

**SCHOOL INSPECTION AND THE QUALITY OF TEACHING IN SELECTED
PRIMARY SCHOOLS IN TORORO DISTRICT**

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DECLARATION

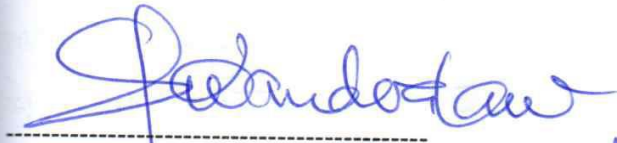
I, **Oundo David Magero**, do hereby declare that this work entitled "School Inspection and the Quality of Teaching in Primary Schools in Tororo District, Uganda" is my own and has never been submitted to any University or Institution of Higher Learning for any award.

Signed:  -----

Date: 24 - 09 - 2024

APPROVAL

This research report by **OUNDO DAVID MAGERO**, titled “**School Inspection and the Quality of Teaching in Primary Schools in Tororo District, Uganda**” was conducted under my supervision and is now approved for submission to the Faculty of Education of Busitema University.



Dr.  DATE 
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I thank my mother Mrs. Anyango Mary for supporting me since my childhood to date. Mummy may God give you life.

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ABSTRACT

The study district. This study employed a sequential mixed methods approach that included both qualitative and quantitative methods of data collection. Interviews with key academic respondents were conducted followed by a questionnaire which was distributed to the respondents at a later stage investigated the School Inspection and quality of teaching in primary schools in Tororo of the study.

It was found out that School inspectors do not illustrate the cause of poor quality teaching in primary schools in Tororo District. There is no mutual understanding between teachers and school inspectors on raised concerns about lesson delivery and more to that, School inspectors do not check teacher and students' relationship during the lesson delivery. And most important to note is that though School inspectors engage teachers after inspection on appropriate lesson preparation sessions the margin of, 59% agreed, 34% disagreed and 07% were neutral has a course for concern. 59% agree is a relative number and 41% (disagreed and neutral) is a big percentage to ignore. Therefore, there is a serious need to check the engagement of teachers after inspection exercise to ensure weak areas are fixed and strong areas maintained for quality of teaching in schools. When respondents were asked whether School inspectors in Tororo are fully funded to provide professional support to teachers in primary schools, the response was 91% agreed and 09% neutral but when the inspectors were interviewed, they complained of late release of funds which cripple the exercise.

CHAPTER ONE:

INTRODUCTION

1.0. Introduction

Any nation's ability to grow is closely correlated with how far along its educational system is, and this is mostly determined by how much emphasis the nation places on high-quality instruction. The purpose of this study is to look into the quality of instruction in Uganda's Tororo District elementary schools as well as the school inspection. The study's background, problem statement, purpose, objectives, research questions, significance, scope, conceptual framework, and operational definitions of terms and concepts are all presented in this chapter along with the study's conceptual framework.

1.1. Background to the study

The background of the study is presented under four perspectives of historical, conceptual, theoretical and contextual.

1.1.1. HISTORICAL BACKGROUND

The Ugandan government has actively participated in regulating education since 1925. The first commission was established to guarantee the caliber of education the colonial authority offered. Among other recommendations made by the 1952-appointed De Bunsen committee were the creation of more schools, teacher training programs, and district-level inspector hiring. In the 1960s and early 1970s, Uganda had one of the best educational systems in Africa (Government of Uganda, 1992). Pupils received excellent instruction that was centered on enhancing their competences and promoted higher order thinking abilities. Graduates had the necessary skills that were suited for the workforce. But the battles of the 1970s and 1980s resulted in the disregard for education and the erosion in the quality of education (Uganda Government, 1992).

Comparably, when more and more educators left the nation, the standard of instruction suffered and their morale deteriorated. However, the struggle to restore the caliber of instruction in schools resulted in the introduction and execution of significant educational changes in accordance with the Education White Paper (MoES, 2009). Still, the standard of instruction is unsatisfactory (Ssekamwa, 1997). Even though the government adopted and implemented Universal Primary Education (UPE), hiring new, qualified teachers, providing tools and equipment, repealing the act governing school fees, building schools, funding day-to-day operations, and providing inspectors with sufficient funding to conduct inspections, little has changed in terms of the quality of instruction (Uganda National Examination Board [UNEB]).

The education policy review committee was one of several commissions established by the post-conflict NRM administration to look into the state of affairs in all branches of government. Prof. W. Setenza Kajubi served as chairman of the panel when it was established in 1987. One of the suggestions was to create an independent inspectorate of education to oversee the caliber of instruction in the educational field and guarantee that educational institutions uphold a set of minimal requirements (Ssekamwa, 1997). In order to conduct school inspections, the Education Standards Agency (ESA) was established in 2001. Instead of functioning under an irregular cabinet directive, ESA was governed by an enabling legislative framework that was not authorized by a parliamentary act. Because there was a weak legislative foundation, the ESA could not perform as an independent arm of Government. However, the Education Act, of 2008 transformed ESA into a Directorate of Education Standards in MOES; with this Act in place, the legal status of DES is now defined and clear to ensure quality teaching for quality education system in education sector (MoES, 2012).

Ministry of Education and Sports (2016) reported that to ensure and maintain standards and quality of teaching in schools, inspection has to be a concern of all stakeholders. The Education

Standards Agency (ESA) together with the National Policy on Education highlights terms and objectives of school inspection as a yard stick to ensure quality of teaching through regular and continuous inspection during the teaching process. School inspection originated from France under the regime of Napoleon towards the end of 18th century. The idea was seized by other countries in Europe and later incorporated in the 19th century. School inspection is at the same time one important tool for the government with the mission to notice and ensure the quality of teaching in schools (Grauwe 2007).

School inspection in the UK started in 1839, which was known as Her Majesty's Inspectorate (HMI) (Wilcox, 2000; Macbeath, 2006,) which has a significant role in controlling school inspection services (Macbeath, 2006). The main features of the school inspection system in the UK are many. These include, inspection team visits schools once every four years; scheduled classroom observations; the findings of visits are published and publicly accessible via the Internet (Ehren&Visscher, 2008). Published reports of school inspection findings give a precise description of schools, and helps in identifying poorly-performing schools, failing schools, that require special measures and those with serious weaknesses, which leads to a plan for improvement (Sammons, 2006). In addition to that, schools are obliged to set an action plan according to the previous inspection findings and recommendations that were made to improve teaching and learning (Ehren&Visscher, 2008). OFSTED prepares an action plan for inspected schools to address the main points recommended in the inspection report. However, weak and poor schools would face close follow-up visits and post-inspection intervention. As a result of this special intervention, if the school does not show the required improvement within a particular period of time, it has to be closed (Ehren, et al., 2005; Sammons, 2006).

In Finland, the method of school inspection has totally been deviated from that of England and Wales. Finland has transferred its annual school inspection method to a province-based system.

This system was discontinued in 1991 and replaced by the new approach of teacher system. As a result of high level of Finnish teacher education system teachers' aptitudes and competences are trusted by the educational authorities. Nevertheless, the school visits inspection approach has been abandoned by the Finish education department and there is no more inspection guidance (Wilcox, 2000). This has resulted in creating trusted powerful teachers and more support has been given to regional and local leaders/ authorities (Richardson, 2013). The Finnish experience trusts leaders and policy makers who have established a consistent educational system that ensures public trust (Richardson, 2013).

Swedish National Agency for Education (SNAE) was recognized in 1989 at a time when the school system was centralized and regulated. In 1990 Swedish government distributed its educational responsibilities to the municipalities and the board of independent schools as a move towards decentralization (Gustafsson&Myrberg, 2011; Gustafsson, 2014; Lindgren, 2014). The main objective was to guarantee school improvement by ensuring quality teaching for quality education in schools. In 1998, the National Agency for Education established a board for quality control, which started its school inspection processes in 2003. In this system, schools were to be inspected over a six-year period (Gustafsson&Myrberg, 2011; Gustafsson, 2014; Lindgren, 2014).

However, the Swedish Schools Inspectorate depends on: regular supervision for all schools; thematic quality evaluations in particular school subjects or any other functions; investigation of complaints from students or parents; and scrutiny of new school applications (Gustafsson&Myrberg, 2011; Gustafsson, 2014; Lindgren, 2014).

Based on Resolution 3 of the Education Labour Relations Council, which projected an education ratio of 40:1 in all primary schools for efficient lesson delivery and, consequently, high-quality teaching practices, the South African Department of Education implemented a policy of

rationalization and re-deployment of teachers in 1996 (Crouch and Perry 2003: 480). Since 2000, a pro-poor financing policy has been in place, allocating funds for maintenance, learning support materials, and basic services based on a poverty index that takes into account the conditions at schools as well as the poverty of the surrounding communities. The standard of instruction in South African schools has increased as a result. Nonetheless, the Tororo district local government is funded all supplies, salaries, the UPE funds for school upkeep, and the building of classrooms—all in unsuccessful attempts to provide high-quality instruction.

Tanzania uses a system of school inspection that is modeled after the British system and is based on educational appraisal. According to Grauwe (2007), the inspectors' job in Tanzania was to control how teachers behaved in the classroom. The researcher goes on to say that national government school inspection is an antiquated method of assessing the caliber of instruction in the educational system. Similarly, England viewed school inspection as a tool to track development initiatives and provide recommendations.

The Inspectorate is one of the departments that make up the Ministry of Education in Uganda's educational system. In order to do school inspections, record and disseminate best practices within the educational system and with other relevant partners, the Ugandan government established the Directorate of Education Standards (DES) in 2008 in collaboration with the Ministry of Education and Sports (MoES). The intention was to establish an Inspectorate organization within the Education Management System. This structure is now the Directorate of Education Standards (DES), and its main functions include performance evaluation, standard setting, and ensuring high-quality instruction (MOES, 2010). On the other hand, this was done to guarantee ongoing supervision, performance evaluation, and inspection for high-quality instruction and development—a chance to bolster high-quality instruction in elementary schools.

In Uganda, school inspections are carried out in four stages: full inspections, which take place once a year; routine inspections, which happen once a term; flying visits, also known as ad hoc inspections; and follow-up inspections, which take place eighteen months after an initial inspection (MoES, 2012). In Uganda, following an inspection, school inspectors are required to provide a summary of their findings and give the school administration a copy of what they saw. Furthermore, the Chief Executive and counseling standing committees on education are to receive reports and quarterly inspection reports from the Education officer. These reports will subsequently be combined into annual and half-yearly reports (MoES, 2010). Regarding the caliber of instruction, school inspectors are supposed to watch classes, peruse lesson plans, investigate the kinds of assessment questions that instructors employ, and examine the various teaching philosophies and approaches employed by educators in the classroom. They should also keep an eye on student and teacher attendance, the learning environment, and the timeline for curriculum coverage (NPA, 2018). But if this is what the inspectors of Tororo schools are required to do, then why is the teaching in Tororo District so subpar?

1.1.2. CONCEPTUAL BACKGROUND

The quality of instruction (dependent variable) and school inspection (independent variable) were the main subjects of the study. The Education Act of 2008 mandates that the education department use the School Inspection, an external assessment tool, to determine the quality of instruction provided to special education students. The Directorate of Education Standards oversees school inspections on a national level, and school inspectors working for districts, municipalities, and sub-counties handle school inspections on a local level. A predetermined cycle of tasks created by the National Curriculum Development Center (NCDC) and the Department of Education (DES) is followed while planning school inspections. The district and DES school inspectors are required to conduct routine inspections of all schools (OAG,

2010). School inspection comprises of: Provision of professional support to teachers (Mentoring, Demonstration), Frequency of inspections (Termly inspection, Annual inspection) and Quality of inspection report (Termly report, Annual report).

As to the Uganda Framework for Inspection (2005), a school inspection is a deliberate visit to an educational establishment aimed at delivering an impartial and objective assessment of the caliber of instruction being offered. Therefore, inspectors will look into the following: lesson delivery planning, which affects the quality and standards of teaching and learning; how teaching methods are applied during lesson delivery for an efficient teaching-learning process; and how lesson assessment is done to determine the overall knowledge acquisition achievements of students in schools at all levels within a specified time frame. The primary goal of each inspection, at every level of the inspection process, is to guarantee that there is expert assistance, regular inspections, high-quality reporting to multiple stakeholders, and that these occur through schools.

Inspectors focus more on teachers and the caliber of instruction provided to students in schools. Additionally, the purpose of school inspections is to guarantee that there are checks and balances on the quality of instruction. To this end, inspectors should provide professional support, which means that they should mentor and demonstrate to students what constitutes high-quality instruction while the school is being inspected. The quantity (frequency) of inspections, or how often the inspectors visit the school for inspection purposes, and the quality of the inspection report, which contains the component of termly or annual reporting, both enhance the quality of teaching because teachers learn where, what, and how to correct (Ololube, 2014).

However, inspectors make sure that teachers become more effective, that they carry out their assigned tasks, that staff development guidelines are followed, that ineffective teachers are improved, that school organizational patterns are identified, and that teachers are identified for promotion or positive reinforcement based on their unique abilities. Inspection of schools is therefore useful in that it affects the caliber of instruction (Rogoff W., 2014). On the other hand, if the aforementioned tasks are neglected, the caliber of instruction will suffer, leading to unfavorable outcomes.

A teacher's methods of instruction, which represent their ethical and philosophical views toward the teaching and learning process, also contribute to the quality of their instruction. (Willis and Church ward 2019, 252). Claimed that effective learning in the classroom is a direct result of instructors' use of good teaching strategies. Timely assessments, relevant course delivery, and appropriate lesson planning are all components of high-quality teaching. However, school inspections need to be increased in order to monitor the caliber of instruction (Drury and Doran, 2013). Nonetheless, it is possible to gauge the effectiveness of instruction when students are evaluated yearly using exams that are reliable, aligned, and correlate with planned curricula. Furthermore, the knowledge, attitudes, and character traits of teachers have an impact on the quality of their instruction (Drury and Doran, 2013).

Maawali, Wafa, & Al-SiyabiMunira. (2020) argue that the quality of teaching is total teaching in class to pupil knowledge acquisition which must be checked by school inspection. The quality of teaching is compelled with essential elements such as: qualified staff who are able to deliver quality and required content and inspection systems which focus on better planning, better lesson delivery, and quality assessment. Nevertheless, Biggs (2001) acknowledges that the quality of teaching is greatly influenced by school inspection in primary school through effective checks on how much, what and when it delivered and this is done through school inspection by the schools inspection. However, Tororo primary schools have inspection carried out every term in all

schools but the undesired outcome at the end of the course show that there is gap in the quality of teaching and this has inspired the researcher to conduct a study on School Inspection and quality of teaching in primary school in Tororo District.

According to Fabrice H. & Soleine L. (2021), the goal of quality instruction is for students to learn well. Therefore, quality instruction must be student-centered. In a similar spirit, focus should not only be placed on the teacher's abilities during the teaching process as a center of inspection achievement, but also on the quality of instruction that attends to the individual needs of the students. Teachers must plan their lessons carefully in order for their instruction to be effective, and lesson delivery methods must prioritize effective teaching in order to guarantee that learning has occurred. Furthermore, providing staff and students with sufficient professional support enhances learning outcomes, a sign of how school inspections influence the caliber of instruction in elementary schools.

As per Mutabaruka, F. (2018), school inspectors are crucial in guaranteeing that lessons are delivered in a quality manner in the classroom and that students are self-motivated, prepared, and presented. The ability of the teacher to plan for the subjects, especially throughout the term, is one of the elements of great teaching that they evaluate. However, Fabrice, H. & Soleine, L. (2021) assert that an education inspector visits schools to make sure that particular requirements in financial management, organization, instruction, and learning are met and sustained. Thus, school inspection plays a major role in ensuring that primary school instruction is of a high caliber.

1.1.3. CONTEXTUAL BACKGROUND

In accordance with international declarations such as the Education for All (EFA) (UNICEF, 2015), the Millennium Development Goals (MDGs) 2000-2015, the post-2015 Sustainable Development Goals (SDGs) agenda, and other conventions to which Uganda is a signatory, the

importance of conducting school inspections is to ensure quality teaching to all children regardless of differences. A 12-year program of free, publicly supported, egalitarian, high-quality primary education—of which at least nine years are required—was reiterated in the Incheon Declaration, which was endorsed at the 2015 World Education Forum (UNESCO, 2015). However, to achieve the objectives quality teaching should be a key factor in primary schools in Uganda supported by school inspection agenda in various level most especially district level. Despite the different school inspection phases in Uganda less has produced pleasing results in the quality of teaching in primary schools (MoES, 2010).

The nature and caliber of instruction have been linked to the years-long decline in the Tororo District's school system's quality of instruction. The NAPE (2018) research suggested that in order to guarantee high-quality instruction, instructors should undergo refresher training. This is because the report uncovered evidence linking low literacy and numeracy skills in the district to subpar instruction. Research is therefore required to determine how school inspections affect the standard of instruction in the Tororo District.

1.2. PROBLEM STATEMENT

Uganda's primary school enrollment surged dramatically with the UPE policy, reaching 8.8 million in 2017 (MoES, 2017 report): However, NAPE (2018) report showed that, the 2019 UNEB results and the recent 2023 release indicated that Tororo's teaching standards are among the lowest. Worst 10 districts that failed many students in PLE results 2023 Tororo tops with over 2000 failures. Despite the NAPE (2018 report) recommendation for high-quality instruction, Tororo District elementary schools continue to offer instructions that are of a low quality. Additionally, according to the 2020 report from the Citizen Initiative for Democracy and Development-Uganda (CIDD-UG), teachers in Tororo routinely miss class, don't create lesson plans, and only evaluate students at the end of the term. In order to improve the caliber of instruction in schools, the Rectangular Training Initiative (RTI) project was implemented. Books

and other academic resources have been provided by the project. As per the Education Act of 2008, the primary responsibility of school inspectors is to oversee academic progress and provide high-quality instruction. This factor supports the significance of inspectors in implementing curriculum management for high-quality instruction in schools. Though all that has been done, the quality of teaching is still undesired. If gaps in the quality of teaching is not addressed, children will continue not to learn resulting in poor quality of school products. Therefore, this research sought to find out the School Inspection and the quality of teaching in Tororo District, Uganda.

1.3. PURPOSE OF THE STUDY

The purpose of the study is to establish the contribution of school inspection on the quality of teaching in selected primary schools in Tororo District Uganda.

1.4. OBJECTIVES OF THE STUDY

1. To examine the contribution of professional support to teachers on the quality of teaching in selected primary schools in Tororo District Uganda.
2. To assess the contribution of frequent inspection to quality teaching in primary schools in Tororo District Uganda.
3. To determine the extent to which inspection reports contribute to better quality teaching in selected primary schools in Tororo District Uganda.

1.5. RESEARCH QUESTIONS

1. How does professional support given to teachers during inspection contribute to quality teaching in Tororo District?
2. How does frequent inspection of schools contribute to quality teaching in primary schools in Tororo District?
3. To what extent do inspection reports contribute to quality teaching in selected primary schools in Tororo District?

1.6. SIGNIFICANCE OF THE STUDY

It was anticipated that the study would give school inspectors important knowledge on how to help teachers in the most effective ways to guarantee high-quality instruction. Education policy makers and the Ministry of Education will find the study beneficial in providing technical and financial support as well as policies related to school inspection. The study will be especially helpful to the local government of Tororo District and the other districts in Uganda in raising the standard of inspection to guarantee the expected performance of teachers and, consequently, the quality of education. Ultimately, the study will add to the body of knowledge already in existence, act as a guide for future investigations into school inspections, and determine the extent to which school inspections influence Uganda's educational standards.

1.7. JUSTIFICATION OF THE STUDY

School inspections guarantee that instruction is of a high caliber. Although good teaching is a universal phenomenon and a resource that supports and sustains humankind, time, unique attributes, and resources are required to make it happen. But if Tororo District teachers continue to provide subpar instruction, students will not learn and produce subpar work. They will also miss important opportunities and acquire irrelevant knowledge, making them unproductive citizens unable to contribute to the advancement of their nation.

1.8. SCOPE OF THE STUDY

1.8.1. GEOGRAPHICAL SCOPE

The study covered selected primary schools in Tororo District in Uganda, in both rural and urban setting. It has over 76 government aided primary schools which implement the UPE policy. It is the area of focus because there has been deteriorating performance as witnessed by the poor quality of teaching (NAPE, 2018). Among the Worst 10 districts that failed many students in PLE results 2023 Tororo tops with over 2000 failures and this has very poor performance shows the quality of education offered in these schools being of low standards (Daily Monitor 2023 report)

Tororo District is one of the districts in the Eastern region of Uganda. It is bordered with the Republic of Kenya to the East, Bugiri District to the West, Butaleja to the North and Busia to the South and Mbale to the North East. The total land area size is 1,196 km² and location by Coordinates is at 00°45'N 34°05'E. The main economic activity for Tororo District is agriculture with the production of both food and cash crops; cotton is the main cash crop but it has deteriorated in the previous 10 years. There are three major tribes in Tororo namely the Jopadhola, Banyole and Iteso. There are also other minor communities such as the Bakenyi, the Nandi and the Bagisu.

1.8.2. CONTENT SCOPE

The study investigated school inspection in regard to the quality of teaching. The quality of teaching was restricted to detailed planning, better lesson delivery, and lesson assessment.

1.8.3. TIME SCOPE

The study was limited to the period 2019-2023. This is because during this period a lot of concern about the quality of teaching was raised.

1.9. CONCEPTUAL FRAMEWORK

The conceptual framework shows how school inspection and quality of teaching relate. School inspection is the independent variable while quality of teaching is the dependent variable.

IV
SCHOOL INSPECTION

DV
QUALITY OF TEACHING

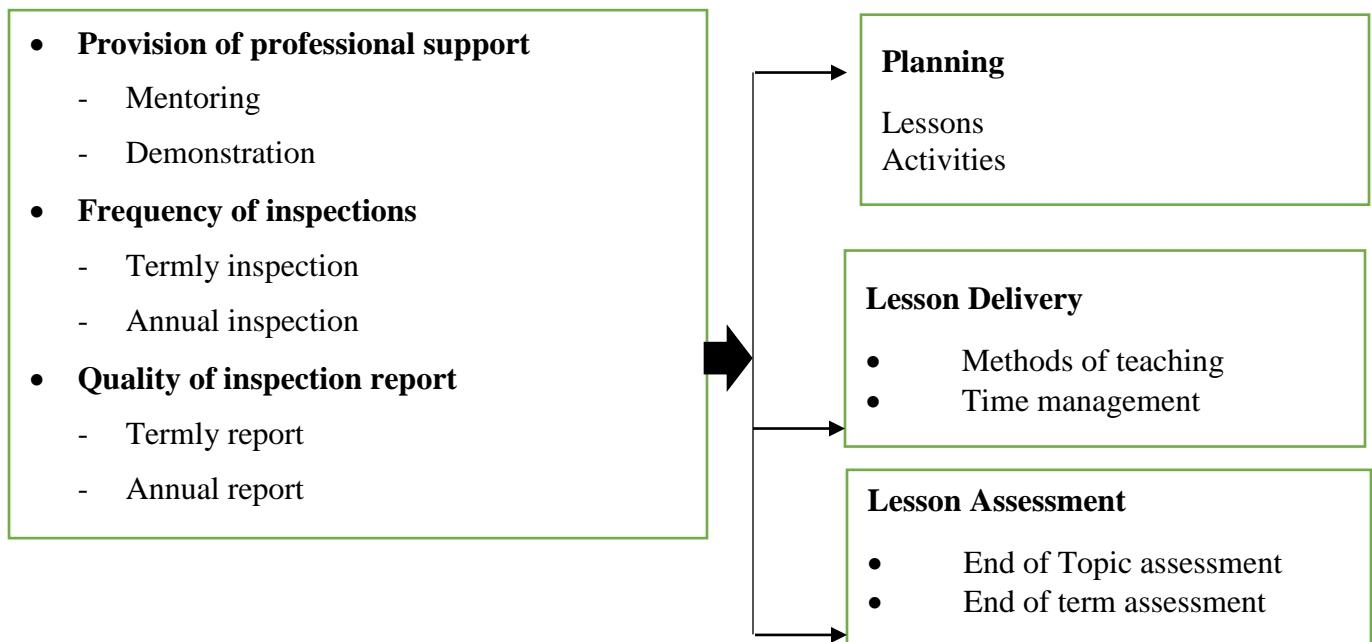


FIG 1.1: THE CONCEPTUAL FRAMEWORK FOR SCHOOL INSPECTION AND QUALITY OF TEACHING.

Source: *Modified by the researcher from Taylor's 1880s scientific management theory as Cited by Biggs, J. (2014)*

The contribution of school inspection (an independent variable) is depicted in the conceptual framework. The researcher took into account three typical components of school inspections under this variable: the availability of expert assistance, the regularity of supervision, and the caliber of the inspection report. The quality of teaching, on the other hand, was the dependent variable. It was assessed using the following methods: lesson planning, better lesson delivery through high-quality teaching techniques, time management, and lesson assessment by topical or

termly assessments. This accurately illustrates how important it is for teachers to provide high-quality instruction in Tororo's elementary schools. When used, each component of the independent variable either favorably or negatively affects the three components on the dependent variable.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

The study-related literature review is presented in this chapter. There are four main portions to it. The theoretical review is presented in the first section. The literature on professional support for teachers about teaching quality, routine inspections for teaching quality, and the role of inspection report quality in teaching quality is presented in the second section. The literature review is summarized in the third part.

2.2. THEORETICAL REVIEW

Schoolinspection as an organ of quality assurance in education gained strengths withthe introduction of Classical Management Theories (CMT) such as; the ScientificManagement theory in 1880s by Fredrick Winston Taylor, Administrative Management in 1940s by Henri Fayol and Bureaucratic Management in 1920s by Max Weber (Wertheim, 2007;Sergiovanni&Starratt, 2007). These management thoughts were interested in managing workmore efficiently (Gaertner, H & Pant, H.A. (2011) which in this aspect links with the schools inspection with aims at quality teaching for quality education.

For this study, ScientificManagement theory in relation to school inspection was considered. ScientificManagement theory (SMT) was developed by Engineer Fredrick Taylor, in his book“*The Principles of Scientific Management (1911)*”. This Theory is also referred to asTaylorism/Taylor system of management. This is a theory of management that analyses work flow process on how to improve labor productivity. Taylor’s work was based on the assumptionthat, there could be one best way of managing that will save both time and financialresources (S. Wurster& H.A Pant (2013). Following this believe by Taylor, the

researcher detected that school inspection aims at quality teaching which in the end is the output of quality education. Therefore, to achieve quality teaching, there must be inspection of labor in this aspect the teaching process. Taylor believed that decision based upon tradition and rules of thumb should be replaced by precise procedures developed after careful study of an individual at work. Taylor's main argument was that human beings by their nature (workers) are lazy and dislike work especially when working in groups. Therefore, because they have little desire for responsibility, they prefer to be directed hence the school inspection exercise (Wertheim, Edward. (2017)).

Taylor believed that the idea of Scientific Management was the compliance of workers and that they do not need autonomy or freedom of thought but instead their role was simply to follow the directions of their inspectors (Sergiovanni & Starratt, 2017). According to Hoyle and Wallace (2005), Taylor then suggested the use of Scientific Management theory with four strategic and systematic approaches to maximize individual productivity; Application of time-and-motion science is required for comprehensive job specification broken down into standardized units; Workers are to be carefully selected and trained in order to carry out each unit to replace a rule of thumb.

In this way therefore, the SMT relates to how teachers are selected, oriented and continuously trained while at work in programs like RTI for quality teaching; Managers were to plan and control the work process; this is done in inspection of schools as inspectors are supposed to follow guidelines on gathering data concerning a particular teacher performance which is summarized in a report form for improvement where weakness is realized. These workers were to do as they were to be instructed, otherwise their salaries were to be lowered or they were to be dismissed; Motivate employees by more wages through a bonus scheme that was based upon their earlier analysis.

An inspector is responsible for monitoring workers' performance, training, and ensuring the following of stipulated work conduct. In the Education sector, the application of SMT is dated way back in the 1920s in USA (Hoyle & Wallace 2005). This SMT was introduced to school inspection when the teachers were considered to be the key implementers of the highly developed curriculum and teaching system (Sergiovanni & Strarrat 2017). Today it is argued that many states Uganda inclusive, adopted this inspection and evaluation policy of quality teaching (Sergiovanni & Strarrat 2017). This has seen more emphasis being placed on the expansion of inspection in schools in the country.

In the classroom situation, more inspection and observation by inspectors have been introduced as approaches to quality teaching through teachers' evaluation together with performance appraisal and scheme that is based on specific targets. This idea is based on the introduction of close schools inspection practice that would ensure that there is quality teaching and carefully follow the approved teaching procedures and guidelines to ensure quality education system (Sergiovanni & Strarrat 2007).

Hence School inspectors have to make sure that teachers follow the arrangements for quality teaching and learning. Nevertheless, Sergiovanni & Strarrat (2017) argued that detailed lesson preparation, better lesson delivery and appropriate lesson assessment are among the key responsibilities of quality teaching which links to scientific Management theory principle.

2.3. PROFESSIONAL SUPPORT TO TEACHERS AND THEIR QUALITY OF TEACHING

Clegg and Billington, (2019) argues that, the strategy for monitoring teaching in schools is for enhancing quality of teaching through proper lesson planning, lesson delivery, quality assessment and raising standards in education, this can only be achieved through the process of schools inspector. According to Clegg and Billington (2019), the major purpose of inspection is "to collect a range of evidence, match the evidence against a statutory set of criteria, arrive at

judgments and make those judgments known to the concern stakeholders for correction and hence improve the quality of teaching in primary schools in a detailed quality inspection report.

In another vein, Wanga, (2015), hypothesized inspection as overseeing, which involves directing, controlling, reporting, commanding, and other such activities that emphasize the task at hand and assess the extent to which particular objectives have been accomplished within the bounds, set by those in authority for their subordinates during the teaching process. Thus, School inspectors play an important role of taking part in improving the quality of teaching by guiding and professionally support the teachers on how to have quality teaching through development of review plans and curriculum throughout the Education system. All what is required to make a teacher more professional must be reported to the authorities through inspection reports.

Maw (2017) stated that, schools Inspectors promote supportable quality of education in developing communities like Uganda. In this line therefore, reflecting on the Uganda Education Act, the role of inspection in Uganda is to monitor the standards, quality, efficiency, and culture of the schools and to inform the government and other stakeholders the nature and quality of teaching in schools. However, Rogoff (2014) criticized Maw 2017 and stated that, the reason for establishment of school inspectors as education managers was for identifying challenges encountered in the system, evaluating and reviewing strategies for improved performance and quality of education in the education system through providing professional support to teachers in schools and make quality inspection reports to policy makers and legislatives for any necessary amendments in the laws.

According to the Uganda Education Act, (2008), the core role of Inspectors of school is to monitor learning achievement and proper curriculum management in schools. This aspect justifies the importance of inspectors in effecting curriculum management for quality teaching at

school level. In this regard, inspectors check the quality of teaching to ascertain children's understanding of the curriculum content. Gentile, (2000) believed that, inspection improves the quality and standards in education, inspectors will know if the proper planning for instruction has taken place when the teacher is able to design a lesson that achieves the objective, what is not in place for quality content delivery in schools and inform the concern persons to increase the quality of teaching. This means everything the teacher and students do during the lesson is related to the objective and hence improve and aim at quality teaching.

Inspection has been comprised as a method that helps to improve quality of teaching and shape teachers' professionalism since they are key implementers of education in the classrooms through the teaching process. To Monitor and supervise the quality of teaching delivered to the children and raise general standards in education, it's hence a role of inspectors to check the quality of teaching in schools (Vanhoof& Van Petegem, 2007; Wilcox, 2000; Lingard&Varjo 2009). This is aimed at making teachers more dedicated towards the task of teaching the pupils and contributing professionally towards the school achievements and performances. However, educational institutions, educators and teachers tend to see school inspection as an external imposition and are notably to reject it when inspectors give too much authority (Wanzare, 2002).

School inspectors are also expected to provide a continuous monitoring, reviewing and assessing the attainment and progress of pupils not forgetting the relationship between the teacher and the learner in class since teacher pupil relationship plays a key role in the education success of the pupil (Nkinyangi, 2006). Just as teaching and learning activities are the teachers' core functions, school inspectors' core function is to inspect the schools. It is meaningless for inspectors to visit the school, without checking what is going on in classrooms setting. School inspectors are to ensure that teachers are doing their job and that pupils are receiving what they are supposed to acquire as learning experiences. Learmonth (2000:6) contends "we have the responsibility to

provide all children with best possible education and school inspection is an important source of information about how successfully this aim is being achieved". Learmonth believes that school inspection is both a tool for accountability and as a powerful force for school improvements.

DES 2012 guide to external evaluation part 6 states that, inspection, also known as external evaluation, takes place at national level through the work of inspectors in the Directorate of Education Standards, and at local level through the work of inspectors working within districts, sub-counties and municipalities. Inspection is planned according to a set cycle of activities and recommendations and summary reports are made upwards. These reports contain a number of items including but not limited to nature and quality of teaching related to lesson preparations at classroom level.

Crahay, (2000) states that Quality teaching practices necessarily implies that teachers have the power to influence student learning. For this to be more practical, schools inspectors and school leadership have to involve teachers in the identified gaps in the teaching process during inspection in order to curb the detected issues in class that hinder quality teaching. Nevertheless, there are other factors such as family background, student motivation, intellectual potential, etc. that promote quality teaching in schools. Johnson, J.P (2000) argues that, teachers have to get involved in special dialog with the schools inspectors immediately after inspection have been conducted in a particular school to let the teachers know where they are doing well and where they need additional efforts and research to ensure quality teaching in their respective classrooms.

According to Rosenshine & Stevens, (2009), the quality of teaching is greatly facilitated with the quality of inspection. When inspectors take time to check the strength of the teachers and aim at improving their weaknesses through professional guidance and support to teachers, then concepts

related to the lesson are likely to yield positive results as a sign of quality teaching process. To Rosenshine& Stevens, (2009), inspection is hence relevant to ensure that lessons are designed effectively to produce better results and maintain quality teaching for quality education. Borich, (2009), asserted that, over a hundred instructional strategies have been identified and are being used in schools and therefore inspectors of schools are relevant to ensure that each strategy is employed with a set of its activities and roles for the teachers and students to carry out.

2.4. REGULARITY INSPECTION AND QUALITY TEACHING AND LEARNING

The central role of Inspectors of school is to frequently monitor learning achievements (Education Act, 2008). In this regard, Gentile, (2010) states that, the number of inspection conducted by inspectors for the teaching and learning process to ascertain the quality of teaching, has major contribution to the quality of teaching. The scholar argues that, frequent inspection is relevant in improving quality of teaching in education. Frequent inspection helps inspectors to know if the appropriate planning for instruction has taken place when the teacher is able to design a lesson that achieves the objective. Rosenshine&Stevens, (2019) indicated that, the more numbers of inspections contribute greatly to quality of teaching and hence quality education.

Wilcox, (2016) argues that, school inspection has direct control over the entire process to quality teaching. School inspection provide the feedback to the school and government hence this calls for number of inspections to ensure quality teaching for quality education. Ehren, (2016) states that, Schools inspection encourages publication of school inspection reports which are given to school head teachers and government official right from district level to ministerial level that are expected to lead into school improvements in the quality of teaching and therefore student performance.

However, White, (2011) indicates that Head teachers and staff tend to see the recommendations from the school inspection report as stressful and extra workload and tiresome for school staff.

Therefore, this implies that the number of inspections has great contribution to quality teaching since it calls for correction of areas that require staff and administration to correct and that is if the reports are given in good faith.

Unfortunately, schools are much more likely to anticipate the inspection visits and behave in a different way to ensure the quality of teaching is as expected from schools. It is argued that teachers will tend to prepare and structure their lessons better when school inspectors visit the schools (Hargreaves, 2019). Visscher (2016) also sees school inspection as the means in which teachers tend to manipulate data so as to be appraised positively. To Hargreaves (2019), no school actively draws its weaknesses to the attention of school inspectors other than improving before the next inspection schedule.

Webb, et al., (2018) conducted a comparative study by analyzing the policy and practice based on external inspection and quality of teaching and argued that during frequent inspection, the staff were under considerable stress and much of their work was related towards implementation of recommendations to address the disparagement given by school inspectors so that the next inspection should get the mess corrected. The scholar farther states that, frequent inspection changes the job culture and behavior of staff during the working period at school as much of the staff time will be on improving the weak areas noted by the inspector during the inspection time. Nevertheless, according to Webb and Vulliamy (2016), frequent inspection leads to preparation of forms and reviews recommended by the inspectors' report. However, the scholar noted that this leads to additional work which is greatly demanding on staff time and energy and those teachers felt happy after inspection week and relaxed waiting for the next inspection.

To Richards, & Davis. W, (2010), frequent School inspection has to do with holding those responsible for quality teaching to account on their work presentation to ensure quality teaching

for quality education through good performance at the end of the course. Through frequent inspection inspectors ensure teachers do a good job and indicate success and deficits in the inspection report which aid the next inspection and such is used as a yard stick to measure the progress of teacher's quality of teaching which is exhibited in the performance of children during and at the end of the course.

Through frequent inspection, every teacher should be encouraged to correct where there is point of weakness to ensure effective teaching and this is basically necessary for quality teaching. Thus, the providers of education must be inspected for quality teaching as a way of accountability to the stakeholders in general and good performance shows inspectors what to start and end with during inspection.

Nkinyangi, (2006) argues that, quality teaching and learning activities are the teachers' core functions, however, it should be school inspectors' core function to inspect the schools for quality assurance which is imbedded in the inspectors' guidelines. It is meaningless for inspectors to visit the school, without checking what is going on in classrooms by looking at the lesson schemes and lesson plans that lead to committing teachers to quality teaching. School inspectors are to make sure that teachers are doing their job and that pupils are receiving what they are supposed to acquire as quality education through quality teaching process.

Richards, & Davis. W, (2010) quoted UNESCO (2010) report to World Bank and stated that, schools inspectors have to fulfill their duty and role by ensuring inspection is done as indicated in the work plan for their department. Inspectors make routine supervision to schools and they are mandated to draft a budget and the work plan to follow which budget is part of the education department budget which is embedded in the district budget and there after forwarded to the ministry for review in preparation for the national budget. Once the ministry budget is passed

and approved by parliament, then implementation is done in the first two weeks of July. However, RTI (2018 report) show that school inspectors irregularly visit schools giving excuses of no funds to carry out the inspection as required and this has crippled the education standards and children's performance.

Ministry of Education and Sports (2016report) to parliament showed that the budget for schools needs more money for them to achieve expected goals and success in the performance of children. And to ensure and maintain standards and quality of teaching in schools, Support inputs should be fully provided to teachers to ensure effective lesson delivery and ensure intellectual ability amongst learners. The Education Standards Agency (ESA) together with the National Policy on Education highlights on the inputs required for quality teaching; these include teachers' remunerations, availability of scholastic materials, and infrastructure among others. And the report continues to state that given the overwhelmed numbers of enrolment, what they have provided with the meager resource envelope is not enough and requires more. However, Grauwe(2007) quoted UNESCO 2010 report to World Bank on Education in Africa and stated that, there is a big gap in the education of Africa as there is need for improving the support inputs if quality teaching is to be adopted in schools.

2.5. QUALITY OF INSPECTION REPORTS AND QUALITY TEACHING

UNESCO (2010) states that, school inspection is a general examination of an organizational unit, issue or practice to ascertain the extent it adheres to normative standards, good practices or other criteria and to make recommendations for improvement or corrective action. In this case, school inspection is the practice to ascertain the standards, quality, and good practice amongst other criteria to make recommendations for improvement in case of any amongst the curriculum implementers in schools.

The DES (2017 Report) indicate that inspectors do not plan for inspection and many inspectors are unable to collect relevant evidence to be analyzed to inform valid conclusions and remedial actions in the report for quality teaching and quality education. The report continues to states that, the guidelines for quality inspection is triangulation. Triangulation requires that inspectors cross-examine evidence provided by a source through among others observation; review of available records including teachers' prepared schemes, lesson plans, teaching aids, pupil notebooks; and available statistical data and seeking teacher's views on the daily activities for quality teaching in schools. However, it's unfortunate, that this critical procedure of inspection is on many occasions ignored as observed by DES 2017.

The quality of school inspection reports submitted by school inspectors depict inefficiencies by inspectors of schools and to ensure quality of teaching, inspectors are supposed to check on the lesson notes of the teachers among other activities. However, some inspectors are unable to plan inspection activities and submit inspection work plans as required by the inspection cycle; relevant evidence is not collected to be analyzed to form conclusions and strategies for improvement to ensure quality teaching. More to that is that, some inspectors cannot write clear quality reports to communicate inspection findings and act as basis for further intervention. Nevertheless, this negatively impacts on the whole inspection value chain hence reducing the quality of teaching and completely reduce the quality of education (Grauwe, Anton ,2010).

School inspection requires inspectors to provide feedback to schools in form of summarized observations immediately after the inspection, followed by a written elaborate inspection report. On a monthly basis, schools inspectors are expected to consolidate all reports for schools inspected into a summary report submitted to the DEO and copied to school head teachers and other stake holders. The DEOs and the DES regional offices consolidate the monthly reports

from field inspections into quarterly reports for submission to the CAO and DES headquarters respectively.

Nkinyangi, (2006) argues that, quality of teaching involves the applied methods in classroom. Teaching methods are core elements in the quality of education in schools, however, it should be school inspectors' core function is to inspect the teachers' application of teaching methods for quality teaching which is imbedded in the inspectors' guidelines. It is meaningless for inspectors to visit the school, without checking what is going on in classrooms especially the nature of methods and how they are applied and therefore, committing to quality teaching. School inspectors are to make sure that teachers are doing their job and that pupils are receiving what they are supposed to acquire as quality education through quality teaching process and appropriate use of teaching methods.

Schools inspectors are supports to check the availability of teaching aids in the classroom and in this regard it's the mandate of teachers to ensure teaching aids are provided. Hayes T and Campbell J (2017) states that Teaching aids are an integral component in any classroom. The many benefits of teaching aids include helping learners improve reading comprehension skills, illustrating or reinforcing a skill or concept, differentiating instruction and relieving anxiety or boredom by presenting information in a new and exciting way. She farther states that, Teaching aids also engage students' other senses since there are no limits in what aids can be utilized when supplementing a lesson. And for effective teaching outcome, it key for teachers to make teaching aids since Teaching aids help to make the learning environment interesting and engaging.

Heveld, 1994) states that, Quality of teaching is determined by the time given to teaching learning process and such is required during inspection by the inspectors in schools, This therefore implies that poor time management leads to inefficiencies in the teaching/learning process and thus poor academic performance. Poor teachers normally begin late, and sometimes

leave classes unattended to. This in most cases does not only make them poor teachers but also cause pupils' failure. They move in and out of school randomly and they do not seem to prepare lessons and at the end of the day there is poor quality teaching leading to undesired education system producing non-transformed citizens. Unless school inspectors check this out, it is bound to cause failure in our education system.

In relation to quality teaching, Monteiro (2021) argues that, assessment plays a very important role, Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. Assessment affects decisions about grades, placement, advancement, instructional needs, curriculum, and, in some cases, funding. More to that is that Assessment enables teachers and students to draw inferences from the information obtained and act accordingly. Such actions may aid in making the necessary improvements to teaching and learning, or simply provide a picture in time of students' competence or achievement (Black and Wiliam, 2018).

Therefore, the quality of inspection report is key determinant in the quality of teaching in schools as it advocates for teachers, managers, and policy makers to improve the gaps identified in schools during the inspection period. The CAO is expected to share copies of the report with the DES headquarters, and finally, the DES headquarters consolidate the regional quarterly reports and those shared by LGs into quarterly and annual inspection reports for submission to and approval by the Permanent Secretary MoES (National Planning Authority 2018). Based on this literature, the need to consider quality inspection report for quality teaching and quality education is paramount factor in this study.

2.6. SUMMARY OF LITERATURE

This chapter discusses the theory underlying school inspection. The theory will be the scientific management theory that stresses the rules and regulations for teachers to follow. Teachers are regarded as social beings and they have their own way of thinking and viewing the world. It was considered that the above theory was not solely appropriate to provide a framework for a study concerned with the contribution of school inspections to quality of teaching in primary schools. The chapter also reviewed literature on Quality of inspection reports and quality teaching, Frequency inspection and quality teaching, and Professional support to teachers on the quality of teaching in primary schools. Under each of the independent variables various dimensions/indicators were reviewed and this was investigated in the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. INTRODUCTION

This chapter presents the study design, area of study, population of the study, sampling procedures, data collection methods and instruments, quality control measures, data processing and management, data analysis procedures, ethical considerations and limitation of the study.

3.1. RESEARCH DESIGN

Research design is defined by Creswell (2008) as a set of guidelines for gathering, evaluating, interpreting, and reporting data. On the other hand, Kothari (2004) contends that choices about what, where, when, how, how much, and how to do so in relation to an investigation or study make up a research design. In keeping with the subject, the researcher used survey technique and a descriptive study design to conduct an empirical analysis of the relationship between the quality of instruction in Tororo District primary schools and the contributions made by school inspections. According to Krueger & Casey (2016), the most effective research design for gathering numerical data about study participants' beliefs, attitudes, perceptions, and opinions is the descriptive research design. The collected data was examined using the thematic method to address the aforementioned

3.2. POPULATION OF STUDY

The study population comprised 104 respondents, including those affiliated with the Tororo District's education department. There will be 104 people in total among the study's population, which will fall into the following categories: DEO, school inspector, head teachers, and teachers.

3.3. SAMPLING PROCEDURES

According to Kimutai (1995), sampling is the process of choosing a specific number of individuals from a predetermined population in a way that ensures the sample is representative of the entire population. Thus, sampling processes in this context encompass both the sample size and the methods of sample selection. Krejcie & Morgan 1970 was used to reduce the sample size from 104 respondents to 91 respondents, with N standing for population size and n for sample size.

3.4.1. SAMPLE SIZE

The sample size was determined according to Krejcie & Morgan 1970 where N= Population size and n= sample size

TABLE 3.1: SAMPLE SIZE ACCORDING TO KREJCIE & MORGAN 1970

Category	Population (N)	Sample Size (n)	Sampling techniques
DEO	01	01	Purposive
DIS	03	03	Purposive
Head teacher	30	28	Simple Random
Teachers	70	59	Simple Random
Total	104	91	

Source: Primary data (2021)

3.5. SAMPLING TECHNIQUES

The "methods" utilized to choose the respondents are known as sampling procedures. Both probability and non-probability methods will be employed (JaleNonan, 2008). The respondents were chosen by the researcher using basic random procedures and purposeful sampling. The knowledge that there are many categories of respondents, including the DEO, ISs, head teachers, and teachers, to whom the researcher engaged to participate in the study, is the basis for the preference for the multi-sampling technique. In order to meaningfully investigate and obtain

specific data from important technical respondents—in this case, the individuals mentioned above—purposeful sampling was used (Amini, 2005). In simple random sampling, participants are chosen at random to ensure that each respondent has an equal chance of being chosen. A basic random sample is used to gain a random sample.

3.6.1. DATA COLLECTION METHODS

According to Kathari (2004), it is imperative that the researcher specify the methodologies they want to employ. Thus, in order to provide a realistic assessment of the relationship between the contribution schools inspection and teaching quality in the Tororo District, the research used a descriptive research design with survey methods. To improve the study, primary and secondary data were used. While secondary data results came from an analysis of pertinent and readily available study-related literature, primary data involved gathering information as reported by the respondents and observed by the researcher through the use of questionnaires, interviews, and focus groups.

The gathered data was modified to ensure accuracy, consistency, and completeness by preventing the removal of crucial information needed for the study. This made it easier to understand and assign values to numerical variables. The gathered data was edited, coded, and categorized by the researcher in accordance with the study's themes. Additionally, the data was sorted and grouped based on the frequency of comparable replies (frequencies) and percentages computed; this served as the foundation for the analysis that determined the key variables in a thematic fashion. Tables, charts, and graphs provided a summary of the information.

The methodical and well-structured approaches of content and theme analysis were employed to analyze qualitative data. Hsieh and Shannon (2005) define qualitative content analysis as a procedure intended to distill unprocessed data into groups or themes through sound deduction

and interpretation. In particular, as described in the following approach, the analysis was directed by Miles and Huberman's (1994) concurrent flow of activity of data reduction, display, development of meaning, and drawing conclusions from the outset and throughout the study process: The researcher reads through the interviewees' responses one at a time. Creating codes to assist in indexing important concepts while maintaining the context in which they happened was part of the data reduction process.

3.6.2. DATA COLLECTION INSTRUMENTS

The questionnaire and interview guide were used in the study as data gathering tools. Data was gathered using a questionnaire with a five-point rating system. The type of data to be gathered, the amount of time available, and the study's goals all had a role in the tool's selection. The primary focus of the research was on the views, opinions, perceptions, feelings, and attitudes of the phenomena under investigation. The most effective way to gather this type of data was through the use of interview schedules and questionnaires (Mugenda, A.G. and O.M. 2003).

Since the study focused on factors such as respondents' views, opinions, perceptions, feelings, and attitudes that could not be directly examined, questionnaires were employed. Additionally, during the process of collecting data for the study, the respondents' identities were secured through the use of questionnaires. Since literate people were the study's target group, it is highly unlikely that they would have trouble answering questionnaire questions. A Likert five-point scale was used to model the questionnaire, with Strongly Agree (SA), Agree (A), Not sure (N), Strongly Disagree (SD), and Disagree (D) representing the responses.

3.7.1. INTERVIEW GUIDE

An interview is a conversation, typically one-on-one, between a subject and an interviewer with the aim of gathering data on a certain range of themes (Gubrium, 2002). Kothari, Leone, and Wasley (2005) state that oral or vocal questioning techniques as well as discussions were used

during the interview. The researcher employed semi-structured interviews, which are essentially verbally conducted using a predetermined list of questions without much room for variation. This suggests that an interview guide intended to generate data was used, as responses warranting more elaboration were subjected to follow-up questions. During the interview, the researcher had the chance to go over some of the points that were important for the study but might have been overlooked.

3.7.2. QUESTIONNAIRE

This served as the primary instrument for gathering study data. According to Kothari (2005), a questionnaire has the advantage of not requiring the interviewer to add bias because the responses are given in the respondents' own words. It may also be used with large samples, which increases the validity and reliability of the results. Here, the researcher gave chosen respondents self-administered questionnaires to complete at their convenience in order to validate their answers in writing. There was little bias in the open-ended questions on the questionnaire. Teachers and students were among the people who answered the questionnaire. A total of 104 copies were distributed, and the researcher's job was to gather up every questionnaire that was given out.

3.8. VALIDITY

The degree to which the instrument measures what it claims to measure is known as validity. Maxwell (1992). The extent to which the instrument completely evaluates or measures the relevant construct is known as content validity. It alludes, in essence, to guaranteed data quality and accuracy. Given that both the interview guide and the questionnaire included items whose accuracy was determined, the validity of both was treated similarly under this report. Following the creation of the instruments, the supervisor was tasked with examining their layout, design, and applicability to the issue being studied in accordance with the goals. This made it easier to

determine whether the questions are focused, relevant, and legitimate as well as whether the answers to the open-ended questions are following a logical order.

3.9. RELIABILITY

Reliability denotes to the extent to which a research instrument measures whatever it is meant to measure consistently (Best and Kahn 1993). To ensure reliability, the instrument was piloted. The feed-back which was received which guided in the validation, re-adjustment and re-structuring of the interview guide and the questionnaire. Also, the researcher made sure that the major questions were open-ended; this was to enable the respondents to freely express themselves.

In the case interviews were semi-structured, the use of probing questions were useful to gain depth of what was said but also certainty and consistence regarding what was said is a major concern. In cases of disparities or inconsistencies, attention was drawn to the respondents to obtain the right information.

3.10. DATA MANAGEMENT AND PROCESSING

Data recorded during interviews was transcribed at the end of each field day in order to have all the data in a standard format. The transcriptions were compared with the recorded work which was the original source in order to keep transcription errors to a minimum. This data was coded so as to identify themes. The databases were created and edited and data files created, then organized and summarized. The processing was done manually. For the survey data, a summary sheet was created whereby a series of columns were created, one for numbering the respondents, one for each question asked, followed by their percentage and then the average percentage mean, and one for each demographic item. But in order for this to be possible, the elements was first coded by assigning them representative numerals. The data is now stored on the hard disc, storage disc, printed out as hard copy, with a back-up copy on another disk.

3.11. DATA ANALYSIS

Kothari (2005) explains that analysis is the computation of certain measures along with searching for patterns of relationships that exist among data groups, while Mohajan (2018) adds that data analysis is a vibrant process weaving together recognition of emerging themes, identification of key ideas or units of meaning and material. Analysis is an on-going process which went on during and after the data collection phase until the presentation of the findings are done. As regards the data for this study, there were both quantitative and qualitative analysis which involved manual computation method of data analysis. This includes the graphs, percentages, frequencies, tables among others.

3.12. ETHICAL CONSIDERATIONS

Authorization was acquired from the department head at the university, where the researcher received an introduction letter written to the CAO Tororo District, asking for permission to conduct the study as well as assistance. The investigator ensured that the participants gave their consent to participate. In order to ensure that the respondents gave their informed consent and that the study is being done solely for academic purposes, the expected outcomes and benefits of the study were explained to them.

Additionally, the respondents were given the assurance that their answers would be kept completely confidential. This would be done by demonstrating to them that they are protected and appreciated. Finally, by citing and acknowledging every concept expressed by other writers, the researcher demonstrated her scrupulous adherence to the rules of intellectual honesty.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.0. INTRODUCTION

The data collected from the field using a variety of research tools is presented in this chapter. The primary topics in the objectives which were further broken down into sub-themes and presented accordingly were followed in the arrangement of the data presentation. In the presentations, tables, frequencies, and percentages were used. It was then analyzed to produce conclusions, which were then talked about.

4.1. SOCIO-DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

This section establishes the personal data of respondents; the variables under the study include gender, age range, education level, occupation and marital status.

4.1.1. GENDER

The study sought to establish the gender distribution of the respondents. The results are summarized in the table below:

TABLE 4.1: GENDER

Gender	Frequency	Percentage
Female	45	49
Male	46	51
Total	91	100

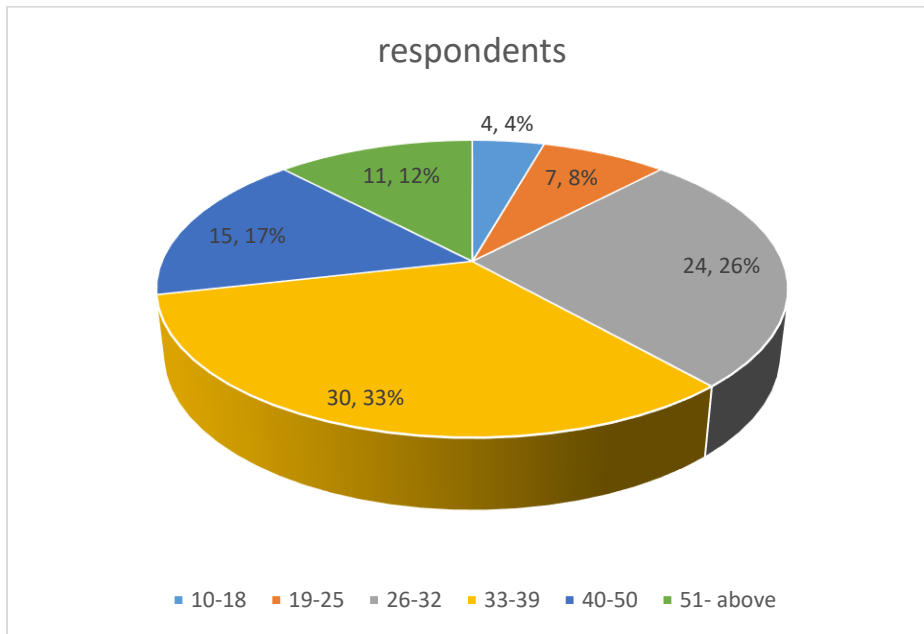
Source: Field Data, 2022

The above table shows that 46 (51%) of the responders were men and 45 (49%) were women. Given that both genders participated in the research, nearly identical numbers or percentages of respondents would lend credence to the conclusions.

4.1.2. AGE-RANGE

In order to relate the respondents' experience and comprehension of school inspections and the standard of instruction in Uganda's Tororo District primary schools, the study attempted to determine the respondents' age range. The graph below provides an overview of the findings.

FIGURE 4.1: AGE-RANGE



Source: Primary data (2022)

According to the data in the graph above, 4 (or 4% of the respondents) were between the ages of 10 and 18, with the remaining respondents being adults who were 18 years of age or older. It should be noted that a substantial portion of the respondents (96%) had reached a mature enough age to comprehend the School Inspection and the standard of instruction in the Tororo District's elementary schools.

4.1.3. LEVEL OF EDUCATION

Because education level plays a significant role in understanding and evaluating problems, the study aimed to determine the respondents' educational attainment. The table below provides an overview of the findings.

TABLE 4.2 : LEVEL OF EDUCATION

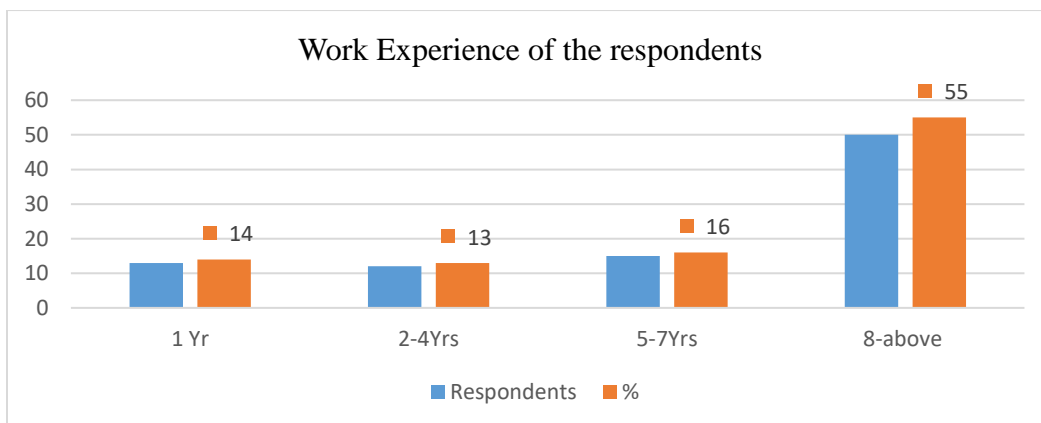
Education level	Frequency	Percentage
No qualification	00	00
Certificate	51	56

Diploma	27	30
Bachelors	10	11
PGD	02	02
Masters	01	01
Total	91	100

Source: Field Data, 2022

Table 4.2 above demonstrates that the majority of respondents had certificate-level education (56%), followed by diploma holders (30%), degree holders (11%), PGD (02%), and master's level education (1%). The qualifications at the diploma and above are clearly sufficient for someone to have sufficient training and experience in the classroom and to assess the degree to which school inspection improves the standard of instruction in Tororo's primary schools. Considering their educational background, it's possible that they may respond with logic and knowledge. Additionally, it's possible that they have encountered school inspections in one form or another as a result of their exposure to education through the institutions they have attended.

4.1.6. WORK EXPERIENCE OF THE RESPONDENTS



Given the length of time the respondents had worked with the education department in primary schools, the researcher concluded that they had sufficient experience. In primary schools, 84% of the respondents had worked for two years or longer. This was sufficient to determine, based on

their reaction, how schools inspectors improved the standard of instruction in elementary schools. Because of their years of teaching experience in different schools, these teachers are probably familiar with the results of school inspections because they have likely participated in inspection teams at their respective institutions.

4.2.1. OBJECTIVE ONE: TO EXAMINE THE CONTRIBUTION OF PROFESSIONAL SUPPORT TO TEACHERS ON THE QUALITY OF TEACHING IN SELECTED PRIMARY SCHOOLS IN TORORO DISTRICT UGANDA.

The purpose of this study is to investigate how professional development for educators affects the standard of instruction in a subset of Uganda's Tororo District elementary schools. Many academics contend that providing professional development opportunities for educators enhances the quality of instruction in a subset of Uganda's Tororo District primary schools. It is thought that to guarantee high-quality instruction, inspectors should constantly give priority to challenges that have been discovered and should support teachers. However, if providing professional development for educators enhances instruction, what is the degree to which this benefit extends to elementary school instruction? Therefore, the goal of the study was to determine how professional support for teachers affected the standard of instruction in a subset of Uganda's Tororo District primary schools.

Legend

1.00-1.49	Strongly disagreed
1.5-2.49	Disagreed
2.50-3.49	Undecided
3.50-4.49	Agreed
4.50-5.00	strongly agreed

To examine the contribution of professional support to teachers on the quality of teaching in selected primary schools in Tororo District Uganda?
Choose SA - Strongly Agree (5), A - Agree (4), NS - Not sure (3), D - Disagree (2), SD - Strongly Disagree (1) to show your position.

Contribution of professional support to teachers on the quality of teaching in selected primary schools	SA %	A %	N %	D %	SD %	mean
Professional support offered by inspectors to teachers helps improve teaching in primary schools in Tororo District.	52(57%)	30(33%)	9(10%)	00(00%)	03(03%)	3.37
School inspectors assess the progress of pupils learning in schools.	31(34%)	26(28%)	16(18%)	09(10%)	09(10%)	3.63
Inspectors assess the level of achievement of teachers' expected targets in syllabus coverage	17(19%)	34(37%)	15(17%)	15(17%)	10(11%)	3.33
School inspectors check the quality of teaching in schools in Tororo	6(07%)	41(45%)	16(18%)	22(24%)	06(07%)	3.24
School inspection checks teacher and students' relationship during the lesson delivery.	15(17%)	19(21%)	19(21%)	25(28%)	13(14%)	2.95
Inspectors make recommendations that ensure quality lesson preparations in schools.	19(21%)	39(42%)	15(17%)	09(10%)	09(10%)	3.51
School inspectors engage teachers after inspection on appropriate lesson preparation sessions	36(39%)	19(20%)	06(07%)	15(17%)	15(17%)	3.47
The quality of teaching in schools is greatly facilitated with the quality of inspection.	76(83%)	00(00%)	09(10%)	06(07%)	00(00%)	4.55
Overall mean \bar{X}						3.51

TABLE 4.3: CONTRIBUTION OF PROFESSIONAL SUPPORT TO TEACHERS

From the table above, the researcher in Item one wanted to find out whether Professional support offered by inspectors to teachers helps improve teaching in primary schools in Tororo District. The findings were 90% agreed, 10% neutral and 03% disagreed with a mean of $\bar{X}=3.37$. The agreement mean tells clearly that Professional support offered by inspectors to teachers helps improve teaching in primary schools in Tororo District. This was related to Wang, (2015), School inspectors play an important role of taking part in improving the quality of teaching by guiding and professionally support the teachers on how to have quality teaching in schools through development of review plans and curriculum throughout the Education system. All what is required to make a teacher more professional must be reported to the authorities through inspection reports. In addition to that, Rosenshine & Stevens, (2009) states that the quality of teaching is greatly facilitated with the quality of inspection. When inspectors take time to check the strength of the teachers and aim at improving their weaknesses through professional guidance

and support to teachers, then concepts related to the lesson are likely to yield positive results as a sign of quality teaching process. To Rosenshine & Stevens, (2009), inspection is hence relevant to ensure that lessons are designed effectively to produce better results and maintain quality teaching for quality education.

The researcher also wanted to find out whether School inspectors assess the progress of pupils learning in schools. The findings were, 62% agreed, 20% disagreed while 18% were neutral. 62% with a mean of $\bar{X} = 3.63$, this means that respondents agreed that inspectors assess the progress of pupils learning in schools. It's in the same vein therefore, that Uganda Education Act, (2008), spells the core role of Inspectors of school as monitor of learning progress and achievement. This aspect justifies the importance of inspectors in effecting curriculum management for quality teaching at school level. In this regard, inspectors check the quality of teaching to ascertain children's understanding of the curriculum content. Gentile, (2000) believed that, inspection improves the quality and standards in education, inspectors will know if the proper planning for instruction has taken place when the teacher is able to design a lesson that achieves the objective, what is not in place for quality content delivery in schools and inform the concern persons to increase the quality of teaching. This means everything the teacher and students do during the lesson is related to the objective and hence improve and aim at quality teaching.

Under item three, the researcher wanted to find out whether Inspectors assess the level of achievement of teachers' expected targets in syllabus coverage. The findings showed 56% agreed, 28% disagreed while 17% were neutral. 56% with a mean value of $\bar{X} = 3.33$ which means that respondents were undecided that Inspectors assess the level of achievement of teachers' expected targets in syllabus coverage. It's in this way therefore, that Uganda Education Act, (2008), the core role of Inspectors of school is to monitor learning achievement and proper

curriculum management in schools. This aspect justifies the importance of inspectors in effecting curriculum management for quality teaching at school level. In this regard, inspectors check the quality of teaching to ascertain children's understanding of the curriculum content.

Item four of the tool checked whether School inspectors check the quality of teaching in schools in Tororo, the findings showed that 52% agreed, 31% disagreed while 18% were neutral. 52% with a mean value of $\bar{X} = 3.24$ which means that respondents were undecided as to whether school inspectors check the quality of teaching in schools in Tororo District.. Inspection has been comprised as a method that helps to improve quality of teaching and shape teachers' professionalism since they are key implementers of education in the classrooms through the teaching process. To Monitor and supervise the quality of teaching delivered to the children and raise general standards in education, its hence a role of inspectors to check the quality of teaching in schools (Vanhoof & Van Petegem, 2007; Wilcox, 2000; Lingard & Varjo 2009). This is aimed at making teachers more dedicated towards the task of teaching the pupils and contributing professionally towards the school achievements and performances

The findings in the tool on item five showed that School inspectors do not check teacher and students' relationship during the lesson delivery. This was as per the findings which were 42% disagreed, 29% agreed and 21% neutral, with a mean value of $\bar{X} = 2.95$ meaning that respondents were undecided about whether school inspectors do not check teacher and students relationships during lesson delivery. Though 42% is highest rate for this item, it's below average and the rest a below average as well. This is non-significant number but still implies that there is no School inspection to check teacher and students' relationship during the lesson delivery. Nevertheless, Nkinyangi, (2006) states that School inspectors are also expected to provide a continuous monitoring, reviewing and assessing the attainment and progress of pupils not forgetting the relationship between the teacher and the learner in class since teacher pupil

relationship plays a key role in the education success of the pupil. Just as teaching and learning activities are the teachers' core functions, school inspectors' core function is to inspect the schools. It is meaningless for inspectors to visit the school, without checking what is going on in classrooms setting. School inspectors are to ensure that teachers are doing their job and that pupils are receiving what they are supposed to acquire as learning experiences

Under item six of the tool, the researcher wanted to find out whether Inspectors make recommendations that ensure quality lesson preparations in schools. The findings were, 63 agreed, 20 disagreed and 17% were neutral. 63% with a mean value of $\bar{X} = 3.51$ meaning that respondents were in agreement that inspectors make recommendations that ensure quality lesson preparations in schools. This is in line with DES 2012 guide to external evaluation part 6 which states that, inspection, also known as external evaluation, takes place at national level through the work of inspectors in the Directorate of Education Standards, and at local level through the work of inspectors working within districts, sub-counties and municipalities. Inspection is planned according to a set cycle of activities and recommendations and summary reports are made upwards. These reports contain a number of items including but not limited to nature and quality of teaching related to lesson preparations at classroom level.

Under item seven of the tool under this theme, the research study wanted to find out whether School inspectors engage teachers after inspection on appropriate lesson preparation sessions. The findings were, 59% agreed, 34% disagreed and 07% were neutral. 59% with a mean value of $\bar{X} = 3.47$ meaning that respondents were undecided on the statement. 34% disagreed and 07% (41%) is such a big percentage that means there is something not right as far as inspectors' engagement with the teachers for dialog after inspection. It's in this same vain therefore, that Crahay, (2000) states that Quality teaching practices necessarily implies that teachers have the power to influence student learning. He continues to argue that, for this to be more practical,

schools inspectors and school leadership have to involve teachers in the identified gaps in the teaching process during inspection in order to curb the detected issues in class that hinder quality teaching. Nevertheless, there are other factors such as family background, student motivation, intellectual potential, etc. that promote quality teaching in schools. Johnson, J.P (2000) argues that, teachers have to get involved in special dialog with the schools inspectors immediately after inspection have been conducted in a particular school to let the teachers know where they are doing well and where they need additional efforts and research to ensure quality teaching in their respective classrooms.

Under the same theme on item eight, the researcher sought to find out whether the quality of teaching in schools is greatly facilitated with the quality of inspection. The findings showed that 83% agreed with the item check, 07% disagreed while 10% were not sure of whether the quality of teaching in schools is greatly facilitated with the quality of inspection with a mean value of $\bar{X} = 4.55$. 83% is a more significant number to base on that indeed the quality of teaching in schools is greatly facilitated with the quality of inspection. This corresponds with Rosenshine & Stevens, (2009) who argues that, the quality of teaching is greatly facilitated with the quality of inspection. When inspectors take time to check the strength of the teachers and aim at improving their weaknesses through professional guidance and support, then concepts related to the lesson are likely to yield positive results as a sign of quality teaching process. Rosenshine & Stevens, (2009) continues to state that, inspection is hence relevant to ensure that lessons are designed effectively to produce better results and maintain quality teaching for quality education.

4.2.2. OBJECTIVE TWO: TO ASSESS THE CONTRIBUTION OF FREQUENT INSPECTION TO QUALITY TEACHING IN PRIMARY SCHOOLS IN TORORO DISTRICT UGANDA.

This objective is to assess the contribution of frequent inspection to quality teaching in primary schools in Tororo District Uganda. Frequent inspection contributes to better quality teaching in

selected primary schools in Tororo District Uganda. In this aspect the frequent inspection have a lot to do with the quality of teaching since they keep informing teachers where the challenge is and hence seek improvement for quality teaching in primary schools. It's believed that identified challenge should always be prioritized in the next inspection to check how it's being addressed in a particular school where it manifested. If the frequent inspection School inspection contributes to the quality of teaching, then to what extent does it contribute to the quality of teaching in primary schools? As such, the study sought to assess the frequent inspection contribute to quality of teaching in selected primary schools in Tororo District Uganda. Here the tool is presented together with the responses. On a scale of five (05), the respondents were asked to indicate what they believed/knew. The options were: Strongly Agree (SA), Agree (A), Not sure (NS), Disagree (D), and Strongly Disagree (SD). The results are displayed in the table below.

TABLE 4.4: CONTRIBUTION OF FREQUENT INSPECTION

To assess the contribution of frequent inspection to quality teaching in primary schools in Tororo District Uganda? Choose SA - Strongly Agree (5), A - Agree (4), NS - Not sure (3), D - Disagree (2), SD - Strongly Disagree (1) to show your position.						
Contribution of frequent inspection to quality teaching in primary schools	SA %	A %	N %	D %	SD %	Mean
Professional support to teachers ensures quality of teaching in primary schools.	34(37%)	19(21%)	20(22%)	08(09%)	10(11%)	3.61
School inspectors illustrate the cause of bad performance.	03(03%)	31(34%)	10(11%)	16(18%)	31(34%)	2.52
School inspectors in Tororo are fully funded to provide professional support to teachers.	68(75%)	15(16%)	08(09%)	00(00%)	00(00%)	4.60
Support inputs are fully provided to teachers to ensure effective lesson delivery.	19(21%)	37(40%)	9(10%)	06(07%)	20(22%)	3.28
Due to Inspection exercise, pupils are taught appropriate content during lesson delivery in primary schools in Tororo.	37(40%)	30(33%)	08(09%)	08(09%)	08(09%)	3.83
There is always mutual understanding between teachers and school inspectors on raised concerns about lesson delivery.	03(03%)	37(41%)	15(16%)	19(21%)	17(19%)	2.75

Overall mean \bar{X}		3.43
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From item one of the table above, the findings show that 58% of the respondents agreed, 20% disagreed and 22% were neutral on whether, Professional support to teachers ensure quality of teaching in primary schools. According to the findings, the disagreed and the neutral make 42% which is nearing average number and so this implies that the Professional support to teachers has less to do with ensuring quality of teaching in primary schools in Tororo District and the respondents don't see its impact to quality of teaching. However, 58% are average percentages to show that Professional support to teachers ensuring quality of teaching in primary schools. And it's on such findings that the DEO's office has to check extent to which professional support ensures quality of teaching in primary schools in Tororo District. This was related to Gentile, (2010) states that, the number of inspection conducted by inspectors for the teaching and learning process to ascertain the quality of teaching, has major contribution to the quality of teaching. The scholar argues that, frequent inspection is relevant in improving quality of teaching in education. Frequent inspection helps inspectors to know if the appropriate planning for instruction has taken place when the teacher is able to design a lesson that achieves the objective. Rosenshine & Stevens, (2019) indicated that, the more numbers of inspections contribute greatly to quality of teaching and hence quality education.

Item two of the tool under this theme showed that, 52% of the respondents disagreed, 37% agreed and 11% were neutral on whether School inspectors illustrate the cause of bad performance. This implied that 48% were in disagreement and only 52% agreed and this is an average percentage that shows that School inspectors illustrate the cause of bad performance. However, the 48% (disagree and neutral) is a high percentage not to be taken for granted but to consider the school inspectors illustrate the cause of bad performance. The findings in relates to

Hargreaves, (2019) schools are much more likely to anticipate the inspection visits and behave in a different way to ensure the quality of teaching is as expected from schools. It is argued that teachers will tend to prepare and structure their lessons better when school inspectors visit the schools. Visscher (2016) also sees school inspection as the means in which teachers tend to manipulate data so as to be appraised positively. To Hargreaves (2019), no school actively draws its weaknesses to the attention of school inspectors other than improving before the next inspection schedule. However, Richards, & Davis. W, (2010), argues that, frequent School inspection has to do with holding those responsible for quality teaching to account on their work presentation to ensure quality teaching for quality education through good performance at the end of the course. Through frequent inspection inspectors ensure teachers do a good job and indicate success and deficits in the inspection report which aid the next inspection and such is used as a yard stick to measure the progress of teacher's quality of teaching which is exhibited in the performance of children during and at the end of the course.

When respondents were asked whether School inspectors in Tororo are fully funded to provide professional support to teachers, the findings were 91% agreed and 09% neutral. This is a very clear indicator that school inspectors are fully funded to execute their tasks effectively. Richards, & Davis. W, (2010) quoted UNESCO report to World Bank and stated that, schools inspectors have to fulfill their duty and role by ensuring inspection is done as indicated in the work plan for their department. Inspectors make routine supervision to schools and they are mandated to draft a budget and the work plan to follow which budget is part of the education department budget which is embedded in the district budget and there after forwarded to the ministry for review in preparation for the national budget. Once the ministry budget is passed and approved by parliament, then implementation is done in the first two weeks of July. However, RTI (2018 report) show that school inspectors irregularly visit schools giving excuses of no funds to carry

out the inspection as required and this has crippled the education standards and children's performance.

When respondents were asked in item four whether Support inputs are fully provided to teachers to ensure effective lesson delivery. The response was 61% agree, 29% disagree and 10% neutral. This is a relative percentage and it implies that support inputs are fully provided to teachers to ensure effective lessons delivery. Ministry of Education and Sports (2016 report) to parliament showed that the budget for schools needs more money for them to achieve expected goals and success in the performance of children. And to ensure and maintain standards and quality of teaching in schools, Support inputs should be fully provided to teachers to ensure effective lesson delivery and ensure intellectual ability amongst learners. The Education Standards Agency (ESA) together with the National Policy on Education highlights on the inputs required for quality teaching; these include teachers' remunerations, availability of scholastic materials, and infrastructure among others. And the report continues to state that given the overwhelmed numbers of enrolment, what they have provided with the meager resource envelope is not enough and requires more.

Item five showed that 73% agreed, 18% disagreed and 9% were neutral on whether Due to Inspection exercise, pupils are taught appropriate content during lesson delivery in primary schools in Tororo. This was also observed by Nkinyangi, (2006) who argued that, quality teaching and learning activities are the teachers' core functions, however, it should be school inspectors' core function to inspect the schools for quality assurance which is imbedded in the inspectors' guidelines. It is meaningless for inspectors to visit the school, without checking what is going on in classrooms by looking at the lesson schemes and lesson plans that lead to committing teachers to quality teaching. School inspectors are to make sure that teachers are

doing their job and that pupils are receiving what they are supposed to acquire as quality education through quality teaching process.

Under item six of the tool under this theme, the researcher wanted to find out whether there is always mutual understanding between teachers and school inspectors on raised concerns about lesson delivery. The response was 44% agreed, 40% disagreed and 16 were neutral. This revealed a very serious need as the response was below average percentage meaning there is no mutual understanding between teachers and school inspectors on raised concerns about lesson delivery and yet Richards, & Davis. W, (2010), argues that, frequent School inspection has to do with holding those responsible for quality teaching to account on their work presentation to ensure quality teaching for quality education through good performance at the end of the course. Through frequent inspection inspectors ensure teachers do a good job and indicate success and deficits in the inspection report which aid the next inspection and such is used as a yard stick to measure the progress of teacher's quality of teaching which is exhibited in the performance of children during and at the end of the course. Through frequent inspection, every teacher should be encouraged to correct where there is point of weakness to ensure effective teaching and this is basically necessary for quality teaching. Thus, the providers of education must be inspected for quality teaching as a way of accountability to the stakeholders in general and good performance shows inspectors what to start and end with during inspection.

4.2.3. OBJECTIVE THREE: THE EXTENT TO WHICH QUALITY OF INSPECTION REPORTS CONTRIBUTE TO BETTER QUALITY TEACHING IN SELECTED PRIMARY SCHOOLS IN TORORO DISTRICT UGANDA.

This objective is on the extent to which inspection reports contribute to better quality teaching in selected primary schools in Tororo District. School inspection contributes to the quality of teaching in Tororo and in this aspect the reports made after inspection have a lot to do with the quality of teaching since they are check tools and yard sticks in quality of teaching. If the School inspection contributes to the quality of teaching, then to what extent does it contribute to the

quality of teaching in primary schools? As such, the study sought to determine the extent to which inspection reports contribute to quality of teaching in selected primary schools in Tororo District Uganda. Here the tool is presented together with the responses. On a scale of five (05), the respondents were asked to indicate what they believed/knew. The options were: Strongly Agree (SA), Agree (A), Not sure (NS), Disagree (D), and Strongly Disagree (SD). The results are displayed in the table below.

TABLE 4.5: THE DETERMINE THE EXTENT TO WHICH QUALITY OF INSPECTION REPORTS CONTRIBUTE TO QUALITY OF TEACHING IN SELECTED PRIMARY SCHOOLS IN TORORO DISTRICT UGANDA

To determine the extent to which quality of inspection reports contribute to quality teaching in selected primary schools in Tororo District Uganda? Choose SA - Strongly Agree (5), A - Agree (4), NS - Not sure (3), D - Disagree (2), SD - Strongly Disagree (1) to show your position.						
Quality of inspection reports contributes to quality of teaching in selected primary	SA %	A %	N %	D %	SD %	Mean
Because of inspection reports, teachers make detailed schemes of work.	57(63%)	34(37%)	00(00%)	00(00%)	00(00%)	4.55
Because of inspection teachers make detailed lesson plans.	56(62%)	34(37%)	01(01%)	00(00%)	00(00%)	4.55
Because of inspection teachers make detailed lesson notes.	39(42%)	43(47%)	02(02%)	00(00%)	00(00%)	4.05
Teachers use a variety of teaching methods	43(47%)	28(31%)	00(00%)	20(22%)	00(00%)	3.98
Teachers make a variety of teaching aids	36(40%)	34(37%)	00(00%)	20(22%)	01(01%)	3.88
Teachers are time conscious in their schools	28(31%)	39(42%)	01(01%)	22(24%)	01(01%)	3.78
Teachers assess their pupils on a termly basis	81(89%)	00(00%)	00(00%)	10(11%)	00(00%)	4.88
Overall mean \bar{X}						4.24

Source: Field Data (2022)

Under item one, all respondents (100%) agreed that because of inspection reports, teachers make detailed schemes of work with a mean $\bar{X}=4.55$ and this fully shows that inspection reports are key in the teachers making of schemes in primary schools in Tororo District. This is in line with

the DES (2017 Report), which states that, School inspection requires inspectors to provide feedback to schools in form of summarized observations immediately after the inspection, followed by a written and elaborative inspection report. On a monthly basis, schools inspectors are expected to consolidate all reports for schools inspected into a summary report submitted to the DEO and copied to school head teachers and other stake holders. The DEOs and the DES regional offices consolidate the monthly reports from field inspections into quarterly reports for submission to the CAO and DES headquarters respectively.

Item two of the item check reveals that, 99% of the respondents agreed that because of inspection teachers make detailed lesson plans with a mean $\bar{X}= 4.55$. Its only 1% that did not know whether inspection leads to teachers to make detailed lesson plans. 99% is a significant percentage to prove that inspection leads to teachers to make detailed lesson plans. This is in relation to the literature from DES (2017) report continues to states that, the guidelines for quality inspection is triangulation. Triangulation requires that inspectors cross-examine evidence provided by a source through among others observation; review of available records including teachers' prepared schemes, lesson plans, teaching aids, pupil notebooks; and available statistical data and seeking teacher's views on the daily activities for quality teaching in schools.

Under item three of the study tool, 89% agreed that because of inspection teachers make detailed lesson notes, 02% did not have any idea on weather because of inspection teachers make detailed lesson notes. 89% is a significant number to prove that because of inspection teachers make detailed lesson notes with a mean $\bar{X}=4.05$. This item finding shows that, the quality of school inspection reports submitted by school inspectors depict inefficiencies by inspectors of schools and to ensure quality of teaching, inspectors are supposed to check on the lesson notes of the teachers among other activities. However, some inspectors are unable to plan inspection activities and submit inspection work plans as required by the inspection cycle; relevant evidence

is not collected to be analyzed to form conclusions and strategies for improvement to ensure quality teaching. More to that is that, some inspectors cannot write clear quality reports to communicate inspection findings and act as basis for further intervention in aspects such as lesson note among others. This negatively impacts on the whole inspection value chain hence reducing the quality of teaching and completely reduce the quality of education (Grauwe, Anton -2010).

Item four of the study findings show that, Teachers use a variety of teaching methods. The findings revealed that 78% agreed and 22% disagreed with the item check with a mean $\bar{X}=3.98$. 78% is a big number that evident enough to show that indeed teachers use a variety of teaching notes. Nkinyangi, (2006) argues that, quality of teaching involves the applied methods in classroom. Teaching methods are core elements in the quality of education in schools, however, it should be school inspectors' core function is to inspect the teachers' application of teaching methods for quality teaching which is imbedded in the inspectors' guidelines. It is meaningless for inspectors to visit the school, without checking what is going on in classrooms especially the nature of methods and how they are applied and therefore, committing to quality teaching. School inspectors are to make sure that teachers are doing their job and that pupils are receiving what they are supposed to acquire as quality education through quality teaching process and appropriate use of teaching methods.

Under item five of the study tool, the researcher found out that, teachers make a variety of teaching aids and the this was seen by the 77% respondents agree and 23 % disagreed with a mean $\bar{X}=3.88$. This implies that teacher in Tororo School make teaching aids. However 23% is not a small number to ignore. This means that there is need to improve on some teachers in some schools to make learning aids and as well find out why they don't make them as per the 21 respondents who disagreed. Nevertheless, 77% is a significant number to tell that teachers make

learning aids in schools. And this was in line with Hayes T and Campbell J (2017) who argued that Teaching aids are an integral component in any classroom. The many benefits of teaching aids include helping learners improve reading comprehension skills, illustrating or reinforcing a skill or concept, differentiating instruction and relieving anxiety or boredom by presenting information in a new and exciting way. She farther states that, teaching aids also engage students' other senses since there are no limits in what aids can be utilized when supplementing a lesson.

When the researcher checked item six of the tool, 73% of the response from the respondents agreed, 25% disagreed and 01% were neutral with a mean $\bar{X}=3.78$. Its therefore evident that inspection reports show Teachers are time conscious in their schools. This is in line with Heveld, (1994) who argued that, Quality of teaching is determined by the time given to teaching learning process and such is required during inspection by the inspectors in schools, This therefore implies that poor time management leads to inefficiencies in the teaching/learning process and thus poor academic performance. Poor teachers normally begin late, and sometimes leave classes unattended to. This in most cases does not only make them poor teachers but also cause pupils' failure. They move in and out of school randomly and they do not seem to prepare lessons and at the end of the day there is poor quality teaching leading to undesired education system producing non transformed citizens. Unless school inspectors check out, it is bound to cause failure in our education system.

Under item seven of the tool on the same theme, it was found out that 89% of the respondents agreed with the item and 11% disagreed with a mean $\bar{X}=4.88$. It's therefore, an indicator that Teachers assess their pupils on a termly basis and schools inspectors have to make such reports to different stake holders to know and plan for the quality of education in Tororo schools. Black and Wiliam, (2018) argues that, assessment plays a very important role, Assessment is an

integral part of instruction, as it determines whether or not the goals of education are being met. Assessment affects decisions about grades, placement, advancement, instructional needs, curriculum, and, in some cases, funding. More to that is that Assessment enables teachers and students to draw inferences from the information obtained and act accordingly. Such actions may aid in making the necessary improvements to teaching and learning, or simply provide a picture in time of students' competence or achievement.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0. INTRODUCTION

This chapter presents the summary, conclusion, and recommendations derived from the study on *“School Inspection and the Quality of Teaching in Primary Schools in Tororo District, Uganda”*. All these are presented following the objectives of the study.

5.1. SUMMARY OF FINDINGS

The study came up with the following summary according to the sub-themes of the objectives.

Objective One: To examine the contribution of professional support to teachers on the quality of teaching in selected primary schools in Tororo District Uganda

The results of the survey showed that the quality of instruction in a subset of Tororo District primary schools is influenced by professional support provided to teachers. 30.75 percent of respondents agreed, making the mean percentage score. According to the same goal, the study discovered that the professional development provided to teachers by inspectors enhances instruction in Tororo District primary schools. Additionally, it was established that school inspectors evaluate how well students are studying within their institutions. Furthermore, the research study discovered that Inspectors evaluate the degree to which teachers meet the required

targets in syllabus covering. It was also discovered that school inspectors evaluate the caliber of instruction provided in classrooms. Nevertheless, the survey discovered that school inspectors do not examine the dynamics between teachers and students.

Objective Two: to assess the contribution of frequent inspection to quality teaching in primary schools in Tororo District Uganda.

Regular inspections have a major positive impact on the standard of instruction in Tororo District primary schools. The respondents' percentage mean score for agreeing with the item check was 30.33. The researcher discovered that professional assistance for teachers ensures the quality of teaching in elementary schools under the same research study's second objective. It was also discovered that the Tororo District's primary schools' poor performance is not explained by school inspectors. Additionally, it was determined that Tororo school inspectors receive full funding to support primary school teachers professionally. The researcher also discovered that teachers receive complete support to guarantee that lessons are taught in classrooms effectively. The investigator proceeded to ascertain that, Regarding complaints expressed regarding the delivery of lessons, there is no mutual understanding between educators and school inspectors.

Objective three: the extent to which quality of inspection reports contribute to quality teaching in selected primary schools in Tororo District Uganda.

The caliber of instruction is greatly influenced by the inspection report's quality. This was demonstrated by the mean percentage of respondents that agreed with the objective, which was 86.42. The results of every item under the same goal proved the following: The study discovered that teachers create thorough work schemes as a result of inspection reports, which amply demonstrates the importance of inspection reports in the creation of lesson plans, schemes, and

thorough lesson notes by teachers in Tororo District primary schools. The study also revealed that educators employ a range of instructional strategies, and if that weren't enough, it revealed that educators create a wide range of instructional resources. Additionally, it was discovered that educators are time-conscious in their schools. When the researcher tested the assessment of pupils in schools, it was found out that Teachers assess their pupils on a termly basis and reports are written to different stakeholders to know and plan for the quality of education in Tororo schools.

5.2. CONCLUSION

To sum up, the first objective is to investigate how professional development for teachers affects the caliber of instruction in a subset of Uganda's Tororo District primary schools. The results demonstrated how important professional development for educators is to the standard of instruction in elementary schools. It is clear from the average percentage mean of 30.75 agree versus 14.75 indifferent and 11.56 disagree how much professional help goes toward producing high-quality instruction. Thus, it is evident that, at a percentage mean of 30.75, professional support for teachers improves the quality of instruction in a subset of Uganda's primary schools in the Tororo District. However, it was also discovered that the Tororo District's primary schools' poor performance is not explained by school inspectors. Furthermore, it was shown that school inspectors do not see the dynamics between teachers and pupils when a class is being taught. In order to guarantee that weak areas are corrected and strong areas are preserved for high-quality instruction in Tororo schools, it is also very important to assess the involvement of instructors following the inspection exercise.

Objective two was;To assess the contribution of frequent inspection to quality teaching in primary schools in Tororo District Uganda. It was discovered that regular inspections help certain primary schools in Uganda's Tororo District provide higher-quality instruction. A 30.33 percentile mean of respondents indicated that they agreed with the tool the researcher employed to achieve this goal. Frequent inspections play a significant role in this regard since they keep

instructors informed about areas of difficulty and help them make improvements for high-quality instruction in primary schools. It is thought that every highlighted difficulty ought to be given top priority during the subsequent inspection to see how the school where it first appeared is handling it. However, it is crucial that school inspectors provide evidence of the reason behind subpar performance, and this should be addressed as 63% of the respondents confess that inspectors do not illustrate the course for bad performance in school. This is a signal that the quality of teaching is compromised with in Tororo District primary school.

To sum up, goal three is to ascertain the degree to which inspection reports support improved instruction in a subset of Uganda's Tororo District primary schools. A high significant level of 86.42 percentage mean in the survey indicated that school inspection had a considerable impact on Tororo's teaching quality. Because they serve as both checkpoints and benchmarks for teaching quality, reports generated during inspections are crucial in this regard. The Tororo District's primary schools account for 86.42 percent of the total amount of contributions to teaching quality.

In summary therefore, school inspection contributes to the quality of teaching in primary schools in Tororo District.

5.3. RECOMMENDATIONS

The research findings led to the formulation of the following suggestions to raise the standard of instruction in Uganda's Tororo District: In the first aim, the researcher discovered that the Tororo District's primary schools' instruction is improved by the professional assistance that inspectors provide to their teachers. Ninety percent of respondents agreed with the findings, which is a noteworthy figure that indicates that professional development for teachers should be prioritized in order to guarantee high-quality instruction in Tororo District primary schools.

Thus, the study suggests that instructors in the Tororo District receive more stringent and easily accessible professional support.

In the context of providing professional support to educators, it was discovered that school inspectors infrequently monitor student performance, do not communicate with teachers regarding concerns they have regarding the way lessons are delivered, and do not observe the dynamics between teachers and students during instruction. As a result, the government, working with the ministry of education, must create inspection tools that evaluate student performance, ensure that teachers and inspectors are on the same page regarding concerns raised regarding the delivery of lessons, and monitor the relationship between teachers and students during instruction.

It was discovered in goal two item three that money for school inspections are not released on time, thus impeding the intended Budgeted target, which has a negative impact on the standard of instruction in Tororo District primary schools due to the compromise of regular school inspections caused by the delayed receipt of money. According to the guidelines, money for school inspections should be allocated on schedule so that schools can resume their academic sessions. Additionally, inspections should become regular and frequent as mandated by the district-level education inspectorate.

In goal three, it was also discovered that school inspectors do not share their findings with teacher schools. This deprives the head teachers and their staff of an opportunity to strengthen their areas of weakness and makes it difficult for them to put the report's findings into practice, which exacerbates the issue. Based on this, the researcher suggests that inspectors meet with teachers and head teachers to discuss the report's findings and assign implementation tasks to address the challenges that have been identified in order to raise teaching standards.

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APPENDIX II: INFORMED CONSENT

Dear Respondent,

I am Oundo David Maguro, a student of Busitema University pursuing a Bachelor Degree of Primary Educational Management and planning of Busitema University. You have been purposely identified and selected to participate in this study that will lead to an award of master degree in Educational management and planning of Busitema University. The study topic is “*School inspection and the quality of teaching and learning in primary schools in Tororo District*”. The purpose of the study is to understand the effect of school inspection on the quality of teaching and learning in terms of lesson preparation, lesson delivery and lesson assessment in primary schools in Tororo District. The information provided shall be used to inform the planning and policy makers to address the growing problem of undesired quality of education in primary schools in Tororo District.

Your participation is voluntary and the information that will be provided, shall be treated with uttermost confidentiality and used only for the purposes for which this study has been commissioned. Whatever information that will be provided will be anonymized and no person outside the study team will ever know that you were part of this study.

Thank you for your consent!

For more information concerning the study, please reach me at the numbers provided below:

Oundo David Magero [Researcher]

Contact :0772405828

APPENDEX III: QUESTIONNAIRE KEY RESPONDENTS

SECTION A:

Gender of the respondent. Male female

Age of respondents: 10-18 19-25 26-32 33-39 40-50 50-Above

Education: No qualification certificate Diploma Degree PGD/Masters

Work experience: 1 Yr 5-7 Yrs 7-Above

SECTION B.1

Objective One: The following statements are designed to determine the extent to which quality of inspection reports contribute to quality teaching in selected primary schools in Tororo District Uganda. In the subsequent sections use the scale provided to tick your opinion. 5=Strongly Agree (SA), 4=Agree (A), 3= Not sure (NS), 2=Disagree (D), 1=Strongly Disagree (SD).

To determine the extent to which quality of inspection reports contribute to quality teaching in selected primary schools in Tororo District Uganda?						
Choose SA - Strongly Agree (5), A - Agree (4), NS - Not sure (3), D - Disagree (2), SD - Strongly Disagree (1) to show your position.						
		SA	A	NS	D	SD
1	Because of inspection reports teachers make detailed schemes of work					
2	Because of inspection teachers make detailed lesson plans					
3	Because of inspection teachers make detailed lesson notes					
4	Teachers use a variety of teaching methods					
5	Teachers make a variety of teaching aids					
6	Teachers are time conscious in their schools					
7	Teachers assess their pupils on a termly basis					

SECTION B.2:

Objective Two: The following statements are designed to assess the contribution of frequent inspection to quality teaching in primary schools in Tororo District Uganda. In the subsequent sections use the scale provided to tick your opinion. 5=Strongly Agree (SA), 4=Agree (A), 3= Not sure (NS), 2=Disagree (D), 1=Strongly Disagree (SD).

To assess the contribution of frequent inspection to quality teaching in primary schools in Tororo District Uganda? Choose SA - Strongly Agree (5), A - Agree (4), NS - Not sure (3), D - Disagree (2), SD - Strongly Disagree (1) to show your position.						
		SA	A	NS	D	SD
1	Professional support to teachers ensure quality teaching in primary schools.					
2	School inspectors illustrate the cause of bad performance.					
3	School inspectors in Tororo are fully funded to provide professional support to teachers.					
4	Support inputs are fully provided to teachers to ensure effective lesson delivery.					
5	Due to Inspection exercise, pupils are taught appropriate content during lesson delivery in primary schools in Tororo.					
6	There is always mutual understanding between teachers and school inspectors on raised concerns about lesson delivery.					

SECTION B.3

The following statements are designed to examine the contribution of professional support to teachers in Tororo District Uganda. In the subsequent sections use the scale provided to tick your opinion. 5=Strongly Agree (SA), 4=Agree (A), 3= Not sure (NS), 2=Disagree (D), 1=Strongly Disagree (SD).

To examine the contribution of professional support to teachers on the quality of teaching in selected primary schools in Tororo District Uganda?
Choose SA - Strongly Agree (5), A - Agree (4), NS - Not sure (3), D - Disagree (2), SD - Strongly Disagree (1) to show your position.

		SA	A	NS	D	SD
1	Professional support offered by inspectors to teachers helps improve teaching in primary schools in Tororo District.					
2	School inspectors assess the progress of pupils learn in schools.					
3	Inspectors assess the level of achievement of teachers' expected targets in syllabus coverage					
4	School inspectors check the quality of teaching in schools in Tororo					
5	School inspection checks teacher and students' relationship during the lesson delivery.					
6	Inspectors make recommendations that ensure quality lesson preparations in schools.					
7	School inspectors engage teachers after inspection on appropriate lesson preparation sessions					
8	The quality of teaching in schools is greatly facilitated with the quality of inspection.					

THANK YOU FOR YOUR TIME

APPENDIX IV: INTERVIEW GUIDE TO HEADS OF SCHOOLS AND THEIR STAFFS

1. Does your school receive inspectors from the district?
If yes, how many times?
When was the last time they inspected your school?
2. Describe what inspectors do once they arrive in your school
3. Do inspectors always ask for lesson plans and lesson notes whenever they visit your school?
4. Do inspectors always ask for schemes of work whenever they visit your school?
5. Does the inspector interact with you and your staff after his/her visit to improve on the quality of lesson delivery?
6. Do you receive learning aids on time for effective teaching in your school?
If Yes, specify the nature of assessment materials you receive.
If No, why?
7. Does your inspector and head teacher engage you after inspection for improvement in concerned areas?



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**FACULTY OF SCIENCE AND EDUCATION
DEPARTMENT OF EDUCATION**

06th May, 2024

TO WHOM IT MAY CONCERN

BACHELOR OF EDUCATION, PRIMARY

MR/Ms. OUNDO DAVID MAGERO is a student

of Bachelor of Education, Primary of Busitema University, Faculty of Science and Education,

Nagongera Campus. His/her Registration Number is BULUP/2022/0308

The purpose of this letter is to formally request you to allow him/her to access any information in your organization which is relevant to his/her research.

His/her research topic is SCHOOL INSPECTION AND QUALITY OF TEACHING IN SELECTED PRIMARY SCHOOLS IN TORORO DISTRICT.

Yours Sincerely,

**BUSITEMA UNIVERSITY
DEPARTMENT OF EDUCATION
FACULTY OF SCIENCE AND EDUCATION**

06 MAY 2024 ★

Dr. Kaweesi Muhammad
P.O BOX 236, TORORO (U)

Ag Head of Department, Education