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THE PERCEPTIONS OF SCHOOL TEACHERS AND LEADERS TOWARD SCHOOL INSPECTIONS IN TANZANIA SECONDARY SCHOOLS: THE CASE OF ARUSHA MUNICIPALITY

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ABSTRACT

A study was done in Arusha Municipality in Tanzania to establish the perceptions of school teachers and leaders towards school inspections and how the school teachers and leaders react towards school inspections findings and recommendations. This was in response of concerns which were raised and mentioned in different reports and studies in Tanzania showing that school inspection findings and recommendations were not effectively addressed in schools for school performances improvement. The data and methodological triangulation approaches were employed for field data collection whereby different schools, school teachers and leaders were sampled for interviews and FGDs and surveys were also done to comprehend each other in the data collected and to address the drawback of biases of respondents. It was therefore found that school inspections were negatively perceived by school teachers while school leaders tended to be somehow positive towards school inspections processes. Furthermore, school teachers seemed to reject school inspections findings and recommendations while on average school leaders seemed to accept school inspection findings and recommendations. This was because the level of involvement of school leaders in the school inspection process was higher than school teachers. It is therefore recommended that different stakeholders in education and school inspections should consider the need of introduction of a school self evaluation (SSE) system. Schools should be empowered to conduct school self evaluations so that school context data may feed school inspections reports. Furthermore, it is also further recommended that the Government of Tanzania should consider establishing an independent school inspectorate to increase the level of trust by school teachers and leaders and transparency of the inspectorate. Different stakeholders should be brought onboard on deciding the mode of operation of the independent school inspectorate. It can either work as an agency or as a hired organization or company.

Key words: *School inspections, perceptions, school teachers and leaders responses and reactions, school inspection findings and recommendations*

ACKNOWLEDGEMENT

DEDICATION

This work is dedicated to my beloved family; my wife Lucy, my daughter Rejoice, my two sons Victor and Godbless and my younger sister Joyce who for a long time have missed my physical presence at home but yet have always given me a warm love, smiles, support and encouragement throughout my entire study period in the Netherlands.

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ABBREVIATIONS/ACRONYMS

ACD	Arusha City Director
ACSEE	Advanced Certificate of Secondary Education Examinations
CAG	Controller and Auditor General
CSEE	Certificate of Secondary Education Examinations
DAS	District Administrative Secretary
FGDs	Focus Group Discussions
HMI	Her Majesty's Inspectorate
HQ	Head Quarter
IIIs	Individual Intensive Interviews
ISC	Independent Schools Council
ISI	Independent Schools Inspectorate
JMT	Jamhuri ya Muungano wa Tanzania
MoECS	Ministry of Education, Culture and Science
MoEVT	Ministry of Education and Vocational Training
NAEYC	National Association for the Education of Young Children
OFSTED	Office for Standards in Education
RAS	Regional Administrative Secretary
RC	Regional Commissioner
RCM	Research Conceptual Model
SPSS	Statistical Package for Social Science
SS	Secondary School
UK	United Kingdom
URT	United Republic of Tanzania
USA	United States of America
ZCIS	Zonal Chief Inspector of Schools

Figure 1: The sketch/map of Tanzania, Arusha Region and Arusha City/Town

Source: http://www.diva-gis.org/gdata
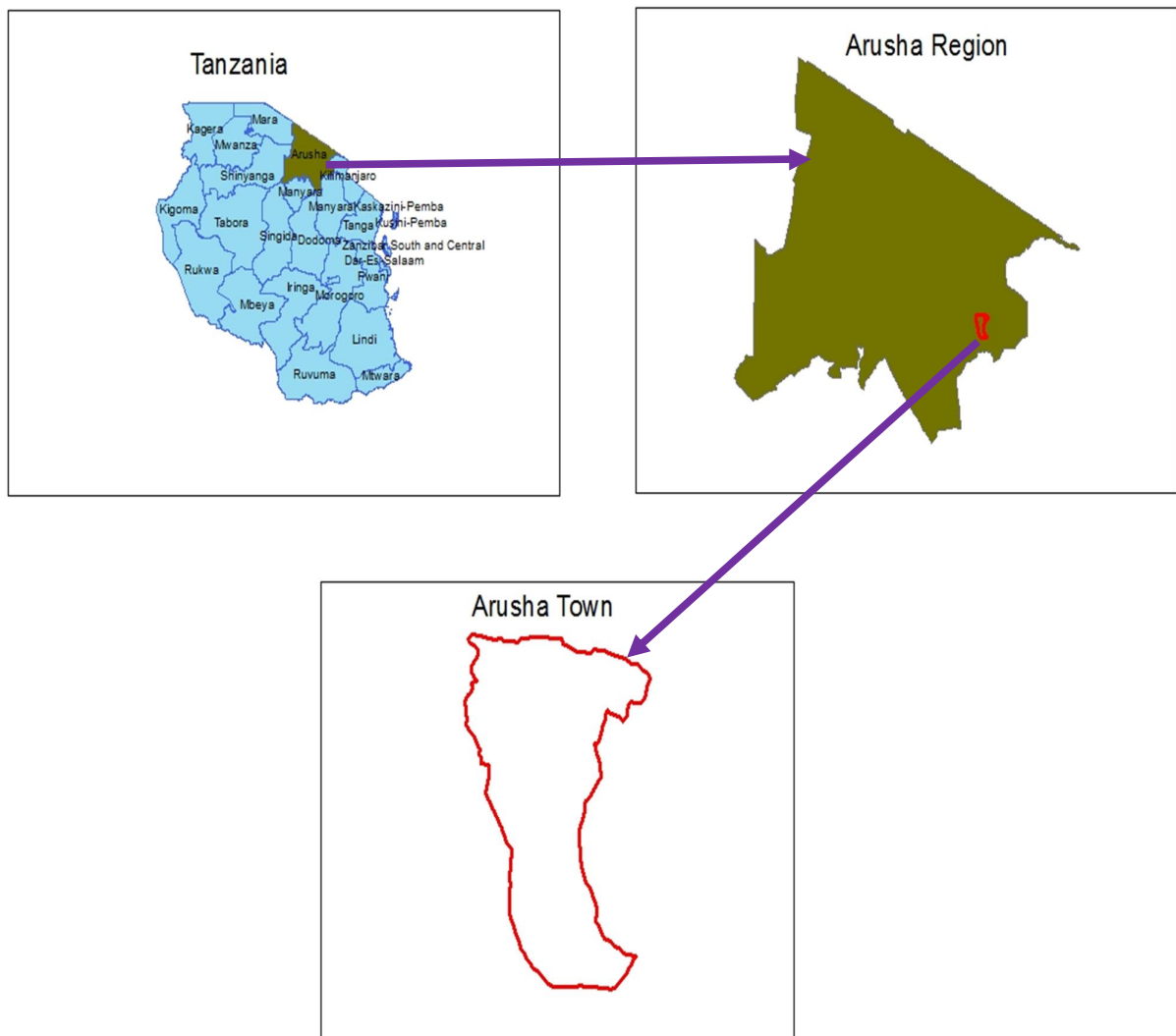
CHAPTER ONE

1.0 INTRODUCTION

This chapter is about the background of the study. It intends to cover school inspections background, research problem and its context whereby research questions are pointed out for this study. Other areas are the purpose, significance, focus and scope of the study.

1.1 Background of the study

> *It has been a call in every country to ensure its citizens are equipped with good education. For example, the Dutch Chief Inspector spoke that "Good education is the key to everyone's future… and one of the instruments to determine and promote good education is a well-functioning Schools Inspectorate" (Ehren and Visscher, 2006).*

School inspection is not a strange practice in most of the countries in the world. It has been in practice for several decades. According to Grauwe (2007), school inspections started back when public education started, especially when young nations used education to forge a common language and culture. In those days school inspections were considered as a key tool to ensure that all education staff respected the same rules and regulations and followed a similar programme. In France for example, the first public school inspections were set up at the end of the 18th century by Napoleons regime while in other European countries it was noted to be practiced in the 19th century (Grauwe, 2007). For example, in the United Kingdom (UK), the first inspection services were carried out by Her Majesty's Inspectorate (HMI) in 1839 (Matete, 2007 citing in Learmonth, 2000 and Wilcox, 2000). The Dutch Inspectorate of Education, established in 1801, is one of the oldest operating Inspectorates in Europe (Ehren and Honingh, 2012). However, in many countries, the inspection system went through reforms and transitions in its organization, purpose, and processes. For example, in 1990 in England OFSTED replaced the famous Her Majesty's Inspectorate (HMI) to broaden its focus to include the outcomes of school self-evaluation (SSE) and the development of a school's own action plan for improvement following an inspection (Rosenthal, 2003). In Kenya the system was strengthened through the use of the OFSTED model (Kenya Ministry of Education, Science and Technology, 2000). In Sri Lanka, Nepal, and Bangladesh, the notion of ÷supervisionøø was introduced to counter the criticisms of the inspection system, and to realize the goal of improving schools through ongoing support and guidance (Jaffer, 2010).

In many African countries establishment of school inspection services accompanied the introduction of formal public education (Grauwe, 2007). Many of the developing countries expanded the inspection services after independence. Also, the increased number of schools accompanied with a relatively slower growth in number of supervisor/inspection officers (Grauwe, 2007 and Matete, 2009).

In Tanzania, in particular school inspections started to be practiced since the colonial rule. However, after its independence in 1961, the Government of Tanzania formalized different school Education Acts with the purposes of regulating the provision of education and improvement of education quality in Tanzania. However, the Education Act no. 25 of 1978 among other things included the establishment of the school inspection system and inspection inspectorate (URT, 2008; Tanzania Education and Training Policy, 1995 and Tanzania Education Acts, 1962, 1969, 1972, 1973, 1974, 1978).

Although with minor variations, generally, in many countries school inspections have been in existence to guarantee the minimum level of educational quality, to ensure accountability and to ensure school improvement (Ehren and Visscher, 2008; Wong and Li, 2010; Jaffer, 2010; Tefera, 2010; Luginbuhl et al., 2009; Matete, 2009 and URT 2008). For example, in the Netherlands one of the aims of the Dutch inspectorate is to improve the quality of school education in the Netherlands (Ehren and Visscher, 2008 and Luginbuhl et al., 2009). As has been mentioned in England as well as

in Tanzania, school inspections are also for accountability of schools and officials on proper use of resources and maintaining educational quality at the best level of public interest (URT, 2008 and Janet et al., 1997).

Accountability in its literal meaning denotes the obligation that one part gives an account on the work performed to the other (Wilcox, 2000). The underlying idea towards accountability in education is to make the providers of education accountable to the people who pay for the education of their children (the taxpayers) (Ehren & Visscher, 2006 and Matete, 2007).

Depending on different factors in different countries, such as political preference, educational systems and level of autonomy of schools both external evaluations (school inspections) and internal evaluations (school self evaluations ó SSE) play different roles in assuring education quality and school improvement (Vanhoof and van Petegem, 2007). McNamara, 2011) noted that many education systems are seeking to find a balance or integration of the two. However, the consensus is yet to be reached. Vanhoof and Petegem (2007) suggest the idea of matching internal and external evaluation to be considered positively to complement the information gathered from the local context through school self evaluations (SSEs) and from external context through school inspections. In Hong Kong, Wong and Hui (2010) observed the change from external inspection to school self evaluation whereby, they found SSE to have a positive influence in school performance in the kindergarten schools under their study. Janssens et al., (2008) further found that, SSE was equally important towards school improvement as well as school accountability. This suggests that consideration of school local context when doing school inspections is important. Schools play great roles for school improvement where school teachers and leaders take central roles for both SSE and school inspections effects.

It is therefore important to note here that, much of these studies have been done in developed countries and less information is available in developing countries such as Tanzania regarding how teachers and leaders perceive school inspections as well as how school inspections impact school for improvement. Questions regarding perceptions in particular, need to be investigated. The questions are such as: Do teachers and school leaders accept the standards and criteria as fair and realistic? Do they consider inspections processes and inspectorates being fair to them? Are reports and recommendations realistic to their school contexts? Do inspectors gather the right information? How do teachers respond and react to school inspections? Are there school inspections effects as perceived by school teachers and leaders? Do teachers accept the consequences of inspectorsø judgment? Do teachers and school leaders consider school inspections to be important to them or are there other critical factors which they think are equally or more important than school inspections. Nguni (2005) for example, points out that, teachers in Tanzania consider their job satisfaction and their carrier development equally important for them to deliver quality services. However, following the above questions this study will narrow down to two main research questions and seven specific research questions as will be pointed out as is in the following sections.

1.2 Research problem and its context

1.2.1 The education system in Tanzania
The education system in Tanzania is organised in the following structure: 2-7-4-2-3+. This implies that it has 2 years for pre-primary education, 7 years of primary education, 4 years of secondary education at ordinary level (O - Level), 2 years of secondary education at advanced level (A - Level) and 3 or more years of higher education learning including the university education. Pre-primary education is provided to children aged 5-6 years. Primary school education is compulsory for all school age going children between 7-13 years (URT, 1995). Though in some cases children of 14-15 years still can be found in primary schools due to the delay of a child usually at pre-primary education in mastering the basic skills in Reading, Writing and Simple Arithmetic (3Rs). After primary schools those who qualify are enrolled to secondary schools as ordinary level which takes 4 years to finish. After ordinary level of 4 years, those who achieve higher in National Examination namely Certificate of Secondary Education Examinations (CSEE) are selected to join the advanced level of education for more 2 years to earn an Advanced Certificate of Secondary Education Examinations (ACSEE). Those

with moderate pass are selected to join teachers colleges and most of primary school teachers go for teacher training after the CSEE. There are also those who opt for Vocational Training Colleges (VTCs) (URT, 1995). Those who qualify they join higher learning institutions such as universities for 3+ years (URT, 2012, 2008 and Matete, 2009).

1.2.2 The history of school inspections in Tanzania
According to JMT (2006), URT (2006), URT (2008), URT (1995) and URT (1962,1969, 1972, 1973, 1974, 1978) school inspection in Tanzania has been categorized into four periods.

School inspection in 1903 - 1925
During this period school inspection in Tanzania (by then was called Tanganyika) was started which was in the year 1903. This period was the colonial rule of Germany in Tanzania. During this time the education guidelines required the people to have discipline and work diligently following the German culture, traditions and the needs (JMT, 2006). However, school inspectors had little power to implement their duties and their responsibility. Furthermore, in 1919 Britain started again school inspections in Tanzania when they took over as new colonial rulers from Germany. It is recorded that in this period inspectors had more power to execute judgments in schools. For example, they were able to suspend teachers from teaching, to promote or demote or transfer teachers according to their observations.

School inspection in 1925 – 1945
In this period the department of education in Tanzania (Tanganyika) established three groups of school inspectors which were: Education secretaries and supervisors of volunteering institutions. These two groups were inspecting schools which were under volunteering institutions. The third group of inspectors was known as Government school inspectors to inspect Government schools.

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

School inspection beyond 1961 (after independence)
Before independence teachers perceived school inspections as threatening moments towards their carrier and profession. However, after independence school inspections focused to support and empower teachers to fulfill their responsibilities (JMT, 2006). It was after this period when different Education Acts were formulated with the main purpose of improving education quality and increase school performances in schools. For example, in 1961, the government passed the Education Act of 1962 to regulate the provision of education in the country. The government abolished racial discrimination in the provision of education and streamlined the curriculum, examinations as well as the financing of education to be provided in uniformity. Between 1967 and 1978, the Government took several steps and enacted several laws in order to improve education. In 1969 and 1978 the Education Acts of 1969 and 1978 were formulated such that the Government took over the ownership of the non-government schools (which were under the volunteering institutions). In Acts 1978 the Government gave the Commissioner for Education more power to ensure that every school in Tanzania is inspected according to the rules and orders. In the same Acts it is when the current school inspectorate structure and division of inspectorate zones were established (Figure 2 and Table 1, respectively). Other Acts were the decentralization programme of 1972, the National Examination Council Act no. 21 of 1973 and the Musoma Resolution of 1974 (JMT, 2006; URT, 2006; URT, 2008, URT, 1995).

 In 1979 the inspectorate department was placed under the education commissioner's office (JMT, 2006; Kiwia, 1994 and Matete, 2009) now known as the Chief Education Office (CEO). The prime aim of the establishment of the school inspectorate system in Tanzania has been towards efforts of

enhancing quality of teaching and learning for basic education, teacher education and secondary education (URT, 2012).

1.2.3 Tanzania school inspectorate structure and organisation

The management of school inspections in Tanzania is done and organized by the school inspectorate. School inspectorate is one of the eight departments managed by MoEVT (URT, 2012, 2008; JMT, 2006). Except the higher learning institutions, school inspectorate has the responsibility to inspect schools from primary level, secondary, educational and vocational training colleges. Once after every two years the school inspectorate conducts a full inspection of each school in the country. School inspectorate is headed by the Chief Inspector of Schools (CIS), who reports to the Chief Education Officer (CEO). The Chief Inspector of Schools is supported by four sections namely management, basic education, secondary education as well as teacher education each being headed by head of section (Fig. 2). The Chief Inspectorate Office is divided from Zonal levels to district levels whereby the District Chief Inspector reports to Zonal Chief Inspector of Schools who reports to the Chief Inspector of Schools at the headquarter (Figure 2). There are also eight school inspectorate zones which include; the Eastern, North Eastern, North Western, Lake, Southern, Central and Western. The functioning of the zones is centrally controlled by the MoEVT at the headquarter (Table 1). The mode of functioning and operation of the zonal inspectorates are the same in all eight zones listed here.

However, Kiwia (1994) challenges this top-down educational management, administrative and planning to be inefficient towards delivering educational services in Tanzania. It ignores to a larger extent the active participation of the school teachers and leaders on the functioning of the school inspections in the planning and decision making stage.

Table 1: School Inspectorate Zones under the MoEVT in Tanzania

S/No.	Name of the Zone	Regions	Zonal Headquarter
1.	North Western	Arusha, Manyara	Arusha
2.	North Eastern	Kilimanjaro, Tanga	Moshi
3.	Central	Dodoma, Singida	Dodoma
4.	Southern,	Lindi, Mtwara, Ruvuma	Mtwara
5.	Western.	Kigoma, Shinyanga, Tabora	Tabora
6.	Eastern,	Pwani, Dar es salaam, Morogoro	Dar es salaam
7.	Highlands	Iringa, Mbeya, Rukwa	Mbeya
8.	Lake	Kagera, Mara, Mwanza	Mwanza

Source: JMT (2006)

Figure 2: System graph of the Organisation of School Inspectorate and key players
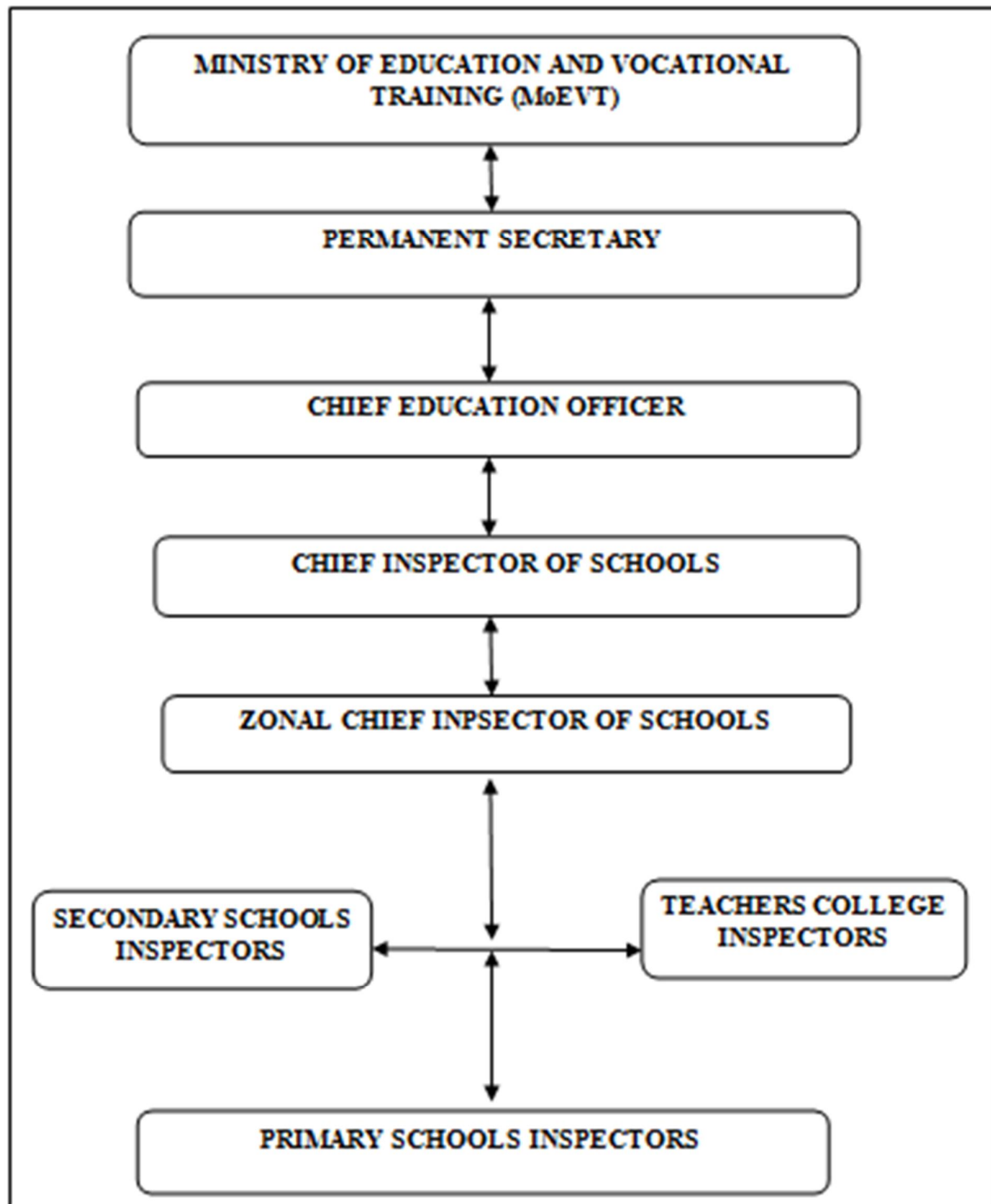
Source: URT (2008, 2012)

1.2.4 School inspection types and reports

There are essentially three main types of school inspections in Tanzania (URT, 2008; URT, 2006, JMT, 2006 and URT, 2012). These include:

É**Whole school inspections.** This lead to preparation of summary of findings and recommendations for each school inspection

É**Follow up inspections**. Report on to what extent recommendations from a specifically selected and limited number of individual inspections has been implemented. These vary in number per year

É**Special school inspections.** These are targeted inspections, dealing with specific issues, and the number may vary a lot. Reports vary according to the need resulted to the inspections

É**Periodic reports on activities.** School inspectorates from all levels are required to prepare periodic report to be submitted to respective higher levels for reading and actions. These are categorized as monthly, quarterly, midyear and annual reports

1.2.5 School inspections grading of schools

With regard to grading system, schools are graded in six main areas (categories) as indicated in Table 2 (URT, 2006; JMT, 2006).

Table 2: Criteria for granting clean certificate for school

S/NO.	Area to be graded	Score
1.	School Management and Administration	a/184
2.	Curriculum Implementation	b/292
3.	School Buildings	c/24
4.	School Furniture, Materials and Equipment	d/20
5.	School Surroundings and Environment	e/44
6.	School Culture	f/28
	Overall Score (%)	X/592 x100*

Source: URT (2006)

* X is a variable standing for the relative total score obtained for an institution after an inspection has been conducted.

Furthermore, according to URT (2006), assessment is by encircling the individual weights for the described 592 items. The following is how the institution is awarded as the results of the scores above. If an institution scores between:

- 86% - 100%, is awarded a Grade I Certificate of Excellence in performance
- 71% - 85%, it receives a letter of commendation from the Permanent Secretary of the Ministry
- 5% - 70%, is issued with a letter of encouragement for improvement by the Zonal Chief Inspector of Schools/District Chief Inspector of Schools
- 30% - 54%, gets a warning letter for major improvement*
- 0% - 29%, needs a change of school leadership*

* Through explanation which is needed from the Zonal Chief Inspector and District Chief Inspector of Schools telling who is responsible for all shortcomings led to the measures taken.

Generally, therefore, this grading system seems to have various implications for both schools and management of specific schools. Promotions of school leaders or individual schools, funding system by the Government and teachers retentions are very much affected by how schools are being awarded scores and certificates.

While school inspections have been widely researched in other parts of the world especially in Europe and USA, the case is different in Tanzania. In Africa, particularly in Tanzania, very few studies have been done in the area of educational quality as well as in school inspections (Oduro , Dachi et al., 2008

and Grauwe, 2007). It is even very rare to find studies in the area of perception, satisfaction and attitudes towards schools inspections by different education stakeholders. The available information on school inspections is available in the form of audit and evaluation reports not targeting how teachers and school leaders perceive school inspections. For examples are, the audit report by URT (2008) through Controller and Auditor General (CAG), which is a performance audit report on the school inspection programme for secondary schools in Tanzania. Others are evaluation report by Uwazi-Twaweza (2011) which pointed to the challenges of the school inspectorate that it is not an independent organ. It is mentioned that the inspectorate fails to identify real schools problems during schools visits because they are part of the government structure because they have to safeguard the interests of the Government. One of the close related studies on the area of school inspections was done recently by Matete (2009), where she studied the impact of primary school inspections on teaching and learning in Tanzania: a study of Mbeya city district. Although in her study teachers perceived the advice and feedback given through inspection reports and recommendations useful for making improvements in their work performance, she also found that inspections reports and recommendations were not acted upon by the respective authorities to bring about effective impact on teaching and learning. Matete is further giving a clue on teachers and school leadersø perception on school inspections that when inspectors visit schools some teachers and leaders feel that inspectors are there only to hunt for their failures and weaknesses, and not to provide solutions to improve their performances. In that way therefore, they donøt interact much with the inspectors and teachers feel uneasy when inspectors visit their schools.

However, these comments need to be studied more to answer most of the unanswered questions on teachers perceptions towards school inspections. Teachers and school leaders may view other issues more important as well, for example, their carrier/job satisfaction (Nguni, 2005). Teachers job satisfaction here is regarded as attitudes towards pay, benefits, promotion, working conditions, colleagues and supervisors, career prospects, the intrinsic aspects of the job itself, and organizational practice (Nguni, 2005 citing Griffin and Bateman, 1986). Depending on the previous experiences of school inspections, teachers and school leaders may or may not give much attention to school inspectors (whom they regard as problems or weakness searchers), which may result in negative perceptions during school inspections.

Furthermore, the official report by the URT (2008) of Tanzania indicates that from randomly selected inspection reports the audit revealed that the issue of poor performing students was not efficiently addressed in the conducted school inspections. In an independent school inspection evaluation report by Uwazi-Twaweza (2011, p.9) also pointed out that the school inspectorate fails to work effectively and efficiently because it is not an independent organization. It is likely forced to serve more the interests of the MoEVT than those of the public. Following the above mentioned scenario and context, this study therefore, aimed in assessing the perceptions of school teachers and leaders toward school inspections in Tanzania secondary schools: the case of Arusha municipality. Two general questions were posed in attempting to achieve this aim: õHow are school inspections perceived by school teachers and school leaders in secondary schools?ö and õhow do school teachers and leaders react to school inspections?ö However, during the course of this study, school teachers and leaders were also asked to give their opinions on how should school inspections be improved in Tanzania. To respond to the main research questions the following were the specific research questions for this study:

  i)   What are the school teachers and leaders views on the purposes/usefulness of school inspections in Tanzania?
  ii)   Do school teachers and leaders consider school inspections standards and criteria to be fair and realistic for the schools improvements toward teaching and learning in Tanzania?
  iii) Do school teachers and leaders perceive school inspections gather the right (reliable) information?
  iv)   Do school leaders and teachers consider getting required external judgment and support as a result of school inspections?

v)   Do school teachers and leaders accept or reject school inspections findings and recommendations as their reactions or responses towards school inspections?

vi)   Are there unintended effects of school inspections as perceived by school teachers and leaders in Tanzania?

vii)   What are the school teachers and leadersø opinions on school inspectorate independence and how should it be managed and improved for positive effects of school inspections in Tanzania?

1.3 Purpose of the study

School teachers and school leaders are in the central role of education delivery to the students/pupils. Sometimes their schools are found to perform well but sometimes they perform poorly. However, regular school inspections are being done in their schools regardless of the poor performances of schools and little has been disclosed on their perceptions of school teachers and leaders towards these inspections. This study therefore, aimed to find out how school teachers and school leaders perceive school inspections in their schools and how do they react towards school inspections findings and recommendations.

1.4 Significance of the study

The result of this study, on school teachers and school leadersøperceptions towards school inspections is expected to be one of the resources of planners, decision and policy makers to improve their plans and implementation towards improving school performance and education quality in Tanzania. School inspectors are expected to properly understand their customers before going for their next school inspection and therefore they will be prepared in advance to positively support them. Inspectors are also expected to avoid observing the same problems which were also observed during previous school inspections (Matete, 2009). Furthermore, it is also expected to stimulate the efficiency of school inspections processes and the importance of addressing critical challenges identified in schools during school visits

1.5 Focus and scope of the study

This study focused on public/Government secondary schools in Arusha municipality and the primary data collection was conducted within this geographical location. However, different sources were consulted for secondary data review to substantiate what were found in the field. Only school inspection perceptions by school leaders and school teachers were assessed. In that sense school teachers and school leaders were the key subjects of this study.

CHAPTER TWO

2.0 CONCEPTUAL FRAMEWORK
This chapter intends to cover on school inspections general information such as definitions, roles and functions. In broader coverage this chapter will review on perceptions and reactions of school teachers and leaders towards school inspections. Different constructs such as school inspections features, school features, external impulses and support, schoolsø reactions and school inspections effects will be covered. Under school inspection features the following will be covered: goals and usefulness of school inspections, school inspections criteria and standards/guidelines, school inspection processes and observations and school inspectorate independence. Under school features it is intended to cover schools contexts, attitude/perceptions of school teachers and leaders towards change and features for school teachers and leadersø motivation. On external impulses and support to schools it is intended to cover the consequences of school inspections, resources and assistances to schools. This chapter also intends to cover on schoolsø reactions to inspections whereby the intended and unintended responses of teachers and school leaders will be reviewed. On this line it is intended to focus on the acceptance and rejection of school inspections processes, findings and recommendations by schools. The other part to be covered is the intended and unintended school inspections effects as perceived by school teachers and leaders. Finally, this chapter will conclude with the description of the research model in connection with the study research questions.

2.1 School inspection general information

2.1.1 What is school inspection?
The word inspection is generally, defined as an organized examination or formal evaluation exercise. It is the act of inspecting or viewing, especially carefully or critically (Memidex, 2012). In the government for example, an inspection is the act of a monitoring authority administering an official review of various criteria (such as documents, facilities, records, and any other assets) that are deemed by the authority to be related to the inspection. According to Crerar (2007), inspection is periodic, targeted scrutiny of specific services, to check whether they are meeting national and local performance standards, legislative and professional requirements, and the needs of service users.

Different authors have defined school inspection as a concept in different ways. Furthermore, school inspection has been used interchangeably with school supervision. For the sake of this study the words õSchool Inspectionö will be used. Similar definitions of school inspections have been gathered by Tefera (2010) and Matete (2009) which will also be used for the sake of this study. The following are school inspection definitions:

Richards (2001:p.656), defines the term school inspection as the process of õobserving work in schools, collecting evidences from a variety of other sources and reporting the judgmentsö. From this definition a person who inspects schools (inspector) must be well equipped on the how the process should be and must have a critical interest to observe all what is really happening at school including school management, teachers, environment, infrastructures and the whole process of teaching practices (curriculum implementation). An inspector therefore, must collect the right information, provide the right feedback and conclude with the right and sound judgment for the school improvement and educational quality.

Wilcox (2000: p.15), defines school inspection as õthe process of assessing the quality and/or performance of the institutional services, programmes or projects by those (inspectors) who are not directly involved in themö. This definition indicates that school inspection is an external system of educational evaluation. Being an external system in reality, Ehren and Visscher (2006) insist that

school inspectors have no direct control of the teachers but they indirectly influence their accountability to their work performance through the publication of the school inspection reports.

From these definitions therefore one can say that school inspections follow all scientific research approaches and methodologies (Babbie, 2007). They should therefore, be geared to gather the right information, identify what is really happening at school and class room level and the inspectorsø judgment should lead to the improvement of school performances and better education quality.

Furthermore, the term school inspection is still used in different countries like England and Wales, the Netherlands, Lesotho, Senegal and Tanzania aiming on compliance monitoring of education provided in the society (Grauwe, 2007). It is noted that school inspection has become more related to offering advices to teachers that can stimulate their creativity. With that in mind different countries have tried to change the school inspection terminology. As indicated by Grauwe (2007), some countries prefer to adopt the term supervision over that of inspection. Some countries have even developed more specific nomenclature in the position of school inspector. For example, Malawi uses Education Methods Advisor, Uganda Teacher Development Advisor and Mali õ*animateur pedagogique"* (Grauwe, 2007: p.710), meaning the Education Advisor (Matete, 2009).

2.1.2 School inspections roles and functions

According to Grauwe (2007) the core roles of school inspections have been to control the teachers and in particular their performance in the classroom, to provide compliance monitoring and support of teachers/schools towards school improvement and the liaison role. For example, school inspectors as Ministry officials through regular school visits act as intermediaries between the Ministry and the schools; informing schools on decisions taken by the Ministry and make the Ministry staff aware of the realities and concerns at the school level. They also function as a link between schools; inciting them to exchange experiences and to learn from each other. Furthermore, school inspections are to ensure adherence to set policy, laws, regulations and standards of education in the school system of Tanzania (URT, 2008). Furthermore, the roles of school inspections have been described by other scholars as here listed:

- **Inspection role for classroom observation (**(Matete, 2009; URT, 2008; Chapman, 2001 and Ehren and Visscher, 2006 and 2008). In this role school inspections are expected to provide a continuous monitoring, reviewing and assessing the attainment and progress of pupils
- **Professional support for teachers. S**chool inspections are expected to ensure that teachers are professionally equipped, school management is capable of running schools professionally, and that there is a high level of professionalism in providing teaching practices at school level **(**Ehren and Visscher, 2006 and 2008; Wong and Li, 2010; Matete, 2009 and URT, 2008)
- **Advisory Role.** Various studies like that of Matete (2009), Collie & Taylor, (2004), Coates *et al*., (2005) and Doerr, (2004) and Lopez (2008) see the need for school inspections to encourage the staff to build a team work spirit so as the core function of the schools is easily realized. Furthermore, the inspectorate of schools is obliged to disseminate information on acceptable practices and innovation, curriculum implementation and review, identify training needs and organise trainings close to schools (school based, ward or cluster level) and advice on establishing new schools (URT,(2008)
- **Providing Feedback.** Nearly all literatures on school inspections strongly insist the importance of providing sound, clear and informative school inspections feedback and reports to schools and other stakeholders of education programmes. For example, URT (2008) and Matete (2009) in Tanzania insist that school inspectors have the obligation to provide the feedback to schools and both to the government and the school stakeholders. These are school owners, teachers, parents and other people responsible for education in a particular setting
- **Development role.** As development role is concerned, the inspector shall initiate, encourage and support projects of developmental nature in schools (URT, 2008)

Furthermore, in the country like the Netherlands the inspectorate has two functions: through inspection, the government guarantees that schools will deliver a satisfactory level of educational

quality for all citizens, and through inspection, the government stimulates schools to develop their own quality assurance system, which will lead to improvement in the quality of education (Ehren, Leeuw et al., 2005).

2.2 School inspection perceptions and reactions

As mentioned earlier this section intends to describe in more details the five constructs with some variables embedded in them. The five key areas are the school inspections features, school features, external impulses and support, schoolsø reactions towards school inspections findings (intended against unintended responses) and school inspections effects (intended against unintended effects).

2.2.1 School inspections features

This part will cover goals and usefulness of school inspections, school inspections criteria and standards/guidelines, school inspections processes and observations and school inspectorate independence.

2.2.1.1 Goals and usefulness of school inspections

School inspections have been considered to have more less the same goals and usefulness across different country governments. However, different stakeholders have shown different views on whether schools inspections meat the intended goals and whether are real useful in schools and the governments.

To mention some few countries, school inspections in Tanzania are considered to have the goal of monitoring the delivery of education and the adherence to the stipulated curriculum and the standards set, in order to safeguard good quality in education. School inspections aim to oversee the efficient and effective delivery of education and to supervise the schools. In addition, the inspections also aimed to provide feedback to education agencies, managers and administrators. This is in line with the general function of Tanzania school inspectorate which is to ensure adherence to set policy, laws, regulations and standards of education in the school system of Tanzania (URT, 2008, 2012).

In United Kingdom, through OFSTED (Office for Standards in Education) school inspections are done with alignment of the general philosophy of the agencyøs (OFSTED) approach through its motto: õImprovement through Inspectionö (Rosenthal, 2003). OFSTED aims to attain four objectives: namely: raising standards of achievement by students (in exams), enhancing the quality of educational experience enjoyed by pupils, increasing the efficiency of the financial and general management of the school, and developing the ethos of the school and raising pupil self-esteem (OFSTED, 1995 in Rosenthal, 2003). OFSTED states on its website that ÷we aim to improve current provision and outcomes, to raise aspirations and to contribute to a longer term vision for achieving ambitious standards (Ehren and Visscher, 2008). To be more specific, majority (70%) of teachers in UK perceive that the main aim of OFSTED is to make schools accountable for their actions, 58% of teachers thought that OFSTED is a useful tool for school improvement. Many teachers clearly believed that OFSTED was important for school improvement (Chapman, 2001).

In Hong Kong the new education quality assurance mechanism which was introduced in 2000 has the dual purpose of enforcing accountability and school improvement. Before 2000 the educational quality assurance completely relied on external school visits [school inspections] which were conducted by government inspectors without the input of schools (Wong and Li, 2010).

Furthermore, in the Netherlands school inspectorate has gone through different reforms to meet the current needs to ensure education quality is at its optimal level as much as possible. This is because there have been different changes in education sector and that schools in the Netherlands have been more autonomous in running their education programs (Ehren and Visscher, 2008). In the Dutch Supervision Act of 2002 through inspection the government aims to guarantee that schools will deliver a satisfactory level of educational quality for all citizens, and that ÷through inspection, the government stimulates schools to develop their own quality assurance systems, which will lead to improvement in

the quality of educationø(Ehren and Visscher, 2008, 2006). The second one is to stimulate schools to offer more added value in terms of student achievement (Ehren et al., 2005). Accountability is considered to serve improvement, as being accountable implies that some improving action will follow, in cases of underperformance (Ehren and Visscher, 2006).

The compliance purpose was due to the reason that schools comply with legal requirements to ensure the legitimacy of the received state funding. The inspectorate had therefore to combine a compliance approach based on legal requirements with an approach rooted in stimulating and challenging schools to improve (Ehren and Honingh, 2012). According to Ehren and Honingh (2012) the current reform leads to inspectorate being able to assesses whether schools meet requirements and offer a minimum quality level. In that way guaranteeing a satisfactory level of education is now the central function of school inspections. School inspections are expected to lead to good education as ensuring that all students have the opportunity to achieve their academic potential.

To sum up therefore, school inspections have been regarded as being useful especially by the states responsible with the maintaining compliances and ensuring satisfactory level of education quality. The study by Matete (2009) in Tanzania mentions that school inspections are useful in Tanzania for enhancing quality of education provided, for better informed government on education practices, for reinforcing the responsibility and accountability in education, for controlling the environment in which education is provided, for tracking the educational goals and objectives and for maximising the potential of pupils. In Hong Kong school inspections (external inspections) are useful in initiating internal evaluation. The Hong Kong experience shows that schools could be motivated to engage in self-evaluation if faced with an external inspection requirement in which self-evaluation is a prior condition and counterpart to external quality inspection. School inspections are useful as a basis for judging school quality. Third, external inspection can validate self-evaluation, which can be in danger of being biased and subjective (Wong and Li, 2010). In the Netherlands school inspections are useful as they provide a linkage between internal and external control and quality assurance systems (Ehren and Honingh, 2012). There is also a very high relationship in the use of data between the external and internal evaluations system whereby school inspections ensures that school self evaluation are rich and professionally conducted for they always feed the external inspections (Ehren and Honingh, 2012; Ehren and Swanborn, 2012 and McNamara, Janssen & van Amelsvoort, 2008 and O'Hara et al,. 2011).

School improvement initiatives have been considered useful and have become an integral part of central government policies in most countries as a result of School Inspections. However, different personalities have different views on them. For example, the OFSTED in England has been criticised because has only made limited contributions towards school development and improvement (Chapman, 2002). In Tanzania school inspections have been criticised to not being able to even mention that there are mass student failures in mathematics and science subjects as well as fail to explain the reasons of that mass failures in the school inspection reports (URT, 2008). There is a perception that inspections in Tanzania are not useful for students and schools and they are conducted to monitor how funds have been spent and not how education has been conducted for education quality improvement (URT, 2008, Uwazi, 2010, Uwazi-Twaweza, 2011a, 2011b).

2.2.1.2 School inspections criteria and standards/guidelines

School inspections are regarded as school external evaluations and it is therefore important that in any kind of evaluation, the criteria are sufficiently clear so that the basis for judgment is known to both the inspectors and the inspected (Fidler, 2002). School inspection processes comprise a set of criteria and standards/guidelines for inspectors to follow as a complete tool during schools visits for observations and information gathering. Different countries prepare the criteria and standards depending to the goals and needs for school inspections and they are published in an official document. In Tanzania these set of criteria and standards/guidelines are found in two official documents namely, õKiongozi cha Mkaguzi wa Shuleö (JMT, 2006) and School Inspectors Training Manual (URT, 2006). In England criteria and standards/guidelines are summarized in the document the framework for school

inspection (OFSTED, 2010) also in the OFSTED website. In the Netherlands it is not very much different from OFSTED in England. School inspections frameworks are prepared by the Dutch Inspectorate for each educationa level (MoECS, 2012).

However, in Tanzania some reports indicate that criteria and standards/guidelines for school inspections comprise so many details of which some of them are either outdated or not relevant according to the school contexts or are even not known or clear to school teachers. It is further reported that the criteria and standards fail to capture the massive studentsø failures in respective schools (URT, 2008). This may lead to negative perceptions of school inspections by teachers, school leaders and other stakeholders that inspectors are not doing their work. This implies limited options for flexibility and more thematic or problem-oriented approaches. The inspection is consequently carried out in roughly the same manner regardless of current problems. There are priorities, but inspectors are mainly aimed at deciding on which schools to inspect (URT, 2008). Case, Case et al., (2000) further reports that during the replacement of Her Majestøs Inspectorate (HMI) by OFSTED in 1990s, school inspections have been perceived negatively by some school teachers. This was due to the raeson that that, although criteria and standards were published, many teachers had never seen and about which they remained unclear. This indicates that when standards and criteria are not clear or when taechers have not even seen them there is a great possiblity that they may perceive school inspections negatively.

2.2.1.3 School inspections processes and observations

Different studies on school inspections report that for an effective school inspection and understanding the perceptions of teachers towards school inspections, what are happening at pre-inspection, during school visits and observations, and at post inspection time are very crucial (Chapman, 2001 and 2002; URT, 2008; Ehren, Leeuw et al., 2005; Ehren and Visscher, 2008; Melanie and Swanborn, 2012). Furthermore, these are cemented by the type of relationships between inspectors and school leaders and teachers and between school leaders and teachers, the inspectorsø communication styles and feedbacks provided by the inspectors to school teachers and leaders (Ehren, Leeuw et al., 2005; Ehren & Visscher, 2006; Ehren and Visscher, 2008; Ehren and Swanborn, 2012; Case, Case et al., 2000 and Rosenthal, 2003).

In pre-inspections time inspectors do the necessary preparations regarding to the school visits. The process may differ from country to country but generally inspectors send prior notice or letters to schools regarding their intention of visiting school and inform the school leaders to prepare the documents ready for inspections (URT, 2008 and Ehren, Leeuw et al., 2005). In the Netherlands for example, schools receive letters from the School Inspectorate requesting them to send information to the inspectorate, such as their prospectus and school plan. Schools are also invited to fill in questionnaires about, for example, their pedagogical vision, their lesson tables, and the didactic they use (Ehren, Leeuw et al., 2005). In Tanzania inspectors conduct the pre-inspection meetings whereby the school inspectors meet the school administration for introduction and outlining the purpose of their inspection visit (URT, 2008). In England through OFSTED schools may know up to a year in advance that an inspection will occur, and begin an extensive process of preparation and paperwork collection (Rosenthal, 2003). However, prior notice to schools for school inspections has been recorded leading to teachers to prepare wrong information especially those who are lazy in preparing the procedures for teachings or may lead to school leaders to prepare false documents for inspectors as to please inspectors and make their school score higher grades (Chapman, 2001; JMT, 2006, URT, 2008, De Wolf and Janssens, 2007 and Ehren and Visscher, 2006).

During the extended school visits in Netherlands and in most of other European countries for example, in England, inspectors observe a number of lessons and interviews teachers, the school director, parents, and pupils. These observations and interviews are used to obtain a picture of how the school is doing on the standards of the inspectorate that are part of a framework for inspection (Ehren, Leeuw et al., 2005; OFSTED, 2010; MoECS, 2012). In Tanzania, during this time inspectors collect data about the school management and the administration, quality of teaching and learning and also the physical

infrastructure of the school. During the inspection, the headmasters/headmistresses of the schools usually play the role in facilitating the inspection on matters involving the administration. Teachers also have a role of ensuring that professional due care is adhered to in the course of their work (URT, 2006, 2008 and 2012; JMT, 2006).

At post inspection stage in Tanzania the inspector team discusses the findings and conclusions with the school staff and the school board. The school inspectors write and deliver a school inspection report to the relevant stakeholders. These stakeholders are the head of schools, members of the school boards as well as school owners. In Tanzania for the Government schools these are the permanent secretary of the ministry, education agencies, managers and administrators at zonal, regional and district levels. For the private schools the school owners for most of the time are the school directors and managers (JMT, 2006 and URT, 2006 and 2008). In England the full OFSTED as well as in Netherlands school reports go directly to the school management, teachers and public bodies, and are made publicly available to all interested parties, eventually on the websites and the summary reports are distributed to all parents (Rosenthal, 2003; OFSTED, 2010; MoECS, 2012).

School visits have been reported to be too demanding for most of schools. They have been reported to create extra work, consume school leaders and teacher extra time; teachers become too engaged and overworked. Sometimes inspections are reported to cause stress, fear or apprehensiveness and some teachers and leaders become exhausted to the point of being physically weak (Brimblecombe, 1995; Chapman, 2001 and 2002).

As noted earlier, the collection of right information during inspectors –school visits, the impacts of schools inspections and how school inspections are perceived by school teachers and leaders are very much related to the type of relationships between inspectors and school leaders and teachers. They are also related to relationships between school leaders and teachers, the inspectorsø communication styles and feedbacks provided by the inspectors to school teachers and leaders (Ehren, Leeuw et al., 2005; Ehren & Visscher, 2006; Ehren and Visscher, 2008; Ehren and Swanborn, 2012; Case, Case et al., 2000 and Rosenthal, 2003). For example, Ehren and Visscher (2006) insist that for the inspections to have the intended effects there must be a healthy and open interaction between the inspectorate and the head teacher (school leadership). They further insist that the relationship, mutual respect and a productive dialogue between the two, and the support and challenge from the inspector make the school willing (or not) to act on the issues raised by inspectorate. If inspectors will have right way of communication with the school leaders and teachers there is a great possibility that teachers and leaders will have the right attitude towards inspections and towards the inspectors themselves. It is therefore expected that the feedback from this right perspective during data collection will be received and accepted by school teachers and leaders, because teachers will consider themselves as being part of the school inspections processes. However, there is an argument by Brimblecombe et al., (1995) regarding feedback where they think that repeatedly giving the same feedback message seems to be ineffective, whereas giving positive and constructive feedback is thought to be most effective.

2.2.1.4 School inspectorate independence

Across the world school inspections have been conducted by different types of inspectorates and have experienced to go through different reforms from time to time. Most of the inspectorates, especially in developing countries, are country Government departments in the Ministries dealing with education. For example, in Tanzania the school inspectorate is one of the departments under the Ministry of Education and Vocational Training (URT, 20012). In some other countries school inspectorates are free agencies under the ministries in the country Governments such as that of OFSTED in England (Case, Case et al., 2000; Rosenthal, 2003 and OFSTED, 2010) and School Inspectorate in The Netherlands (MoECS, 2012). Furthermore, in some countries for example, in United States of America (USA) and in England completely registered organizations are hired to conduct school inspections. For example, the Independent Schools Inspectorate (ISI) in England and National Association for the Education of Young Children (NAEYC) in USA (Independent Schools Inspectorate, 2012; OFSTED, 2010 and Wong and Li, 2010). According to Independent Schools

Inspectorate (2012) the ISI is a body approved for the purpose of inspection under section 162A of the Education Act 2002 in England. As such ISI reports to the Department for Education (DfE) on the extent to which schools meet statutory requirements. ISI is the agency responsible for the inspection of schools in membership of the Associations of the Independent Schools Council (ISC).

Sometimes the effectiveness of school inspectorates to deliver the intended school inspections effects has been strongly associated with independence of inspecting organization. Furthermore, how school teachers and leaders can trust (the way they perceive) school inspections is also highly associated with how much an inspecting organization is independent from the Government bureaucratic procedures. For example, the Quality Assurance Division in Hong Kong (Wong and Li, 2010) and Tanzania School Inspectorate (URT, 2008), these are inspectorates which comprise Government inspectors. In Tanzania therefore school inspectorate is an acting authority representing the Government when conducting inspections in schools (URT, 2008). The working of Tanzania school inspectorate has been questionable as reported in different reports for example, that of URT (2008) and Uwazi-Twaweza (2011).

Despite the variations of school inspectorate efficiency from one country to another, it has been argued that the more the school inspectorate operates as part of the Government (Government department) the more it lacks independence (URT, 2008 and Uwazi-Twaweza, 2011). It tends to safeguard the interests of the Government (especially to political interests) and victimizes schools and teachersø interests (Uwazi-Twaweza, 2011). This may lead into negative perceptions towards school inspections by school teachers and leaders especially when inspections fail to report on what is really happening in schools such as student mass failures and teachers benefits (URT, 2008). This is also true when school inspections recommendations are not implemented and the identified challenges are not addressed from one inspection to another, whereby inspections are therefore regarded as routine (Matete, 2009 and URT, 2008). To address such problems and increase the level of trust by teachers and school leaders, it has been suggested that school inspectorate should be an independent institution which is not directly as part of the Government department, it should either work as an agency or as a hired organization or company (Uwazi-Twaweza, 2011).

2.2.2 School features
The impact of school inspections is very much associated with the school context, how school leaders and teachers view school inspections visits and their attitudes toward change, and the features leading to school teachers and leadersø motivation on their carrier and on the schools performances after school inspections (Oduro, Dachi et al, 2008; Ehren and Visscher, 2006; Chappman, 2002 and 2001; Ehren and Honingh, 2012; Grauwe, 2007 and Tefera, 2010). This section will therefore attempt to cover the mentioned three key issues as related to this study. These are school context, school teachers and leaders attitude to change and the features for school teachers and leaders motivation.

2.2.2.1 School context
Across the world and even within the same country schools face very diverse contexts. Some schools are in developed countries while others are in devolving countries. In the same country (especially in developing world) some are in town and cities while others are in villages and in very remote areas. To mention further, some schools are well equipped in terms of staff, infrastructures and teaching facilities while others face a multitude of challenges. It is therefore expected that school inspections approaches and methodologies will not be uniform, rather should highly consider these contexts. School inspections criteria and standards should also consider that schools are highly different in contexts.

For example, Grauwe, (2007) argues that the real challenge to African countries, or any country for that matter, is to identify strategies most suitable to their own context. For this matter therefore, the challenge is to identify strategies for school inspections most fitting specific school context. School success indeed depends as much on the specific context into which school inspections recommendations are to be implemented. Tefera, (2010) in his side argues that, in developing

countries the practices of school supervision [inspections] are in most cases those imported from the western countries. However, the effectiveness of these imported models may not directly fit well in African context such that needs a continuous investigation to make the necessary adjustments to fit the context. It is further argued that in the context for example, where the schools suffer from capacity problem and the inspectors recommend activities that are beyond the capacity of the school, it is not surprising if the school staff waste much time for mobilizing additional resources that is used for implementation of the recommendations. In connection with this, the school staffs may lack sufficient time to accomplish the planed works on time (Tefera, 2010). Also of significance in this debate is the need to understand the geographical contexts within which quality education initiatives are implemented; the factors which constitute priority indicators of quality education; and the leadership challenges associated with implementing quality education. The need to develop strategies (school inspections designs) which aid in understanding the context of schools in disadvantaged areas of countries is the pre-requisite to attain the intended school inspections effects (Oduro, Dachi et al, 2008).

In summing up, different authors view that: Potential effectiveness of school inspections is highly dependent on activities of stakeholders in and around the school (such as school leaders, teachers, students, parents, school boards and internal supervisors) (Ehren and Honingh, 2012). In the other side inspection processes must be flexible enough to support improvement in schools at different stages of development, exhibiting diverse cultural typologies, structures and perhaps most importantly differential capacities for change. The inspection process must identify meaningful areas for change at all levels within schools. Appropriate levers must then be used to facilitate the changes with the aid of specialised local knowledge (Chapman, 2002). Lastly, schools as learning organizations (Scheerens et al., 2003pp.91-93) consciously attempt to expand its learning capacity at all levels and on a continuous basis in order to optimize its effectiveness [and try to implement the school inspections recommendations as per school context]. Participation in decision-making, cooperation between teachers and a shared vision are therefore important in considering school inspection operations and effectiveness (Ehren and Visscher, 2006).

2.2.2.2 Attitude towards change

The success of school inspections is when they lead school teachers and leaders to change in behaviour and teaching practices for best performances of schools. However, change is always not easy and among other things is depending on how teachers and school leaders view school inspection processes and findings. To take a decisive step towards change teachers and school leaders need to have a right attitude towards the intended change (Standaert, 2000 in Ehren and Visscher, 2006). Standaert states that õthe impact of inspections depends, amongst other things, on the stafføs attitude [or perceptions] towards changeö. Geijsel et al., (2001) view that, teachers play a crucial role in carrying innovations. Only if they are committed to and capable of implementing an innovation, will it succeed. This is also true when it comes in implementing school inspections recommendations because sometimes recommendations may carry high level of innovations and costs which need not only the capacity and commitment of teachers and school leadership to implement them but also their right attitude and right perceptions towards the intended change in their teaching and managerial practices.

No doubts that how teachers and school leaders view school inspection towards change is very important. For example, Case, Case et al., (2000) point out that ÷inspection can all too easily be perceived by the teacher as an inspection of the quality of the teacher him/herself, rather than of the snapshot of lessons observed that week. Furthermore, in a more negative way, teachers perceive the detrimental effects of inspection may outweigh the benefits while leaders feel that accountability is not improved through inspections. Teachers are sometimes frustrated and may show an open or silent resentment towards school inspection because they consider themselves highly experienced professionals and are being inspected by, as they saw it, ÷outsidersø They feel they are being compromised professionally by the school inspections processes and reports (Case, Case et al., 2000). There is also a view that inspection framework is a source of both pressure and support, particularly at

the classroom level, where the quality of both teaching and learning are graded through formal lesson observations (Chapman, 2001).

It is therefore, difficult to expect teachers and leaders to have the right change in their teaching and managerial practices after school inspections when having much of negative perceptions on school inspections. Change requires school teachers and leaders to exbit positive attitude/perceptions on school ispection and the need for that change for school, students and for themselves.

2.2.2.3 Features for school teachers and leaders motivation

Despite of being capable of doing something to achieve the desired outcomes or effects, motivation is one of the key ingredients for any success. Different features are noted when the demand for motivation appears in any organization or in any operation of the program. This is the same when school teachers and leaders take a central role in the realization of school inspections intended effects. Teachers and school leaders need to be motivated in all manners so that they can effectively contribute to the processes of school inspections and realize its intended effects.

This is noted when reviewing various literatures on this aspect. However, the features contributing to motivation or de-motivation may vary from those schools in developing countries as compared with those in developed countries. The following are some reactions noted in different studies.

It has been revealed how serious is the problem of teaching workload to most of school teachers in most schools in Tanzania. This is among the challenging factors affecting school performances which are beyond teachers and leaders capacity to address them internally, especially for the Government schools. For example, one teacher is managing a large number of pupils (students) and sometimes teaching several classes of the same size. Because of that teachers are overwhelmed and stressed in a way it becomes so difficult for them to control the class during the teaching and learning process. It is therefore obvious that large class size hinders effective teaching and learning. It makes teachers unable to attend individual pupils or students with learning difficulties. Teachers get de-motivated and as a result, no matter the school inspection recommendations the overall school performance remain poor year after a year (Matete, 2009). In England, to highlight further, teachers also feel more less the same that OFSTED school inspections bring high stress levels, workload, and lack of job satisfaction (Chapman, 2002). Matete (2009) insists that teachers can be motivated towards their improved work performance when they see that their problems are solved and school inspections recommendations are implemented.

Furthermore, it is important for school techers and leaders have a sense of ownership on any processes or programmes implemenetd at the school or the results of the programmes. For example, Schildkamp and Teddlie (2008) insist on the importance of ownership in the use of evaluation results [school inspections results]. Although they report on the use of school performance feedback system (SPFS), the effect is the same as the use of school inspections results. Schildkamp and Teddlie (2008) quoting Davies & Rudd (2001) and Kyriakides & Campbell (2004), conclude that it is important to promote ownership of the evaluation among teachers. When school leaders and teachers have a sense of ownership it implies that they are highly motivated and feel they are part of the information collected or are part of the programme (school inspection). It is also important to consider the feelings of school teachers and leaders when doing their work. For example, many head teachers (although not all) are reported to be uncomfortable viewing themselves or being viewed by others as ‗managers‗ rather than as leading a group of fellow professionals (Case, Case et al., 2000). Teachers also feel that school inspection reports do not incoporate their detailed concerns especially on challenges affecting their performances in the course of curriculum implementation. They feel that school inspections only focusing on schools infrastructures and the students end results (exams/tests) and rarely or not at all mention problems about teachers‗ compensations, acommodation, medical and other allowances. Teachers feel are not motivated enough to perfom their responsibilities and feel are left out of the circle. For example, it has been reported that economic factors compel school teachers to take on

additional employment, which leads them to be absent and/or generally lack the enthusiasm and motivation to do their job effectively (Jaffer, 2010).

It is then concluded that for school inspection recommendations to have its meaning, teachers and school leaders need to be motivated by any means. They should not feel as being left out of the circle and that standards and criteria for school inspections need to include pertinent issues touching teachers and school leaders. For example, as Ehren and Honingh, (2012) point out, additional arrangements, such as support and incentives, seem to be necessary to motivate these stakeholders [teachers and leaders] to stimulate school improvement.

2.2.3 External impulses and support

This is one of the other two constructs leading to schooløs reactions to school inspections. For the sake of this study two main features will be discussed here which are school inspections consequences (rewards or penalties) and the funding (resources) to schools and other supports school get from the governing authorities. These two are discussed with the direction of how they lead schools to accept or rejects the findings and recommendations (judgments) made by the school inspectors. This is supported by Chapman (2002), where some schools management in England acknowledged that schools required external interventions to provide the mandate and impetus for change. Schools that saw the importance of external support for improvement in a way they positively realized inspectors judgments after the school visits (Chapman, 2002). It is further noted that school external forces and bodies can also press and/or stimulate schools to improve (Ehren and Visscher, 2006). In some countries inspectorates requires school to prepare actions plans for the implementations of the recommendations and followed with close follow ups to measure the impact of the planned activities.

2.2.3.1 Consequences (rewards/penalties) of school inspections

After every school inspection (school visit) inspectors summarise the findings in a form of school inspections reports. The reports have the summary of the key findings, recommendations and the judgments according to the grades each school earns. In Tanzania for example, school inspection reports are summarized into six (main sections) namely; school management and administration, curriculum implementation, school buildings, school furniture, materials and equipment, school surroundings and environment, and school culture. The total grades for each section are calculated which finally are added and the average grades are calculated as overall score for each school. These grades are therefore used to grade school performance. Using the overall grade schools receive a letter either as a reward or as a penalty as consequences of inspectorsø judgments. Schools can either be awarded a Grade I Certificate of Excellence in performance, or a letter of commendation from the Permanent Secretary of the Ministry, or a letter of encouragement for improvement by the Zonal Chief Inspector of Schools/District Chief Inspector of Schools. These three are regarded as rewards and are positive consequences after school inspections. However, schools also can be awarded a warning letter for major improvement or change of school leadership (demotion of head of school). These two are considered as negative consequences after school inspections (URT, 2006 and JMT, 2006). Because of these positive or negative consequences schools leaders and teachers are always under heavy pressures and have direct effects on the school reactions towards school inspection results for either to accept or reject the reports (findings).

However, different authors have different views on the consequences of school inspection reports. For example, it has been argued that it is unfair to demote the head teacher because of poor performance of a school, as school performance is a result of many factors (Matete, 2007). Furthermore, when reporting on conclusions and recommendations for school inspections the Controller and Auditor general (CAG) for Tanzania in URT (2008, pp. 33&34) argues that a vast majority of the recommendations provided are in practice aimed for the Ministry, even if this is not clearly stated so. Only the ministry has the capacity to implement the recommendations. This may lead to passive or negative reactions of schools towards school inspections reports and the processes.

Apart from a grading system, schools require some external support or pressure to implement the recommendations. This has been so because some schools have capacity to implement while others are not capable (Matete, 2009; Ehren and Visscher, 2006). Schools with lower innovation capacity require support from external bodies/actors such as external advisors to implement successful change or improvement. However, sometimes not only the capacity of schools is necessary for change but also the willingness of schools to change. For example, in the review of Ehren and Visscher, (2008), we note that, not every school is willing to change, or capable of successful change without assistance. Quoting different studies in their study, Ehren and Visscher, (2006) summarise that õthe environment of the school, such as the local community, external advisors or researchers, may play important roles in bringing about change. They can ¬forceø a school to change or assist the school in innovating, by supporting the school in some way. Other external developments can also stimulate schools to change; such as a shift in student enrolment, or the enrolment of students with special needs which the school cannot yet satisfy.

Sometimes school inspection consequences have been interfered with both political will and pressure to implement Government policies. For example, Jaffer, (2010) argues that political interference and influence has plagued the public education system. This interference challenges the authority and professional autonomy of the education system and the individuals working within it, leading to apathy and indifference. Altogether, it can be argued, the economic and political factors undermine the work and efforts of the key stakeholders in the state school system.

2.2.3.2 Resources and assistances to schools

The external funding system has a direct effect on school performances. It also has an effect of controlling the school management by the funding authorities. In many cases this applies to the Governments as a funding authority (URT, 2008). This may have either negative or positive effects when schools react on school inspections. Sometimes the state governed school inspectorate may exert extra pressures and costs to schools for each schools contributing to the costs of school inspections (visits) from its internal sources mainly from schools fees paid by each student.

Furthermore, in Ethiopia the effect of school supervision [inspections] is found to be better in the schools that receive better support from the municipality education office. However, it is noted that majority of the schools do not receive sufficient support from the municipality education office and hence, they cannot ensure extensive improvement through supervision [inspections]. It is further noted that most schools have limitations to implement recommendations to maximize the intended effect of supervision (Tefera, 2010).

In England, although school inspections costs are covered by OFSTED, but for schools inspected there remains the further time and material costs associated with the extensive organization, collection of material and preparation required (Rosenthal, 2003). Also educational policy changes have some effects on the funding system to schools. For example, much of earlier educational policy, both at the federal and state level in USA, concentrated on providing greater resources especially for the education of disadvantaged students. But studentsø outcomes proved noticeably impervious to these policy initiatives. As a result, federal policy made a distinct shift in focus to emphasizing performance objectives and outcomes rather than school inputs (Hanushek and Raymond, 2005). With regard on funding schools in Dutch, Ehren and Honingh (2012) report that õAccording to the Dutch Educational Council (2006), the societal and political need to have more efficient and effective school inspections with less administrative burden for schools also prompted risk-based inspections. Schools that have no risks of failing quality are not scheduled for an inspection visit and will experience less inspection burdenö.

In summing up, funding systems especially for school visits should avoid as much as possible extra costs (school based costs) at the inspected school. Schools may perceive that school inspections interfere with their internal budgets which in turn may lead to schools having little interests on school

inspections as a result. Governments also should ensure they play the required roles in funding schools for effective implementations of education programmes and school inspections should provide recommendations for effective implementations.

2.3 Schools' reactions to inspections (Intended Vs Unintended responses)

As explained above schoolœ reactions to inspections are directly influenced by the features of inspections, the features of schools themselves and the external impulses and support schools receive. The reactions therefore, may either lead to intended or unintended effects of school inspections. For the sake of this study only two main schoolsø reactions will be explained in their totality; which are either the responses of schools to accept the findings and put the recommendations into actions or reject the findings (partly or wholly) leading to unimplemented recommendations. However, for the school inspections to be accepted or rejected depends on the nature of the school inspections (Ehren and Visscher, 2006 citing Standaert, 2000).

The intended schoolsø responses to school inspections are the acceptance of the findings while the unintended schoolsø responses are the rejection of school inspections findings. Ehren and Visscher (2006) in their review of their study summarise that a school evaluated as weak and risking a financial cut down will react differently from schools that are considered to function well. Furthermore, responses to inspection tend to be most focused and effective where funding is at stake or exposure is higher. They further noted that the genuine school improvement requires that school staffs are willing to change and that the inspection findings and the recommendations are translated into a strategy for improvement.

2.3.1 Acceptance of school inspections findings and recommendations

It is worth noting that when a school and an inspector reach an agreement regarding improvement, activities targeting the schoolœ identified weaknesses do appear to make a difference in promoting school improvement (Ehren & Visscher, 2008). This again reminds on the importance of relationships (positive interactions) of school leaders and inspectors, the communication styles of the inspectors to teachers and the nature of feedbacks schools receive from the inspectors as some of the key inspection features (Rosenthal, 2003 and Ehren and Visscher, 2006). However, for the inspection feedbacks to be implemented school leadership should be able to generate and execute a strategy for the implementation of inspection outcomes, including action planning and the identification of the required resources (Matthews and Sammons, 2004 in Ehren and Visscher, 2008).

Literatures indicate that schools inspections findings are being accepted depending to the nature and the level of participation of schools during school inspection processes as noted by some authors. For example, Rosenthal, (2003) mentions that OFSTED inspections have won general acceptance and are perceived as a necessary accountability mechanism for both teachers and head-teachers. Chapman (2001) reports that some teachers in his study intended to change some aspects of their professional practices as a result of OFSTED inspections, with teaching styles and methods. Also schools in the Netherlands, show they take some serious measures in putting changes in the curriculum, such as the implementation of new reading and math programs and encouraging teachers who try to go across the curriculum (Schildkamp and Teddlie, 2008).

In Tanzania for example, Uwazi (2010) insists on the importance of acceptance and usefulness of school inspections findings by schools especially as they involve public resource expenditures. However, cautions that if inspections are not done effectively, if communication and feedback is lacking, if there is no follow up on recommendations, and if there is no way of assessing whether inspections deliver or not, then school inspections can be reduced to a waste of useful public resources and time.

2.3.2 Rejection of school inspections findings and recommendations

As mentioned before, if the consequences of school inspections are negative leading to either demotions of school leaders and teachers, unplanned transfers of school leaders and teachers, cut down of school funding, threatening or even closing the school itself, then this kind of findings are most

likely rejected by schools. The rejection of the findings can either be open or silent or resentment to perform their duties accordingly. Different natures of unintended responses have been indicated in different studies and reports. For example, Ehren and Visscher (2008) point out that schools with lower innovation capacity require support from external bodies/actors such as external advisors to implement successful change or improvement. If this support is not provided it is most likely that some of school responses may be to reject school inspections findings because are considered not leading to support schools to improve.

In Tanzania for example, reports and studies provide detailed indications of possibilities of school inspections to be rejected. Teachers, school leaders and other stakeholder consider school inspections findings not representing the real picture of the schools. They don¢t capture other important information especially in students¢ performance and teachers¢ motivation. Findings do not consider school specific context (URT, 2008). For example, there are indicators showing that school inspections do not efficiently address the problem of poor performing students in secondary schools. According to the inspection reports, the schools¢ actions to combat the problem are not highlighted at all. In addition there are almost no recommendations provided by inspectors on how to deal with the problem of poor performing students. Furthermore, at both the MoEVT and Tanzania school inspectorate the issue of poor performing students in secondary school has not been given high priority in planning documents. That is to say, the planning of school inspection does not address this problem. There are no guidelines available for the inspectors on how to handle this problem more in detail (Uwazi, 2010; Uwazi-Twaweza, 2011 and URT, 2008).

Furthermore, a report by URT (2008) indicates that school inspections recommendations are often inadequate and costly. For example report shows that:
- For many of the recommendations the recipients (often the headmasters/mistresses or some other local stakeholders) have no influence to put them into actions for they are beyond their capacity
- A vast majority of the recommendations can only be implemented by the Government and are thus aimed for the Ministry, even if this is not clearly stated in the reports
- The recommendations are in many cases unrealistic and costly as they include a lot of additional resources, like new or rebuilt buildings as well as more teachers, books and furniture, often without further arguments
- The provided recommendations are often of a rather general character, without practical guidance for the receiver
- Only few of the inspection reports (12%) included recommendations targeting the issue of poor performing students
- Even fewer of the inspection reports (3%) included recommendations targeting the issue of dropouts
- No one of the recommendations was targeting the issue of pedagogical performance, additional training or improving of poor performing students

Report by Uwazi-Twaweza, (2011) points out that school inspections reports fail to mention the problem of academically poor students may be as a result of ineffective screening of students who enroll for secondary schools. This problem has a direct effect of teaching working load to teachers and also at the end have great implications to lower the schools¢ academic performance in exams and tests.

In summing up therefore, these types of recommendations have all implications that they may be rejected by schools for they are not practical, are not according to their school contexts and involve extra resources in terms of time, skills and money. The given recommendations in school inspections reports tend to be generic from school to school and repetitive over time in a rather routine manner without showing arguments to back up such recommendations (Matete, 2009 and URT, 2008). In practice recommendations are aimed at the Ministry of Education and Vocational Training (MoEVT) and not the schools, as they go beyond capacity of school administrations to deliver. For example, in nearly 70 percent of the inspections, the schools were advised to get more teachers; in 50 percent there

was advice to ensure availability of more books; and in 65 percent there was advice to construct or renovate school buildings (URT, 2008).

2.4 Intended Vs unintended school inspections effects

This section tries to integrate the combined effects of school inspections as perceived by school leaders and teachers through the constructs described above. It attempts to explain the intended against the unintended school inspections effects. However, this is highly affected by how schoolsø react towards school inspections findings. School inspections are expected to lead to school improvement for better education quality. According to Ehren and Visscher, (2006) citing Gray in Visscher (2002, p. 62), three different routes of school improvement after external evaluations [school inspections] are mentioned: tactical improvement aimed at improving student performance, strategic thinking aimed at developing school policies and classroom activities and finally capacity building, which is only carried out by a few schools. These schools improve continuously by pulling all relevant levers for change, including learning from classroom experience and encouraging staffø professional development.

In the Netherlands for example, the effects of school inspections can be determined by looking at the percentage of (highly) failing schools and the average assessments of schools on the inspection standards, as well as the extent to which schools comply with legislation and meet requirements of financial lawfulness. An important indicator in defining a satisfactory level of education is student achievement results (Ehren and Honingh, 2012).

2.4.1 Intended effects of school inspections

With the context of this study the intended effects which will be explained here are summed up to focus improving school performance. The improvement is measured in increased education quality. The high education quality is defined as the added value of schools in terms of student achievement (Ehren and Honingh, 2012; Ehren *et al.*, 2005).

According to De Wolf and Janssens (2007), intended school inspections effects are summarized as: to control the quality level of schools and public education. This has a purpose of guaranteeing a minimum level of educational quality. Another intended effect is to ensure compliances with legislation and regulations at schools. This differs between countries when conducting school inspections. Lastly, school inspections stimulate the overall quality of schools which has a direct effect towards improvements at schools, resulting in quality improvements and an increase in the added value (Ehren *et al.*, 2005 and Macnab, 2004 in De Wolf and Janssens, 2007).

However, different studies have different findings with regard to perceptions of school leaders and teachers on school inspections effects. Findings on positive perceptions and teachers and leaders satisfactions of school inspections (Ouston et al., 1997) for example, indicate that there has been a considerable interest from researchers in the impact of OFSTED on schools, teachers, inspectors, parents and governors. These interests are in how inspections can play a part in school development. Chapman (2002) noted various positive OFSTED inspections effects. For example, school teachers mentioned that common experiences and interactions before, during and after inspections led to similar constructions by actors in comparable roles. Head teachers and senior managers (school leaders) held the most positive perceptions of the process, recognizing it as a lever to implement change. When investigated the effects of inspection visits on teachers and school leaders (principals and managers)ø satisfaction De Wolf and Janssens (2007) in their review of different studies such as Gray & Gardner (1999) and Matthews and Sammons (2004) found that, a significant majority of the schools (70ø90%) were satisfied with the inspection visits. They acknowledged to have experienced the inspection visits as professional, supportive and positively contributing to the quality of schools. However, studies by FitzGibbon and Stephenson-Forster (1996, 1999) found that school principals were neither satisfied nor dissatisfied with inspection visits.

Some school teachers and leaders perceive school inspections to have positive effects on the way teachers teach and organize classes in such a way that they implement the changes once after school

inspections (Tefera, 2010; De Wolf & Janssens, 2007 and Chapman, 2002, 2001). Teachers and leaders acknowledge that school inspections have enabled teachers to have skills in open discussions and being able critically reflecting on performances of their schools and that leaders are more proactive in planning and implementation of the plans (Chapman, 2002). Furthermore, study by Matete (2009) in Tanzania noted that, teachers perceived the advice and feedback given through inspection reports and recommendations useful for making improvements in their work performance.

2.4.2 Unintended school effects of inspections

On the other side, De Wolf and Janssens (2007) provide a good summary on unintended effects of school inspections. They group the unintended effects into 4 categories such as:

- *Intended strategic behavior of schools ('gaming').* The common example is ÷window dressingø whereby schools create the artificial impression and appearance to be assessed more favorably by the inspectors. In excessive form, the strategic behaviour results into a misrepresentation, fraud or deception. The examples of deceptions are the false documents, helping pupils to do tests, excluding weak pupils from tests in order to increase the average test score and the reporting sick of weak teachers to prevent their lessons from being assessed during inspections
- *Unintended strategic behavior.* This is caused by the inspector(s) and/or influencing the methods used for the inspections. Examples include formalization and proceduralization whereby inspections procedures tend to focus on records or documents prepared by teachers as teaching aids. For example, in Tanzania this may involve documents such as scheme of works, lesson plans, syllabuses, lesson notes, and the like (URT, 2006 and JMT, 2006). To a great extent this results into teaching to the test or teaching to inspections. Other effect in this category is when schools choose to remain in middle point (middle bracket) becoming reluctant to experiment new and innovative methods, this is commonly known as ossification. This may result into greater chances of convergence and isomorphism, whereby all schools will start to become alike and failing to differentiate them according to their performances
- *Other unintended side effects.* This group is unrelated to strategic behavior. Examples are: the occurrence of stress, particularly stress experienced by school teachers and leaders during school inspections. Others are when well-performing schools tend to ÷rest on their laurelsø as a result of a positive assessment and/or good performance indicators
- *The last unintended effect is market forces in education.* This group of unintended effects is also unrelated to strategic behavior. For example, when schools experience problems of teachers and school leaders turn over (market forces in education) especially for the poor performing schools trying to shift to schools with best reports. This is as result of the publication of performance indicators

With regard to negative perceptions of school inspections different studies reveal different findings. While senior managers (senior school leaders) held most positive perceptions on school inspections, middle managers felt that the inspectors failed to identify important issues within the school that is to say school inspections did not focus very deeply on issues which affected the schools (Chapman, 2002).

Different studies have reported the existences of effects of window dressing and gaming the inspections, teaching for inspections, and that most school teachers and leaders perceive school inspections as stressful (Tefera, 2010; De Wolf & Janssens, 2007; Ehren and Visscher, 2006; Chapman, 2002, 2001 and Brimblecombe & Ormston, 1995). Furthermore, senior managers articulated a number of limitations associated with the OFSTED framework, including the high levels of pressure that encourages short-term rather than strategic planning (Chapman, 2002, 2001). Matete (2009) points out that, recommendations and the reports of inspections were not put in use in Tanzania and that the same problems noted in the previous inspections were also found in the following inspections. Balci et al., (2011) in Turkey also indicates that teachers describe inspectors with such metaphors as õphotographer", "robot", "mother-in-law" and "fault hunter". This implies the

existences of negative perceptions towards inspections and portrays a negative picture towards school inspectors themselves.

2.5 Research Conceptual Model Description

The framework structure used to guide this study is adopted from a general model as was developed for research on school inspections impact (Ehren and Visscher, 2006). In connection with this study therefore seven research questions are directly linked with this research model (Fig. 3). The adopted research model consists of several variables, embedded in five general constructs divided in six blocks (A, B, C, D, E and F) showing the relationships among these variables and constructs (Fig. 3). According to this model, it is assumed that to some extent there are interrelationships of blocks in answering the research questions. Research question number 2, 3 and 7 are linked with the block A and B where issues of criteria/standards, gathering the right informational and school inspectorate independence are covered. On other hand research question 4 which is about school external support and consequences is linked with block C and research question 5 which is about school reactions and responses is linked with block D. Finally, research questions 1 which is about understanding the purposes of school inspections and usefulness of school inspections and 6 which is about how school teachers and leaders perceive the presence of unintended school inspections effects are linked with block E and F, respectively.

The model assumes that the effect of school inspections depends on how schools teachers and leaders perceive different features related to schools. It is strongly connected with school inspection features, school features and how do they perceive the external support schools receive. The way school teachers and leaders are affected with these earlier explained features may therefore determine how schools react towards school inspections findings and recommendations. When schools react positively it is therefore interpreted that they perceive school inspections to be useful and the impact therefore is leading to school performance improvement. In the other way if they reject the findings that means they negatively perceive the inspections and there will be less or not any impact from school inspections. Furthermore, there will be a need to know the side effects as perceived by school teachers and leaders. Generally, therefore, school teachers and leaders may accept or reject the findings and recommendations depending on the nature of the findings presented to schools (Standaert, 2000 in Ehren and Visscher, 2006). However, the predetermined features which may lead to schooløs reactions on school inspections findings are the key factors in understanding the perceptions of school leaders and teachers for the intended impact of school inspections.
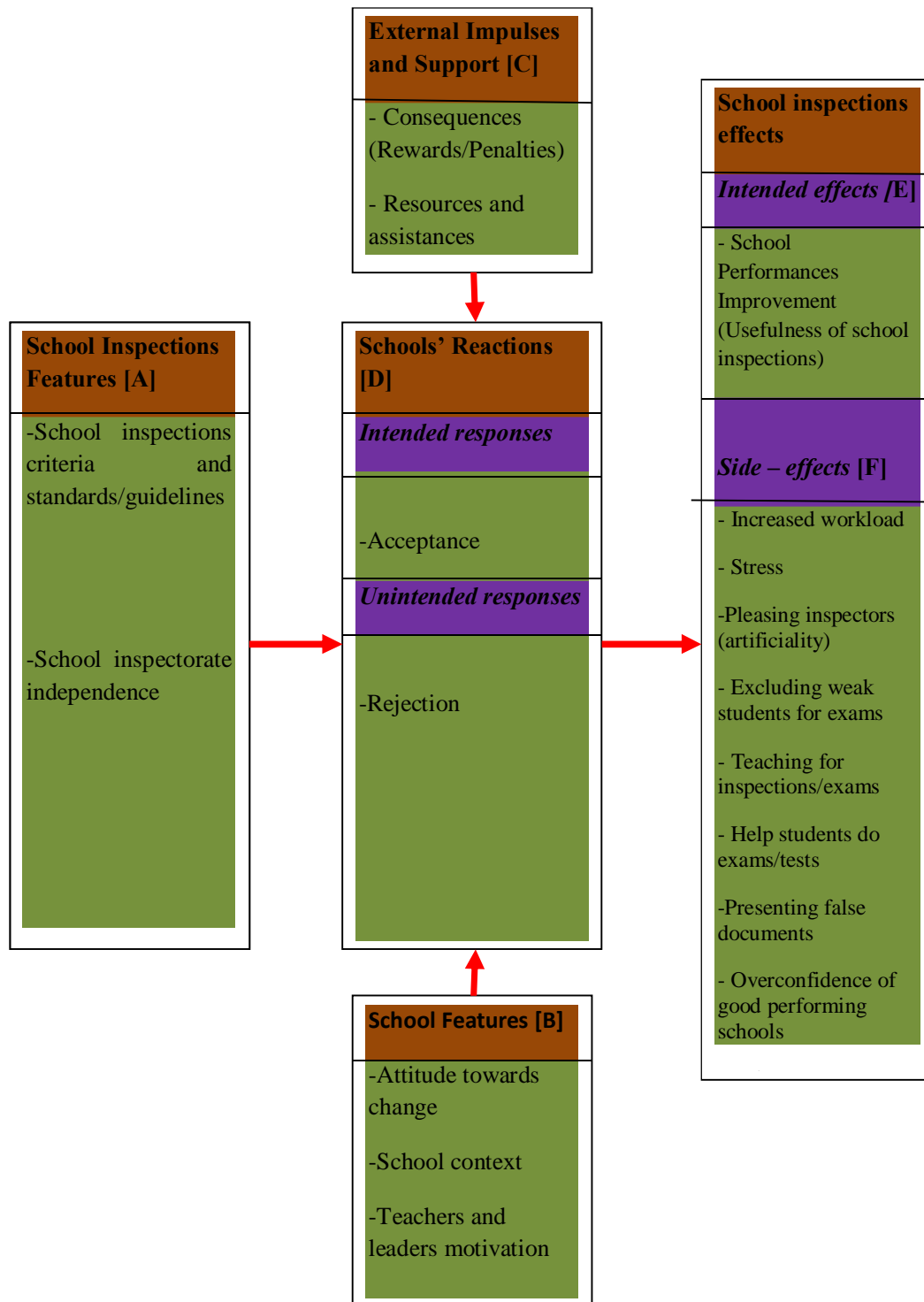
Figure 3: Research Conceptual Model: About school teachers and leaders perceptions on school inspections. The model is explained in five constructs with several variables embedded in them. This research model adopted from Ehren and Visscher (2006) study on ӧTowards a Theory on the Impact of School Inspectionsӧ.

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CHAPTER THREE

3.0 RESEARCH DESIGN AND METHOD

This chapter intends to cover the study design and methods that were employed to respond to the research questions. More specifically, the chapter will cover the research design, approaches of the study, research site, sampling of respondents, instruments of data collection and methods of analysis.

3.1 Research Design

A cross-sectional research design was employed for this study, whereby data were collected at a single point in time. The choice is deemed appropriate as the design provides sound information and quick results. This study did not engage into measuring the effects of school inspections where experimental designs such as single group pre test/post test or comparison of control and treatment groups (Tefera, 2010 citing Craig and Metze, 1997) would be appropriate. Rather, this study aimed to assess how school inspections were perceived by teachers and school leaders. Furthermore, this design is considered suitable where time for undertaking the research is too limited to allow the use of other research designs such as longitudinal design. Although it is clear that the use of a cross-sectional design to study perception may result into some major drawbacks such that the data collection may include biases in responses of school teachers and leaders, this drawback may be dealt through triangulation approach (Altrichter et al., 2008; OøDonoghue and Punch, 2003 and Cohen and Manion; 2000). There are four possible basic types of triangulation: data, investigator, theoretical and methodological triangulation (Denzin, 1970). To address the mentioned drawback (respondentsø biases) this study employed data and methodological triangulation approaches. By data triangulation this refers to gathering data through several sampling strategies, so that slices of data at different social situations, as well as on a variety of people, are gathered. By methodological triangulation refers to the use of more than one method for gathering data (Denzin, 1970). For example, in this study the data triangulation involved collecting data from different schools, school teachers and leaders and school inspectors while methodological triangulation involved the use of interviews and questionnaires which were substantiated by intensive document review on the same study subject.

3.2. Approach of the study

In this study a mixed research methodology was adopted so as to allow the triangulation of data collected (Altrichter et al., 2008; OøDonoghue & Punch, 2003 and Cohen & Manion, 2000; and Denzin,1970). Both quantitative and qualitative approaches were employed to complement each otherøs strengths and weaknesses. For, according to Lloyd-Jones (2003), no single approach is considered ideal and selection inevitably involves loss as well as gain. Data were collected through semi-structured interviews and surveys. In the context of this study therefore, the qualitative approach involved data collection through conducting focus group discussions (FGDs) with selected school teachers and conducting individual intensive interviews (IIIs) with key informants such as school leaders. The municipal education officers were part of the intended key informants; however, they were not available during field data collection due to being engaged in other important office responsibilities. The zonal chief school inspector was also interviewed as one of the key informants. The quantitative approach involved collecting data through questionnaires to school teachers and school leaders such as heads of departments in various schools. Data collection through FGDs, IIIs and questionnaires aimed to collect primary data while secondary data were collected through reading different documents and reports available in various offices, libraries and on the internet as part of literature review and background of the study.

3.3. Selection of study site and sampling of schools and respondents

This study was done in Arusha municipal which is in Arusha Region. The region is among the 28 regions of Tanzania. Arusha municipal is in the Northern part of Tanzania near the Mount Kilimanjaro, Mount Meru, and the famous Ngorongoro Crater and the beautiful and big national parks such as Tarangire, Manyara and Serengeti. In the North side it boarders with Southern parts of Kenya. The site was purposively selected due to both conveniences and cost effectiveness. Due to a short

timeframe and limited resources, Arusha was more convenient for timely data collection because Arusha municipal is where the author stayed and worked before coming for this degree program. It was also a place where most of the government offices and zonal headquarters of most institutions were concentrated. Singleton (1993) argues that the ideal setting for any study should be easily accessible by researcher and should be that permit instant rapport with the informants.

This study targeted Government (public) schools because they were managed and funded by the Government. Only secondary schools were included in this study due to the reason that for more than five years the national examination results for the secondary schools had been very poor especially in science and mathematics subjects (URT, 2008 and URT, 2010). Only schools which had experienced previous school inspections and had experienced at least one national examination were selected for this study. Although Arusha municipal was purposively selected for this study, more data indicated that, Tanzania had a total of 4266 secondary schools of which 3397 were government (public) schools and 869 were non-government (private) schools. Among these schools 184 were in Arusha region whereby 121 were public and 63 were private secondary schools. By the time of data collection, Arusha urban (municipal) had a total of 35 public secondary schools (URT, 2010).

Most of the public schools in Tanzania had similar characteristics regardless of the geographical locations in the sense that they are centrally managed by the MoEVT and receive funds from central Government, most of them through the local council authorities. The old schools were established through funding from the central Government while most of the new schools were established by the community around them with the support from the local councils or municipals and the central Government all together. This pattern was the same in all regions of Tanzania (URT, 2010). Utilizing this pattern, ten secondary schools were selected as Case Study Schools (Chapman 2001, 2002) among the 35 schools in Arusha municipal. As explained above, it was therefore assumed that the ten schools portrayed similar characteristics and patterns as other public schools in Tanzania. However, appendix 7 provides some details on schools characteristics and school inspectorate as compared with the national statistics.

After studying the geographical and socio-economic factors in Arusha municipal, three categories were obvious: Most schools were new and were called community schools because they were established in each Ward by the community with the support from Arusha municipal authority. For example, national basic educational statistics indicate that between 2006 and 2010 there was an increase of more than 186% students enrollment rate resulted from establishment of new public secondary schools (URT, 2010). Furthermore, most of the schools were located in the low income earning communities and lastly, only few schools were at the inner city while many were located at the outskirts of the city. In selecting the ten schools these categories were considered to have representation of schools from all categories (Christopher Chapman, 2002).

In selecting the ten schools therefore, the site was divided into two parts; the central part (city center) and the town suburbs / outskirts. Arusha municipal/urban has 4 major suburbs. The suburbs are: North, South, East and West suburbs. This study utilized this geographical distribution of secondary schools. The city center had schools which were older, well furnished and attracted great attention from most of the residents and the officials, while most of the suburb schools were new, but lacking most of the facilities and other challenges. From the central city three schools were selected, among them two were old schools and one was new school. The schools were Arusha (old school), Arusha Day (old school) and Kaloleni (new school) secondary schools. The other seven schools were from the suburbs / outskirts of the city and all of them were new schools having being in existence of between 6 to 8 years since established. The schools were: Sombetini, Kimaseki, Olerein, Elerai, Themi, Baraa and Njiro secondary schools.

Regarding respondents sampling and distribution, the following arrangement was followed:

- **Respondents for questionnaires (surveys):** From each school ten questionnaires were given / distributed for 8 school teachers and 2 school leaders. During collection of the questionnaires

86 questionnaires were fully filled and 14 questionnaires were either not filled or were misplaced by respondents in the different schools where they were distributed

- **Respondents for focus group discussion (FGDs):** In each school the plan was to have the discussion group of between 6-8 school teachers. However, we ended up having a group of between 4-5 teachers, for most of the time teachers were engaged in conducting teaching in different classes, so it was a challenge to get them at one time

- **Individual intensive interviews (IIIs) with key informants:** In each school, school leaders who were interviewed mostly were the head mistress and head masters. Apart from school leaders, the Zonal Chief School Inspector was one of the key informants who were interviewed. Although the plan was to interview the municipal education officers, it was not possible to have them for interview for they were engaged in other office obligations either outside the office or in the office

At least 137 respondents participated in this study during field data collection in different categories as described above. In each FGDs and interviews with school teachers and leaders, respectively notes were taken by writing them in the writing pads. This was due to the reason that most of respondents were not free to be recorded to allow transcribing of the discussions and interviews.

From the above arrangement the following were the characteristics of the respondents who participated in this study. According to this study majority (62.8%) of respondents were females, 58.1% were married, while for most of them (55.8%) the maximum level of education was bachelor degree (Appendix 5). However, national basic educational statics show that 35% of all teachers in government schools were female and the majorities (60%) were diploma holder (URT, 2010). This might be due to the reasons that most married female teachers tend to accompany their families in cities and teachers with degrees prefer to work in cities or big towns as in the case of Arusha municipal (city). The age characteristics of the respondents of this study indicates that majority (86.1%) of the respondents were between 21 and 40 years old indicating the majority were young teachers, while for 43.1% work experience was 3 years and below while 34.9% was between 4 and 9 years work experience (Appendix 5). There was no national information available on teachers age and work experience from the site sourced for this information.

3.4 Instruments of data collection
As explained above, the main instruments for this study were the questionnaires (surveys), interview and focus group discussion guides (semi-structured interviews). This was as to allow triangulation of information/data to be collected. The multiple sources and instruments of data collection used to enhance the validity of the findings of the study.

3.4.1. Questionnaires (surveys)
The questionnaires consisted two parts. The first part had questions focusing on the general background information about the respondents, sometimes referred as background variables. The second part had sections to answer the specific research questions for this study. Most of the questions were closed ended type and very few were open ended questions type. To answer the issue of perception, the Likert scale (Likert, 1932) type questions were used so as to determine respondents whether were either positively or negatively or they did neither positively nor negatively perceive the school inspections. The 1 to 5 scale items were constructed; whereby 1 meaning strongly disagree and 5 strongly agree with the items.

3.4.2 Interviews and focus group discussion guides (semi-structured interviews)
For both IIIs and FGDs, semi structured questions were prepared to capture the details of the information and opinions or perception from school teachers, school leaders and zonal school inspectors. The guides were prepared to assist the moderator (in this case the researcher) to lead the interviews (McNamara , 2006) and discussions and note down the notes without going out of the subject or helping to probe more on the subject. This approach was also followed by Matete (2007) in

her study in Tanzania. Basically, focus group discussion resembles interviews as it involves face-to-face interaction, but with this technique, a group of teachers were interviewed at the same time in the same group (McNamara, 2006; Fontana & Frey, 1994 and Matete, 2009). According to Holloway, (2005), Case, Case et al., (2000) and Taylor & Bogdan, (1984), field notes can be complemented by in-depth key informant interviews and focus group discussions.

Table 3: Summary of how data were collected

S/No.	Research Question	Instrument/approach used to collect data
-	Characteristics of respondents (background information)	Surveys
1	What are the school teachers and leaders views on the purposes/usefulness of school inspections in Tanzania?	Surveys, Interview guidelines (FGDs and Key informants)
2	Do school teachers and leaders consider school inspections standards and criteria to be fair and realistic for the schools improvements toward teaching and learning in Tanzania?	Surveys, Interview guidelines (FGDs and Key informants)
3	Do school teachers and leaders perceive school inspections gather the right information?	Surveys, Interview guidelines (FGDs and Key informants)
4	Do school leaders and teachers consider getting required external judgment and support as a result of school inspections?	Surveys, Interview guidelines (FGDs and Key informants)
5	Do school teachers and leaders accept or reject school inspections findings and recommendations as their reactions or responses towards school inspections?	Surveys, Interview guidelines (FGDs and Key informants)
6	Are there unintended effects of school inspections as perceived by school teachers and leaders in Tanzania?	Surveys, Interview guidelines (FGDs and Key informants)
7	What are school teachers and leadersø recommendations on school inspections to cause positive effects of school inspections in Tanzania?	Surveys (open ended questions), Interview guidelines (FGDs and Key informants)

3.5 Reliability and validity of instruments for data collection

The pilot of the tools/instruments was done before commencing the actual data collection. This was done at Ngarenaro secondary school which was one of the schools in the Arusha municipality. After pilot of the tools it was found that teachers and school leaders did not have much time to spend on discussions and interviews. Care was taken not to jeopardize the purpose of the study; the former discussions and interview tools were then modified by summarizing its questions and modifying for research question 4 (Appendix 2 and 3). The pilot was done to ensure reliability of the tools. For maintaining the validity, during the preparation of the instruments different relevant theories and existing validated instruments were reviewed so as to select and include relevant items for this study. Furthermore, comments from the mentors and study advisors (expert review) were also incorporated during development of the instruments. Triangulation of data collected through different instruments as mentioned above was expected to add more value on validity of the research findings.

