance?