

**INFLUENCE OF SCHOOL INSPECTION ON STUDENTS'
PERFORMANCE IN TANZANIA: A CASE OF PUBLIC
PRIMARY SCHOOLS IN KARATU
DISTRICT COUNCIL**

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STUDENTS' PERFORMANCE IN TANZANIA: A CASE OF
PUBLIC PRIMARY SCHOOLS IN KARATU
DISTRICT COUNCIL**

**By
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**A Dissertation Submitted in Partial Fulfilment of the Requirements for Award
of the degree of Master of Arts in Education (MA-ED) of the Mzumbe
University
2018**

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled **“Influence of School Inspection on Students’ Performance in Tanzania: A case of Public Primary Schools in Karatu District Council”** in partial fulfilment of the requirements for award of the degree of Master of Arts in Education of the Mzumbe University

Major supervisor

Internal Examiner

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Accepted for the Board of Faculty of Social Sciences

DEAN, FACULTY OF SOCIAL SCIENCES

DECLARATION AND COPYRIGHT

I, Basilisa Gaudence Lulu declare that this report is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

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DEDICATION

I dedicate my work to my husband Abraham Paresso and my children, Violeth and Hans for their support during my studies. May the Lord bless them always.

LIST OF ABBREVIATIONS AND ACRONYMS

BEST	Basic Education Statistics of Tanzania
BRNEd	Big Results Now in Education
CASEC	Community Aid and Small Enterprise Consultancy
CC	City Council
CIS	Chief Inspector of Schools
CSEE	Certificate of Secondary Education Examinations
DAO	District Academic Officer
DC	District Council
DED	District Executive Director
DEO	District Education Officer
EFA	Education for All
ESDP	Education Sector Development Programme
FGD	Focus Group Discussion
GCF	Grand Circle Foundation
MAED	Master of Arts in Education
MDGs	Millennium Development Goals
MoEST	Ministry of Education, Science and Technology
MOEVT	Ministry of Education and Vocational Training
NGOs	Non- Governmental Organisations
NECTA	National Examinations Council of Tanzania
OFSTED	Office for Standard in Education
PEDP	Primary Education Development Programme
PO - RALG	President's Office, Regional Administration and Local Government
PS	Permanent Secretary
PSLE	Primary School Leaving Examination
QA	Quality Assurance
RVCF	Rift Valley Children Foundation
SQA	School Quality Assurance
SLO	Statistics and Logistics Officer
SPSS	Statistical Package for Social Science Programmes

UK	United Kingdom
URT	United Republic of Tanzania
USA	United States of America

ABSTRACT

The study dealt with Influence of School Inspection on Students' Performance in Tanzania: a case of Public Primary Schools in Karatu District Council. The main objective of the study was to investigate the impact of school inspection on students' performance in PSLE of public primary schools in Karatu District Council. Specifically, the study intended, to investigate the contribution of frequent school inspection to students' performance in PSLE in Karatu District Council, to examine the effect of school inspection to teaching and learning process in public primary schools and assess educational stakeholders' perceptions on outcomes of school inspection in public primary schools in Karatu District Council. The study involved nine public primary schools selected purposely according to their examination performance in PSLE.

From empirical literature reviewed it was seen that school inspection in some extent has impact on students' performance, also the study applied the systems theory. The study used purposive sampling to obtain key informants and random sampling to select school committee members, teachers, and non-teaching staff where a total of 85 respondents were involved in the study.

The research used a case study design whereby both qualitative and quantitative approaches were used. Data collection tools such as questionnaire, interview, focus group discussion and documentary review were used.

The findings revealed that school inspection has great effects on students' performance in primary schools. The results showed that school inspection was done twice a year; this was the experience in three out of the nine selected schools and once a year in the remaining six schools. The study further exposed that schools which were inspected twice a year had a better examination performance in PSLE compared to those with less inspection. In addition, the findings show that schools which were inspected twice a year had a better teaching and learning strategies as measured by the number and quality of lesson plans, schemes of work, teaching and learning materials, and students' exercise books than schools which received the inspection once a year. It was further found that education stakeholders were not aware on the outcomes of school inspection on examination performance.

The study concludes that teaching and learning in schools need close supervision and monitoring. It is therefore recommends that schools should be regularly inspected to improve the performance in PSLE.

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CHAPTER ONE

PROBLEM SETTING

1.1 Introduction

This chapter comprises of the background to the study, statement of the problem, research objectives, and research questions, scope of the study, the limitation of the study, significance of the study and organization of the study.

1.2 Background to the Research Problem

Education in Tanzania is provided by both public and private sectors. The general structure of education is as follows: 2 years of pre-primary education for ages 5- 6 (year 1 and 2); 7 years of Primary education for ages 7-13 (standard I-VII); 4 years of secondary ordinary level education for ages 14-17 (Form 1-4); 2 years of secondary advanced level for ages 18-19 (Form 5 and 6); 2 years of vocational to be awarded certificate for Form 4 leavers and Diploma for Form 6 leavers; and 3 or more years for university education (URT 1995).

Like other countries, performance in examinations remains the most reliable parameter used to measure educational output in Tanzania. Through examination results, it was recently noted that performance in secondary schools is visibly declining. For instance, pass rates at Division I-III in Certificate of Secondary Education Examinations (CSEE) has fallen from 35.6% in 2007 to 27.6% in 2016 whereas division 0 scores increased from 9.7% in 2007 to 29.9% in 2016 (BEST, 2007 : 2016). Studies show that the situation is worse in public secondary schools than private secondary schools (URT, 2015).

While the case is alarming in secondary schools, primary schools are without exception. In primary schools according to Examination Statistics of National Examinations Council of Tanzania the number of pupils' failure in Primary School Leaving Examinations (PSLE) is great in every year (BEST, 2013).

Table 1:1 The number of pupils’ wrote and failure in Primary School Leaving Examinations (PSLE) at National level

Year	No of candidates sat for examination	No of candidates failed in examination	% of students failed
2013	844,938	417,332	50.39%
2014	792,122	340, 730	43%
2015	763,606	245,572	32%

Source: NECTA, 2013; 2014; 2015

These results prompted public and professional concerns which led to a number of studies to investigate the causes of the problem. Such studies were done by (Todd and Brock, 2013; Robin and Ian, 2014 and Lugenge, 2015). From the studies, many reasons were advanced to explain poor performance in primary schools. Some of the reasons were shortage of teachers, low morale of teachers, limited teaching and learning materials, limited infrastructure and facilities like classrooms and desks, and poor teaching and learning methods (Mwaisaka, 2014; Kambuga and Dadi, 2015).

However, there is a dearth of information about the linkage between students’ performance and school inspection. Education stakeholders including parents, community members, politicians, academicians, and NGOs are questioning on whether school inspections have anything to do with the trends of students’ performance in PSLE particularly in public primary schools. For instance, Mwakaluka, (2014) in Mwananchi Newspaper, headed “How School Inspections Contribute on Students’ Performance”, contended that education stakeholders gave views on the complaints of contribution of school inspection to Examination performance.

The directorate of school inspection is a component in the Ministry of Education, Science and Technology (MoEST) which is charged with supervision of quality of education in Tanzania. The President’s Office, Regional Administration and Local Government (PO- RALG) is charged with administration and management of adult and non-formal education, special needs education and secondary and primary schools, (URT, 2010). It is for this reason that inspection and supervision have long

been the major tools used by MoEST to enhance professional support to teachers to improve the quality of teaching and learning process (URT, 2010).

Historically, school inspection worldwide has been in practice for many years in most of the countries since 18th century. Also, school inspections were considered as a key tool to ensure that all education staff respected the same rules and regulations and followed a similar programme (Grauwe, 2007). The examples of the several countries practicing school inspection services are: France, which was the first country in the world to practice the school inspections at the end of the 18th century by Napoleons regime. In other European countries such as Netherland, school inspection has practiced in the 19th century, in the United Kingdom (UK), the inspection services were carried out by Her Majesty's Inspectorate since 1839 (Wilcox, 2000). The Dutch Inspectorate of Education was also established in 1801, as one of the oldest operating Inspectorates in Europe (Ehren and Honingh, 2012). In Sri Lanka, Nepal, and Bangladesh, the notion of supervision was introduced to counter the criticisms of the inspection system, and to realize the goal of improving schools through ongoing support and guidance (Jaffer, 2010).

In African context especially in Sub Saharan countries for example Kenya, inspection of schools has been delegated to the Ministry of Education in accordance with the provisions of the Education Act, Chapter 211, Section 18 of the Laws of Kenya, which empowers the Minister of Education to promote the education of her people, hence the management and general control of the school system in particular is the responsibility of the Ministry of Education (Republic of Kenya (1999). In Uganda, the Government established the Directorate of Education Standards (DES) with the Ministry of Education and Sports (MoES) in 2008 aims to carry out school inspection, document and share best practices within the education system among other functions (MoES, 2008).

In Tanzania, the school inspection was introduced for the first time by the German colonial administration in 1903. Later, in 1919 Britain developed school inspections after they had taken over as a new colonial ruler from German. In 1922 the formalized supervision was introduced and the management of this supervision was

assigned to the chief Education Officer, while in 1952, the government chief inspector of schools was appointed and specific school inspectors were given the mandate to inspect schools (URT, 2008).

The major objective of the establishment of the school inspectorate department in Tanzania was to enhance the quality of teaching and learning for basic, secondary and teacher education (URT, 2014; 1995). Hence, it advises the MoEST on the best way of implementing education policy. Moreover, the education sector Reform Programme launched by the Government in 1998 and its review expressed the need to strengthen the inspectorate for quality education (URT, 1998). It emphasizes that improvement of teaching and learning in schools relies heavily on quality inspection and supervision (URT, 2010). Thus the scenario of poor school performance in the presence of school inspection invite questions worth for research investigation.

The School Inspector's Training Manual, clearly stipulated the aim of inspection and supervision as to improve instructions in schools and assist in maintaining standard of education system (URT, 1999). In this case, inspection has to be efficient and effective through role performance by the inspectorate division of the ministry of education. The purpose is to advise MoEST on the best way of implementing education policy. Therefore, the inspectors are used as insiders on the part of the Ministry of Education and as outsiders on the part of the school, also to provide expertise on the organizational and curriculum issues by doing the followings responsibilities: To inspect all schools and write reports with the purpose of advising the chief education officer on matters which require decision making for further improvement; To inspect, educate and advise owners, managers, school boards or committee and teachers on the best implementation of school development plans; To initiate and conduct education, research and disseminate the information for the purpose of improving the teaching standards in schools; To act as a link between schools, other institutions and the MoEST; To take part in book writing, book review and production of handouts, journals and articles for various academic subjects; other responsibilities are: To pursue personal, professional and academic development; To

conduct in-service trainings for teachers; and To carry out supervisory visits in order to improve quality of teaching in schools (URT 1999).

Knowing the aim, purposes and responsibilities of school inspection in Tanzania helps to understand the value of School Inspectorate Department in improving the quality of education as well as students' performance; hence it is a sensitive organ in MoEST.

Records show that the establishment of the school inspectorate department in Tanzania after independence evolved within the framework of the Tanzania's Education Act No. 25 section 42 of 1978 and its amendments Act No.10 of 1995; as well as the current educational policy of 2014. The Act states that: "*Every inspector shall make appropriate recommendations to the head of the school concerning methods or ways of rectifying the observed problems during the inspection*". It adds that "*the school inspector shall follow up his or her reports and its recommendations*" (URT 1995). The School Inspectorate is expected to be supportive and promote good performance among students and schools inspectors are obligated to make appropriate recommendations and to monitor the implementation of curriculum. Therefore, the inspectors are used as insiders on the part of the ministry of education and as outsiders on the part of the school, to provide expertise on the organizational and curriculum issues.

Normally, whole school inspection is supposed to be done at once per year, while follow up inspection should be done in six months after whole school inspection and ad hoc inspections should be done any time if there is a need to do so (URT, 1999). During inspection the most consideration are on main six areas; School management and administrative in this area issues concern are on how head teachers manage administrative issues, another area is implementation of curriculum which consider on academic issues such as preparation and use of teaching and learning materials like scheme of works, lesson plans, teaching aids, pupils activities, lesson notes and subject log book, other areas are school buildings, furniture and infrastructure; school environment; and school culture and games.

After inspection inspectors gave brief feedback orally during exit meeting with teachers of the concern school and write report then they sent it to head teachers, DED, zonal chief school inspector and the Permanent Secretary of MoEST. Also during inspection inspectors support by guiding and advising teachers as they observed the weaknesses; they insist the proper use of teaching and learning materials, participatory methods and techniques; help head teachers on proper way of administrative; advising on environment conservation and all about school culture and games.

The study done by Uwazi and Twaweza, (2011) on *'When School Inspection doesn't deliver'* contends that "the effect of school inspection depends on how it is done and whether the results are used as a tool to drive improvement of students' performance" Also, it added that: "If inspections are not done effectively, if communication and feedback is lacking, if there is no follow up on recommendations, and if there is no way of assessing whether inspections are delivered or not, then school inspections can be reduced to a waste of useful public resources and time" (page 24).

These quotations imply that school inspection is the most useful tool for weighing quality of education if has been done effectively and efficiently. The need for having quality education has always been the Tanzania dream. School inspection is an essential instrument of the Government, and in particular of the MoEST which can use it to ensure that performance in schools is improving (URT, 1995).

The school inspectorate department therefore, if its responsibilities are well organised and its duties are conducted effectively is expected to support and promote good performance among students, improve teaching and learning environment and other related activities in school as whole.

Another Study done by Matete (2009), on *'The Impact of Primary School on Teaching and Learning in Tanzania'*, found that the school inspection plays a potential role towards improving teaching and learning. Teachers perceived the advice and feedback given through inspection reports and recommendations useful

for making improvements in their work performance. However, sometimes inspections reports and recommendations were not acted upon by the respective authorities to bring about effective impact on teaching and learning, (page 49).

The studies addressed that effectiveness on school inspection will improve the quality of education if done on time and properly. Studies further found that teachers got highly support during inspection as they were guided and advised. From the studies it was founded that recommendations given by inspectors in the reports were not considered by personnel concerned such as DED, the Permanent Secretary of MoEST to take measures on how to solve the weaknesses addressed in the report which has a great effect to student performance.

The government of Tanzania has taken some initiatives to improve quality in education. Such initiatives are; to develop the Education Sector Development Programme (ESDP) in 1997 which aims to translate policy intentions into a feasible and coherent development framework in pooling human, financial and material resources. The programme also involves all key stakeholders in education planning, implementation, monitoring and evaluation starting with the development of primary education (URT, 1997).

Later on, to support ESDP the government launched Primary Education Development Programme (PEDP) phase I in 2002 to 2006 and PEDP phase II in 2007 to 2011 the programme was strategically designed to achieve Millennium Development Goals (MDGs) and Education For All (EFA) operational targets. Also the Programme addresses the critical challenges facing primary education (PEDP 1, 2002). PEDP phase II aimed to improve the quality of teaching and learning and provision of quality services with a positive impact on learning outcomes by training and upgrading teachers also in monitoring and evaluating education process. It also focuses on improvisation and availability of teaching and learning materials for quality learning outcomes (URT, 2006).

Another initiatives taken by the Government was Big Results Now in Education (BRNEd) programme which was launched in 2013 as a copied strategy from

Malaysia expected to fast track the improvement of quality basic education service delivery (URT, 2012). It aimed at providing tangible improvements in student learning outcomes at primary education in the short term in a bid Tanzania to become a middle income by 2025. The introduction of BRNEd initiatives expected to improve PSLE performance by improving pass rate to 60% by year 2013 and 70% by year 2014.

The Tanzania development vision 2025 envision the total eradication of poverty by 2025 and thus deals with high priority to the education sector which is considered pivotal in bringing about social and economic transformation. It is stated in the vision documents that;

“education should be treated as a strategic agent for mind-set transformation and for the creation of a well-educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges which face the nation” (URT, 2013).

Another imitative taken by MoEST on behalf of the Government was to introduce School Inspectorate Department Strategic Plan for five years 2008 to 2013 at National level aimed at increasing the budgets of school inspection, increasing the number of staff and non- school inspectors, inspecting all schools which are located in towns, municipals and cities every year, doing action research involving ten (10) schools in primary and secondary level every year, and buying more means of transport such as cars, building more school inspectors’ offices in some of districts, improving the working environment for inspectors by buying furniture, computers, printers, scanners, internet installation, fax, stationery and conduct training for all school inspectors (URT, 2010).

Despite the well documented aims, objectives and role of school inspection in education and some initiatives taken by the Government to improve quality education, still there is mass failure in PSLE in public primary schools (NECTA, 2013;2014; 2015). Karatu district primary schools had a large number of failures despite the presence of the district school inspectorate department as an expected

organ to supervise quality education. A scenario invites questions on the effectiveness of school inspection in Tanzania and Karatu in particular. Therefore, the researcher was interested to investigate the link between school inspection and students performance.

Table 1.2: Number of candidates who wrote and failed in PSLE for the year 2013, 2014, and 2015 in Arusha Region

NA.	District	Number of candidates who wrote examination			Number of candidates who failed the examination		
		2013	2014	2015	2013	2014	2015
1	Arusha CC	8983	9167	9657	1384	1248	760
2	Arusha DC	7734	7259	7094	3807	1943	737
3	Meru DC	6589	6333	6336	2616	2484	2096
4	Karatu DC	5052	4995	4759	2669	2408	1751
5	Monduli DC	3036	2908	2691	1765	1473	812
6	Longido DC	2036	1825	1609	1299	850	515
7	Ngorongoro DC	2966	2476	2076	2123	982	582

Source: Adopted from NECTA; 2013: 2014: 2015

Table 1.1 justifies number of candidates sat for PSLE and those who failed in Arusha region particularly in Karatu District Council. Karatu District Council is among those districts with large number of failed students in PSLE for the year 2013, 2014 and 2015 in terms of average.

1.3 Statement of the Problem

The purpose of inspections in schools is to ensure that high standards are maintained and that there is continuing development of the educational system. School inspections have been conducted traditionally in Tanzania at different levels of education for many years (URT, 1999). Inspectorate department has been associated with performance of students as it is directly involved in monitoring and supervision of quality education. There are many complaints from different educational stakeholders including parents, community, and NGOs on whether school inspections have anything to do with the trends of examination performance in public primary schools (Mwananchi Newspaper, November 15, 2014). Apart from some efforts have been taken by the Government to invest in education including inspecting schools, the trend of students' performance on PSLE in public primary

schools in Karatu District Council is still poor, large number of students fails the PSLE.

Mwaisaka, (2014), on his study *School Community Perception of the Potential Contribution of School Inspection in Improving Performance in Primary Schools*; indicated that teachers, school leaders and other stakeholder consider school inspections findings not representing the real picture of the schools, they lack some important information such as students' performance and teachers' motivation also showed that the school inspection has slowly improved the relationship between school teachers and school leaders.

Haule (2012), on his study titled; *The Perceptions of School Teachers and Leaders toward School Inspection in Tanzania Secondary School in Arusha Municipality* found that school leaders were positive perceptions on the usefulness and purposes of school inspections as regarded school inspectors as colleagues who help them to manage schools properly. However, in some extent, some teachers considered school inspections to be not useful because of the challenges facing schools and inspectors. Those challenges include lack of the authority to punish teachers who fail to adhere the way they should teach, transport problems, shortage of inspectors as compared to the number of schools and poor budget.

Matete (2009), on her study done in Mbeya about; *The Impact of Primary School on Teaching and Learning in Tanzania*, the findings indicated that school inspections play a potential role towards improving teaching and learning as most teachers perceived the advice and feedback given by inspectors' reports and recommendations useful for making improvements in their work performance.

Some studies tried to investigate on impact of school inspection on students' performance at different levels such as primary, secondary schools and teachers' education. The researchers focused mainly on the perception of teachers and leaders on school inspection and the impact of school inspection on teaching and learning process (Mwaisaka 2014; Haule 2012; Matete 2009) with less consideration on how the school inspection influence students' performance in PSLE. The problem of poor

performance of students in PSLE was great as number of failure increases year after year. If the issue on effectiveness of school inspection on examination performance will not investigate clearly it will affect the performance of students thus may cause mass failure to continue in PSLE.

This study was set to investigate on how school inspection impact students' performance in Primary School Leaving Examinations (PSLE) using public primary schools in Karatu District Council as a case.

1.4 Objectives of the Study

1.4.1 General Objective

The study intended to investigate on impact of school inspection on students' performance in PSLE of public primary schools in Karatu District Council.

1.4.2 Specific Objectives

- (i) To investigate the contribution of frequent school inspection to students' performance in PSLE in Karatu District Council.
- (ii) To examine the effect of school inspection to teaching and learning process in public primary schools
- (iii) To assess educational stakeholders' perceptions on outcomes of school inspection in public primary schools

1.5 Research Questions

- i. What are the contributions of frequent school inspection to students' performance in PSLE in Karatu District Council?
- ii. How does school inspection affect teaching and learning process in public primary schools?
- iii. How do educational stakeholders perceive the outcomes of school inspections in public primary school?

1.6 Significance of the Study

The findings of this study will be useful to Quality assurers, district education officers, ward education officers, head teachers and other educational stakeholders like parents and the government. The findings of this study will contribute on school inspection in the whole process of teaching and learning and motivate quality assurers to improve their work. The government and particularly school administrators and other stakeholders like Non- Governmental organizations and development partners may use the results to do what is expected of them in supporting and enhancing school inspection as one aspect towards good quality education as measured by examination results.

The findings of this study might motivate parents and community members to inquire for school inspection services of their respective schools as a mechanism of improving performance of their children. Further, upon been published, this study will be so useful to education policy makers to see on how to improve inspectorate department for further efficiency in their responsibilities for better students' performance. The study will also help the MoEST to plan the best way on how to overcome the challenges facing school inspectorate department in order to perform its duties effectively for the best provision and close supervision of quality education. Lastly but not least, this study may create the basis for further related researches.

1.7 Scope and delimitation of the study

The study covered on school inspection and students' performance in PSLE of public primary schools. It tried to find out the effects of school inspection visitation on students' performance in PSLE, examine the contribution of school inspection to teaching and learning process in public primary schools, and assess educational stakeholders' perceptions on outcomes of school inspection in public primary schools. This study focused on nine (9) selected public primary schools out of ninety (90) public primary schools in Karatu District Council, Karatu is one of the districts located in Arusha region. The study was conducted in Karatu because it is one of the districts in Tanzania where there are a good number of primary schools that experience a poor performance in PSLE. It was also not easy to conduct this study

covering the whole country due to the time factor and of course human and material resources. Lastly, despite the remoteness of some area, Karatu is accessible which made the researcher assume that it could actually assist the easy collection of data.

1.8 Limitations of the Study

The study faced some constraints during data collection, the constraints included remoteness of some schools which made difficult to reach them easily whereby the researcher used private transport to reach those schools and successfully collected data. Also data collection for this study was done during the rainy season where given the nature of soils in Karatu most roads were not passable by vehicles this situation made the researcher revise the data collection schedule which contributed to delay of the study, though in addressing it, the researcher used alternative means of transport like motorcycle and walking on foot to reach the area. Another limitation was difficulties in meeting some key respondents like DEO, DAO, SLO, school inspectors, ward education officers and head teachers due to the tight schedule of their duties and responsibilities. To address this, the researcher was flexible in managing their convenient time thus meeting schedules with this category of respondents were revised several times to collect.

1.9 Organization of the Study

The study is organized into six chapters. Chapter One comprises; the problem setting, background to the study, statement of the problem, research objectives, research questions, significance of the study, scope of the study and limitation of the study; Chapter Two presents the literature reviews which deals with definitions of key concepts, theoretical, empirical reviews, research gaps and conceptual framework; Chapter Three comprises of research methodology which includes; research approach, research design, area of study, instrument of data collection, sampling and sample techniques, validity, reliability and ethical issues. Chapter four covers the presentation of findings. Chapter five presents the discussion of findings and Chapter six deals with summary, conclusions, policy implications and areas for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter presents the literature review of various literatures related to the study. It includes both theoretical and empirical literature reviews.

2.2 Definitions of Operation Terms

School Inspection, Examination, Performance, School inspector, School Inspectorate, Education Stakeholder, Quality assurance department

School Inspection is derived from the autocratic management style with the purpose of assessing the work performance of teachers and attitude towards their work (Okumbe, 1999). School Inspection is the work of ensuring that a school complies with the Education Act and ascertaining whether the school is being properly and efficiently conducted and making judgments on the quality based on the National Basic Education Standards indicators of pre- primary, primary, secondary, special needs, adults and non-formal and teacher education (URT, 2017). For the purpose of this study, school inspection is an external system of educational evaluation, which includes; school visitation, observation, advice, recommendation and report writing being done in order to assess the quality of education provided.

Examination is a process for testing the abilities or achievements of pupils in any area of academic programme. It is an integral part of the education system, which has certain objectives (Hussein, 2012). Examinations are useful as it measures a pupils' progress towards predetermined objectives. Examination is a set of questions for a number of students to identify easiest set for most efficient student, where most efficient student can achieve close to 100% of marks. It is a comprehensive assessment that accesses examinee's knowledge on various topics or fields (Merriam, 2015).

Performance refers to the results of what has been planned, implemented and tested at the end or completion of a certain level of education or course (Merriam, 2015). For this case we are referring to Primary School Leaving Examination (PSLE) performance.

School inspector, Richards (2001), defines the term school inspector as a person observing work in schools, collecting evidences from a variety of other sources and reporting the judgments. According to (URT, 1999) is a person whose work is to visit schools to check if the laws, rules and regulations are obeyed. In this study a school inspector refers to a person whose work is to visit schools to monitor the implementations of what have been planned to be taught in schools, to find out if the curriculum implementation at certain level has been done effectively for the improvement of quality education.

School Inspectorate according to (URT, 2010) means a tool for monitoring, evaluating the implementation of the education policy, assessing the education standards, promoting schools improvement and advising all stakeholders in education. For this study School Inspectorate is a department within the Ministry of Education, Science and Technology headed by the Chief Inspector of Schools (CIS) with its purpose of enhancing quality education.

Education Stakeholder, refers to anyone who is invested in the welfare and success of educational activities especially in school and its students including administrators, teachers, staff members, students, parents, families, community members and local business members, others are elected officials such as school board members/ school committee members and state representatives (Twaweza, 2010). In this case, Education stakeholder is anyone who stands to lose or gain as a result of the operationalization and performance in education. This includes government officials, school board members, administrators, teachers, parents, students and Non Governmental Organisations (NGOs).

Quality assurance department, this refers to the current name of School Inspectorate Department. The department has changed its name to School Quality Assurance Department and School Inspector is now called School Quality Assurance Officer whereby School Inspection is now known as School Quality Assurance. However, because the changes have not yet gained broad public awareness, in this study school inspection is used to mean school quality assurance. The study acknowledges that quality assurance is more inclusive in the sense that it brings in an idea of collaboration between quality assurance officers and teachers as well as other stakeholders but in order to reduce confusion on the part of respondents and readers, the researcher decided to use the old term, school inspection. However, maintenance of quality through inspection of schools did not lead to the expected improvement in learners outcomes. It was devoid of standards and guidelines and largely limited to diagnosis without helpful support for Quality Assurance (QA). The desire to provide quality education prompted the Ministry of Education, Science and Technology (MoEST) to shift from the old system of inspection to School Quality Assurance (SQA), using the whole school approach involving various stakeholders, including community members (URT 2017).

2.3 Theoretical Literature Review

The study was guided by the Systems Theory of Management, though there are several theories of management related to school inspection. The systems theory is directly related with the school inspection whereby it deals with the supervision of education as a part of MoEST to complete the whole which work together to achieve the targeted education objectives.

2.3.1 The Systems Theory of Management

According to Bertalanffy (1973), a system is a set of distinct parts that form a complex whole. Checkland (1981), also defines a system as a model of a whole entity, which may be applied to human activity. Ludwing Von Bertalanffy (1973) the founder of the system theory recognized the need of any organization to interact with its external environment. The Systems theory is a management tool that allows individual to examine all aspects of the organization to inter-relate the effects of one

set of decisions to another and to optimally use all the resources at hand to solve the problem (Bertalanffy, 1973).

The systems theory is the one of the dominant organizational theories in management today. The theory treats an organization as either an open or closed system. A closed system is not affected by its environment, while an open system is affected by environment. Systems theory focuses on the relations between the parts, rather than reducing an entity such as the human body into its parts or elements. Thus systems theory focuses on the arrangement and relations between the parts and how they work together as a whole. The way the parts are organized and how they interact with each other, determine the properties of that system (Mullin, 2005).

The behaviour of the system is independent of the properties of the elements which referred as a holistic approach. An organization as a social system consisting of subsystems of resource variables interrelated by various management policies, practices and techniques which interact with variables in the environmental supra-system to achieve a set of goals or objectives (Burns et al. 1961).

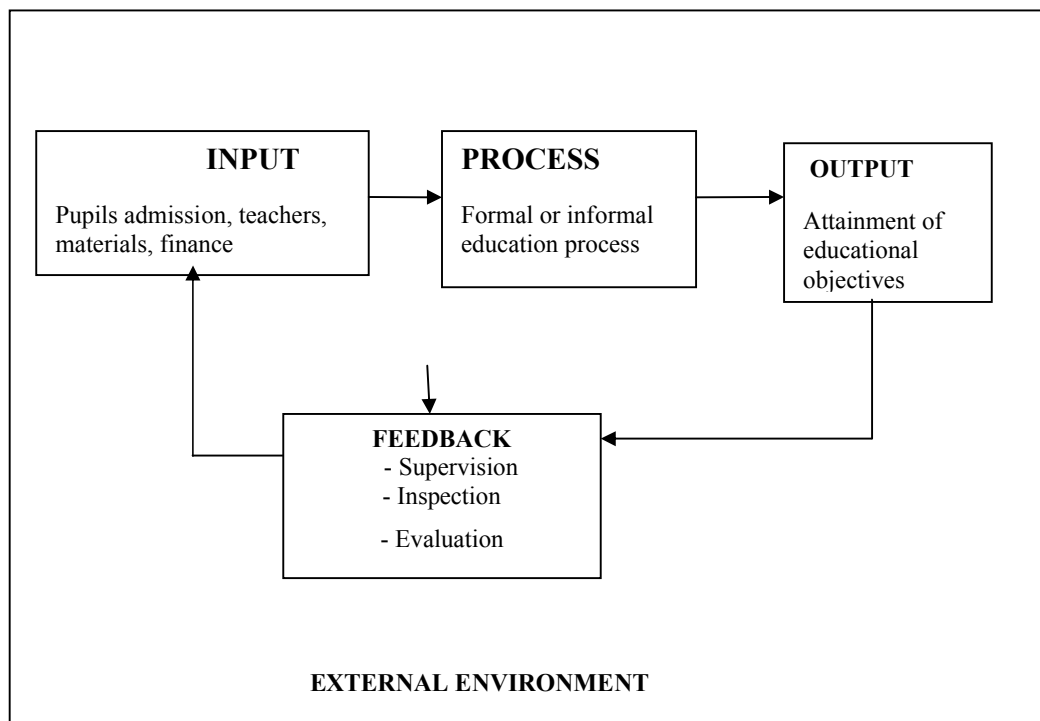
In the context of education system, the Ministry of Education, Science and Technology (MoEST) as the one concern with education in Tanzania, it is realized in different departments, sections, and units composed of individuals and groups which are independent, but working together to achieve a common goal with the aim of turning the Ministry vision into reality. In this case, the Ministry of Education of Tanzania as a supra- system which is also an open system allows interaction with environment, this means individuals and private sectors are allowed to invest in education.

Also the MoEST has its different departments, sections and units which work together to assure the quality of education. School inspection is among those departments which its main responsibility is to supervise deliverance of quality education. The Inspectorate Department works together with several sections such as the District Council. It also works with units such as schools and finally gives

feedback to the personnel concern such as Permanent Secretary (PS) of the ministries concern and District Executive Director (DED). Therefore, the theory had been selected because the researcher wanted to see the effects of school inspection department on students' performance, as the department among MoEST organs. The department is responsible to quality education which cannot be separated from students' performance, as the study focused.

The systems theory model in Figure 2.1 indicates that each element within the models depends on one another which has also affected directly with external environment as was applied in education system.

Figure 2.1: The Model of Systems Theory as used in Education Management



Source: Modified from Weihrich et al, (2008)

Basing on the Model of Systems Theory (Figure 2.1), school encompasses some components playing as inputs, process and outputs. Teachers, students, materials as well as finance are inputs to the system. School teaching – learning, monitoring of

activities and other school-related affairs are involved in the process. Students' performance is the output of the system (school). In order for the system to be complete, there must be feedback. The feedback involves assessment and evaluation which is done by the educational experts from both inside and outside the school (school inspections). Results of inspection are given to teachers and the school administration in a bid to improve the performance.

The model of the Systems Theory is used by the MoEST as a framework for planning, decision making, controlling, designing, and improving formal, non-formal, adult education and problem solving in education system. The theory is potential due to the fact that, it throws light on dynamic nature of management. It provides a unified focus to institutional efforts, this means it helps to look at institutions, departments, sections and units as a whole and not as parts and how each works with another. Apart from that, the model helps the ministers, directors and head of departments to identify the critical sub systems and their interaction with each other.

2.4 Empirical Literature Review

This sub section covers the review of empirical studies related to this study. The researcher reviewed different related studies so as to get more understanding of this work. The reviewed studies had done by Ehren and Honingh (2012), Whitby, (2010), Wong and Li (2010), McNamara et al. (2011), ; Nusch et al (2011), Knapp & Feldman (2012), Allen & Burgess (2012), Shaw et al. (2012), Ololube, (2013), Wanzare (2002), Badau, (2014), Aiyepetu (2013), Tefera (2010), Shaheen (2013), Macharia & Kiruma (2014), Matete (2009), Mwaisaka, (2014), Haule (2012), Machumu, (2012), Katunzi, (2000), Kambuga & Dadi (2015) and Lupimo (2014).

The studies done in six European countries by Ehren and Honingh (2012), about the Effects of Inspection on the Quality and Standards of Education, compared schools which were inspected against those which were not, the findings indicated that those schools which were inspected performed better than those which were not inspected. Citing the example of Netherland, it indicated that inspected schools report

considerably higher scores in the aspects of setting expectation, accepting feedback, stakeholder sensitivity, improvement of self-evaluations, improvement of building capacity and improvement of the school's effectiveness. Inspected schools also reported more unintended consequences, particularly in discouraging teachers to experiment with new teaching methods and the narrowing and refocusing of the curriculum.

The studies reviewed above manifest some results which are in line with this study's objectives. Focusing on school inspection and students' performance one cannot avoid talking about comparison between the inspected and the non-inspected schools. In line with the studies on six European countries, the present study intends to proof if the findings in different areas may bring the same on school inspection and students' performance in public primary schools in Karatu district in PSLE.

Whitby, (2010) in six high performing systems namely: The Netherlands, Hong Kong, New Zealand, Singapore, England, Scotland about 'School Effectiveness on Self Evaluation towards performance' noted that all of these countries use school self evaluation to inform school inspection though they varied in degrees. Whitby concluded that external inspection is most likely to be effective when there is collaboration with the school, focused on school improvement.

Hong Kong by Wong & Li (2010), on 'The Relationship between School Inspection and Internal Evaluation', showed that school inspections (external inspections) were useful in initiating internal evaluation. That means external inspection was used to complement School Self Evaluation. The schools were motivated to engage in self-evaluation with an external inspection requirement in which self-evaluation is a prior condition and counterpart to external quality inspection. In Scottish, the study by McNamara et al. (2011), about 'Comparison on School Self Evaluation between Ireland and Iceland', showed the guidance and support that schools have for school self evaluation and external inspection have great impact on school inspection. The extent to which school self evaluation is externally imposed or internally developed was found to be significant.

In Ireland, McNamara *et al.* (2011), did a comparison on school self evaluation between Ireland and Iceland, the study found that inspection had little effects on school improvement, while internal self-evaluation conducted by teachers showed that without the risk of criticism from outside, teachers were prepared to challenge each other and use the outcomes constructively. Knapp & Feldman (2012), conducted their study on school inspection on external and internal accountability it showed that it is the role of school principals to manage the demands of external and internal accountability in pursuit of school- academic improvement, rather than being driven by external demands.

From the reviews, it seems school principals are highly expected to manage the academic improvement, it also shows that internal inspection was more preferred by teachers. However, external inspection is necessary for more effective inspection.

In Sweden, Nusch *et al* (2011) indicated that the quality of feedback given to schools about their performance, as well as their capacity to improve their own work, have become a key success factor. From the quotation the inspection reports gave the feedback about school performance especially in examination pedagogy and specific action needed for improvement.

Allen & Burgess (2012), on their study on effects of school inspections on academic achievement show that there is a link between an inspection report and student achievements results and suggested that a negative inspection judgement may prompt or accelerate actions to improve student performance, even where no external interventions are made. Moreover the improvement in relation to prior attainment, found that test scores of pupils in primary education improved after inspection visitation. Luginbuhl et al (2009), did a study on 'Effects of Students Achievement Results', investigated whether school inspections had effect on the test scores of pupils in primary education, the findings indicated a slight positive effects on pupils' performance. The findings is somehow in line with the current study however, the previous study did not specify on the level or kind of students, this study deals mostly on PSLE results in public primary schools in Karatu district.

Ololube, (2013) in the study on effects of school inspection and educational supervision on academic performance, showed that inadequate inspection and supervision in schools results to poor supervision of schools. Badau, (2014), on his study, 'The Role Performance of the Inspectorate Division in Inspecting Secondary Schools' done in Adamawa State of Nigeria, insisted that the falling of education in Nigeria is due to ineffective inspectorate system which is one of the services for education in terms of quality control. Also the role performance of the inspectorate division of the Ministry of Education on types of inspection visits and feedback on inspection is low. The findings are in line with the present study as it shows that the inspectorate department does not perform effectively which might lead to a poor academic performance of students.

Furthermore, the study carried out in Kenya by Aiyepku (2013), to determine the effect of inspection on pedagogical performance revealed that school inspection have little or no effect on performance as well as improvement of school though the effort done to control quality, still there are complaints about the quality of education given in schools that is ineffective. Also the study done in Ethiopia by Tefera (2010), on the 'Effect of School Supervision/ Inspections on School Performance' indicated that the condition was found to be better in the schools that receive better inspection than those not. Like in this study, the findings also revealed insufficient support from the school inspectors due to insufficient inspection done in many primary schools which could not ensure extensive improvement through supervision. Also Shaheen (2013), in her study about; 'The Role of School Inspection towards Improving Teaching and Learning', found that school inspectors perform their role towards improving teaching and learning. This is in line with present study hence teachers received advice and feedback given through inspection reports and recommendations useful for making improvements in their own work performance.

Macharia and Kiruma (2014), in their study done in Uganda on 'Effects of School Inspection on Improvement of Quality Education' indicated that the head teacher is a key person in guiding, influencing and leading the teachers and the entire school community toward school improvement. It has showed that staff development

activities are mostly results from internal supervision rather than the outcomes of school inspection. The findings revealed that School inspection has more value to schools if it pays attention to issues of increasing teacher effectiveness as well as the challenges of guiding teachers. However, some of the studies showed that there are effects of inspection on students' performance in general, the present study wanted to investigate on link of school inspection and students' performance in PSLE in Karatu public primary schools.

It is understood that Tanzania is much more similar to other African countries in terms of culture, economy as well as political affairs. But Tanzanian context on the other hand is different from other countries in Africa. Therefore the effects of school inspection on students' performance in primary schools in Tanzania could have some differences from those in other countries. Following this, the present study was conducted with expectation of yielding relevant results in this context.

A study done by Uwazi and Twaweza (2011), in Muheza on 'The Role of Inspectors play in the Improvement of Education' revealed that the Inspectorate has played an important part in monitoring the implementation of various aspects of performance, pupils attendances, enhance deliverance of curriculum, perception of stakeholders towards outcomes of school inspection and balanced teacher/student ratio (URT, 2008). Also, Matete (2009), on her study conducted in Mbeya on 'The Impact of School Inspection on Teaching and Learning in Primary Schools in Tanzania' found that school inspections play a potential role towards improving teaching and learning as most teachers perceived the advice and feedback given by inspectors report and recommendations useful for making improvements in their work. Mwaisaka, (2014), on his study 'School Community Perception of the Potential Contribution of School Inspection in Improving Performance in Primary Schools'; indicated that teachers, school leaders and other stakeholders consider school inspections finding not representing the real picture of the schools, they lack some important information such as pupils examination performance and teachers' motivation. The findings implied that the school inspection has slowly improved the relationship between school teachers and school leaders.

Furthermore, Haule (2012), on his study entitled; ‘The Perceptions of School Teachers and Leaders towards School Inspection in Tanzania Secondary Schools in Arusha Municipality’ found that school leaders had positive perceptions on the usefulness and purpose of inspections. However in some extent, some teachers considered school inspections to be not useful because of the challenges facing schools such as poor academic performance, insufficient teaching and learning process. Machumu, (2012) in his study about ‘Teachers Perceptions towards School Inspection’ revealed that secondary school teachers had positive attitude towards school inspection.

Katunzi, (2000), on her study about ‘School Inspection toward Teaching and Learning process’, revealed that, teachers perceived the inspectors being the agents of bureaucracy rather than improving the teaching and learning process. Also Kambuga & Dadi, (2015), in their study about ‘School Inspection in Tanzania as a Motor for Education Quality; Challenges and Possible way forward’ showed that, The Ministry of Education and Vocational Training (MoEVT) administrators depend largely on the inspectors as a source of information about curriculum implementation, pupil examination performance, broke of laws and regulations, misuse of public funds, potential heads of schools and teachers’ performance.

Another study done on ‘School Inspection Programme for Secondary Schools in 4 regions of Arusha, Manyara, Kilimanjaro and Mbeya in Tanzania’ by (URT, 2010), showed that there are no clear priorities on issue of poor performing students in the planning of the school inspections, though School Inspectorate as one important tool for the development of education is not reflected in the Government’s guidelines for the inspections. Furthermore, Lupimo, (2014), in his study; ‘The Role of School Inspection in Improving Academic Performance in Community Secondary Schools in Tanzania’ done in Bariadi district, revealed that, school inspection is not effective in improving academic performance since has frequently not been done as it is needed, the research findings showed that only one school among four schools was inspected once, since 2008 to 2014. It has also been noted that the recommendations from some schools that were inspected were not worked upon effectively.

Contrary to the previous studies, the present study was conducted in Karatu district understanding that there are different perceptions among education stakeholders on the way school inspection affects students' performance in public primary schools. The previous studies provided the foundation on feeding the information on inspection of schools in Tanzanian context but it did not directly cover the effects of inspection on students' performance particularly in PSLE. The present study therefore intends to fill this research gap.

2.5 Research Gap

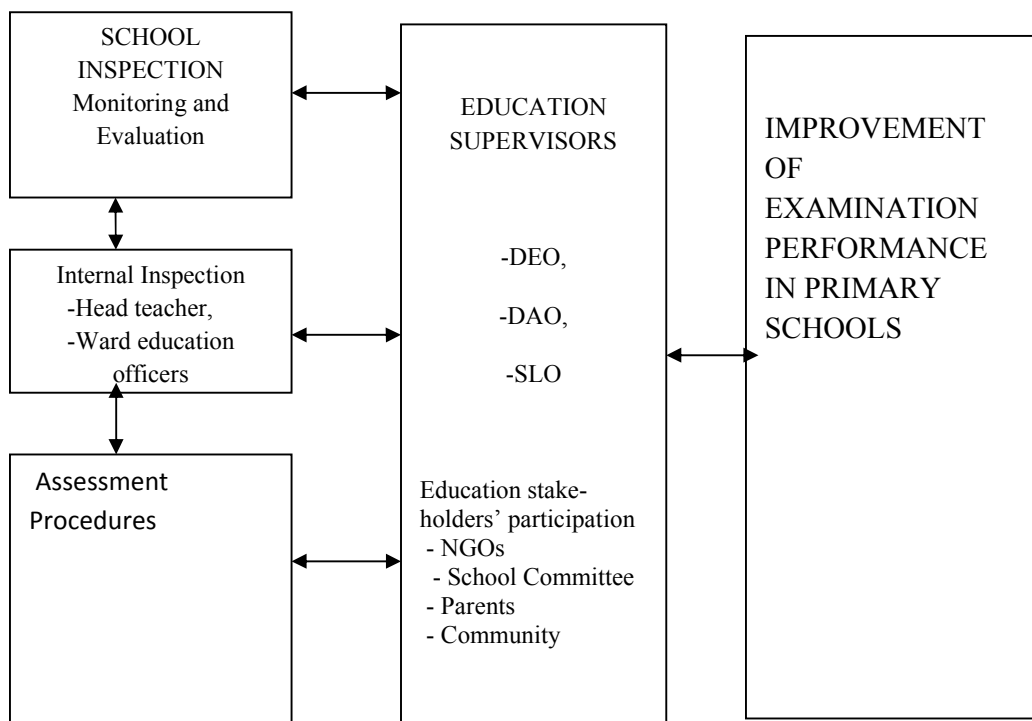
School inspection has been conducted in Tanzania since colonial era (URT, 2018). The main objective of the inspection is to ensure quality of education. Achievement of the said objective has been a kind of debate among education stakeholders. Also, there are various studies by different scholars who tried to investigate the school inspection and its effects on students' performance in schools, for example, the studies done in Bariadi by Lupimo, (2014), on The Role of School Inspection in Improving Academic Performance and another one in Hong Kong by Wong and Li, (2010), on The Relationship between School Inspection and Internal Evaluation, showed that school inspections (external inspections) were useful in initiating internal evaluation. Moreover, Whitby (2010) in his study concluded that external inspection is most likely to be effective when there is collaboration with the school, focused on improvement.

However, from the studies reviewed, the researcher did not come across a study that dealt on investigating the school inspection and students' performance particularly in PSLE results in public primary schools in Karatu District Council of Tanzania. This study therefore, is intended to fill this gap of knowledge specifically by finding out the effects of school inspection visitation on students' performance, examining the contribution of school inspection to teaching and learning process in public primary schools and assessing educational stakeholders' perceptions on outcomes of school inspection in public primary schools

2.6 Conceptual Framework

A conceptual framework is a research tool that assists a researcher to develop awareness and understanding of the situation under investigation and to communicate (Kombo and Tromp, 2006).

Figure 2.2: The Conceptual Framework of Inspection process in Public Primary Schools



Source: Authors construct, (2017)

Figure 2.2 shows the conceptual framework of the study which indicates how variables depend on each another. In this study, the framework has three variables which are independent variable which are *school inspection*, the intermediate variable which is *education supervisors* and dependent variable which is *improvement of examination performance in primary schools*.

The underlying assumption of the framework shown in figure 2.2 is that if inspection visitation is well conducted, that means is timely, regularly and properly done in schools and the feedback is sent to respective schools timely, it could improve examination results in primary schools. It further assumed that if all immediate supervisors of the schools like head teachers and ward educational officers would play their roles of making internal supervision in their respective schools, learning and teaching processes in primary schools might positively affect examination results. Moreover, if the District Education Officer (DEO), District Academic Officer (DAO) and Statistics and Logistics Officer (SLO) will play their role of supervision at all levels, the examination results might be of good quality. The framework also shows that when other stakeholders like Non Government Organizations (NGOs), School committees, parents and community members perceive well the outcome of school inspection they might work together with teachers to bring changes in the standard of education thus improve examination results.

It is also assumed that the provision of feedback helps to alert the school teachers to understand their strengths and weaknesses concerning teaching and learning affairs. Understanding this helps teachers to improve the entire teaching-learning process including teaching aids, approaches, methods and techniques which will in-turn improve performance of learners in their examinations.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter deals with research methodology. It presents the research approach, research design, study area, the study population, sample size and sampling procedures, data collection methods and instruments involved in data collection. Also the chapter covers data analysis methods and procedures, reliability and validity of the study. Moreover, ethical considerations of the study have been addressed.

3.2 Research Approach

The study applied mixed approaches; both quantitative and qualitative were used given their philosophical root, since there is no single approach which is adequately sufficient to produce more reliable results. The decision of using both approaches was based on the way objectives and questions were formulated, nature of data collected through interview and focused group discussion for qualitative data and questionnaire and documentary reviews for quantitative data where interpretations, quotations, tables, charts and graphs were used.

3.3 Research Design

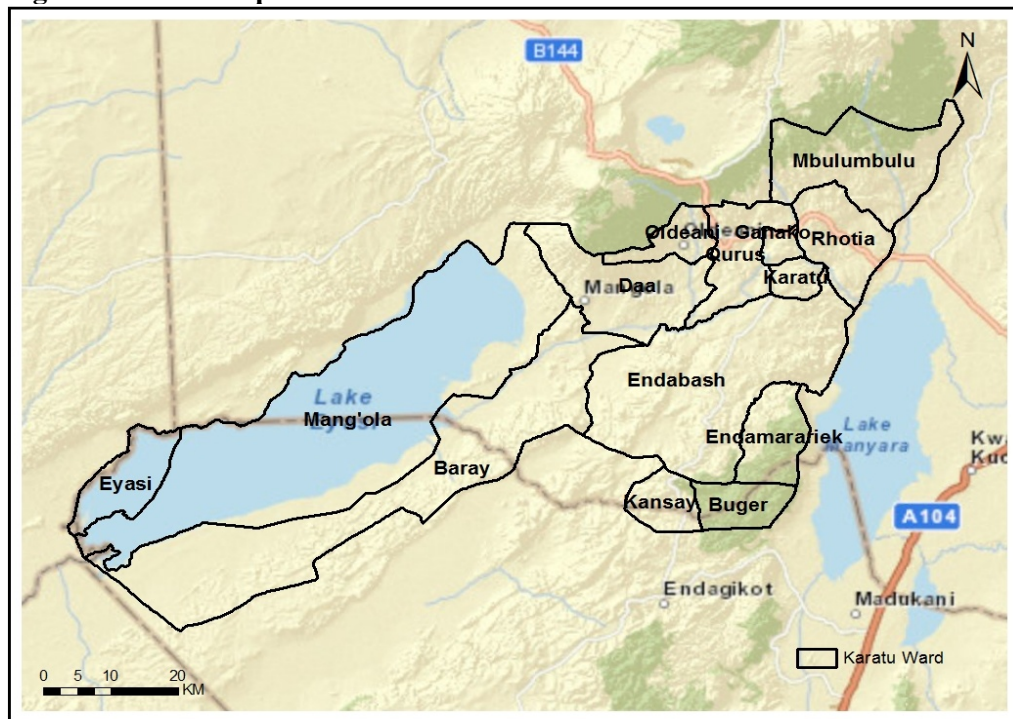
The study used a case study research design as it intended to do an in - depth analysis of a few schools in the selected district. The design was also selected because it involves using multiple sources and techniques in the data gathering process.

3.4 Area of the Study

The study was conducted in Karatu District one of the seven districts of Arusha region in Tanzania. It is bordered by Ngorongoro District to the north, Shinyanga Region to the west, Monduli District to the east and Manyara Region to the south and southeast. According to the 2012 Tanzania National Census, the population of Karatu District was 178,434 (URT, 2012). Considering the ethical issues the names of nine selected public primary schools involved in the study were indicated by letters A, B, C, D, E, F, G, H and I.

Karatu District was chosen because there is evidence that it is one of the districts among others in Arusha region whose candidates failed in PSLE in the three consecutive years (2013, 2014 and 2015) as shown in (Table 1.1 on page 5) in the background section of this report. The district was also chosen based on complaints of community members and education stakeholders in the district as noted by the researcher with respect to mass failure in PSLE in the mentioned years.

Figure 3.1: The Map of Karatu District



Source: Adopted from District Executive Director (DED) Office in Planning and Coordination Department, Karatu District Council, (2017)

3.5 Study Population

Study population involved nine public primary schools in Karatu District Council. Those schools were selected purposively according to their performance in PSLE in the year 2013, 2014 and 2015. Three schools were relatively best performers, three schools were relatively poor performers and the other three were relatively average performers. It also involved Education Officers, primary school teachers, parents, community members, school committee members and non-teaching staff.

3.6 Sample size and Sampling Techniques

3.6.1 Sample size

The sample size is normally taken from entire population to represent the whole population. There is no permanent way to select the sample but it depends on the purpose and nature of population under the study (Kothari, 2004). In this study the sample involved 85 respondents as representatives of the whole population, which included; 1 District Education Officer (DEO), 1 District Academic officer (DAO), 1 Statistics and logistics Officer (SLO), 7 School Inspectors, 9 head teachers, 3 ward education officers, 36 teachers, 18 school committee members and 9 non-teaching staffs from selected schools. as showed in Table 3.1

Table 3.1: Sample size of the Study

Kind of respondents	Expected respondents
DEO	1
DAO	1
SLO	1
District School Inspectors	7
Ward Education Officers	3
Head teachers	9
Teachers	36
School Committee members	18
Non- teaching staff	9

Source: field data, 2017

3.6.2 Sampling Techniques

In this study, simple random and purposive sampling techniques were used. Simple random sampling was used in selection of teachers, school committee members and non – teaching staff in order to avoid biasness. Education officers and head teachers were selected purposively as they were considered to have reliable information, government circulars and some policy documents. Whereby the DEO, School Inspectors and head teachers of the respective schools were provided with interviews, the DAO, SLO, Ward Education Officers and teachers were addressed with questionnaires and focus group discussions were administered to school committee members as well as non- teaching staff as indicated in the Table 3.1.

3.6.2.1 Simple Random Sampling

This sampling technique provides the possibility for all members in the population to have equal chance of being selected to form a sample in order to avoid biasness. In this study simple random sampling was used in selection of teachers, school committee members, and non – teaching staff. In the selection of the respondents through simple random sampling the researcher prepared pieces of paper written ‘yes’ and ‘no’, they were mixed up then every prospective respondents was allowed to pick one of it. Therefore, four teachers who picked a paper with ‘Yes’ were given to fill in questionnaire, the same approach was used to select two school committee members and one non teaching staff in each school to form a focus group discussion.

3.6.2 .2 Purposive Sampling

In this study, purposive sampling was used to select key informants like the District Education Officer (DEO) as the only person in his position in the district, seven district school inspectors, District Academic officer (DAO) as only one in the district, Education Statistics and Logistics Officer (SLO) also was only one in the district, three Ward Education Officers whose schools were within the sampled schools and nine head teachers as leaders of the sampled schools. These respondents were selected because of their positions as education supervisors thus thought to have more and useful knowledge and data for this study, from some of these that the government circulars and some policy documents could easily be obtained.

3.7 Sources of Data Collection

The data for this study were obtained from both primary and secondary sources. Primary data were collected through interviews, questionnaires and focus group discussion that were administered to selected respondents. Secondary data were collected from official documents as reviewed from head teachers, Inspectorate Department and DEOs office. Such documents included school inspection reports, schemes of work, lesson plans, subjects log books, teachers meetings file to see how they fairing before and after the visitation of inspectors and determine the role of inspection in improving teaching that influence students’ performance and the PSLE

results for 2013, 2014 and 2015. The study used these different sources of data collection due to the fact that detailed and accurate information of study were found from variety of methods which somewhat assures the reliability and helps to check the consistence of data provided as also contended by Kothari, (2009).

3.7.1 Interview Guides

The study used a set of interviews questions prepared in advance which allow more probing questions and facilitated interaction between the researcher and the respondents to learn more from respondents. As Denscombe, (1998), explained that interview is a powerful tool that enables the researcher to understand the fellow human being's perceptions. In this study interview questions were administered to district school inspectors, District Education Officer, and head teachers of sampled schools. They were selected because they have more information concerning the study under investigation. The reasons for using interview questions were to allow more discussion with the interviewers by allowing probing questions where more clarity was needed. The intention of conducting interview was to get detailed qualitative information from key informants.

3.7.2 Questionnaire

Questionnaires comprised a mixture of open and closed-ended questions. The self-completion form was administered to District Academic Officer (DAO), Statistics and Logistics Officer (SLO), Ward Education Officers and teachers in the presence of researcher. The aim was to express their perception in regard to school inspection and students performance particularly on the frequency of school inspection, contribution of school inspection on teaching and learning process and perception of education stake holders on the outcomes of school inspection. The intention of conducting questionnaire was to get detailed quantitative information from a relatively large number of respondents.

3.7.3 Focus Group Discussion(FGD)

Focus group discussion was administered to school committee members and non-teaching staffs combined to form one group comprises of both men and women. They were selected randomly. Denscombe, (1998) argues that Focus Group Discussion (FGD) comprises of people who have the same background in terms of knowledge and interests. Basically, focus group discussion resembles interviews as it involved face-to-face interaction. In this technique school committee member and non teaching staffs were interrogated at the same time in the same group on the issues under the study also to get detailed qualitative information from different people at the same time.

One group of three respondents was formed in each school to make a total of nine groups of twenty seven respondents. As Ary, et al. (2013), claimed that Focus group discussion is a good way to gather people from similar backgrounds or experiences so as to discuss a specific topic of interest. In this case, the respondents were provided questions to discuss in group whereas the researcher note down the points during the discussion with them. Its questions based on effects of school inspection visitation on students’ performance, contribution of school inspection on teaching and learning and perception of educational stakeholders on the outcomes of school inspection.

Table 3.2: A summary of respondents with sampling techniques and data collection instruments

S/N	Kind of Respondents	Number of respondents	Sampling techniques	Data collection instruments
1.	District school inspectors	7	Purposive	Interview
2.	DEO	1	Purposive	Interview
3.	DAO	1	Purposive	Questionnaire
	SLO	1	Purposive	Questionnaire
	Ward education officers	3	Purposive	Questionnaire
4.	Head teachers	9	Purposive	Interview
5.	Teachers	36	Simple random	Questionnaire
6.	School committee and non- teaching staff	18	Simple random	Focused group discussion
		9		
Total		85		

Source: Field data, (2017)

3.7.4 Document Review

Secondary data were collected from various related documents. The review of the related documents about the problem under investigation was done. In this case, in the process of collecting data, some important relevant documents such as school inspection reports, scheme of works, lesson plans, subject log books, teachers meeting minutes, academic development reports and pupils' examination performances the reference being the standards 7 examinations particularly from NECTA on PSLE 2013, 2014 and 2015 results were used to support primary data.

3.8 Data Analysis Procedures

In this study both qualitative and quantitative data were analysed. Qualitative data was analysed using the content and analysis techniques in which components of verbal discussions from different respondents were broken down into smallest meaningful units of information, values and attitudes of respondents concerning the problem. The results were presented in narratives and quotations.

Quantitative data were analysed using Statistical Package for Social Sciences (SPSS) Version 20. SPSS was used because it is statistical tool software which has ability to analyse data with minimum errors which help the researcher to work easier also by using SPSS. The researcher has the freedom to choose the kind of graphs suitably represent the distribution of their data. The data were primarily coded and cleaned; spot-checked for errors; corrected, and then entered to the computer for analyses. The results were presented using tables and figures.

Analysis started by examining the characteristics of the sampled population according to age, sex, education level and working experience, presenting the objectives on; effects of school inspection visitation and students' performance; the contribution of school inspection to teaching and learning process and ;the perception of stakeholders on outcomes of the school inspections.

3.9 Validity and Reliability

3.9.1 Validity

The coverage and relevance of the instruments to the problem under study are subject to content validity. In this study, the researcher used a combination of research methods, which helped to reduce the risk of systematic biases due to a specific method. Data collection methods such as interviews, questionnaires, focus group discussion and documentary reviewed have been used to support and check one another's validity. This assures that the instrument measures what was intended to measure.

3.9.2 Reliability

A pilot study was conducted in the study areas by administering questionnaires to smaller sample of 20 respondents. Data collection instruments used in this study was piloted in one of the primary school in Karatu District Council before been used for the actual field study data collection. Ayedele, (2012), clarified that the pilot study helps for checking the clarity and effectiveness of the research tools used for data collection like interviews guides, focus group guides as well as questionnaires of the study. The pilot was also meant to test the instructions and questions to eliminate ambiguities and check reliability of the tools.

3.10 Ethical Issues

The study considered ethical issues as it maintained human rights, privacy as well as policies, rules and regulations of the country. Before going to the field the researcher had an introduction letter for data collection process offered by Mzumbe University. Also the researcher collected research permit letters from DED Karatu DC before the data collection exercise. During data collection, the study strictly maintained confidentiality about the information obtained from respondents.

The researcher also, adhered to ethical guidelines and assured respondents that data gathered in the study shall only be used for the intended study.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.1 Introduction

This chapter presents the findings of the study. The first section provides the characteristics of the respondents by age, sex, the level of education and working experiences, the findings from objectives; the contribution of frequent school inspection to students' performance in PSLE in Karatu District Council, the effect of school inspection to teaching and learning process in public primary schools and the educational stakeholders' perceptions on outcomes of school inspection.

4.2 Characteristics of the Respondents

4.2.1 Age

This study analysed information regarding age of the respondents. Age was analysed to influence respondents' perception because people of different age might have different ways of looking at things. Thus the respondents gave their perceptions on the impact of school inspection on students' performance whether it had an effect in improving examinations performance. The findings show that the age of respondents were between 19 and above 55 years old, as shown in Table 4.1.

4.2.2 Sex

It is important to know the distributions of respondents in gender as it will help the researcher to understand how each sex involves in the study. The findings show that there were 43 (51%) males and 42 (49%) female participated in this study and this implies that there was fairly distribution of respondents in terms of sex as (Table 4.1) shows.

4.2.3 Education level of respondents

It is generally assumed that high level of education enhances high understanding and ability to grasp issues related to school inspection and students performance. The findings show that 11 (13%) were primary level, 11(13%) were secondary level 41(48%) were certificate holders, Diplomas were 5(6%) and 17 (20%) were higher

level as shown in (Table 4.1). The findings show that the majority of the respondents were those with certificates qualifications and this is due to the fact that the required level in primary education starts from secondary level of education.

Table 4.1 Age, sex and education level of respondents

Age	Primary School		Secondary School		Certificate		Diploma		Degree		Total	
	M	F	M	F	M	F		F	M	F	M	F
19 – 24					3	3					3	3
25 – 29					3	4					4	3
30 – 34	2	1		2	2		3	2		3	8	7
35 – 39	1	2	4		2	4			2	2	8	9
40 -44		2	2	1	3	3			2	1	7	7
45 – 49		3		2	3	3			1	2	10	4
50 – 54					4	2			2	1	3	6
55 above					2				1		-	3
Total	3	8	6	5	22	19	3	2	8	9	43	42

Source: Field Data, (2017)

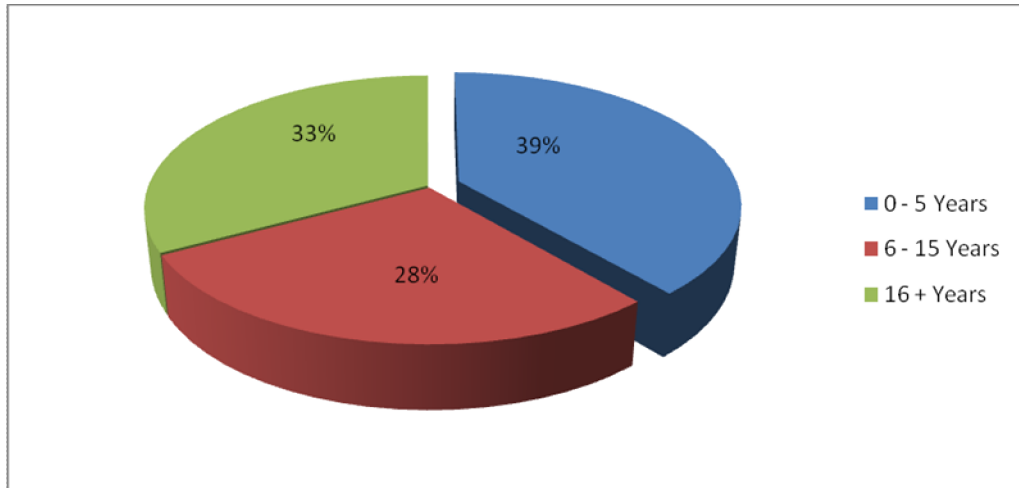
Table 4.1 shows the characteristics of the respondents by age, sex and education levels. Most of respondents 40(47%) were above 45 years of age; 41(48%) were holding certificates. This implies that most of the respondents were aged above 45 years which means that the study had matured persons who were able to provide information needed for the study, there was also a fair distribution in terms of sex which maintains gender balance, the majority of respondents' education level was certificate.

4.2.4 Working Experiences of Respondents

Working experience might influence performance of an individual in a working place. It is generally thought that those who stay in a job for longer time get experience which is expected to make them perform better than people with limited experience. In this study, it was important to understand the work experience of

respondents in terms of time spent in the job for those employed like teachers and education officers to find out if there is any relationship between the different categories of people in term of work experience.

Figure 4.1: Respondents' Working Experience



Source: Field Data, (2017)

Figure 4.1 It can thus be concluded that the majority (61%) of the respondents in this category had an experience of up to more than 15 years, the rest had varied experiences. This implies that there were enough experienced experts.

4.3 The Contribution of frequent School Inspection to Students' Performance in PSLE in Karatu District Council.

In this objective the researcher intended to investigate the relationship between school inspectors visitation to school and students performance in respective schools. In doing this, the study intended to find out if school inspectors visited schools or not. The study also wanted to find out if head teachers of the respective schools did internal inspection. In order to get the information questionnaires were administered to Ward Education Officers and teachers. The findings from the respondents are summarised in Table 4.2.

Table 4.2: Responses for the Frequency of School Inspection, N = 41

Question	Responses	Number	%
1. Do your schools carry out internal inspections?	Yes	39	95
	No	02	05
2. Do your schools usually inspected by external school inspectors?	Yes	30	73
	No	11	27
3. Do school inspectors involve you during school inspection?	Yes	38	90
	No	03	10
4. Are you aware that your school is supposed to be inspected by external inspectors?	Yes	35	85
	No	06	15
5. Did the inspectors send the inspection report copy of your school?	Yes	40	98
	No	01	02
6. Do you think those issues emerge during inspection will help academic performance of the school?	Yes	34	83
	No	07	17
7. Do you think that school inspections are useful in enhancing students' performance?	Yes	41	100
	No	-	-

Source: Field data, (2017)

Table 4.2 shows the responses of 36 teachers and 5 ward education officers, In their response to question 1, 39 (95%) of respondents said 'Yes', whereby 02(10%) said 'No'. those who disagreed, 1 was male and the other one was a female aged between 35 -39 both of them were standard seven levers and were among school committee members.

In question 3, 38 (90%) respondents said 'Yes' while 03(10%) said 'No'. Those who said 'No' were both males aged between 45-54; they were degree holders and were among Ward Education Officers. In question 5, 40(98%) respondents said 'Yes' whereby 01(02%) of respondents said 'No', he was a male aged 45 years whose education level was a bachelor degree, this was a Ward Education Officer.

The above objective also was supplemented by interviewing 9 head teachers to find out if they were also conducting internal inspection in order to improve the quality of students' performance in their respective schools. The responses showed that all of them agreed to have conducted internal inspection as it helped their schools to assess themselves. Also the researcher wanted to know the usefulness of school inspection on students' performance by interviewing the DEO, School Inspectors, head teachers

school committee and non-teaching staff. All respondents, 44 (100%) respondents agreed that school inspection was important to students' performance.

Teachers of selected schools were further asked through questionnaire to tell the frequencies of school inspections both internal and external since 2013 to 2015. The frequencies of school inspections both internal and external as shown in Table 4.3 were found by counting the number of responses of each respondent then the average was found from the respondents of each school.

Table 4.3: The Frequencies of internal and external Inspections from 2013 to 2015 in the selected schools, N = 36

S/N	School	Year 2013		Year 2014		Year 2015	
		Internal	External	Internal	External	Internal	External
1.	A	12	1	12	2	12	3
2.	B	10	3	9	2	6	2
3.	C	12	2	12	1	12	2
4.	D	4	1	4	2	4	1
5.	E	6	1	4	2	6	1
6.	F	4	1	2	1	3	1
7.	G	4	-	4	1	4	1
8.	H	4	1	2	-	3	1
9.	I	4	-	4	1	2	-

Source: Field Data, (2017)

From Table 4.3 the findings show that school inspections both internal and external for the schools named A, B and C, those with high performance in PSLE for the year 2013, 2014 and 2015 consecutively were done effectively. These schools received internal inspection 6 to 12 times per year; external inspections were done in the interval of 1 to 3 times per year. In schools named as D, E and F whose performance was average their frequencies of inspection were average, they got internal inspection between 2 to 6 times per year, external inspection were done at least once per year. In the schools identified as school G, H and I the inspection, both internal and external was not well done, these schools performed poorly whereby internal inspections were done between 2 to 4 times per year and external inspections were done at least once or even not done for some of schools per year as shown in Table 4.3. The findings revealed that both internal and external inspections in schools have been done though in different frequencies.

In supplementing the answer the interview with school inspectors on if they conduct external inspection; one of them said,

Normally we are supposed to conduct school inspection. During inspection for example in one of the schools, we did inspection for the first time, when we visited for the second time for follow up we found a some improvement in the pass rate. Also the teaching and learning materials were well prepared (School Inspector: Karatu district, 2017).

This implies that if school inspections were well conducted, it would improve the pass rate of pupils.

The DEO was also interviewed to find out if school inspection report were sent to his office and if he read them for implementation.

The inspection reports sometimes help to work effectively and efficiently, if it reveals for example those sensitive issues which need immediate action such as; teachers misconduct like truancy, low performance in teaching and learning process, shortage of teachers, they help us to find solution (DEO: Karatu district, 2017).

The quotations above indicate that the reports are read and some measures are taken though there are challenges of inadequate fund for the inspectorate unit.

In response to the same question, one of the head teachers said, 'we read the reports and put strategies to overcome weaknesses, insisting teachers to work hard for better improvement and make follow up, to cross check if what have been planned were implemented effectively (head teacher, school B, 2017).

The quotation above implies that the school inspection reports were read by teachers and put into action.

The DAO in response to the same question asked about action taken after receiving inspection reports, he answered that his office wrote letters to those inspected schools and ordered them to plan for the strategies to overcome the challenges and then head teachers had to supervise the implementation of the directives and give feedback to the DAO. Furthermore, the findings from school inspectors show that if schools in the district get inspected frequently, it could help to improve students' performance. The findings shows that some of schools especially those in remote areas do not get

inspection frequently, efficiently which contributes to poor performance in examination.

The researcher, further wanted to know on the issues emerged during school inspection, here about 58 respondents involved were Quality assurers, DEO, DAO, SLO, head teachers, ward education officers and teachers; The findings show that the consideration during inspection was mostly on school management and administrative matters, they based on how head teachers manage administrative issues, and on the implementation of curriculum in which a part from other things the issue was on academics such as examination performance, preparation and use of teaching and learning materials like scheme of works, lesson plans, teaching aids, pupils' activities, lesson notes and subject log book. Others were the quality of school buildings, furniture, school environment, school culture and games. The findings show that the most challenges were on curriculum implementation, school buildings, furniture and other infrastructures necessary for schools. The observation shows that these issues affect students' performance.

Furthermore, in the findings to see the contributions of school inspection on students' performance, as a supplement to the objective on effects of school inspection visitation on students' performance, the researcher reviewed some documents such as school inspection files, teachers' schemes of work, lesson plans and subject log books in the respective schools to see the availability, preparations and uses of those teaching and learning documents, frequencies of school inspections and recommendations given during school inspections. From the reviews done, the findings showed that most of the schools which performed well in examinations were those mostly visited by school inspectors as the evidence revealed in (Table 4.2, page 43 and Table 4.3, page 44).

In addition to this objective on effects of school inspection visitation on students' performance through respondents by interviewing, questionnaires and group discussions done by researcher with some stakeholders, head teachers, teachers, DEO, DAO, SLO, Ward Education Officers and school inspectors about the reasons

for mass failures in PSLE it revealed that the most significant reasons were lack of seriousness on supervision and monitoring, shortage of resources, infrastructure, insufficient number of teachers and lack of readiness of most parents to make follow up on the academic development of their children.

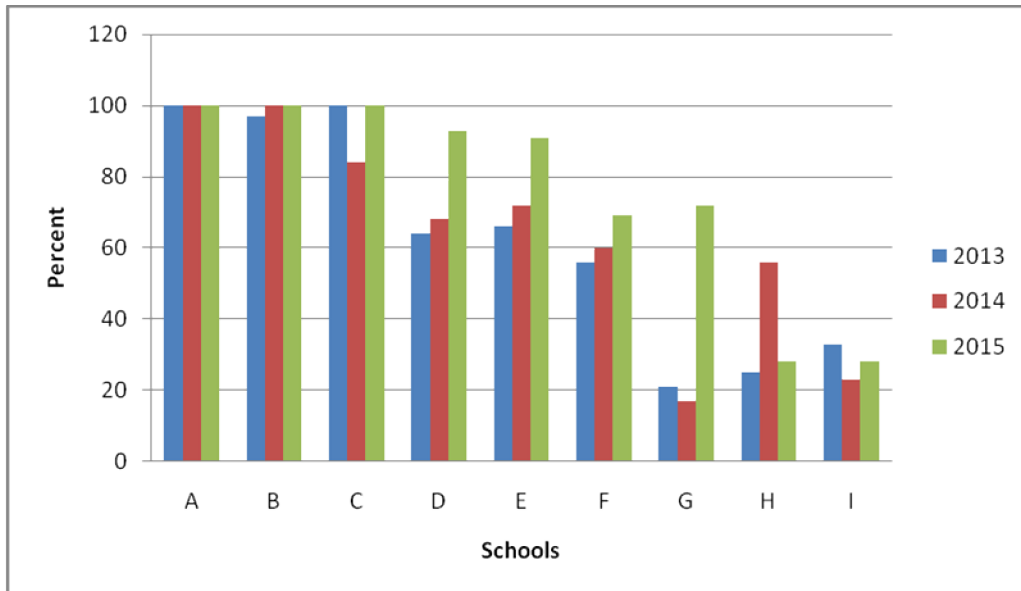
Table 4.4: The PSLE Results for Selected Schools in 2013, 2014 and 2015

S/N	School	Pupils passed			District rank			Average marks		
		2013	2014	2015	2013	2014	2015	2013	2014	2015
1	A	29	43	26	3	5	3	159	159	189
2	B	37	46	54	2	3	5	171	182	186
3	C	35	31	45	8	9	9	146	119	170
4	D	49	39	56	19	19	16	102	110	149
5	E	82	95	124	27	25	20	103	115	133
6	F	35	42	46	28	21	30	101	112	124
7	G	13	11	34	90	90	44	77	76	117
8	H	7	14	10	89	46	84	78	103	87
9	I	17	15	13	69	80	88	88	84	83

Source: Adopted from NECTA 2013; 2014; 2015

Table 4.4 shows schools named A, B and C as those in top ten in district rank with best performance. Also, their average marks were high which almost lay between 145 to 189. Schools named D, E and F were those ranged between number 11 and 30 in district rank with average marks from 101 to 149, while schools named G, H and I, their performance were low which ranged at the average marks between 44 to 100 and they ranked among those last ten between number 80s and 90s in district rank which performed poor. This indicates that school inspection in some extent has great effects to contribute in those results especially those which got frequent inspections.

Figure 4.2: PSLE 2013, 2014,2015 District Pass Rate(%) of the selected Schools



Source: Adopted from NECTA, 2013; 2014; 2015

Figure 4.2 indicates the percentages of schools pass rate in the district, whereby, schools A, B and C were those with best performance which also got frequent inspections, schools C, D and E were the one with average performance which also got average inspections while schools named G, H and I were those whose performance was poor as well as poor inspections in three years consecutively.

Furthermore in supplementing this objective, apart from the reviewed documents, some of the respondents, about 49 in number including the Educational officers, school committee members, non teaching staff and head teachers were asked if schools were inspected effectively, why other schools performed poorly in PSLE 2013, 2014 and 2015 respectively. One of the school committee members during discussion said;

My school is facing lots of challenges, apart from insufficient inspections, other factors like shortage of teachers, poor teaching and learning environment, insufficient school buildings, poor infrastructures, furniture, pupils attendance, unavailability of food, poor teaching and learning materials, lack of water services, distance from school, teachers and pupils readiness have great influence on examination performance (school committee member: (school H, 2017).

This implies that there were other factors apart from school inspections which affect students examination performance such factors as mentioned are shortage of teachers, buildings, teaching and learning materials, inconducive learning environment, teachers and pupils readiness.

The same respondents were also asked on the effects of school inspection in improving examination performance for PSLE; they agreed that school inspection has remarkable contribution on improving examination performance; one of the head teachers said;

School inspectors helped my school to disclose issues that hinder the pupils' performance like unfavorable teaching and learning materials and techniques, shortage of school buildings, and other infrastructure. Inspectors helped us by advising on how to solve those issues, some raised issues which were beyond our capacity were also reported to the DED's office and the ministry. Therefore, we, teachers tune ourselves to do better in our daily routine (head teacher school F, 2017).

Furthermore, other respondents were asked the same question about the effects of school inspection on examination performance and one of non-teaching staff during discussion has this to say;

It helps our school to improve the standard of curriculum implementation by giving the real picture on how far the teachers reached, helps teachers to be creative to use their environment to construct teaching and learning materials like teaching aids. Also help our teachers to identify the strengths and weaknesses found during school inspection, use to advise our head teacher on managerial and administrative issues in proper ways of leading schools. Also insist educational stakeholders: parents, community members and NGOs to participate well on their responsibilities to schools which enhance to promote examination performance (non-teaching staff: school A, 2017).

The above quotations imply that school inspectors are potential to quality education, therefore the government and other stake holders ought to give them support for them to do their jobs effectively.

4.4 The Effect of School Inspection to teaching and learning process in Public Primary Schools

This objective aimed at checking if the school inspection has any effect to teaching and learning process. It was thought that teaching and learning processes have impact on students' examination performance. The researcher collected information using questionnaire, interviews, focus group discussions and documentary reviews. Questionnaires were administered to teachers, District Academic Officer (DAO), Statistics and Logistics Officer (SLO) and Ward education officers the interview was conducted with school inspectors, District Education Officer (DEO) and head teachers, the focus group discussions was conducted to non- teaching staffs and school committee members.

In this objective several questions were asked to all respondents on the contributions of school inspections on teaching and learning process, in general the majority of the respondents agreed that there are a lot of contributions of school inspections to teaching and learning process as shown in Table 4.5

Table 4.5: Effect of School Inspection on Teaching and Learning Process, N= 85

Questions	Responses		Number or respondents	%
	Yes	No		
1. Do you think the inspection report has any influence in examination matters?	Yes	No	85	100
			-	-
2. Do those schools which perform best in PSLE Results get inspections effectively and frequently?	Yes	No	65	76
			20	24
3. Do those schools which perform average in PSLE Results get inspections effectively and frequently?	Yes	No	45	53
			40	47
4. Do those schools which perform poor in PSLE Results get inspections effectively and frequently?	Yes	No	25	29
			60	71
5. Have the school inspectors contribute anything to teachers on teaching and learning processes	Yes	No	85	100
			-	-
6. Do school inspectors have any support to teachers on improving teaching and learning process?	Yes	No	85	100
			-	-
7. Do you think the school inspections give picture of the real situation or picture of your school especially in examination?	Yes	No	85	100
			-	-

Source: Field data, 2017

Table 4.5 shows that all respondents 85 (100%) were involved to respond on those questions. In questions 1, 5, 6 and 7 all respondents agreed. In question 2, the large number of respondents agree that their schools were inspected frequently by school inspectors that's why their performance was the best whereby in question 3 more than half of the respondents agreed that inspection have been done somehow which also helped those schools whose performance was just average, while in question 4 a large number of respondents disagreed, this show that those schools which performed poorly were not inspected effectively.

In addition to the objective about contributions of school inspections on teaching and learning process District Academic Officer (DAO), Statistics and Logistics Officer (SLO) and ward education officers in their explanation when responding to the questionnaire they supported the responses above as contended that inspectors helped to demonstrate the proper way of quality teaching when observed that teachers are not doing well. They also helped teachers on current issues especially the changes of curriculum and teaching methods.

Moreover, in supplementing the findings of the contribution of school inspection on teaching and learning process DEO, school inspectors and head teachers were interviewed and one of the head teachers responded that;

The core work of a professional teacher mainly based on teaching and learning and when we talk about teaching and learning process means considering all about implementation of the curriculum. Therefore in this sense school inspectors play a great role in supervising and monitoring the whole process of teaching and learning by guiding and advising teachers as they observed the weaknesses. Also they insist the proper use of teaching and learning materials, participatory methods and techniques (head teacher: school C, 2017).

The quotation above implies that since the basic work of the professional teacher is based on curriculum implementation, therefore, monitoring and close supervision is very crucial in the whole process of teaching and learning for quality education.

The DEO also responded on the contribution of school inspections on teaching and learning process, he has this to say;

When school inspectors visit our schools, teachers tune themselves and perform well their duties hence improve the teaching and learning process which results to increase examination performance of the pupils. when school inspectors visited our schools they were not only inspecting but also advising, insisting, guiding and counseling our teachers about all observed things therefore, they are the important persons to visit schools frequently (DEO: Karatu District 2017).

This indicates that school inspectors apart from inspecting they are also advising, guiding and counseling teachers on issues rose during inspection.

School inspectors were also interviewed on their contribution to teaching and learning process by asking them the things found during school inspection in relation to teaching and learning process, one of the school inspector answered that;

Our teachers need inspection in order to remind them on their responsibilities, also they need to acquire new ideas due to daily challenges happening which caused by the development of science and technology worldwide, therefore, we as teachers part of that changes always our schools need close supervision (School Inspector: Karatu District 2017).

Also another inspector supported the contribution of school inspection to teaching and learning process by adding that;

When we are doing inspection we found that syllabus were not covered as planned, some teachers were not competent in some subjects, even school administrative parts had lots of challenges which affect the provision of quality education. (School Inspector: Karatu District 2017).

The above quotations imply that teachers like other government employees need to be reminding in order to perform their duties effectively.

Furthermore, School inspectors were interviewed to supplement the objective on the kind of support provided to teachers to improve the teaching and learning process, one of the school inspectors responded that:

We guided teachers on the proper preparation and use of teaching and learning documents such as curriculum, syllabus, scheme of work, lesson plan, teaching aid, teaching methods and techniques, text books, lesson notes and pupils activities. Also we provided guidance and counselling to those teachers who perform low in teaching and learning process. Also teachers were motivated, helped to build confidence and competence in their career (School Inspector: Karatu District 2017).

Another school inspector during interview said:

We sometimes support teachers by conducting seminars, workshops on capacity building; we also help teachers on the proper way of communicating with pupils during teaching and learning activities. We conduct meetings with teachers before and after inspections (School Inspector: Karatu District 2017).

The quotations above indicate that school inspectors support teachers to ensure that quality education is provided in schools.

Furthermore, School Inspectors were interviewed on contributions of school inspection in teaching and learning process and about their participation on examination performance of schools one of the school inspectors responded that for the schools with the best performance;

They usually get frequent inspections, during inspection they insist teachers to put more effort and be strategic in teaching and learning to perform more than they have done. Also teachers were motivated and encouraged in order to maintain or improve their performance. Teachers were insisted to put in action and observe the instructions and guides given during inspection in order to perform more (School Inspector: Karatu District 2017).

For the average performed schools, another school inspector had this to say:

We found the challenges facing some schools with an average performance; here we shared experiences and guidelines to overcome those challenges. (School Inspector: Karatu District 2017).

For the schools whose performance was poor, one of the school inspectors added:

In most cases those schools are in poor and remote area especially in rural areas, they face lots of challenges such as shortage of teachers, lack of facilities apart from not being inspected frequently. We take trouble to make sure that those schools are visited even once per year to identify their weaknesses and advise the concerned personnel on how to overcome the challenges. Also teachers were advised to make self evaluation and come up with strategic plan to perform more than they are. Teachers were encouraged to visit the schools with best performance in order to learn from them (School Inspector: Karatu District 2017).

The implications from the quotations show that school inspection has great contribution on examination performance of schools. It somewhat contributes to the best performance if well done, an average performance if it is an average inspection in terms of times of inspection and other related factors and poor performance in case the schools are not visited for inspection.

The head teachers were interviewed about their attitudes toward school inspection as a supplement on contribution of school inspection on teaching and learning process.

One of them responded that;

School inspectors are helpful, they address administrative issues myself I get a guide on a proper way of performing my duties and on how to keep documents, files and other important things properly (head teacher: school A 2017).

Another head teacher during interview on their attitude towards school inspection said;

When school inspectors visited my school it was the time I got better in my administrative issues, as they helped through guideline to ensure that teachers are reminded to do his/her responsibilities effectively without even being supervised, when inspectors came most teachers could actually prepare themselves very well for the teaching and learning, they used participatory method, teaching aids were prepared which made the teaching very effective. (Head teacher: school B, 2017).

From these quotations implication found was that school inspectors were not only helpful in curriculum implementation but also in whole school activities including administrative issues.

Another question was asked to head teachers about the perception of teachers toward school inspection as supplement to contributions of school inspection on teaching and learning process; one of the head teachers responded that,

I perceive it as a normal thing though teachers seem to be busy preparing and performing the teaching and learning activities effectively hence increases the examination performance of pupils (head teacher: school I, 2017)

Also, the head teachers were asked the kind of communication do school inspectors used during inspection as addition on contributions of school inspections to teaching and learning process, one of them answered;

School inspectors communicated friendly and helped teachers by showing their weaknesses and way forward in order to improve the examination performance of pupils. They also guided teachers to use polite language whenever they are performing their duties unless critical issues that would need a different approach. (Head teacher: school E, 2017).

Another question was asked to the head teachers, if school inspectors got opportunity to talk with pupils, teachers and educational stakeholders as a complement to objective on contributions of school inspections to teaching and learning process, one of them said;

After inspection school inspectors met with teachers to share and windup the issues observed during inspection and how to overcome weaknesses, in this meeting also representatives of education stakeholders such as school committee members, village/street leaders were involved. It is from this kind of meeting where pupils are encouraged to study hard for better performance (Head teacher: school C, 2017).

The above quotations indicate that school inspectors are friendly and helpful to teachers as they show the weaknesses and way forward for the purpose of improvement of pupils' performance.

4.5 Educational Stakeholders' Perceptions on Outcomes of School Inspection

The objective aimed to consider the participation of educational stakeholders on school development and how do they perceive the outcome of school inspection. In this objective all 85 respondents who are DEO, DAO, SLO, School inspectors, ward education Officers Head teachers, teachers, school committee members and non staff members were involved. The researcher collected information using questionnaire, interviews, and focus group discussions. Questionnaires were addressed to teachers, DAO, SLO and ward education officers, the interview was conducted with school inspectors, DEO and head teachers, the focus group discussions was conducted to non- teaching staffs and school committee members.

The question on the contribution of educational stakeholders such as parents, community members and Non Governmental Organisations (NGOS) to the school development was asked to DAO, SLO, ward education officers and teachers. They responded that education stakeholders like parents and community members have a great contribution to schools. Parents are supposed to monitor the development of their children and make sure the pupils complete compulsory education without dropout. Community members also have the role to play in improving pupils' performance by supporting the efforts done by teachers in learning process. Furthermore, educational stakeholders are like a key due to the fact that the schools are within their areas thus contribute significantly.

Also in supplementing the objective on educational stakeholders' perceptions on outcomes of school inspection the same question was addressed to DEO, school inspectors, head teachers, school committee and non-teaching staff. During interview with one of the head teacher has this to say:

Educational stakeholders contribute much in our school development due to the fact that most of them are aware that these schools are theirs. The parents are the one who have great responsibilities to their children by preparing and sending them to school. Also they provide the needs of their children like school uniform, stationery, food, make follow up on academic progress of their children, cooperate with teachers on monitoring the pupils' behaviours and other activities ordered by the school (head teacher: school G,2017).

The study shows that the school committee and non- teaching staff also discuss the contribution of education stakeholders such as parents, community members and Non Governmental Organisations (NGOs) in the development of schools.

One of the school committee members during discussion has this to say;

Community members participate in school activities both manually and financially such as in construction of school buildings, infrastructure and buying furniture. Also they are the one who make sure that peace and security is maintained in their schools (committee member: school B, 2017).

When the District Education Officer (DEO) was interviewed about the contribution of other educational stakeholders such as NGOs had this to say;

Our district is lucky to have many Non Governmental Organisations (NGOs) which contribute much in the development of education especially in schools. Some of those NGOs are like Community Aid and Small Enterprise Consultancy (CASEC); which participated on capacity building to teachers and school committee, providing school facilities..., they sometimes facilitate school inspection to inspect schools (DEO: Karatu District, 2017).

He continued to say that;

Grand Circle Foundation (GCF); support schools with facilities like bicycle for transport, solar energy to pupils in order to do their school homework and private reading (DEO: Karatu District, 2017).

The District Education Officer (DEO) added that;

Other Non-Governmental Organisations (NGOs) such as World Vision; build infrastructure, helps in capacity building for teachers and school committee on supervision and management of school. Also Rift Valley Children Foundation (RVCF); build infrastructure ..., provide food for pupils and support teachers (DEO: Karatu District, 2017).

The quotations above indicate that educational stakeholders have much contribution on schools development for example parents are the one who have great responsibilities to their children, community members participate in school buildings even to maintain peace and security as well as NGOs which also contribute much in capacity building to teachers and school committee, providing school facilities, building and maintaining schools buildings and sometimes facilitate school inspection to inspect schools.

On the perception of educational stakeholders to the outcomes of school inspections, DEO responses as follows;

Most of the parents and community members especially those in rural areas their turn up is low because they are not aware of the outcomes of school inspections since it is done in schools during working hours thus difficult to know when it takes place (DEO: Karatu District, 2017) .

Some parents and community members are aware of the impact of inspection on examination performance especially those school committee members and the village/street leaders as they attend the winding up meeting with inspectors (DEO: Karatu District, 2017).

School inspectors were also interviewed on the educational stakeholders' perception on school inspection outcome, one of them said that:

NGOs are aware on the outcome of school inspections, they belief that inspection is the best way of supervising and monitoring the quality of education, that is why sometimes support the school inspectorate department to inspect schools which are in their programmes for example the CASEC facilitate fuel, per diem, and stationery for inspection (School Inspector: Karatu District, 2017).

These quotations above imply that most of the educational stakeholders such as parents and community members were not aware on the outcomes of school inspection on examination performance since they are not directly involved during inspection. Only few of them like school committee members and NGOs who are somehow involved are aware of the exercise.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter deals with the discussion of findings on the basis of objectives of the study, and reviewed literature; both theoretical and empirical. The objectives of the study intended to find out the effects of school inspection visitation on examination performance in primary schools in Karatu district council. The discussions of the findings were carried through research objectives.

5.2 The Contribution of frequent School Inspection to students' performance in PSLE in Karatu District Council.

The purpose of this objective was to assess if school inspectors do conduct inspections in schools in the study area and whether they give feedback to schools on the emerged issues during inspection and whether those issues have an impact to examination performance of the pupils. Also, the study wanted to know if head teachers and Ward Education Officers had done internal inspection in their schools. The findings in this objective revealed that Ward Education Officers and head teachers do conduct internal inspection in their schools.

These findings concur with the study done by Wong and Li, (2010), which showed that; School inspections (external inspections) are useful in initiating internal evaluation. Also the study by McNamara et al. (2011), about Comparison on School Self Evaluation and external inspection showed the guidance and support that schools have for school self evaluation and external inspection affected the impact of inspection systems on school improvement.

The evidences from the findings and reviewed literature implied that internal inspection helped to identify easily the real situation in schools. It is suggested that the reports following these inspections should be used to improve the quality of education in schools. On school inspection the study showed that school inspectors visited schools at least once per year and this was just for some schools while other

schools were visited twice a year in the periods covering the year 2013 to 2015. The reasons given for this insufficient inspection was the scarcity of funds allocated to the inspectorate department by the government.

These findings concur with the studies by Wanzare, (2002) and Badau, (2014) in Nigeria who argued that the challenges facing school inspection were; inadequacy inspection which does not meet the needs of schools and parents, inappropriate inspection; and that many school inspections lack a proper, appropriate, and uniform structure. From the findings it is advised that the government should allocate sufficient funds to the Inspectorate Department in order to perform its work effectively, frequently and timely.

The findings show the issues emerged during the inspections conducted in schools which include the responsibilities of head teachers in their schools, the implementation of curriculum which includes preparation and usage of teaching documents such as teaching and learning materials, texts and reference books schemes of work, lessons plan, and lesson notes. Others which were observed as affecting the quality of education were school buildings, furniture, school environment, school culture, sports and games. The findings on emerged issues show that the directives given to teachers and other stakeholders helped them to overcome the weaknesses found during inspections to ensure quality education in schools.

The findings further show that the school inspection helped in the improvement of curriculum standards. It helped teachers to be creative especially in the preparation of teaching and learning materials like teaching aids, selection of proper text and reference books. The observation from the findings showed that the inspection reports were send to the DEO's office, ward educational officers and head teachers for them to learn and work on the strength and weaknesses the purpose being to improve the quality of education in schools.

The findings implied that school inspection has great contribution to students' performance particularly in examination. This was revealed from those schools which got frequent inspections that their performance was better than the rest in the

study area (Table 4.2 and Table 4.3). This implies that external inspection is necessary in the supervision and evaluation of curriculum implementation. It helps to raise the students' performance especially in the PSLE. This has also been insisted by the MoEST as guided in the school inspectors' manual that "each school is supposed to be inspected at least once per year depending on the kind of inspections" (URT, 1999). Generally, this implied that school inspection is an essential instrument of school supervision which needs a serious attention for better contribution on students' examination performance. The findings show that the schools which were well inspected showed an outstanding performance and which lacked inspection due to different factors did not show a good performance in their examination.

The study further shows that most inspected schools experienced the best performance, the ones with an average inspection at least twice in three years, showed an average performance and the rest which were not attended showed a poor examination performance in PSLE of the respective years. When schools are inspected teachers are advised, motivated and encouraged to do well in their profession. This was also in line with the study done by Ehren and Honing (2012), which compared inspected schools with non inspected one. Moreover, the systems theory would be effective if all its organs work together effectively. School inspection as the department within the MoEST is expected to bring better performance of students when schools were well inspected hence the teachers and education stakeholders would be aware of their responsibilities.

5.2 The Effect of School Inspection to teaching and learning process in Public Primary Schools

This objective aimed at examining the effect of school inspections in teaching and learning process, all respondents 85 (100%) were involved in the study. The responses revealed that school inspectors provided great supports to teachers in improving teaching and learning process. One committee member from school D said that school inspection is like a mirror which reflects the real situation of teachers on performing their teaching and learning process, and that any work without

supervision has no impact. Therefore, if schools are inspected effectively teachers would be aware, punctual and work efficiently.

Similar to the study done on The Role of School Inspection towards Improving Teaching and Learning in Ethiopia, it was found that school inspectors performed their role towards improving teaching and learning whereby teachers perceived advice and feedback given through inspection reports and recommendations useful for making improvements in their own work performance (Shaheen 2013).

The findings also revealed that school inspectors helped to ensure that teachers use appropriate methods, approaches and techniques in teaching and learning. It was also observed that head teachers and teachers were guided and advised on strengths and weaknesses observed. This was also observed by Matete (2009) on her study about “The Impact of School inspection in Primary School on Teaching and Learning in Tanzania”, that school inspection has more value to schools if it pays attention to issues of increasing teacher effectiveness as well as the challenges that teachers face in their schools. Moreover the systems theory also would be successful if external supervision will work well. Teaching and learning activities need close supervision which mainly done by external persons like school inspectors this might improve students’ performance.

The findings showed that the core work of a professional teacher is mainly based on teaching and learning. It is all about the implementation of the curriculum, therefore in this sense school inspectors play a great role in supervising and monitoring the whole process of teaching and learning by guiding and advising teachers as they observe the weaknesses as well as strengths in schools.

The study also shows that teachers were insisted on the proper use of teaching and learning materials, participatory methods and techniques. It has been observed that school inspectors were perceived as good, polite and using profession approaches to the head teachers and teachers. Therefore, it reported to be more helpful to administrative issues as well as the teaching part. Related studies were done by Machumu, (2014) about Teachers Perceptions towards School Inspection and Haule,

(2012) on; The Perceptions of School Teachers and Leaders toward School Inspection in Tanzania Secondary School, indicating that “leaders and teachers have positive perception to school inspectors.

The implication we get here is that though teachers perceive school inspection in a positive way in the real sense most teachers do not work effectively. The experience shows that most of them prepare the teaching documents, and look effective and committed when they hear that school inspectors are visiting their schools for inspection as the head teacher of school D said during interview. The findings furthermore, revealed that school inspectors provided professional supports to teachers for the improvement of the teaching and learning process in the sense that they guided teachers on the proper preparation and use of teaching and learning documents such as curriculum, syllabus, schemes of work, lessons plan, teaching aids, teaching methods and techniques, text books, lesson notes and pupils activities. Also they provided guidance and counselling to those teachers who perform low in teaching and learning process. As also Whitby (2010) as concluded in his study about School Effectiveness on Self Evaluation that external inspection is most likely to be effective when there is collaboration with the school focused on improvement.

The findings also revealed that school inspectors supported teachers by conducting seminars, workshops on capacity building especially in sciences, English language, and mathematics as these are core subjects in schools. Teachers were not only motivated but also, building confidence, competence about their career, the proper way of communicating with pupils during teaching and learning activities. The implication showed here was that school inspectors are most supportive in the whole process of teaching and learning as they contributed much on uplifting teachers for effectiveness and efficiency of their responsibilities.

5.4 The Educational Stakeholders' Perceptions on the Outcomes of School Inspection

The purpose of this objective was to assess the responsibilities of stakeholders to the development of schools and their awareness on outcomes of school inspections to students' examination performance in PSLE. The findings revealed that the stakeholders such as parents, community members and NGOs contribute much in school development due to the fact that most of them are aware that schools are their property and they are the one who will build those schools as one of the head teacher said; The parents were the one with great responsibilities to their children by providing them with school facilities needed, as well as community members participated in the assurance of peace and security of school, in doing activities manually and financially (head teacher from school B, 2017).

It has been seen that the perception of educational stakeholders on the outcomes of school inspections for most of the parents and community members especially those in rural areas was little. They were not aware due to the fact that inspection is done in schools and they were not there during those inspections. One of the respondents said; Few of the parents and community members are aware that schools are inspected and know that inspection has an effect on examination performance, but NGOs are aware about the outcomes of school inspections, they believe that inspection is the best way of supervising and monitoring the quality of education. Sometimes they supported the school inspectorate department by facilitating funds, fuel and stationery to inspect schools which are in their programmes (DEO: Karatu District, 2017).

The implication from the findings showed that educational stakeholders participated well in the development of schools, although majority of them are not aware on the outcomes of school inspection to students' performance in PSLE in the sense that they are not much involved during school inspections. Only few of them are aware especially those involved directly in the meeting during the winding up. Those educational stakeholders involved are like school committee members, village/ street leaders.

In other way the contingency theory might support all education stakeholders to participate in school activities as well as in monitoring and supervision. The theory insisted that there is no best way of supervising but it depends on situation and the environment of that event. The findings revealed that the involvement of education stakeholders on the outcomes of school inspection is minimal, therefore there is need the whole society to be aware on school supervision and monitoring for better improvement of students performance.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND POLICY IMPLICATIONS

6.1 Introduction

This chapter presents the summary of major findings of the study, conclusions, recommendation, policy implications and areas for further research.

6.2 Summary of the Findings

The research was guided with general objective of the study which aimed at investigating the influence of school inspection to students' performance of public primary schools in Karatu District Council; the specific objectives were to investigate the contribution of frequent school inspection to students' performance in PSLE in Karatu District Council, to examine the effect of school inspection to teaching and learning process in public primary schools and learning process and assess educational stakeholders' perceptions on outcomes of school inspection of selected public primary schools.

The findings showed that school inspections are not done frequently, efficiently and on time for all schools due to scarcity of funds provided by the MoEST to the department. The findings also showed that school inspection has great effects on improvement of examination performance of the students in PSLE. This has been revealed through observing the examination results of schools with the best performance, the average and the poor. For the best and average performed schools, it was noted that the schools which got fair inspections, teachers were advised, assisted, and encouraged to increase more effort to raise the performance of their schools. It was also observed that the schools with poor performance were not visited for inspection as it was in the best and at least the schools with average performance. Most of these schools with poor performance are in remote areas especially in rural parts of the district.

It has also been found that there were other factors which had great contribution to students' performance in PSLE apart from insufficient inspection, such factors are; shortage of teachers, poor teaching and learning environment, insufficient school buildings, poor infrastructures, furniture, pupils attendance, unavailability of food, poor teaching and learning materials, lack of water services, distance from school, teachers and pupils readiness. School inspection has effects on examination performance as it has revealed in the findings that before inspection some schools showed poor performance but after school inspection they showed a better performance. One head teacher from school E said, his school in 2014 mock examination performed poorly but when school inspectors visited for inspection they found lots of weaknesses, the inspectors shared a lot of experiences with teachers and the administration especially on the best way to raise the academic performance of pupils which helped teachers and administration as in the PSLE 2014 the school's performance was improved. Therefore, this is an indication that inspections have influence to examination performance.

The findings also showed that inspections contributed much to a better teaching and learning process at least in the schools that received regular inspections. School inspectors play a great role in supervising and monitoring the whole process of teaching and learning by guiding and advising teachers to use the available resources and skills for quality education in schools. It was observed that whenever they visited schools for inspections, they did insist on the proper use of teaching and learning materials, participatory methods and techniques. The DEO said; when school inspectors visit schools, teachers tune themselves and perform well their duties hence improve the teaching and learning process which results to the increase of examination performance of the students. This means that school inspectors when are in schools they do not only inspect but also advise, guide and counsel and in fact share experience with teachers about issues related to academics for the development of schools.

Furthermore, the findings show that school inspectors shared with teachers to demonstrate the proper way of quality teaching, update them on current issues including those related to changes of curriculum and teaching methods. Human beings normally need supervision in order to work effectively; this was explained in theory X, that people dislike work, therefore in order to provide quality education there should be close supervision and frequent monitoring. This was revealed in the findings that most teachers do not have effective preparation before they go for teaching, but effective teaching requires proper preparation. Therefore, whenever inspectors visit the schools they actually do act as catalysts for effective teaching and learning in schools.

The findings also revealed that educational stakeholders contributed much to the development of schools. Parents also participated well in the development of schools by sending their children to schools and providing them with all facilities needed, they monitored the academic progress of their pupils, while community members participated in school security and peace, constructed buildings, and infrastructure necessary for the schools. NGOs contributed much in the development of education especially in schools, they participated in conducting seminars on capacity building to teachers and school committees, provided school facilities for sports and games, supported pupils by providing them with school facilities, contributed in constructing school buildings and maintenance, they also facilitated school inspections. It has also been observed that many of the educational stakeholders were not aware of the outcomes of school inspection. Only few of them such as school committee members and village/street leaders and NGOs were aware of the outcomes as they were directly involved during the last meeting of school inspection.

6.3 Conclusion

School inspectorate departments face lots of challenges mainly caused by lack of funds due to little budget provided to the department for inspection which contributes to shortage of facilities such as transport, fuel, stationery and non-staff-members which bring about difficulties to facilitate their responsibilities. It has been

observed that poor supervision and monitoring of schools result to poor examination performance of pupils especially in PSLE.

It has been noted that the challenges facing inspectorate departments have great effects to close supervision and monitoring of the implementation of curriculum which affect the students' performance. Most of schools in Karatu district did not get effective inspections. This has been showed in the research gaps and findings in the selected schools, these are the schools which performed poorly in the PSLE of 2013, 2014 and 2015 respectively. It is the government's responsibility especially MoEST to take serious measures on how to overcome the challenges facing the inspectorate department in order to make sure that the effectiveness in school inspections.

In most cases as indicated in the findings, it has been seen that some teachers did not work effectively especially in the pace of teaching and learning which to some extent affected students' performance in PSLE. Therefore, school inspectors play a great role in supervising and monitoring the whole process of teaching and learning by reminding, guiding and advising teachers to work effectively for quality education. It was observed that whenever they have inspections teachers were insisted on the proper use of teaching and learning materials, participatory methods and techniques. Educational stakeholders have been seen to have many contributions on the development of schools as they considered them as their property.

Most of parents' participated fully providing school needs to their children. Community members on the other side played parts in the building of schools infrastructures through financial contributions and manpower. It also shows that NGOs engaged themselves in schools development as they supported greatly by providing facilities for better performance of students. However, most of parents and community members were not aware about the outcomes of school inspection since they were not directly involved on inspection issues. It is therefore important that all community members including parents, education stakeholders should be aware on

the outcomes of school inspections since they are important ones in the development and improvement of students' performance.

6.4 General Recommendations of the Study

The effectiveness and efficiency of any work needs close supervision and monitoring. Inspection of schools is necessary in order to have a quality education. The government through the ministry responsible for education needs to allocate sufficient budget to support the inspectorate department for it to work effectively. The study suggests that the inspectorate department should be empowered as an independent agency with full mandate for better implementation of the decision made during inspection. The school inspections should be done frequently, efficiently and on time. Moreover, the inspectorate department should conduct seminars to teachers for capacity building, for effective teaching and learning.

The school inspections reports should be used to take any possible measures in order to rescue pupils from poor results.

Furthermore, there should be a serious commitment by teachers in the implementation of their duties and responsibilities. Some teachers only prepare lesson plans and teaching materials when they have information that school inspectors are going for inspection. Teachers should be self-motivated in teaching. Finally, the inspectorate department should be an independent unit in the district council in order to perform its duties well. If the inspectorate department keep on depending upon the DED and the MoEST to fulfil its responsibilities, it will not provide the required results due to conflict of interest and unnecessary bureaucracy.

6.5 Policy Implications

As it was stated in the Education Act No. 25, section 42, Of 1978, and its amendment Act No.10 of 1995, the School Inspectorate is expected to be supportive and promote good performance among pupils and schools. Since the major aim for the establishment of the school inspectorate department in Tanzania has been towards efforts of enhancing quality of teaching and learning for basic, secondary and teacher education for the purpose of advising the MoEST on the best way of implementing

education policy (URT, 1995; 2012). Therefore, school inspection ought to make appropriate recommendations to head teachers and teachers on the best ways to improve their performance and overcome challenges that affect their schools.

As it has seen in findings that there is close relationship between school inspections, teaching and learning process and curriculum deliverance which showed a great improvement of students' performance in some schools, therefore, the MoEST, policy makers and curriculum developers, education officers and teachers should considers the instructions, and guidelines given during inspections for the improvements of students performance in PSLE. The educational stakeholders seemed to be important in the development of schools as they supported the improvement of examination performance and students' discipline, more effort to mobilize the society is needed to make sure that the whole society is aware of the development of schools and the outcomes of school inspection.

6.6 Area for further Studies

The study is limited to school inspection and students' performance of public primary schools in Karatu district whereby most attention was on PSLE. It has included only nine (9) public primary schools as a sample study. The researcher applied a mixed approach which is both quantitative and qualitative; also the research tools for data collection such as interviews, questionnaires, focus group discussion and documentary reviews were used effectively. The study therefore, provides the room for other researchers to conduct the same study but covering a large area and involving more respondents to obtain more data about the study for the development of our education and the country at larger.

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APPENDICES

Appendix I

INTERVIEW GUIDE FOR SCHOOL INSPECTORS

FORM NO Date of the interview

Name of Institution Place

I am **BASILISA GAUDENCE**, a Student pursuing a Master of Arts in Education at Mzumbe University wish to conduct a study on **Influence of School Inspection on Students’ Performance in Tanzania: A case of Public Primary Schools in Karatu District Council**. I am especially interested in your feelings/attitudes/perceptions about the study and any suggestions you might have.

Your participation in this study as a respondent to our research questions will be appreciated. Please note that your participation is voluntarily, and that it will not cause any harm as whatever information you provide will remain strictly confidential. I pledge that anonymity will be maintained. You are free to withdraw from this study at any time of your choice without any negative or undesirable consequences to you. Please sign below as an indicator of your consent and voluntary participation in this study.

Signature of respondent/Participant

Signature of researcher

Date.....

Date.....

Kindly complete the questionnaire by ticking the appropriate response or by inserting your answers in the spaces provided.

Part I Personal Information

- 1. Sex:
 - i. Male ()
 - ii. Female ()

2. Age:

- i. 19 – 24 ()
- ii. 29 – 30 ()
- iii. 30 – 34 ()
- iv. 35 – 39 ()
- v. 40 – 44 ()
- vi. 45– 49 ()
- vii. 50 – 54 ()
- viii. 54+ ()

3. Educational level

- i. Primary education ()
- ii. Secondary ordinary and advanced level ()
- iii. Certificate of grade A ()
- iv. .Diploma ()
- v. Degree education ()

4. Working experience

- i. 0- 5 years ()
- ii. 6 – 15 years ()
- iii. Above 16 years ()

Part II: Specific Information

Objective 1: To investigate the contribution of frequent school inspection to students' performance in PSLE in Karatu District Council.

1. How many times do you visit for inspection the selected schools since 2013 up to 2015? Mention them by names and indicate the frequency of inspection per each school for the time mentioned

2. If there are some schools among those mentioned are not inspected since 2013 to 2015 explain why
3. Which kinds of school inspections are usually done?
4. What are the most important things to deal with when you visit schools for inspections?
5. Is school inspection sufficient, effective and done on time? Yes
No.....If No why
6. In which ways do you think school inspection can be more effective and efficient?

Objective 2: To examine the effect of school inspection to teaching and learning process in public primary schools

What kind of support do you offer to the teachers to improve the teaching and learning process?

7. What do you exactly find when you inspect the schools in relation to the teaching and learning process?
8. How do the school inspections participate on academic performance of those schools which perform the best, average and poor in Primary School Leaving Examination?
 - a) The best academic performance schools
 - b) The average academic performance schools
 - c) The poor academic performance schools

Objective 3: To assess educational stakeholders' perceptions on outcomes of school inspection of selected public primary schools

9. Are educational stakeholders like parents, community members and NGOS, participating well in school development?
Yes..... No.....
10. How do they participate in school activities?
11. How do educational stakeholders like parents, community members and NGOS perceive the outcomes of school inspections?

INTERVIEW GUIDE FOR DEO

Part I Personal Information

1. Sex:

- i. Male ()
- ii. Female ()

2. Age:

- i. 19 – 24 ()
- ii. 29 – 30 ()
- iii. 30 – 34 ()
- iv. 35 – 39 ()
- v. 40 – 44 ()
- vi. 45 – 49 ()
- vii. 50 – 54 ()
- viii. 54+ ()

3. Educational level

- i. Primary education ()
- ii. Secondary ordinary and advanced level ()
- iii. Certificate of grade A ()
- iv. Diploma ()
- v. Degree education ()

4. Working experience

- i. 0- 5 years ()
- ii. 6 – 15 years ()
- iii. Above 16 years ()

Part II: Specific Information

Objective 1: To investigate the contribution of frequent school inspection to students' performance in PSLE in Karatu District Council

Do all schools in your district get inspection frequently

1. Do school inspectors send school inspection reports to you?
Yes.....No..... If yes, what is your opinion on these school inspection reports?
If no, Why?
2. Do you think school inspection reports can make you effective and efficient in your work performance? If yes or no, can you please give the reasons?
3. Is there any positive cooperation between your office and school inspectors?
Yes.....No.....
If yes or no, can you please explain?
4. What kind of support do you provide to school inspectors?

Objective 2: To examine the effect of school inspection to teaching and learning process in public primary schools

5. Do school inspectors support teachers in the teaching and learning processes?
6. Is there any contribution of school inspection on examination performance of Primary School Leaving Examination in three years from 2013 to 2015? If yes how does it contribute and if no why?

Objective 3: To assess educational stakeholders' perceptions on outcomes of school inspection of selected public primary schools

7. Do educational stakeholders such as parents, community members and NGOS contribute in school development? If yes how or if no why
8. How do stakeholders like parents, community members and NGOS perceive the outcomes of school Inspections?
9. In your opinions, what can be done to make school inspection more useful in improving the academic performance?

INTERVIEW GUIDE FOR HEAD TEACHERS

Kindly complete the questions by ticking the appropriate response or inserting your answers in the spaces provided.

Part I: Personal information

1. Sex

- i. Male ()
- ii. Female ()

2. Age:

- i. 19 – 24 ()
- ii. 29 – 30 ()
- iii. 30 – 34 ()
- iv. 35 – 39 ()
- v. 40 – 44 ()
- vi. 45 – 49 ()
- vii. 50 – 54 ()
- viii. 54+ ()

3. Educational level

- i. .Primary education ()
- ii. Secondary ordinary and advanced level ()
- iii. Certificate of grade A ()
- iv. Diploma ()
- v. Degree education ()

4. Working experience

- i. 0- 5 years ()
- ii. 6 – 15 years ()
- iii. Above 16 years ()

School

Part II: Specific Information

Objective 1: To investigate the contribution of frequent school inspection to students' performance in PSLE in Karatu District Council

1. For how long have you been the head of school?
2. How many teachers does your school have?
3. Are they sufficient? Yes / no
4. Is your school visited by school inspectors? Yes/No If no why, if yes, how many times did your school get inspected externally since 2013 to 2015?
5. What were the issues that emerged during the inspection by inspectors from the inspectorate department?
6. Among the issues emerged which ones are of great challenges?
7. What were the major results of those inspections?
8. Do you get the inspection report from the inspectors?
9. What is your attitude towards school inspections?
10. What kind of communication style do school inspectors have when visiting your school
11. How do your teachers perceive school inspection?
12. How do school inspections contributed to the examination performance of your school for the past three years?

Objective 2: To examine the effect of school inspection to teaching and learning process in public primary schools

13. Is there any professional support that school inspectors offer to teachers in the teaching and learning process when they visit your school?

Yes.....No.....If yes, what kind of professional support do they provide?

14. Do school inspectors have any contribution to improve the teaching and learning process?

15. Do school inspectors get opportunity to talk with teachers, pupils and educational stakeholders when visiting your school?

16. What should be done to improve academic performance of the school?

Objective 3: To assess educational stakeholders' perceptions on outcomes of school inspection of selected public primary schools

17. How do educational stakeholders such as parents, community members and NGOs contribute to the academic performance of the school?

18. How do educational stakeholders perceive the outcomes of school inspection?

Appendix IV

QUESTIONNAIRE FOR DEO, SLO AND WARD EDUCATION OFFICERS

Kindly complete the questionnaire by ticking the appropriate response or by inserting your answers in the spaces provided.

Part I: Personal Information

1. Sex

- i. Male ()
- ii. Female ()

2. Age:

- i. 19 – 24 ()
- ii. 29 – 30 ()
- iii. 30 – 34 ()
- iv. 35 – 39 ()
- v. 40 – 44 ()
- vi. 45 – 49 ()
- vii. 50 – 54 ()
- viii. 54+ ()

3. Educational level

- i. Primary education ()
- ii. Secondary ordinary and advanced level ()
- iii. Certificate of grade A ()
- iv. Diploma ()
- v. Degree education ()

4. Working experience

- i. 0- 5 years ()
- ii. 6 – 15 years ()
- iii. Above 16 years ()

Part II: Specific Information

1. How many schools are there in your district/ ward?

.....

2. Does your office carry out school inspections? Yes..... No.....

3. If yes, how many times per year?

If not, why

.....

4. What are the general results of those inspections?

.....

5. What are the major areas that your inspections focus on?

.....

6. Are your schools regularly inspected by school inspectors? Yes..... No

.....

If yes, how many times has your schools been inspected since 2013 to 2015 year?

.....

If no, give reasons

.....

7. Do school inspectors involve you during school inspection? Yes

No.....

8. If yes, how do you participate in school inspection?

.....

If no, why?

.....

9. Is there any contribution of school inspection in improving examination performance for Primary School Leaving Examination? Yes No

If yes/no explain how

.....

10. Do inspectors send school inspection reports to your office? Yes..... No.....

If yes, what is your view on those reports?

.....

If no, why do you think they do not send to you the reports?

.....

11. What action do you take after receiving the school inspection report? Mention

.....

12. Do you think the inspection report has any influence in your daily working especially on academic matters? Yes..... No.....

If yes, can you explain how?

.....

If no, can you explain why?

.....

13. Do those schools which perform best, average and poor in Standard Seven National Examination Results get inspections effectively and frequently? Yes

..... No.....

If yes, why do you think their performance is poor for those who do so?

.....

If no what is the influence of school inspection on examination performance?

Explain

.....

14. Have the school inspectors contributed anything to teachers on teaching and learning processes? Yes..... No.....

If yes how do they contribute?

.....

If not, can you give reasons?

.....

15. What do you think can be done to make school inspections more fruitful?
16. How do educational stakeholders such as parents, community members and NGOs contribute to the academic performance of the school?
17. How do educational stakeholders perceive the outcomes of school inspection?

QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to collect data on **Influence of School Inspection on Students' Performance in Tanzania: A case of Public Primary schools in Karatu District Council.**

Kindly complete the questionnaire by ticking the appropriate response or inserting your answers in the spaces provided.

To maintain the anonymity and confidentiality, writing your name is optional.

Part I: Personal Information

1. Sex:

- i. Male ()
- ii. Female ()

2. Age:

- i. 19 – 24 ()
- ii. 29 – 30 ()
- iii. 30 – 34 ()
- iv. 35 – 39 ()
- v. 40 – 44 ()
- vi. 45 – 49 ()
- vii. 50 – 54 ()
- viii. 54+ ()

3. Educational level

- i. Primary education ()
- ii. Secondary ordinary and advanced level ()
- iii. Certificate of grade A ()
- iv. Diploma ()
- v. Degree education ()

4. Working experience

- i. 0- 5 years ()
- ii. 6 – 15 years ()
- iii. Above 16 years ()

School.....

Part II: Specific Information

1. Does the head of school carry out internal inspections?

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

2. If yes, how many times does the head teacher make internal inspection per year?

.....

3. Are you aware that your school is supposed to be inspected by external Inspectors?

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

4. How many times have your school been inspected from 2013-2015?

In 2013

In 2014.....

In 2015

5. Did the inspectors send the inspection report copy at your school?

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

6. If yes, did you see and read the report?

- (i) Yes, () (ii) No. ()

7. Can you mention some issues that emerged during school inspection?

.....

Do you think the issues emerged during inspection will help to improve the examination performance of the school? Explain how

.....

8. Do you think that school inspections are useful in enhancing examination performance?

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

9. If yes, can you state the influence of school inspection on examination performance?

.....

10. If no, why do you think so?

.....

12. Do school inspectors have any support to improve teaching and learning process?

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

13. If yes, how?

.....

14. If no, why?

.....

15. Do you think the school inspections give picture of the real situation or picture of your school especially in examinations?

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

16. If yes, how?

.....

17. If no why?

.....

18. Do educational stakeholders such as parents, community members and NGOs contribute anything on school development especially on academic performance?

.....

19. How do educational stakeholders perceive the school inspection outcomes?

.....

20. In your view, what should be done to make inspections more effective?

**GROUP DISCUSSION QUESTIONS FOR SCHOOL COMMITTEE
MEMBERS AND NON - TEACHING STAFF**

Kindly complete the questions by ticking the appropriate response or inserting your answers in the spaces provided.

Part I: Personal information

1. Sex:

i. Male ()

ii. Female ()

2. Age:

i. 19 – 24 ()

ii. 29 – 30 ()

iii. 30 – 34 ()

iv. 35 – 39 ()

v. 40 – 44 ()

vi. 45 – 49 ()

vii. 50 – 54 ()

viii. 54+ ()

3. Educational level

i. Primary education ()

ii. Secondary ordinary and advanced level ()

iii. Certificate of grade A ()

iv. Diploma ()

v. .Degree education ()

4 Working experience

0 – 5 years ()

6 – 15 years ()

16+ years

Part II: Specific Information

1. Do school inspection visitations have any effect to students' performance in PSLE? If yes, explain how?

.....
.....

2. Do school inspectors have any help to teachers in improving teaching and learning process? Explain

.....
.....

3. How do educational stakeholders such as parents, community members and NGOs perceive the outcomes of school inspections? Explain



MZUMBE UNIVERSITY

OFFICE OF THE VICE CHANCELLOR

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MZUMBE

MOROGORO, TANZANIA

Ref. No.: MU/DPGS/INT/38/VOL. II/78

Date: 23rd January, 2017

TO WHOM IT MAY CONCERN

RE: INTRODUCTION OF MS. BASILISA GAUDENCE LULU

The bearer of this letter is a postgraduate student at our university (Mzumbe University) pursuing **Master of Arts in Education (MA – EDU)**. As a part of requirements for completion of her studies, she is collecting information on *"The influence of school inspection on academic performance in selected Public Primary Schools: A Case of Karatu District, Tanzania"*.

This letter serves to achieve three purposes. Firstly, to introduce her to you, secondly, to request you to grant her permission to undertake the mentioned research at your Institute, and thirdly to request you to facilitate any form of assistance she might need in order to successfully pursue this noble exercise at your organization/institute. We can assure you that this activity is entirely for academic and will never be used for any other purposes.

We trust that you will accord our student with necessary assistance.

Sincerely yours,

Dr. Fred Alfred (PhD)

For: VICE CHANCELLOR

KARATU DISTRICT COUNCIL

(All correspondence to be sent to District Executive Director)

Tel: +255 27 2534047
Fax: +255 27 2534300

E-mail:
karatucouncil@yahoo.com

When replying please quote



P.O. Box 190
Karatu

ARUSHA

KDC/DED/E. 1/23/23/VOL.II/199

Date: 30TH January, 2017

TO WHOM IT MAY CONCERN

RE: RESEARCH PLACEMENT

Ms Basilisa Gaudence Lulu is a postgraduate student at Mzumbe University pursuing Master of Arts in Education (MA – ED)

She is now conducting a research entitled "*The influence of school inspection on academic performance in selected Public Primary Schools: A case of Karatu District, Tanzania*" from 1ST up to 28th February, 2017.

Please render her any necessary assistance in fulfilling her research project.

Yours sincerely,

Godfrey R. Seguke
For District Executive Director
KARATU

Copy:-
Vice Chancellor
Mzumbe University
S. L. P. 63
MOROGORO

MKURUGENZI MIENDAJI
HAIMASHAURI YA WILAYA
KARATU

CURRICULUM VITAE

1. PERSONAL PROFILE

First Name : Basilisa
Surname : Lulu
Middle Name : Gaudence
Date of Birth : 09th January 1974
Place of Birth : Karatu
Sex : Female
Nationality : Tanzanian
Marital Status : Married
Language : Speaking & Writing English and Swahili
Religion : Christian- Roman Catholic
Contact : P.O.BOX 5, KARATU
Mobile: 0754832228
E-mail: basilisa.genda@yahoo.com

Current work station - Karatu

2. EDUCATION BACKGROUND

Year	Institution	Qualifications/Awards
2015-2018	Mzumbe University	Masters of Arts in Education
2007 - 2010	Tumaini University - Makumira University College	Bachelor degree in Education (Lang- Eng&Kisw) GPA-3.6 upper second
1999 - 2000	Korogwe Teachers College(Form V -VI)	Advance Certificate in Secondary Education, Division Three/ point 13
1989 - 1992	Enderofta Secondary School (Form I-IV)	Certificate of Secondary Education Division Three/ point 24
1982 - 1988	Mbulumbulu Primary School (Standard I-VII)	Leaving Certificate in primary education

3. PROFESSIONAL SKILLS AND QUALIFICATION

Year	Institution	Qualification
2000 - 2001	Korogwe Teachers College	Diploma in Education
1993 - 1995	Marangu Teachers College	Certificate Grade IIIA

4. WORKING EXPERINCE

YEAR	ACTIVITIES	Place
2006 – to date	School Quality Assurance Officer	Karatu DC
2005 -2006	Teacher at Bwawani Primary School	Karatu DC
2003-2004	Teacher at Oloirobi Primary school	Ngorongoro DC
2002 -2003	Teacher at Lemara Primary school	Arusha City
1996- 2001	Teacher at Gidewari Primary School	Babati DC

5.SEMINARS/ COURSES ATTENDEND

2016	The Modified Curriculum	Patandi- Arusha
2008	Shift of Paradigm	Arusha school -Arusha
2006	School inspection course	ADEM - Bagamoyo

6. SEMINARS/ WORKSHOP FACILITATED

Building capacity for School committees and teachers on difficult subjects like English

7. PERSONAL INTEREST

- Studies various issues concerning my current work like how to modify it for more performance
- Making researches concerning school quality assurance
- Supporting society in daily life challenges by advising on how to overcome those challenges

8. REFEREES

1. Samson S. Mkonyi
District Chief School Quality Assurance Officer
Box 5, Karatu
Mobile 0754-637832
2. Dr, Athanas Ngalawa
Mzumbe University
Mobile 0622-847249
3. Mr Apolo Mugyenyi
Makumira University
Mobile 0755759266

DECLARATION

I, the undersigned, declare that to the best of my knowledge and belief, this CV correctly describes my information, qualifications and experience and I will be responsible for any fault.

Signature _____
October, 2018

Date 10th