3.6 Data cleaning, coding and entry

After field data collection, data were cleaned to fit the format of the template prepared for data entry in the computer. The statistical package for social science (SPSS) computer programme was used to

prepare the template for data entry which later led to data analysis after all data had been entered. Some scale items were merged as one to fit specific research questions while others which did not fit research questions were deleted.

3.7 Data analysis

The analysis of the data was organized according to the background of respondents and the research questions. Most of the data from the background variables were descriptive in nature such as frequencies, percentages and means were generated. Chronbach's alpha analysis was done to the item scales and the individual item scale means and overall mean of responses were determined. Individual item scale with Corrected Item-Total Correlation bellow 0.3 were deleted while item scale with overall Chronbach's alpha 0.7 and above was accepted to determine the correlations of the item scales. Qualitative data analyses were done and summary tables were prepared (Appendix 6) to summarise responses from interviews and FGDs within and between cases (Chapman, 2002). Furthermore, statements were then quoted to support the quantitative findings (Chapman, 2001).

3.8 Ethical issues to observe

In order to extract more information from teachers, the researcher created and established a close rapport with respondents to provide the possibility for more informed research as stressed by Fontana and Frey (1994). In that way therefore, permission of collection of data from schools and different offices was requested from the governing authority. For this case Regional Administrative Secretary (RAS) from the office of the Regional Commissioner (RC) in the Arusha region after receiving the letter of introduction of the researcher from the University of Twente granted the legal permit for data collection. With a copy of the letter from the RAS the researcher was then introduced to the Arusha District Administrative Secretary (DAS) who also introduced the researcher to the Arusha City Director (ACD) and to the Zonal Chief School Inspector. With a copy of letter from the DAS the researcher began the actual data collection by first visiting all 11(plus the one for pilot study) schools for introduction and arranging the convenient timetable with each school and other key informants. Furthermore, the researcher was required to observe the anonymity of each respondent, especially for questionnaire administration (privacy and confidentiality that is protecting participants' identities and the data) and cultural sensitivity during the whole time of data collection and that no one could be found to be harassed and fall into unlawful conduct as a result of data collection in the field.

3.9 Limitation of the Study

This study was conducted for a very short time of only two months. Securing legal permission to collect data in Tanzania is very bureaucratic and it took much of the time for field data collection. Also, the issue of accessibility of the participants was a problem. This was a rainy reason so sometimes it was not possible to access schools especially those which were located outside the city center due to rough roads of which were not passable when raining. Furthermore, participants were governmental officials who had other responsibilities. It was so difficulty to align with their timetables especially school leaders and other education officers. Teachers were also very much occupied in a way it was sometimes not possible to meet them all as planned and sometimes FGDs had to be stopped to allow them attend other responsibilities. However, to a large extent data collection was successful within planed time, except interviews with municipal education officers were not done for they were fully occupied with other office responsibilities.

CHAPTER FOUR

4.0 RESEARCH FINDINGS

This chapter will present the most pertinent findings which were found in the field during data collection to answer the two main research questions which are: õHow are school inspections perceived by school teachers and school leaders in secondary schools?ö and õhow do school teachers and leaders react and respond to school inspections?ö Specifically, this chapter will cover the sections on the purposes and usefulness of school inspections and school inspections criteria and standards. Furthermore, the chapter will cover sections on how teachers and school leaders views on perceive school inspectors gather the right information in schools, school inspections consequences and external support. It will further present data on schools reactions on school inspections processes and findings and on negative effects of school inspections as perceived by school leaders and teachers. Finally, this chapter will also cover on the independence of school inspectorate, how should it be managed and how should school inspections be improved. However, during data presentations schools will be identified as õSSö such that for the ten schools they will be given names as SS1, SS2, and so on to SS10. However, it will not follow the chronological order of the list as it is in the sampling section above. The order will only be known by researcher. The specific research questions which guide data presentations are:

  i. What are the school teachers and leaders views on the purposes/usefulness of school inspections in Tanzania?
  ii. Do school teachers and leaders consider school inspections standards and criteria to be fair and realistic for the schools improvements toward teaching and learning in Tanzania?
  iii. Do school teachers and leaders perceive school inspections gather the right information?
  iv. Do school leaders and teachers consider getting required external judgment and support as a result of school inspections?

  v. Do school teachers and leaders accept or reject school inspections findings and recommendations as their reactions or responses towards school inspections?

  vi. Are there unintended effects of school inspections as perceived by school teachers and leaders in Tanzania?

  vii. What are the school teachers and leadersø opinions on school inspectorate independence and how should it be managed and improved for positive effects of school inspections in Tanzania?

In this study for each research question a set of items of 1-5 scale was administered to respondents whereby 1 was considered as Strongly Disagree, 2 as Disagree, 3 as Neutral, 4 as Agree and 5 as Strongly Agree responses. Then reliability test of the items was determined by establishing Chronbachøs alpha for each set. When a set of items had a Chronbachøs alpha above 0.7 it was acceptable and was considered as reliable set of items and that the items were correlated to test that specific research question (Field, 2009). The means and the overall mean of each set of items will therefore be presented to determine the overall perception from that research question. The qualitative data analyses will be presented in summary Tables exploring the dimensions of research questions for both FGDs and interviews with key informants (Appendix 6). The arrangement for qualitative data (summary Tables) is adopted from Schildkamp and Kuiper (2009; pp. 489-491, and Leeuw (2002; p.144).

4.1 School inspections purposes and usefulness

Specific research question: What are the school teachers and leaders views on the purposes/usefulness of school inspections in Tanzania?

Table 4 summarizes results of perceptions of respondents (school teachers and leaders) towards the purposes and usefulness of school inspections conducted in each secondary school in Arusha Municipality, Tanzania. Results show that the overall perception of respondents were more positive than negative (overall mean of 3.8) implying that school teachers and leaders understood the purposes of school inspection and that they found it to be useful.

Table 4: Respondents views towards the purposes and usefulness of school inspections (n = 86)

Items	Mean*	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
School inspections guarantee level of compliances	3.72	0.605	0.541
School inspections are for school improvement	4.07	0.594	0.552
School inspections are for guaranteeing educational quality	3.59	0.418	0.764
Items overall Mean	**3.795**		
Cronbach's Alpha			**0.716**

* *The scales were: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree*

These results were in agreement with the findings noted during both focus group discussions (FGDs) and interviews with school leaders and chief inspector (Table 16 in Appendix 6). During FGDs school teachers and school leaders when we conducted interviews with them all expressed that school inspections are useful. For example school teachers from school SS8 and SS7 emphasized by saying that:
"You know school inspections are very useful to schools, students and even to us as teachers because the school inspections increases the level of accountability and sometimes the motivation of teachers increase especially when inspected by an inspector who is an expert of that particular subject - this motivates teachers to change in teaching practices (SS8). School inspections may sometimes lead into increase of teachers punctuality, teachers attendances in classes increase, and furthermore school management also become more serious because after school inspection school is being ranked and the management is the one which is being affected first and most"(SS7).

The head master and head mistresses from different schools were positive on the usefulness and purposes of school inspections. For example, the head master from school SS8 showed to be very positive with school inspections and he openly expressed that school inspectors are not enemies to him but he considers them as colleagues in the work of improving the performance of his school. So he said he gives them full support when they visit his school. Some of his words are:
"As a head master I benefit a lot from school inspections for I get to know how teachers behave from an external viewer and I use the recommendations to improve the performances of my teachers and school in general. When inspectors visit my school they normally check if teachers teach according to participatory approach, or If they use teaching aids/materials, inspectors demand to see if teachers prepare subjects before going to teach; they check the time table, lesson plans, scheme of works, they also check students notes and observe teachers when in are classes teaching, they provide professional support by conducting dialogues before and after inspections. You should also know that a head master is also an inspector but is an internal inspector" (SS8).

The chief inspector said that: *=When visiting schools inspectors provide professional guidance and counseling. Furthermore, teachers at times are helped how to prepare teaching and learning documents and guided how to improve teacher-students/pupils interactions. So school inspections are very useful in various ways and at different level right from school itself to the level of the central government".*

However, not all perceived school inspections to be useful in every way. Some said*: "apart of being useful, but we consider inspections are done as routine and so they waste time of school teachers and resources" (SS10).* The main reason was due to the reason of responsible parties not addressing the challenges found in almost every school inspections. Teachers from school SS7 said: *"School inspections seem to focus more on schools infrastructures and students academics and forget about teachers' affairs like compensations, teaching workload, facilities and security, motivation and how they should be motivated"*

Chief inspector said that some teachers may consider school inspections to be not useful because of the challenges schools and inspectors face. For example, he mentioned that: *"when visiting schools some schools have shortages of teachers – thus inspectors may end up in doing document review, some stakeholders may not be willing to cooperate in case of special inspections and school inspection budgets may limit the school inspector to stay at the school for 2 days only in steady of 3 or more days depending on the type of inspection, i.e. whole school inspection needs ample time"*

4.2 School inspections standards and criteria
Specific research questions: Do school teachers and leaders consider school inspections standards and criteria to be fair and realistic for the schools improvements toward teaching and learning in Tanzania?

Results in Table 5 indicate that the overall mean of the items is 3.4 implying that respondents generally they consider school inspection criteria and standards to be somehow realistic and fair. However, about 26.7% of respondents considered that standards and criteria are not realistic and fair to schools while 21% of respondents found that standards and criteria did not make sense according to their school local context. A good number of respondents were neutral in the two items given to them. The qualitative results show a huge dissatisfaction of both school teachers and leaders towards school inspections standards and criteria. This is real a mismatch between surveys results and the qualitative results. Nearly, all considered standards and criteria to be not fair and realistic. The main issues were on failure of the standards and criteria to consider school specific context, the components of evaluation being out of school capacity to address them and the unclearness to teachers of the standards and criteria used for school inspections.

For example, in Table 17 in Appendix 6, teachers from SS1 said that *"Standards and criteria are not fair and not realistic especially in evaluation of school performances. A lot of issues contribute to the performances of individual schools which school inspections do not cover or consider/capture in school visits"*

While in SS3 said that *"Some of them are not realistic; they don't consider reality on the ground in each school, for example, is not practical for a teacher to prepare lesson plans for each period and for each teaching class for a teacher who has more than 5-6 streams each having 60 -70 students"*

Some teachers just said *"No comments because we teachers have not seen them"* (SS10) or *õSchool inspections criteria and standards are not clear to teachers. Teachers don't know them and have not even seen themö* (SS8).

Similar results were also from school leader, they considered standards and criteria to be not realistic and fair for they did not consider schools local context, schools capacity, schools geographical coalition and the age of schools since establishment. For example, one leader said that *õSome*

*standards or criteria are not fair or realistic to schools because they don't consider the context of schools. Otherwise schools have to be grouped according to their context or type for example, public and private schools are quite different in many aspects...how can they be inspected using the same standards and criteria..."(*SS10)

And another leader said that *"they are not fair and not realistic. A lot of issues are outside school leaders' power to address them. For example, student enrollment; some students join form one cannot read and write and these will lead to poor school performance; teachers recruitment, school infrastructures, school funding for school facilities and equipments, school grounds for expansions, are all out my power"* (SS2).

The Zonal Chief Inspector of Schools apart of indicating that the criteria and the standards for school inspections to be standardized for all schools regardless of the location and the age of the school he also showed the concern of being reviewed to meet the current school needs and challenges.

Table 5: Respondents views towards standards and criteria used in school inspections (n = 86)

Items	%					
	SD	D	N	A	SA	NA
Standards and criteria are fair and realistic	9.3	17.4	19.8	38.4	15.1	
Standards and criteria make sense according to school context	4.7	16.3	16.3	47.7	15.1	
Overall Items Mean				**3.424**		
Cronbach's Alpha				**0.70**		

SD = Strongly Disagree, D = Disagree, N= Neutral, A = Agree, SA = Strongly Agree and NA = Not Applicable

4.3 Views of respondents on the reliability of information gathered in schools
Specific Research question: Do school teachers and leaders perceive school inspections gather the right (reliable) information?

During the surveys the set of items to measure this research question had more than three items. However, most of them were dropped down during analysis of correlation after having Cronbach's alpha value less than 0.7. The results in Table 6 and 7 therefore indicate that the overall means to be neutral positions implying that respondents were on average in views on reliability and credibility of information gathered by school inspectors. It shows there are some doubts to be cleared on whether inspectors did real gather right information representing the real picture of what was happening in their schools. Results in individual two items in Table 7 show that 51.2% of respondents generally agreed that inspectors gathered the right information, 25.6% disagreed with the statement while 23.3% were neutral. About 53.5% of respondents agreed that school inspectors got reliable picture when visited schools. However, detailed respondents views were obtained from the qualitative information during FGDs with school teacher and interviews with key informants (Table 18 in Appendix 6).

Table 6: Respondents views on reliability of information gathered (n = 86)

Items	Mean*	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
School inspections do not meet the new school needs	3.38	0.610	0.720
School inspectors focus only on their predetermined guidelines	3.28	0.631	0.702
Inspectors are fault hunters in schools	3.12	0.631	0.697
Items overall Mean	**3.260**		
Cronbach's Alpha			**0.783**

* *The scales were: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree*

Table 7: Respondents views on credibility of information of school inspections (n = 86)

Items	%					
	SD	D	N	A	SA	NA
Inspectors get reliable pictures when visit schools	4,7	18,6	23,3	41,9	11,6	
Inspectors gather the right information during school inspections	7,0	18,6	23,3	41,9	9,3	

* *The scales were: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree*

During interviews, school leaders indicated that they considered inspectors gathered the right information in some aspects and not in all aspects. At least school leaders knew in advance what school inspectors were expecting when visited schools, because they were the ones who kept inspections reports and had samples of tools/standards used for school inspections. However, they challenged the type of the tools they used to collect data, that it was not flexible according to respective school contexts. On other side, some school teachers were reluctant to agree that school inspections gathered or got the right picture of schools because teachers were experiencing several challenges such as heavy teaching workloads, de-motivation of teachers due to low salaries and other benefits which were not mentioned in school inspections reports. Even school inspections recommendations did not mention how to address such challenges. Teachers were not satisfied on the way school inspections report not mentioning school teachersø real problems and challenges in schools. For example teachers said that;

"....in some ways they do gather right information but they miss some parts of information especially in how teachers face challenges in their teaching practices due to unmet school needs and heavy workload of teaching. For example, at this school a Civic subject teacher teaches; Form in I – 5 streams; Form II – 4 streams; Form III – 5 streams; in total are 14 streams each have between 50 -80 students. Then you are told to prepare lesson plans for each stream for each period/session, is not practical. But if you are told inspectors are coming, you try your best to prepare for them. This is a huge work. However, this type of information is not gathered by inspectors. This therefore leads to conclude that school inspections do not gather the right information and don't indicate reliable picture of what is happening at school" (SS6).

This was supported by other school teachers who also said that;

"……we think school inspections real do not cover/touch what is happening in schools. Problems are not addressed they are the same problems from one inspection to another. Teachers concerns are now chronic; teachers are not motivated, teachers work load is not solved, students' number in a class keeps on increasing giving no room for practicing required teaching practices. Most of teachers cannot access school inspections reports they are considered as confidential and only found in a school head teacher (headmaster) why confidential… Some school visits are done with less number of inspectors in a way they don't cover all subjects, science subjects are not regularly inspected. They don't go into details to find out why there are mass students failures. For example, school receives students who cannot read and write but they don't address this in school inspections. So we think inspectors don't gather right information…" (SS8).

Furthermore, both teachers and school leaders expressed that the modalities used to select students to join form one had challenges for several students who joined form one were not able to read and write and this increased poor performances in schools when comes for national exams. For example, in school SS1 statistics available at headmaster's office indicated that among 170 students who joined form one in academic year 2012, about 53 students (31.2%) were not able to read and write and yet they were considered passed primary schools exams and joined form one according to national exam results. The big question everyone in schools had and I also had was, how did they pass the primary school national exams and were considered passed or qualified for form one? This was the same story in almost all 10 schools which were under this study the difference was only statistics (the magnitude) and this has been identified almost in each academic year. Such critical issues and others were not captured by school inspections. So some teachers and school leaders therefore, considered school inspections did not gather what was real happening at each individual school.

The Zonal Chief Inspector of Schools had different views. For example he mentioned that:
"By all standards, we think we gather the right information and we get reliable challenges when we visit schools. However there are some challenges facing inspectors when visiting schools:

- *Some schools have shortages of teachers – thus inspectors may end up in doing document review*
- *Some stakeholders may not be willing to cooperate in case of special inspections*
- *School inspection budgets may limit the school inspector to stay at the school for 2 days only in steady of 3 or more days depending on the type of inspection, i.e. whole school inspection needs ample time"*

He further said that:

"For example, before school inspections – the school inspector get prepared by going through the files for the respective schools which are to be visited to find out the strengths and weaknesses of the school. During school inspections inspectors conduct pre-inspection meeting to build rapport between inspectors and the teachers to be inspected..."

4.4 Respondents views on external support and school inspection consequences
Specific Research question: Do school leaders and teachers consider getting required external judgment and support as a result of school inspections?

Table 8 summarises results on how inspections are supportive to schools. Generally, school teachers think that school inspections are supportive to schools (overall mean value of 3.6). However, they showed some neutrality in how school inspections help to meet specific school needs (mean of 3.2). This was clarified more in qualitative data (Table 19 and 20 in Appendix 6).

Table 8: The views of respondents on external support received (n = 86)

Items	Mean	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
School are supportive to meet schools needs	3.20	0.407	0.719
School inspectors help in implementing necessary changes in schools	3.62	0.637	0.649
School inspections assist in improving teaching practices	3.59	0.652	0.650
Inspection time is for teachers professional development (acquire new skills)	3.49	0.345	0.759
Schools become live and active during school inspections	3.94	0.417	0.717
School leaders learn how to plan and organize activities	3.74	0.473	0.703
Items overall Mean	**3.597**		
Cronbach's Alpha			**0.738**

* The scales were: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree

During FGDs with school teachers mentioned that as teachers they thought school inspections help and support them to keep on truck especially when they remember one time they will be inspected so they try to maintain their professionalism in teaching. However, they also expressed that teachers are not being given support as far as training is concern. They also said that it is very difficult to get the permission when a teacher needs to go for personal further studies such as bachelor degrees or masters level education.

School leaders regarded school inspectors as colleagues who help them to manage schools properly. However, they thought school leaders are not getting trainings in managerial aspects. For example, one leader said that;

"....school inspections do not mention the need for school teachers or school leaders to go for trainings as if inspectors don't meet with these needs in schools during school visits..." (SS5).

School leaders also indicated that schools get funds from the government but also through parents as school fees for the students. In construction of buildings both community and Government contribute. However, the policy of school contributing for the school inspections costs was mentioned by nearly all school leaders and some teachers that is not fair to schools. For example one leader mentioned that;

"...you know most of these students in these schools are from the poor communities around and paying school fees has been very critical problem for them. So when school inspectors deduct some amount per student to contribute for inspection cost in each school is not fair, it is like to cripple down the budget of the schools to meet so many needs available at schools. We suggest that this policy to be changed immediately so as to empower schools financially..." (SS4)

The summary Table 20 in Appendix 6 reveals that almost all school teachers did not know what the school inspections consequences with regard to grading system are. The mentioned that they do not know how it works. However, teachers from SS6 said that:

õ*The grading system is not fair because the overall grade is not only for academic component which we teachers are very much involved with. Also the consequences is to get bad school image when we are graded as poor performing school"*

While school leaders indicated the great fear associated with the grading system knowing that if school is poorly performing the consequences is being demoted. Therefore, this may result to school leaders to try all means possible to get good grades during school inspections. However, they expressed that the grading system is not fair to schools and the leadership too.

4.5 The views of respondents on reactions towards school inspections

Specific research question: Do school teachers and leaders accept or reject school inspections findings and recommendations as their reactions or responses towards school inspections?

This section is divided into two parts. The first part is presenting the views of respondents on their reactions towards school inspections processes while the second part is presenting the views of respondents towards schools findings and recommendations.

4.5.1 Respondents' reactions towards school inspections processes

As a result of Chronbach's alpha analysis some items were dropped down for strong correlation of items in this set (Cronbach's alpha 0.8). Although results in Table 9 indicate some neutrality on accepting or rejecting the school inspections processes, the overall mean (3.407) indicates respondents were more less accepting school inspections process. The mean is more positive than negative. The qualitative summary Table 21 in Appendix 6 school teachers and leaders indicated their reactions on the way school inspections reports are received as part of school inspection process. Nearly all teachers from all schools expressed that school inspections reports are not openly shared. They said school inspections report are regarded as confidential documents and only the head of the schools were allowed to have it. For example teachers said that: *"...School leader comes with the school inspection report and try to read for us sections he sees they are related to teachers..." (SS1).* Other teachers also said: *"School inspections reports are not openly shared to teachers they are treated as confidential documents. Teachers are told in summary what the report contains" (SS3).* And some other further said:
"We have not seen school inspection reports because are the confidential documents" (SS7).

This was also supported by both head of schools and the Zonal Chief Inspectors of Schools. During researcher's visit to the office of Zonal Chief Inspector of Schools it was witnessed that school inspections reports were stamped with Government official seal that they were confidential documents, and he was not allowed to go with the reports outside the office. That means that school inspections reports are not meant for public use.

Table 9: Respondents reactions towards school inspections processes (n = 86)

Item	Mean	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Inspection process positively changed teachers' reasoning capacity	3.30	0.588	0.762
Inspectors immediately give feedback to teachers	3.37	0.399	0.814
School inspections visits lead to change in behaviour of school leaders	3.42	0.722	0.720
School inspections lead to change in classroom practices	3.57	0.585	0.761
Teachers implement changes shortly after school visits	3.37	0.646	0.743
Items overall Mean	**3.407**		
Cronbach's Alpha			**0.800**

* The scales were: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree

4.5.2 Respondents reactions towards school inspections findings and recommendations

Results in Table 10 indicate respondentsø reaction is near to a neutral point (overall mean of 3.3). However, the main indication is that respondents seem to not agree with most of the findings and recommendations. There are more signs of rejecting the findings and recommendations than accepting them. This is might be due to the other findings presented above, for example, they considered school inspections to be more of a routine than being practical in addressing what have been identified after inspectorsø school visits.

According to the Zonal Chief Inspector of Schools, the main challenge is based on the inspectors not having the power to ensure all the challenges are being addressed because they lack legal bases on that aspect (Table 22 in Appendix 6).

Table 10: Respondents reactions on school inspections findings and recommendations (n = 86)

Item	Mean	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
School inspections findings and recommendation are according to our school context	3.22	0.518	0.593
School findings are user friendly	3.16	0.461	0.623
School inspections findings are deep and detailed	2.90	0.561	0.584
School inspections reports are disseminated to schools and accessible	3.29	0.369	0.651
Findings and recommendations prompted to change aspect of teaching practices	3.43	0.268	0.676
School inspections findings and recommendations are implementable	3.52	0.295	0.673
Items overall Mean	**3.254**		
Cronbach's Alpha			**0.677**

* The scales were: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree

In the same summary Table 22 school teachers openly expressed not to accept school inspections findings to have any meaningful significance towards school improvement. For example, teachers said that:
"We don't experience significant changes or improvement because we see the same challenges and problems in our teaching practices in every inspection" (SS2).
"We don't see significant school improvement directly associated with school inspections for we did not have action plan on how each recommendation should be implemented. So is not easy to measure the effects of the recommendations" (SS4). "We don't see significant changes. The good performance in academics is very hard to associate with school inspections. Other factors may have more influence than school inspections" (SS7).
Some school leaders tried to accept the findings however not very much. For example, one leader said that:
"School management has tried to set plans to implement the recommendations. When teachers are closely managed we see some changes especially in preparing and using lesson plans, scheme of works. However, it is not easy to associate school inspections with the changes in performance at

schools. There are so many other factors which may contribute to poor or good performances of schools" (SS6). Furthermore, the Zonal Chief Inspector of Schools mentioned that,
"Teachers and school leaders do work on the recommendations by 50%. Some schools do remain silence they don't work on the recommendations they don't show efforts to respond on them. But inspectors sometimes make follow up so as to sustain positive change. We understand that school face challenges in the course of responding to inspection recommendations"

4.6 Negative school inspections effects as perceived by school teachers and leaders

Specific research question: Are there unintended effects of school inspections as perceived by school teachers and leaders in Tanzania.

Table 11 summarizes results on the effects of school inspections as perceived by respondents. Regardless of the overall mean indicating that respondents were at neutral point, the findings provide some indications that, respondents perceived school inspections to have some negative effects.

Table 11: School inspections unintended effects as perceived by respondents (n = 86)

Items	Mean	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
School inspections are stressful and increases workload to teachers	3.30	0.297	0.730
School inspections lead to artificial appearance of schools so as to please inspectors	3.40	0.318	0.724
School inspections may lead to teachers help students to do exams/tests to increase school average test score	2.87	0.505	0.686
School teachers may exclude weak students from doing exam to increase school test score	2.24	0.390	0.711
School leaders/teachers may present false documents for inspections avoiding being reported poor performing school	2.83	0.593	0.665
School inspections may lead to teachers focus on teaching to pass exams/tests	3.12	0.417	0.705
Sometimes schools become reluctant for being innovative fearing may fail and being reported failure in inspections	3.27	0.491	0.693
Good performing schools may become overconfident and use experiences in teaching	3.52	0.392	0.710
Items overall Mean		**3.068**	
Cronbach's Alpha		**0.731**	

* The scales were: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree

Summary Table 23 in Appendix 6 shows a number of school inspections negative effects. The main reason was mentioned to be due to most of these schools had few teachers and therefore they were not preparing teaching aids, scheme of works, lesson plans and the like because they were overloaded. However, when they were told inspectors were about to visit their schools they prepared to please inspectors. In actual facts they were not using these procedures as they were required. Most teachers said it was not practical, for example teachers in school SS3 said:

"...it is not practical to prepare these documents for more than 4-6 streams which each having more than 70 students....."

Another teacher in school SS1 gave an example of herself by saying that:

"...in the whole school I am the only chemistry teacher how then can I prepare them, it is not possible, but I will prepare them the night before inspection just to present to inspectors because they need them…"

Almost all teachers and school leaders said that inspectors knew that teachers don¢t follow these kind of approach but when they visit schools they still request for the documents which they knew for sure teachers did not use in class in their normal teaching and that some even knew that documents were prepared for them (inspectors) in a day before but they still did not rectify the problems leading to window dressing or cheating.

4.7 School inspectors independence and respondents' recommendations
Specific research question: What are the school teachers and leaders' recommendations on school inspections so as to cause positive effects of school inspections in Tanzania?

The overall mean on how respondents given their views was 2.7 (Table 12) almost neutral but towards meaning that respondents were more positive to agree that school inspectors were independent.

Table 12: Respondents views towards the independence of school inspectors (n = 86)

Item	Variable value	Frequency	Percent
	Strongly Agree	18	20,9
Inspectors are independent	Agree	24	27,9
	Neutral	19	22,1
	Disagree	18	20,9
	Strongly Disagree	7	8,1
Mean			**2. 6744**

* The scales were: 1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree and 5 = Strongly Disagree

However, during FGDs with some teachers and interviews with some key informants (school leaders) 6 schools out of 9 strongly expressed that school inspectorate was not independent because inspectors were government employees and they had to safeguard government interestsø first (Table 24 in Appendix 6). School leaders further expressed that there were a lot of political interferences in how to run schools inspections especially for the public new schools. The way those public schools were allowed to be established most of them did not qualified because they lacked many necessary requirements. School leaders mentioned that school inspectors had no power to say no to politicians when ordered for a school to be opened in his constituency to impress voters to win for votes as a campaigning strategy. Inspectors were found to be very strict and followed all standards and criteria to private schools when it meant to open a new private school somewhere but the same inspectors did follow the criteria when it was to open a public or community school because they were being ordered by either government officials or politicians. So these teachers and school leaders perceived that school inspectors were not independent and they thought an independent institution was needed with full mandate and enough budgets to run school inspectorate. However, the Zonal Chief Inspector revealed that:

"Currently, efforts are underway to make school inspectorate department an agency. If this is realized then the budget will be improved and recommendations by school inspectors will be given special attention".

The following were some recommendations on how to improve school inspections and inspectorate as were given by both school teachers and school leaders:

- Inspectorate should be independent to increase their authority/autonomy in implementing their plans
- Inspectors whether independent or under the government, should be well paid to avoid being tempted to receive tips from school managements in order to write good reports for schools
- Schools should not pay for the costs of school inspections/visits. For example, school pays TSHs 500/ per the head of student. This is too much for a school budget
- Inspectors should have sufficient knowledge and skill, they should be expert on that particular subject to be inspected
- Inspectors should be sufficient/in good number when visiting schools so as to ensure all subjects to be inspected
- When discovering any weakness during say class observation, inspectors should demonstrate in a teachers meeting how it could have been done
- School inspections should not be done as routine but with a practical intention to improve school performances and address all identified challenges immediately
- Teacher/student ratio should be considered during school inspections to reduce work load to teachers
- Inspectors should conduct regular follow ups to schools
- To address window dressing problem inspectors should not give prior notice so as to find what is going on in schools but they should explain it to teachers to avoid negative perception
- School inspection criteria/standards should consider the context of particular school. Things such as teachersø houses, transport, level of education, training etc these increase motivation of teachers to teach. All criteria and standards for school inspections should be revised through participatory approach (schools should be actively involved)

CHAPTER FIVE

5.0 DISCUSSION AND CONCLUSION
This chapter intends to discuss the key study findings and align them with other literature findings wherever possible. The main conclusions are then made and some recommendations are presented based on the Tanzanian context. Finally, areas for further studies are proposed, delimitation and limitations of the study are explained. Before presenting the discussions the introduction and summary of the research and problem statement are briefly given.

Introduction and summary of the research and problem statement

Different studies investigating various research problems in school inspections have been widely undertaken in most parts of the world. If narrowing down, the studies focuses more on understanding the impact of school inspections in schools (Rosenthal, 2003; Ehren and Visscher, 2006; Ehren and Visscher, 2008). Some have termed the impacts of school inspections into intended and unintended school inspections effects. Studies therefore, indicate that school inspections have both intended and unintended effects (Ehren and Visscher, 2006; De Wolf and Janssens, 2007). Among the investigated problems especially in developed countries is the understanding of how school inspections are perceived by school leaders (principals) and teachers (Balci et al., 2011; De Wolf and Janssens, 2007; Chapman, 2001 and 2002). However, little studies in school inspections particularly in the subject of perceptions have been done in the Tanzanian context. The few available studies and reports on school inspections do not focus on perceptions of school teachers and leaders towards school inspections. As mentioned before for example, the study on school inspections impact by Matete (2009) does not describe in any detail the perceptions of school teachers and leaders on school inspections. Reports by URT (2008), Uwazi-Twaweza (2011) and Uwazi (2010) provides no evidence whatsoever on how school teachers and leaders react on school inspections after failing to address the key challenges in schools. As mentioned earlier, in the context of Tanzania, this study therefore attempted to investigate the perceptions of school teachers and leaders toward school inspections in Tanzania secondary schools: the case of Arusha municipality. Two general questions were posed in attempting to achieve this aim: ðHow are school inspections perceived by school teachers and school leaders in secondary schools?ö and ðhow do school teachers and leaders react to school inspections?ö

As we discuss the research findings and draw conclusions it is important to note that this study was confined to Government schools sampled in Arusha Municipal. Only few (10) secondary schools were involved leaving out many other schools in the Arusha Region and in Tanzania as a country. The implication is that the findings of this study may or may not be replicated and generalised to other parts of the Arusha region and to other regions of Tanzania depending on school specific contexts.

How are school inspections perceived by school teachers and school leaders in secondary schools?

Several specific research questions were developed to answer this main research question and the discussion of the results in each research question is done according to this order.

What are the school teachers and leaders views on the purposes/usefulness of school inspections in Tanzania?
Survey results show an overall mean of 3.8, which indicate that the respondents understand to a considerable degree the purposes of school inspections in Tanzania. The data from interviews and FGDs also show that school teachers and leaders understand the purposes of school inspection and they said if well done school inspections are useful. Results from surveys, interviews and FGDs therefore suggest that school teachers and leaders understand the purposes and usefulness of school inspections. Both school teachers and leaders insist that the meaning and usefulness of school inspections depends more on the way they are conducted and the way the government addresses the

findings and recommendations. However, results from interviews and FGDs suggest that school leaders seem to agree more on the purposes and usefulness of school inspections than school teachers. This might be due to the reason that school leaders are part of education organizational management structure of the ministry of education and are regarded as internal custodians of teaching standards to ensure a satisfactory level of education quality (URT, 2012; Chapman, 2002; Kiwia, 1994). They are somehow regarded (like the inspectors) a responsible for delivering the right information about the school. The system of school inspection in Tanzania entirely depends on external evaluation (URT, 2012). Schools do not have self school evaluation (SSE) systems/mechanisms in place as internal school evaluation (Janssens et al., 2008).

The findings on the usefulness and purposes of school inspections agree with other studies and reports in some selected countries (URT, 2008, 2012; Rosenthal, 2003; Chapman, 2002; Chapman, 2001; Wong and Li, 2010; Ehren and Visscher, 2008; Ehren et al., 2005; Ehren and Visscher, 2006; Ehren and Honingh, 2012 and Matete, 2009). Despite school teachers and leaders showing that they understand the purposes of school inspections in Tanzania, they consider that its usefulness is losing its value when school inspections findings and recommendations are not addressed from one inspection to another (Matete, 2009).

Do school teachers and leaders consider school inspections standards and criteria to be fair and realistic for the schools improvements toward teaching and learning in Tanzania?
Respondents reported serious problems regarding the standards and when they are used for school inspections in their schools. The main problem mentioned by teachers is related to the fact that teachers do not know the criteria and standards used by school inspectors. Standards and criteria are not shared to all teachers in a way that they may be clear to all teachers. Some of them have not even seen the tools or guidelines used for school inspections. In a nutshell therefore it can be concluded that school inspections framework is not clearly shared to school teachers to own the process of school inspections. As it was noted by Fildler (2002), school inspections criteria and standards should be sufficiently clear so that the basis for judgment is known to both the inspectors and the inspected. It is however, not clear why school inspections criteria and standards are not communicated while they are in the office of each school head. It may be assumed that because school inspections reports are considered as confidential documents then even the criteria and standards fall in the same line of being confidential documents.

School inspections being an external system of evaluating schools (Wong and Li, 2010; Grauwe, 2007) both school teachers and leaders during this study considered criteria and standards not considering the context of specific schools. The argument is based on the reality that schools in Tanzania face different circumstances and challenges. Private schools may not be the same as Government schools, new schools may not be the same as old schools or urban schools may not be the same as rural areas schools (URT, 2008). Standardized tools (criteria and standards) may not be able to capture school specific information and the details of each school to be reported in school inspections reports. As it was noted by URT (2008) regarding school inspections reports failing to mention/report on the mass failures of students in mathematics and science subjects. This may be due to the same reason that tools for school inspections information gathering may not have sections to capture that. Although the Zonal Chief Inspector of Schools indicated the standards and criteria are currently being reviewed, it is not however clear and certain that the review will focus to incorporate school specific context or may consider to introduce school self evaluation systems to feed the external school evaluations (Wong and Li, 2010).

The findings from surveys, FGDs and interviews, therefore suggest that school inspections standards and criteria are not fair and realistic as perceived by both school teachers and leaders.

Do school teachers and leaders perceive school inspections gather the right (reliable) information?
This research question is strongly related to the previous research question on feasibility and fairness of standards and criteria. Following findings of surveys, interviews and FGDs there is a general consensus and clear message that to a greater extent school teachers and leaders perceive that school

inspections do not gather the right information and do not show a reliable picture on what is happening in schools. This is also in agreement with the study by Chapman (2002). There are feelings that school inspectors gather what they target according to the predetermined criteria and standards and not according to school context and reality on the ground. This is also supported by URT (2008). When school inspection reports were analysed, it was found that school inspections reports do not report anywhere on the mass failures of students in mathematics and science subjects in secondary schools. There is a general feeling also that teachers and school leaders consider school inspections missing to report on critical issues emerging in schools and that a number of important things are not given due considerations in school inspection information gathering. For example, teachers feel being ignored by school inspections when their concerns such as excessive teaching workloads, job dissatisfaction in terms of benefits, compensations and other allowances are not reported in school inspections reports. School teachers and especially leaders express the failure of school inspections to mention the right people to address the challenges found during school visits (URT, 2008). School leadersø feelings may lead to detrimental outcomes in maintaining education quality in Tanzania (see Table 17 on influence of politicians towards school inspection processes). There is an implication here that when school teachers concerns and their class room environments are not dealt with due importance, may lead to open or silent resentment by school teachers, and eventually students are the ones to be affected.

Different scholars express the importance of considering school specific contexts in order to address issues of gathering the right information and getting reliable pictures of schools during school inspections. For example, Grauwe (2007) talks on the need to identify strategies for school inspections most fitting specific school context, Tefera (2010) emphasizing on contextualizing the imported Western school inspections practices. Others mention on the need to understand the geographical contexts (Oduro, Dachi et al, 2008), considering activities of stakeholders in and around the school (Ehren and Honingh, 2012) and the need to emphasize on participation in decision-making and cooperation between various stakeholders such as school teachers and leaders (Ehren and Visscher, 2006).

In order to optimize these mentioned ideas for effective school inspections and to have positive perceptions towards school inspections by school teachers and leaders, the need of introduction of school self evaluation becomes now important. Schools should be empowered to conduct school self evaluations so that schools context data may feed school inspections reports (Jaffer, 2010; Vanhoof and Van Petegem, 2007; Wong and Li, 2010; Janssens et al., 2008).

Do school leaders and teachers consider getting required external judgment and support as a result of school inspections?

External support or judgment may be from both school inspectors and other leaders such as Arusha municipal leaders and leaders from the ministry of education or other agencies. In survey results school teachers generally consider receiving enough support from external sources. They consider school inspections to awaken them and keep them on track towards professionalism in implementing teaching practices and how to plan and organize activities. It has been found that poor performing schools may need more external support than schools with good records in performances and capacity to implement changes (Ehren and Visscher, 2008; Matete, 2009; Ehren and Visscher, 2006). There is a negative feeling that school inspections do not put emphasis on the need of trainings for both school teachers and leaders and that when school teachers ask for study leave procedures it become very bureaucratic to get it. Teachers challenge that it is meaningless to mention the weakness of teachers and school leaders without taking them for further trainings to improve from the weakness. Employees feel good about training programmes because they gain new skills and knowledge and feel they are also important in the organization. So these types of training programs can be helpful for organization's growth and improvement (James, 2011).

Apart from trainings, school leaders indicated that the external financial support they receive is helpful to schools. However, they consider the support is not meeting their school needs. Sometimes, there is a general feeling that external funding may result in controlling the schools and lead to overdependence

to external support in running school plans or exert extra local schools costs to prepare for school inspections (URT, 2009; Tefera, 2010; Rosenthal, 2003). On the other side school leaders somehow perceive negatively the financial contributions schools give during each school inspection visits at the school. This finding suggest that the deductions schools make for each student from their school fees is not fair for that money is seriously needed by schools to meet critical school budgets. School inspectorate needs to have their own budgets to finance school inspections and avoid draining school resources.

With regards to grading systems, findings indicate that school teachers are unaware on how grading of schools is done. The implication is that school teachers are not very much part of the process, they have not owned school inspection process for better achievement of school inspection results. They therefore consider the grading system to be unfair to them and paint to the whole school the bad image of a failing school when the consequences are not favoring the school and all teachers become part of it (Chapman, 2002, 2001). The demotion consequence to school leaders as has been mentioned in this study has found to exert more pressures to school teachers during school inspections (Chapman, 2001). However, it has been mentioned in other studies that it is unfair to demote school leaders in the context of Government schools in Tanzania as a result of school inspection school grades without considering other factors. This is because there may be other various factors leading to poor performances of schools which are beyond leaders capacity to address them (Matete, 2009 and URT, 2008).

Are there unintended effects of school inspections as perceived by school teachers and leaders in Tanzania?

Results in this study indicate that school teachers and leaders perceive that school inspections may lead to a number of unintended (side effects) school inspections effects. A number of mentioned school inspections side effects lead to different implications into different levels beginning to students, teachers, school leaders and other stakeholders outside the school environment. Some of the mentioned side effects have been mentioned by other scholars in other countries. For example, school inspections appear to cause stress and physical fatigue for both school teachers and leaders and exert extra workload during preparations and in school visits (Chapman, 2001, 2002; De Wolf and Janssens, 2007). It is also clear in the findings that school inspections lead to seeking to hide the reality in class rooms by presenting false documents, choosing the simple topic to teach or repeating the topic which was already taught in previous days for artificial appearance to inspectors which others has reported as window dressing phenomenon. Some teachers or schools are forced to change the model of teaching from knowledge oriented to exams oriented. This is through teaching students exams questions by going through or giving assignments from past exams papers to pass exams. Others call it teaching for exams or inspections (Tefera, 2010; De Wolf & Janssens, 2007; Ehren and Visscher, 2006; Chapman, 2002, 2001 and Brimblecombe & Ormston, 1995). Furthermore, school teachers and leaders to some extent perceive some school inspectors as school faults hunters (Matete, 2009; Balci et al., 2011).

In this study, it is still not clear if it is right to blame school teachers and leaders for presenting false documents. The situation is like teachers are being forced to prepare the documents to present to inspectors while in reality teachers especially those with heavy teaching workload practically are not able to prepare and follow the right teaching practices. For example, if a school has only one teacher for a certain subject from form one to four, it is practically not possible to deliver the right teaching practices at the required standards and level. Authorities need to revise the mechanisms of opening new schools with enough facilities and recruiting a required number of teachers in each school.

School teachers and leaders mention school inspections side effects which seem to be unique to this study. For example, school leaders mention that school inspections have been politicized, meaning that some school inspectors follow what politicians demand in the education system to achieve their political goals. Both school teachers and leaders perceive that school inspections look like routine practices and interfere with school programmes and waste resources and school teachersø leaders and studentsø time. This is because school inspections do not lead to solving challenges occurring at

schools, the same problems are mentioned in each school inspection. There is therefore a need to think of empowering school inspectors and avoid being influenced by politicians and focus on addressing identified challenges.

How do school teachers and leaders react to school inspections?

As it was in the first main research question one specific research question was developed to answer this main research question and the discussion of the results follow the same order.

Do school teachers and leaders accept or reject school inspections findings and recommendations as their reactions or responses towards school inspections?

Findings of the survey suggest that school teachers were moderate in their reaction towards school inspections processes. However, results from FGDs show that school teachers reacted negatively towards the post inspection process. School teachers express to have no access to school inspections reports for they are treated as confidential documents. These findings suggest that if school teachers do not have access to school inspections reports may fail to own the process and may end up in rejecting school inspections. In other countries school inspections are not treated as confidential documents as they are publicly shared and some countries even post reports in their websites for public accessibility (Rosenthal, 2003; OFSTED, 2010; MoECS, 2012). It is important to suggest here that school inspections reports should not be treated as confidential documents; they should be publicly available to assess the performances of each school, for accountability purposes. People are paying taxes and have the right to know what is happening in each school. For private schools this will help parents to choose school with good performance to take their children.

On the other side, findings on reactions of school teachers and leaders towards school inspections findings and recommendations suggest that school inspection findings and recommendations are not accepted in schools especially by school teachers. This is also supported by a Zonal Chief Inspector of Schools when he mentions that, *"Teachers and school leaders do work on the recommendations by 50%. Some schools do remain silent they don't work on the recommendations they don't show efforts to respond to them. But inspectors sometimes make a follow up so as to sustain positive change. We understand that school face challenges in the course of responding to inspection recommendations"*. Both school teachers and leaders acknowledge that they don't see significant changes in their schools to associate directly with school inspection findings and recommendations. It is obvious that schools have no action plans to implement school inspection recommendations which in turn make it not being practical to measure the significant changes associated with school inspections. For an effective school inspection there is a need for schools to generate and execute a strategy for the implementation of inspection outcomes, including action planning and the identification of the required resources (Matthews and Sammons, 2004 in Ehren and Visscher, 2008). There is also a challenge mentioned by school leaders associated with the recommendations to be not realistic especially when recommendations are addressed to them while it is very obvious that recommendations are beyond their capacity to implement (Uwazi, 2010; Uwazi-Twaweza, 2011 and URT, 2008). There is therefore a need to reconsider the structure in each section of the school reports and recommendations to clarify the persons and authorities to be directed the recommendations for an effective implementation and follow up.

What do school teachers and leaders suggest on how should school inspection processes be improved and how should school inspectorate be managed?
This study had an intention to gather views of school teachers and leaders who were involved in this study. The intention was to understand how school leaders and teachers think school inspections and the inspectorate should be managed. The first thing was to know how they perceive on the independence of school inspectorate and then what their opinions on how to improve it were.

Survey findings show that respondents view that school inspectorate is moderately independent. However, results from both interviews and FGDs indicate the school inspectorate is not independent.

Two reasons are associated with this view. Teachers and school leaders consider the school inspectorate as a department under the MoEVT. The other reason is the interference of politicians on the running and judging of school inspections. These have implications also of lacking flexibility when inspectors visit schools. For example, the school inspectorate in Tanzania is an acting authority representing the Government when conducting inspections in schools (URT, 2008). The more the school inspectorate operates as part of the Government (Government department) the more it lacks independence (URT, 2008 and Uwazi-Twaweza, 2011). It tends to safeguard the interests of the Government (especially to political interests) and victimizes schools and teachersø interests (Uwazi-Twaweza, 2011).

To address such problems and increase the level of trust by teachers and school leaders, school teachers and leaders suggest that the school inspectorate should be an independent institution which is not directly as a part of the Government department, it should either work as an agency or as a hired organization or company (Uwazi-Twaweza, 2011). Tanzania may decide to learn what is happening in other countries such as the Netherlands, England, Hong Kong as examples (Case, Case et al., 2000; Rosenthal, 2003 and OFSTED, 2010; MoECS, 2012; Wong and Li, 2010).

Conclusion

In conclusion, school inspections generally are negatively perceived by school teachers while school leaders tend to be somehow positive towards school inspections. School teachers seem to reject school inspections findings and recommendations while on average school leaders seem to accept school inspection findings and recommendations. This is because the level of involvement of school leaders in the school inspection process is higher than school teachers. Considering the specific research questions, the following are the conclusions:

- School teachers and leaders are knowledgeable on the purposes of school inspections and think that if well conducted school inspections are useful for school improvement
- School teachers and leaders perceive that school inspections standards and criteria are not fair and realistic. The main problems mentioned are related to the fact that teachers do not know the criteria and standards used by school inspectors and also standards and criteria do not consider the school specific contexts
- School teachers perceive that school inspections do not gather the right information and do not show a reliable picture on what is happening in schools
- School teachers perceive they donøt receive the support they need and school leaders consider that schools should not contribute for the costs of school inspections
- School teachers and leaders perceive that school inspections may lead to unintended (side effects) school inspections effects
- School inspection findings and recommendations not accepted by school teachers while school leaders moderately indicate to accept them
- School teachers and leaders view that the school inspectorate is not independent to effectively carry out school inspections

Recommendations

The following is the summary of recommendations resulting from this study:

- Different stakeholders in education and school inspections should consider the need for a school self evaluation (SSE) system. Schools should be empowered to conduct school self evaluations so that school context data may feed school inspections reports
- The Government of Tanzania should consider establishing an independent school inspectorate. Different stakeholders should be brought onboard on develop the mode of operation of the independent school inspectorate. It can either work as an agency or as a hired organization or company

- The Government of Tanzania should consider reviewing the school inspection Frame Work and Act guiding school inspections to accommodate different political, economic and social changes currently happening in the country and globally
- The MoEVT should consider working on the school teachers and leaders concerns and challenges both on compensations and on teaching workloads
- The opening of new schools should completely adhere to school inspection criteria and standards to avoid opening schools pre-maturely. Politicians should not interfere with the professional work of inspectors, school leaders and teachers
- School inspection reports should not be treated as confidential documents; they should be publicly available to assess the performances of each school
- School inspection reports and recommendations should be addressed to the right people, organizations or institutions with the capacity to implement the recommendations
- School managements should develop school action plans to monitor and measure the implementation of all school inspection recommendations. School inspectors should conduct close follow up to measure the level and impact of implementation
- School teachers and leaders should be given regular trainings to update their professionalism and those who need to go for higher studies should be given proper support by the higher authorities

Areas for further studies

From the experience obtained from this study, the following may be other areas for further studies.

- Assessing the practical approach of introducing School Self Evaluation (SSE) systems in secondary schools in Tanzania
- A baseline survey on the establishment of an independent school inspectorate in Tanzania. A lesson learned in other countries with independent school inspectorates
- The Relationship between School Inspections, School Characteristics and School Improvement in Secondary Schools in Tanzania
- Relationship between School Inspections and School Performance Feedback Systems (SPFS) for Secondary Schools Education in Tanzania
- A pilot study for designing an õidealö School Performance Feedback Systems (SPFS) for Secondary Schools Education in Tanzania

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Appendix 1: Questionnaire for school teachers and leaders for assessing their perception towards school inspections

Date… í í í í í í í í í í í í
Ward… í í í í í í í í í í í í ..
Suburb… í í í í í í í í í í í ..
Name of school… í í í í í í í í .

A. Background Information

Please answer the following questions by circling your responses or filling the gaps provided

1. Sex
    1. Female
    2. Male

2. Your age í í í í í í í í í years

3. Marital status
    1. Single
    2. Married
    3. Widow-widower
    4. Separated
    5. Other… í í í í í í í í í í ...

4. Work experience… í í í í í years

5. Your current maximum level of education
    1. Form four (Ordinary level)
    2. Form six (Advanced level)
    3. Diploma
    4. Advanced diploma
    5. Bachelor degree
    6. Postgraduate diploma
    7. Masters degree
    8. Others í í í í í í í í í í í

6. Have you ever attended any on job training (refresher training)?
    1. Yes
    2. No
    3. Not Applicable

7. When was your last on job training (refresher course)? í í í í í .years ago

8. Number of subjects you teach per term… í í í í í ..subjects

9. How many school inspections have you been involved with? í í í í í í í í ..

10. Did you participate the last school inspection?

    1. Yes
    2. No

11. When did that happen… í í í í .

B. Teachers and leaders Perception on school inspections processes

Find below are statements/items constructed to understand your perception towards school inspections processes. Indicate the extent to which you agree or disagree with them by putting (X) on the number corresponding to your response. Whereby **1: Strongly disagree 2: Disagree 3: Neutral 4.Agree 5. Strongly Agree 9: Not Applicable**

S/NO.	Item	1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree	9 Not Applicable
RQ 1	*Purpose and usefulness*						
12	School inspections are for holding schools accountable for their actions (guarantee level of compliances)						
13	School inspections are for schools improvement						
14	School inspections are for professional development of teachers						
15	School inspections are for guaranteeing education quality						
16	School inspections are for public progress reports						
17	School inspections are for parents and students school choices						
RQ 2	**Criteria and STDs**						
18	Standards and criteria used in school inspections are fair and realistic						
19	Standards and criteria used in school inspections make sense according to school context						
RQ 3	**Gathering right information**						
20	Inspectors are very much concerned with the local context/situations of each school						
21	School inspectors also inspect availability of school facilities and teachers						
22	Inspectors have no time to go around school surroundings						
23	School inspections approach is out						

	of dated to match with the current challenges in each school						
24	State controlled inspectorate leads to focus only on their predetermined issues/interests						
25	Inspectors provide enough time to listen to teachers and school leaders during inspections						
26	Inspectors have enough time to observe teachers in classes						
27	Inspectors take time to inspect students work and listen them						
28	School inspectors are fault hunters in schools						
	B – General view						
29	Inspectors gather the right information in schools						
30	Inspectors get reliable picture when visit at school						
RQ 4	**A: Support and assistance**						
31	School inspections are well organized, professional and educative						
32	School inspection are very supportive and lever to implement changes in schools						
33	School inspection are effective and improve our teaching practices						
34	Inspection time is a time for teachers professional development						
35	During school inspections schools become live and active						
36	School leaders learn how to plan and organize activities						
	B: Reward/Penalty						
37	We accept the consequences/results of inspectors judgment during school visits						
RQ 5	**A: Reaction on processes**						
38	Inspections processes have positively changed my reasoning						

	capacity					
39	I get upset when time for inspections approaches					
40	I interact easily with inspectors					
41	I get nervous when asked questions by inspectors while teaching					
42	Inspectors immediately give feedback to teachers they observe while teaching					
43	I like the comments given by inspectors regarding my teaching approach					
44	I feel apprehensive having an inspector in my classroom					
45	Inspection visits lead to change in behavior of school leaders					
46	Inspections lead to changes in classroom practices					
47	Teachers implement changes shortly after school visits					
48	Younger teachers/leaders are quick to implement changes					
49	Graduate teachers feel superior over the school inspectors					
	B: reaction on findings/reports					
50	School inspections recommendations were not according to our school context					
51	School inspections reports are not user friendly to most of teachers (too technical)					
52	School inspections reports are too bulky and consume time to read					
53	School inspection reports are not disseminated to schools					
54	School inspections report meet teachers and school leaders expectations on their career					
55	School inspections report only focus on studentsø academic					

	performances						
56	The school inspections feedback/reports prompted to change aspect of teaching practice						
57	School inspection reports are real objective						
RQ 6	**Negative effects**						
58	School inspection processes increase workload and are very stressful to teachers and school leaders						
59	School inspections lead to artificial appearances of schools (window dressing) to please inspectors						
60	School teachers help students to do tests/exams in order to increase the average test scores						
61	School teachers and leaders exclude weak pupils from tests in order to increase the average test scores (reshaping the test pool)						
62	Sometimes school leaders or teachers present false documents to inspectors to avoid being reported poor performing school						
63	School inspections lead to schools focus on teaching to a test/exam or teaching to inspections						
64	Sometimes schools become reluctant to experiment new ideas/methods fearing being failures in inspections time						
65	Good performing schools may become over confidence, relaxed and work through experience only						
66	School inspections reports lead to teachers and school leaders shift from poor performing schools to schools with best reports/results (cause market forces in education)						
RQ 7	**Inspectorate Independence**						
67	School inspectors are not independent (free) because are government employees						

RQ 7(continues…): School Teachers and Leaders views/recommendations on improving school inspections (If you have more views write at the back of the paper)

68. How should school inspection processes be improved?
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69. How should school inspectorate be managed?
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Appendix 2: Interview Guide for FGDs with teachers in assessing their perception towards school inspections in Tanzania

Main research question: How are school inspections perceived by school teachers?

Discussion questions:

- How would you describe school inspections with respect to its purposes and usefulness? Can you give examples?
- What are your opinions on school inspections criteria and standards? Are they realistic? Are they fair or make sense? How? Why?
- What are your views on school inspections data collection and inspectors observations during their school visits? Do inspectors gather the right information or get reliable picture of your school during school visits? Can you give examples?
- What are your views on the certification of schools as consequences of inspections? Is it fair? Do you consider the grading of schools as fair as a result of school visits? Why? How would you wish to be supported as teachers?
- What are your views on school inspections negative effects if any? What re the common negative effects which are associated with schools inspections?

Main research question: How do school teachers react and respond to school inspections?

Discussion questions:

- How are school inspections reports received at schools? Are there any areas of teaching practice that have changed as a result of the reports? Can you give examples? If no why?
- In your opinion how would you tell about school inspections reports and recommendations? Was the report accurate / fair? Were the reports deep or superficial? Or any change due to recommendations?
- In your view, how did the school respond to the recommendations made in the school inspections reports? Have these responses brought about any changes in the school? Or any school improvement? Can you give examples? Would you think teachers accept or reject the findings? Why?

Main research question: According to school teachers' views, how should school inspections be improved?

Discussion questions:

- Would you consider school inspectorate an independent institution? Why?
- How should school inspections be improved?
- How should the inspectorate be improved or managed?

Appendix 3: Interview guide for School Leaders

Main research question: How are school inspections perceived by school leaders?

Discussion questions:

- How would you describe school inspections with respect to its purposes and usefulness? Can you give examples?
- What are your opinions on school inspections criteria and standards? Are they realistic? Are they fair or make sense? How?
- What are your views on school inspections data collection and inspectors observations during their school visits? Do inspectors gather the right information or get reliable picture of your school during school visits? Can you give examples?
- What are your views on the certification of schools as consequences of inspections? Is it fair? Do you consider the grading of schools as fair as a result of school visits? Why? How would you wish to be supported as leaders and as school?
- What are your views on school inspections negative effects if any? What re the common negative effects which are associated with schools inspections?

Main research question: How do school leaders react and respond to school inspections?

Discussion questions:

- How are school inspections reports received at schools? Are there any areas of teaching practice that have changed as a result of the reports? Can you give examples? If no why?
- In your opinion how would you tell about school inspections reports and recommendations? Was the report accurate / fair? Were the reports deep or superficial?
- In your view, how did the school respond to the recommendations made in the school inspections reports? Have these responses brought about any changes in the school? Or any school improvement? Can you give examples? Would you think school accept or reject the findings? Why?

Main research question: According to school leaders' views, how should school inspections be improved?

Discussion questions:

- Would you consider school inspectorate an independent institution? Why?
- How should school inspections be improved?
- How should the inspectorate be improved or managed?

Appendix 4: Interview Guide for Zonal Chief Inspector of Schools

Main research question: How are school inspections perceived by Zonal Chief Inspector of Schools?

Discussion questions:

- Would you consider school inspections achieving its purposes? How? Any examples. Do you consider school inspections useful towards improving teaching and learning in schools? Why?
- What are your opinions on school inspections criteria and standards? Are they realistic? Are they fair or make sense? How?
- Do inspectors gather the right information or get reliable picture of schools during school visits? Can you give examples?
- What are your views on the certification of schools as consequences of inspections? Is it fair? Do you consider the grading of schools as fair as a result of school visits? Why? How would you wish school should be supported?
- Are there observed unintended (negative) effects of school inspections in schools? Examples and how do they affect schools?

Main research question: How does Zonal Chief Inspector of Schools perceive the way school teachers and leaders react and respond to school inspections?

Discussion questions:

- How are school inspections reports received at schools? Are there any areas of teaching practice that have changed as a result of the reports? Can you give examples? If no why?
- Can you tell how teachers and school leaders react on school inspections as to improve the teaching practices? Are there any significant changes in their teaching practices? Any examples
- How do school teachers and leaders respond to the findings and recommendations made in the school inspections reports? Are there any significant results/impact? Any examples?
- Do teachers and school leaders work on your comments, recommendations and reports? How?
- Do you consider the grading of schools as fair as a result of school visits? Why?

Main research question: According to Zonal Chief Inspector of Schools views, how should school inspections be improved?

Discussion questions:

- Would you consider school inspectorate an independent institution? Why?
- How should school inspections be improved?
- How should the inspectorate be improved or managed?

Appendix 5: Respondents characteristics

Table 13: Respondents socio-economic status (n = 86)

Variable label	Variable value	Frequency	Percent
Sex of respondent	Female	54	62.8
	Male	32	37.2
Respondents Marital status	Single	35	40.7
	Married	50	58.1
	Widow/widower	1	1.2
Current max education level	Form 6 (A-level)	1	1.2
	Diploma	34	39.5
	Advanced Diploma	2	2.3
	Bachelor degree	48	55.8
	Masters degree	1	1.2
Age of respondents	21 - 30 years	47	54,7
	31 - 40 years	27	31,4
	41 - 50 years	10	11,6
	51 - 60 years	2	2,3
Respondent Work Experience	Less than 1 year	12	14,0
	1 - 3 years	25	29,1
	4 - 6 years	17	19,8
	7 - 9 years	13	15,1
	10 - 13 years	7	8,1
	14 - 17 years	3	3,5
	Above 17 years	9	10,5
The number of subjects a teacher teaches	1 Subjects	53	61,6
	2 Subjects	33	38,4

Table 14: Descriptive statistics of respondents on age, work experience and number of subjects teaching (n = 86)

Description	Age of respondents	Respondent work experience	The number of subjects a teacher teaches
Mean	32.1047	6.8721	1.3837
Std. Deviation	7.06446	6.71048	0.48914
Minimum	23.00	1.00	1.00
Maximum	59.00	38.00	2.00

Table 15: Status of respondents on having on job trainings and in participating school inspections (n = 86)

Variable label	Variable value	Frequency	Percent
Whether have attended on job training	Yes	30	34,9
	No	56	65,1
The last on job training attended	Not Applicable	56	65,1
	This year	2	2,3
	1 year ago	9	10,5
	2 years ago	6	7,0
	3 years ago	3	3,5
	4 years ago	5	5,8
	5 years ago	1	1,2
	More than 5 years ago	4	4,7
Whether participated last school inspection	Yes	50	58,1
	No	36	41,9
Year last SI happened	Not Applicable	36	41,9
	This year	4	4,7
	1 year ago	29	33,7
	2 years ago	6	7,0
	3 years ago	8	9,3
	4 years ago	2	2,3
	More than 5 years ago	1	1,2

Appendix 6: Results Summary Tables on FGDs and Individual Interviews

Table 16: Descriptions on school inspections with respect to its purposes and usefulness

Location	Focus Group Discussions with School Teachers	Individual Interviews with School Leaders / Zonal Chief Inspector of School
SS1	The purposes of school inspections are to improve educational quality. School inspections are useful because they make teachers being alert and always adhere to teaching procedures. Always inspectors check for teaching aids, lesson plans, they observe how teachers teach in class. Inspectors also check on how the administration of school is run, how the delegation of power is followed. They remind teachers to follow their teaching ethics and help school to know their weaknesses and when possible address them	To improve academic performance when properly done. For example, now because inspectors are friendly, they suggest and recommend improving the shortcomings they observe at the school.
SS2	We think the purpose is to improve the way we teach students so as to deliver quality education to students. Inspections if done properly keep us teachers active and up-to-date	Purposes: Ensures schools properly use resources they are given and deliver education in the required standards. Inspections are useful especially when they come without prior notes because they find schools as they are, so they get right information existing in schools. If challenges are addressed helps to improve school performances
SS3	Keeps teachers up-to-date. Teachers become effective in their teaching practices because they know that they will be inspected. Inspectors enter in classes to observe how teachers teach. Inspect if students are given necessary requirements at schools; for example they advised here that students should be given with lunch meals and increase the number of toilets for students. During school visits by inspectors Teachers prepare Lesson plans, scheme of works, log books, attendance registers. Some teachers prepare these because they like and they know that it is their duty but some do that because of inspections they don't like it is just to please inspectors	*She was not in the office. Assistant was busy with other issues*
SS4	Ensures that teachers deliver a quality education to students. School inspection help teachers to identify their strength and weak areas so as to improve them. Inspectors sometimes help to identify incompetent teachers	Generally school inspections try to ensure schools provide quality education to students and that schools have all necessary requirements for students learning School inspections are useful because they act as regulatory organ (check and balance) to check schools if follow the rules and those in mandate to deliver

services to schools meets all standards required

SS5	*Teachers were tight in classes teaching. However, they said their views were already in the questionnaires they filled*	Inspectors are external observers, so they help schools to improve what we donøt see in our school performances. They are useful for critical evaluation for we cannot evaluate ourselves effectively and perfectly
SS6	School inspections improve teachersø performances. They keep teachers awake on what they are supposed to do, because teachers know that they will be inspected sometimes later. Leads to increase students performances especially when teacher improve their teaching practices	School inspections target to bring proper learning environment for students to improve their academic performances. Useful; especially when identify school shortcomings/deficits and recommend to the proper people to address them
SS7	To check schools how they implement the curriculum through scheme of works, lessons plans, Log books. School inspections may sometimes lead into increase of teachersø punctuality, teachersø attendances in classes increase, and furthermore school management also become more serious because after school inspection school is being ranked and the management is the one which is being affected first and most. However, sometimes school inspections seem to focus more on schools infrastructures and students academics and forget about teachersø affairs like compensations, teaching workload, facilities and security, motivation and how they should be motivated. The negative part of it is although inspections are for improving schools performances but every time schools inspections find the same problems.	*He travelled and he did not delegate the interview program to other leader*
SS8	Follow the standards in teaching, Follow the education policy. Follow the curriculum, If school leaders manage schools properly. School inspections increases the level of accountability and sometimes motivation of teachers increase especially when inspected by an inspector who is an expert of that particular subject - this motivates teachers to change in teaching practices.	School inspections improve performances of school itself and the teachers to deliver quality education. They check: If teachers teach according to participatory approach. If they use teaching aids/materials. Inspectors demand to see if teachers prepare subjects before going to teach; they check the time table, lesson plans, and scheme of works. They also check studentsø notes. Observe teachers when in class teaching. They provide professional support by conducting dialogues before and after inspections. Inspections are very useful: As a school leader (Head Master) I benefit from school inspections for I get to know how teachers behave from an external views and I use the recommendations to improve the performances of my teachers and school in general. When school inspections reports go up to the level of MoEVT it is then easy the school information to reach the ministry and then it is known that school has no teachers or facilities. Also the school fund called capitation fund given by the government is as a results of school inspection report especially

the right number of students reported by inspectorate. This leads to fair distribution of fund especially for public and community schools and not private schools. Furthermore, I like school inspection days especially when they stay for 2-3 days inspectors assist me to activate teachers to consider their work properly. Teachers become very busy and prepare their tools properly, so they make my work easy

SS9	The purposes: Inspects teachers maintain the quality of education when they teach. Inspectors do that by inspecting, Lesson plans, lesson notes, Log books, approach of teaching, if follow syllabuses. School inspections are useful because they improve teaching practices for inspectors remind us on important teaching approaches and insist always to have lesson plans. They also improve school weak areas such as improving school outside environment by reminding planting trees and grasses or flowers	School inspections target to improve school performance in academic of students School inspections assist in allocation of resources such as teachers, heads and funds
SS10	To ensure if schools follow education standards. They observe how teachers teach, follow the syllabuses/curriculum. They inspect the lesson notes, lesson plans, teaching aids, log books, class journals, attendance registers, scheme of works. However, Log books and scheme of works are like repetitions of syllabuses so they have not very much useful to teachers only add work load to teachers. Lesson plans are important for teachers. They also inspect the academic performances of students. However, sometimes apart of being useful, we consider inspections are done as routine and so they waist time of school teachers and resources.	Ensure effective implementation of the curriculum. Useful because: The ambush style of inspectors keeps school awake and being ready for inspections any time, so teacher become aware of that and they try to be effective in their teaching practices. They prepare teaching tools and I inspect them as an internal inspector. Teachers become up-to-date with information given by inspectors after their observations. Promotion of teachers sometimes follow findings of school inspections
School Inspectorate – Northern Zone		School inspections achieve its purpose by 70%. The purpose of SIs is to see all schools and colleges are being inspected after every two yearsFocal points being year of schooling, subjects being taught, quality of teachers, quality of texts/reference books, infrastructures, status of school environment and surroundings as well as school culture. School inspections are useful towards improving teaching and learning process in schools because the focus of inspections today is to check how teachers involve students in the whole process of teaching and learning. If the teacher fails to achieve this, then he/she is helped to realize that goal

SS = Secondary School 1, 2, 3 …10

Table 17: Descriptions on school inspections criteria and standards reliability and fairness

Location	Focus Group Discussions with School Teachers	Individual Interviews with School Leaders / Zonal Chief Inspector of School
SS1	Standards and criteria are not fair and not realistic especially in evaluation of school performances. A lot of issues contribute to the performances of individual schools which school inspections do not cover or consider/capture in school visits	Some standards and criteria are not fair and realistic. Because some of the components inspected which school is graded for are out of school ability to address them, e.g school buildings, school facilities, or playing grounds, etc. School context is not considered. Have been standardized equally for all school regardless the type of school or location of school or ownership of school. This is not fair and will result to unrealistic results especially when comparing schools.
SS2	Somehow fair and realistic however, they need to be reviewed because schools are not similar; some are in towns while some are in rural and remote areas; some are old and well furnished while some are very new with a lot of deficits	Not fair and not realistic. A lot of issues are outside school leadersø power to address them. E.g students enrollment; some student join form one cannot read and write and these will lead to poor school performance; teachers recruitment, school infrastructures, school funding for school facilities and equipments, school grounds for expansions, are all out my power
SS3	Some of them are not realistic; they donøt consider reality on the ground in each school, e.g is not practical for a teacher to prepare lesson plans for each period and for each teaching class for a teacher who has more than 5-6 streams each having 60 -70 students	*She was not in the office. Assistant was busy with other issues*
SS4	Are not fair and realistic especially in curriculum implementation section because they donøt consider teaching work load for teachers. Also they not exposed to teachers and are not real clear to teachers	Are somehow fair but not very much realistic because if you grade me or school for not having infrastructures, teaching and learning materials, teachers deficits, teachers to follow participatory methods while classes are few and students are many in classes, some subjects are not inspected but school is graded at the end school is penalized for not having them. This is not fair and not realistic
SS5	*Teachers were tight in classes teaching. However, they said their views were already in the questionnaires they filled*	Because they are standardized they may be fair or realistic. But practically, schools differ a lot; private and public schools have different type of management and source of funding, so they must differ in many things
SS6	Standards and criteria are not clear to teachers, not understandable and we have not even seen them	Are not fair especially to school leader, because is accountable to things which has not been done by a school leader or are out of the power of school to

	When they don't include teachers affairs then they are not fair for we are part of school performances if we are not treated well we cannot perform effectively and this must be captured in school inspections	address them
SS7	Standards and criteria are not fair nor are they realistic especially with regards to school local context and school ranking or grading criteria	*He travelled and he did not delegate the interview program to other leader*
SS8	School inspections criteria and standards are not clear to teachers. Teachers don't know them and have not even seen them	Some of standards and criteria are fair and realistic. Some need to be reviewed because is not real fair and realistic to use the same standards and criteria for all schools. Some schools are new, some are old; some are in rural areas while some are in towns. Some schools are private schools while some are public schools
SS9	Generally, some criteria are not fair and realistic. How can you inspect something which in previous inspection was found a problem and the next inspection is still unsolved'.	Standards and criteria are so general for all school they don't consider school specific context. ' to my opinion is not easy to compare schools' . So they may not be fair or realistic' .
SS10	No comments because we teachers have not seen them	Some standards or criteria are not fair or realistic to schools because they don't consider the context of schools. Otherwise schools have to be grouped according to their context or type for example, public and private schools are quite different in many aspects' how can they be inspected using the same standards and criteria' .
School Inspectorate – Northern Zone	-	It has been noticed that some of school inspection standards and criteria need to be reviewed to meet the current needs of school inspections. There is also a complaint that they are so many. Efforts are underway to review them and the last version is on the way to be approved and will soon be sent to zonal offices to be used

SS = Secondary School 1, 2, 3 …10

Table 18: Description inspections data collection and reliability or credibility of data collection

Location	Focus Group Discussions with School Teachers	Individual Interviews with School Leaders / Zonal Chief Inspector of School
SS1	They gather right information on aspects of infrastructures, curriculum implementation and school management. However, they donøt know if the documents presented to them for inspections by teachers were prepared for inspections and that teachers practically canøt use them because of heavy teaching work load.	Inspectors to some extent gather the right information; it is half-half. I consider inspections to be influenced much by politicians. For example, in our school we face big challenge of heavy teaching workload. Schools were started without sufficient prior preparations and facilities and teachers. For example, a chemistry teacher teaches from form one to form four. It is obvious that she cannot be efficient. Most science and math teachers are not sufficient. We also face critical problem of students who are joining form one. For example, in this year we received 170 form one students, among them 53 (31.2%) cannot read and write. This will lead to poor performances of school academically. These type of information are not captured in school inspections
SS2	We donøt think if they completely gather the right information because they have standardized their tools of information gathering	They donøt give me prior notice so they find school at its real picture and gather the right information according to their standards and criteria. But on our side there is important information is missing, especially, school facilities deficits, deficits of school teachers,
SS3	They get right information but not in all subjects and not in all aspects such as teachers work load. Sometimes are very few and come in 1 or 2 days so they cannot go through all subjects and all components	*She was not in the office. Assistant was busy with other issues*
SS4	To a small extent they gather the right information but fail to gather real challenges which leads to poor school performance	For a new school to be opened inspectors donøt gather right information for it is amazed school can be opened while it does not meet the standards and requirements. For an existing school still some important information is not gathered for proper steps to address especially the critical challenges
SS5	*Teachers were tight in classes teaching. However, they said their views were already in the questionnaires they filled*	Because they donøt give prior notice so they get reliable picture and gather the right information. Although they need to improve the way they gather information to capture critical challenges at school
SS6	Somehow gather right information but they miss some parts of information especially in how teachers face challenges in their teaching practices due to unmet school needs and heavy workload of teaching. For example, at this school a Civic teacher teaches: Form I ó 5 streams; Form II ó 4 streams;	They do gather right information. However, they need to review their criteria to incorporate more of the local context information of school and challenges of school

Form III ó 5 streams; in total are 14 streams each have between 50 -80 students. Then you are told to prepare lesson plans for each stream for each period/session is not practical. But if you are told inspectors are coming, you try your level best to prepare for them. This is a huge work. However, this type of information is not gathered by inspectors. This therefore leads to conclude that school inspections do not gather the right information and donøt indicate reliable picture of what is happening at school.

| SS7 | To some extent inspectors gather the right information and get reliable picture of school especially when they follow their standards, but not in all aspects. In some aspects they miss information because they come with the predetermined criteria/standards. For example, inspections are done in steady of schools improve in education quality it goes down; it is like they miss information why academic goes down. Furthermore, inspections donøt gather information related to teachers concerns. Inspections are done but the same challenges and problems exists in schools from inspection to inspections are not addressed, meaning that inspectors fail to gather the right information which may lead to the solutions of the problems or challenges | *He travelled and he did not delegate the interview program to other leader* |

| SS8 | We think school inspections real do not cover/touch what is happening in school. Problems are not addressed they are the same problems from one inspection to another. Teachers concerns are now chronic; teachers are not motivated, teachers work load is not solved, studentsø number in a class keeps on increasing giving no room for practicing required teaching practices. Most of teachers cannot access school inspections reports they are considered as confidential and only found in a school head teacher (headmaster) why confidentialí Some school visits are done with less number of inspectors in a way they donøt cover all subjects, science subjects are not regularly inspected. They donøt go into details to find out why there are mass students failures. For example, school receives students who cannot read and write but they donøt address this in school inspections. So we think inspectors donøt gather right information | I consider to a greater extent that inspectors gather the right information and get reliable picture of the school. For example, they spend 2 and sometimes even 3 days at school and they go around school, the enter classes and they observe teachers when teach, they inspect the documents, they get time with management and they give feedback at the end of their school visits. Only few areas are not captured in their visits due to the standards and criteria they use to collect data. For example, school context, teachers workloads, criteria for student joining form one are not observed, for schools receive some students who are real very poor in academics |

| SS9 | School inspections are not done as per their schedule. They miss information in some years. When they decide to visit school they meet so many challenges so they decide/prioritize what to report. They donøt get | They capture the right information. However they should consider the context of each school |

reliable picture of school

SS10	School inspectors do not real get the real picture of the school because they inspect what they want to inspect. Inspections gather very superficial and artificial information; they don't go to the details of what is happening in the specific school. For example, inspectors don't address the main and key problems of heavy teaching workload of teachers, serious deficits of teachers and school facilities such as classrooms, desks, text books, teachers' offices, laboratories and they don't find out the root causes of mass failures of students.	Using the criteria and standards inspectors get what they want to gather, but they fail to get reliable picture of what is happening in school. Standards should be flexible to gather what is real happening in that particular school. Especially to capture the teaching workload and school deficits
School Inspectorate – Northern Zone	-	By all standards, we think we gather the right information and we get reliable challenges when we visit schools. However, there are some challenges facing inspectors when visiting schools: Some schools have shortages of teachers – thus inspectors may end up in doing document review while some stakeholders may not be willing to cooperate in case of special inspections. Furthermore, school inspection budgets may limit the school inspector to stay at the school for 2 days only in steady of 3 or more days depending on the type of inspection, i.e. whole school inspection needs ample time. For example, before school inspections – the school inspector get prepared by going through the files for the respective schools which are to be visited to find out the strengths and weaknesses of the school. During school inspections inspectors conduct pre-inspection meeting to build rapport between inspectors and the teachers to be inspected. During inspection school inspectors give chances to the teacher concerned to facilitate the teaching and learning process (in case of class room observation). Then after the lesson observation the school inspector conduct post classroom teaching/learning observation meeting to discuss/share ideas on the strengths and weaknesses revealed during the lesson observation session. After inspections the school administration and the school board is briefed on the strong and weak points to be rectified. This is followed by detailed report to be addressed to school owner and copied to permanent secretary (MoEVT), the Regional Administrative Secretary, the District Executive Director, the school head and the school board chairperson.

SS = Secondary School 1, 2, 3 …10

Table 19: Description on external support to schools

Location	Focus Group Discussions with School Teachers	Individual Interviews with School Leaders / Zonal Chief Inspector of School
SS1	They support us by advises when a subject matter specialist observe teachers while teaching in class	I think school teachers and leaders need refresher courses and further studies for which could be sponsored by the Government
SS2	As teachers we experience little or no support from the Government.	*She was not in the office. Assistant was busy with other issues*
SS3	No much support, especially we are not given enough trainings to keep us up to date	School receives money from the Government but sometimes delays, and many times they donøt send the whole money. Every year schools contribute for school inspection cost of through students school fees
SS4	We sometimes receive support especially when joining in the subject clubs in the Municipal or in the Regional level	Inspectors should not collect money from schools to run school inspections, they should have their own separate budgets
SS5	*Teachers were tight in classes teaching. However, they said their views were already in the questionnaires they filled*	No enough support especially in the professional area. For example, school inspections do not mention the need for school teachers or school leaders to go for trainings as if inspectors donøt meet with these needs
SS6	When teachers need to go for higher studies experiences a lot of hindrances, leaders do not provide sufficient support to teachers	There is political interferences in schools especially in opening new schools
SS7	No trainings given to teachers	*He travelled and he did not delegate the interview program to other leader*
SS8	Teachers needs to be given trainings in the subjects they teach at school	Schools receive financial support although is not enough to meet all needs
SS9	We donøt see significant support as teachers	No trainings for school teachers and leaders to update our skills and knowledge. Schools also contribute for the cost of school inspections each year which interfere with school financial collections from students school fees
SS10	School teachers have so many challenges which are not solved because they lack required support	Schools regularly receive funds from the Government as capitation fund. But in turn schools contribute for the school inspections costs from the school fees
School Inspectorate – Northern Zone		School inspectors regularly visit schools to support them and make a follow up of some challenges. However the budget is not enough to support schools

Table 20: Consequences of school inspections: school inspections grading system and inspectors judgments

Location	Focus Group Discussions with School Teachers	Individual Interviews with School Leaders / Zonal Chief Inspector of School
SS1	We as teachers may not know because we normally donøt see the school inspections reports. It is the school leader who is given a report and he knows the effects of grading and inspectors judgment.	The grading and the judgment system are not fair to school. This is because inspectorsø judgment and grading do not consider the things which school management is not able to address. But it is the school which is judged even in the things which other authorities are responsible to address. Examples, school infrastructures such as classrooms, laboratories, teaching facilities, inadequacy in number of teachers. The consequence is now letters which school leader is written by the Permanent Secretary of the Ministry
SS2	Teacher is not in good position to tell this because are not very much part of the grading system. However, we are directly or indirectly affected with their judgment	It is not very much fair because school leaders in public school like this are not very much responsible in every issue for example, infrastructures. So is not fair to grade school on that. The judgment is not fair because school is painted with bad image when grades are very low and school is considered as poor performer which may even lead to get a warning letter for major improvement or even may lead to a change of school leadership
SS3	We are not informed on how the grading system operate	*She was not in the office. Assistant was busy with other issues*
SS4	As teachers we are not very much aware on how the grading is done and how inspectorsø judgment is done. Is not easy therefore to tell whether is fair or not	Not fair because the overall score is directed all to school while actors of the various components are different. There are issues related to school management, but others are related for example to city director, school board, or ward government and the community around. So it is unfair to direct the grade for school alone. The consequence is that school is wrongly judged and therefore as school management we sometimes donøt accept inspectors judgment
SS5	*Teachers were tight in classes teaching. However, they said their views were already in the questionnaires they filled*	Not fair because school is not responsible for all what are supposed to e done at school. Other actors are involved. Actually the government is responsible also for what is happening at school; students joining form one when do not know read and write affect school performance, teachers recruitment, school facilities, school financing all these affect school performances. To grade school is therefore unfair and the consequence is to de-motivate teachers and school leaders when perform poorly

SS6	The grading system is not fair because the overall grade is not only for academic component which we teachers are very much involved with. Also the consequences is to get bad school image when we are graded as poor performing school	Because inspectors follow standards and criteria when visits schools, I consider the judgment to be fair but overall score needs more explanation especially when is affected by lack of infrastructures at school
SS7	We don't know how the grading and inspectors judgment are done	*He travelled and he did not delegate the interview program to other leader*
SS8	We think is not fair because we as teachers are not responsible with school infrastructures. We are responsible much on academic performance of school and few other components.	The grading is not fair because they cluster all components for school inspections and give an overall score for school. Some components is the not the responsibility of school leader to address
SS9	We don't know because we are not involved much in knowing how they grade	Is fair because they follow criteria and standards
SS10	We are not involved as teachers so we cannot tell. We can only tell that grades are for school leader promotion	Grading and judgment are fair. Only they should separate grades for schools and for other parties such as city director and school board on the issues of school infrastructures, school facilities and school recruitments
School Inspectorate – Northern Zone		Grading is fair because we follow the criteria and standards. Inspectors judgment is always fairs because it is not one inspector's judgment but the compilation of all inspectors judgment and other parties such as chief inspector are also going through the judgments before are sent to schools

SS = Secondary School 1, 2, 3 …10

Table 21: Reaction on how school inspections reports are received and considered at schools

Location	Focus Group Discussions with School Teachers	Individual Interviews with School Leaders / Zonal Chief Inspector of School
SS1	School leader comes with the school inspection report and try to read for us sections he sees they are related to teachers. We challenge some areas because we know the reality in the ground are not because of teachers problems but lack of facilities and huge teaching load for most of the teachers	Reports and recommendations are fair and clear and cover all areas at school operations. However, reports are addressed to a wrong person. Reports should be addressed to a City Director and school leader should be copied. As school I call for staff meeting we discuss the reports especially in curriculum implementation, teachers and school leaders admit our weaknesses and we set strategies to rectify the weaknesses.
SS2	We don¢t have access to school inspections, are confidential documents	Reports are addressed to school leaders who are able to address few areas especially on school management, and curriculum implementation. Other issues especially teachers recruitment, school financing to meet the needs of schools, school infrastructures are not within my power. They should be addressed to city director
SS3	School inspections reports are not openly shared to teachers they are treated as confidential documents. Teachers are told in summary what the report contains	*She was not in the office. Assistant was busy with other issues*
SS4	Teachers who are in leadership have access to see school report but other teachers get the summary	School inspection is professional and meets all standards of being called a report. It is brief not very bulk. Covers necessary components according to the criteria used for school inspections
SS5	*Teachers were tight in classes teaching. However, they said their views were already in the questionnaires they filled*	School inspection reports for this kind of school are addressed to a wrong person. They should be addressed to city director and copied school leader for effective implementation
SS6	We have not seen school inspection reports. School leader just announce the overall score and we are told we need to improve our teaching practices	School inspections cover all necessary components and meet standards are easily readable

SS7	We have not seen school inspection reports because are confidential documents	*He travelled and he did not delegate the interview program to other leader*
SS8	We as teachers have no access of school inspection reports. These are considered as confidential documents. However, it is not fair for teachers not having access to school inspections reports. It is our report too.	School inspections reports should separate sections regarding curriculum, school management and other sections. It is not fair to hold accountable the school management on issues such as infrastructures. Such things should be directed to school board and city director. However, the report itself is deep, accurate as per the standards and criteria sued on data collection. Reports are stamped by school inspectors as confidential document; meaning that when is at school reports are under custodian of school leader (Headmaster). This is a wakens because school reports should not be a confidential document, it should be open for stakeholders to read and act on what has been identified during school visits
SS9	We have not seen the reports we are just told what to improve by school leader during staff meetings	It is easy to follow up the school inspection reports because are prepared in for main sections and is explained in short and clear.
SS10	School inspections reports are brought at school and headmaster keeps it in his office as confidential document. Only few teachers especially who are in management level sometime can access them when necessary. Our school leader call teachers for a meeting and tell in summary what is in the report	Reports and recommendations are somehow fair. However, reality is school has so many challenges. Some recommendations are directed to wrong persons; school leader cannot address much of the challenges because are out my power. School should indicate clear for each challenge with specific responsible person. Example. School infrastructures challenges should be directed to school board and city director who have funds for school improvement
School Inspectorate – Northern Zone	-	They do respond positively by delivering measures on how to delineating measures on how to address the challenges noted at the schools

SS = Secondary School 1, 2, 3 …10

Table 22: Reactions and responses of schools on school inspections findings and recommendations

Location	Focus Group Discussions with School Teachers	Individual Interviews with School Leaders / Zonal Chief Inspector of School
SS1	School respond in small issues especially related with those which do not require funds to implement. Such as teachers attendances, maintaining student discipline for school culture. However, it s not simple to recognize changes because some of the challenges have external factors for example, the problem of enrolling form one student who cannot read and write eventually they lead to poor school performances. This has nothing to do with teaching practices	We try to implement what are within our rich such as every teacher to be responsible to the subjects they teacher and as a leader I make close follow up on that. However, some challenges victimize the school efforts especially as we lack enough classrooms, laboratories for science subjects, lack of enough science and math teacher. Little impact is noticed as a result of school inspections because of these challenges
SS2	We don't experience significant changes or improvement because we see the same challenges and problems in our teaching practices in every inspection	School leader has no mandate to control student number and we don't have extra area for expansion. Schools inspections don't indicate if have influence on school improvement. There is no much impact due to school inspection
SS3	Change in teaching practices remains in individual teachers but is not because of school inspections because school inspections do help to solve critical problems teachers experience	*She was not in the office. Assistant was busy with other issues*
SS4	We don't see significant school improvement directly associated with school inspections for we did not have action plan on how each recommendation should be implemented. So is not easy to measure the effects of the recommendations	Two areas: those issues which were within our reach we made a close follow to school teachers to follow the right teaching practices as recommended. However, still some teaching practices are not practically easy to implement because of several inefficiencies, such as teaching facilities, classrooms, and big teaching workload. Those issues within the reach of city director we make follow-ups. But because finance is not enough the improvement of especially infrastructures is not very significant
SS5	*Teachers were tight in classes teaching. However, they said their views were already in the questionnaires they filled*	No significant changes which could be tagged with school inspections reports and recommendations. Most of the very tangible challenges remain unsolved inspection after inspections
SS6	Because we do not know the recommendations in the report, is not simple to measure the changes	School management has tried to set plans to implement the recommendations. When teachers are closely managed we see some changes especially in preparing and using lesson plans, scheme of works. However, it is not easy to associate school inspections with the changes in performance at schools. There are so many other factors which may contribute to poor or good

performances of school

SS7	We donøt see significant changes. The good performance in academics is very hard to associate with school inspections. Other factors may have more influence than school inspections	*He travelled and he did not delegate the interview program to other leader*
SS8	Teachers do not implement the recommendations because two reasons: We donøt access the reports so most of the time headmaster comes to read for us the area of curriculum implementation. However, teachers cannot implement because there are no facilities to implement for example teaching through participatory method	As school leader I read the school inspection report and where we have performed poorly we set strategies to improve. However, most of the challenges are out of school ability. There is a very small room for change. I always encourage teachers to follow teaching practices which are applicable and that they should be creative. Some teachersø changes but some fail because the teaching work load is so huge for them.
SS9	We donøt see much difference of school improvement fro we as teacher we have so much needs during teaching students in classes. Students are so many in one class and classes are few	Recommendations and the reports are fair. As leaders we try our best to solve what we are able and direct to city director and school board what they belong to them. However, due to shortage of funds is not easy to realize significant improvement
SS10	We donøt think if much of the recommendations are being implemented because we donøt see much significant differences in of challenges before and after inspections and from one inspection to another still we have the same challenges unsolved	Reports are in sections. The management sections help us to improve our way of managing. This has helped us especially how we can delegate more power to departments. Teachers are told to improve the way of teaching practices such as to prepare lesson plans. However, it is still a challenge due having few teachers especially of science and math teachers. Also we cannot see significant improvement as results of school inspections reports and recommendations because school faces several critical needs such as classroom, laboratory, staff offices, etc. So we cannot realize the impact of school inspections for the same problems remain unsolved from inspection to inspection.
School Inspectorate – Northern Zone	-	Teachers and school leaders do work on the recommendations by 50%. Some schools do remain silence they donøt work on the recommendations they donøt show efforts to respond on them. But inspectors sometimes make follow up so as to sustain positive change. We understand that school face challenges in the course of responding to inspection recommendations

SS = Secondary School 1, 2, 3 …10

Table 23: Common school inspections negative effects as perceived by respondents during FGDs and Interviews with informants

Location	Focus Group Discussions with School Teachers	Individual Interviews with School Leaders / Zonal Chief Inspector of School
SS1	During school visits teachers have to prepare documents ready for inspections ó regarded as documents for inspectors - are not always used by teachers though is the requirement for their teaching practices. Bring stresses and anxiety to teachers for the fear of being judged not performing well in classes. At the whole school I am the only chemistry teacher how then can I prepare them, it is not possible, but I will prepare them the night before inspection just to present to inspectors because they need them	School inspections have been politicized so when it comes to decide for a new school establishment, inspectors tend to please politicians and not follow their ethics, standards and criteria. Inspectors are lacking power to speak according to what they see in schools especially the new community schools due to the influence of politicians
SS2	Schools inspections seem to interfere school programs and waste teachers time, for problems are not solved are the same. Inspectors are hunting teachersø faults. Inspections brings anxiety and produces stress to teachers	Sometimes inspectors skip some years so they come when they need to prove the allegations they have heard, they become investigators instead of inspectors
SS3	Lessons plans, scheme of works, log books, lesson notes, etc are prepared by teachers for inspections, teachers are not able to follow them because of huge teaching load for one teacher. One teacher can teach from form one to form four, so a teacher practically cannot follow them	*She was not in the office. Assistant was busy with other issues*
SS4	Creates artificiality in teaching, teacher become so artificial to please inspectors. Teachers become too much busy to prepare for the documents for inspections. Lessons plans are prepared for the sake of school inspections; lessons plans are not practical to follow especially to a teacher who has 5-7 streams and each with more than 60 -80 students. School inspections have been politicized so they have also politicized education quality	More work load to prepare and organize inspections sometimes this may lead to being very tired at the end of the day. Sometimes school inspections are considered as routine especially when identified challenges and problems in previous inspections have not been addressed
SS5	*Teachers were tight in classes teaching. However, they said their views were already in the questionnaires they filled*	Inspectors even before coming to visit schools know all the needs of schools, so visiting is a routine and waste teachersø time. There are many unsolved problems and they know them all.
SS6	School inspections bring stresses to teachers because most of them are not ready for inspection due to the reason that they have not prepared all the documents required for inspections. Teachers have heavy teaching load. So you cannot prepare, say lesson plans for more than 5 classes you teach	School inspections time staff especially teachers get stressed and more work have to be done to make it successful

SS7	Inspectors are regarded as faults hunters in schools. Produces extra work load for teacher to put up the documents ready for inspections, this lead to stresses and fear. Sometimes inspections are regarded as a routine and not for school inspections because the identified problems are not addressed inspection after inspection	*He travelled and he did not delegate the interview program to other leader*
SS8	Create stresses to teachers because most of teachers do not have all documents ready for inspection so they have to be prepared a night before or during the inspection time. Documents presented to inspectors such as lessons plans, scheme of works, etc are prepared to please inspectors they are not normally used during their normal teaching schedules. Because the attitude is like inspectors are faults founders in schools so sometimes some teachers hate inspectors	Bring stress to school leaders and teachers before and during inspections
SS9	Sometimes school inspections are not done every year it may take more than 3 years. This may create attitude that inspections are not important are just done as routine	Extra work load to prepare for inspections which lead to stress to both leaders and teachers
SS10	Teachers prepare documents such as lesson plans, scheme of works, etc, for inspections not for them because most teachers don∉t use them due to heavy work load so teachers teach using their experience not following lesson plans. In that way teachers cheat inspectors. Teachers teach to help student pass exams; they decide to teach in the form questions by going through past papers. They are exam oriented and not knowledge oriented ó teach to pass exams. Inspectors will see that the school perform better but in real sense student just passed exams	Fear of being graded with poor performance (low grades)
School Inspectorate – Northern Zone	-	When teachers have misconception of school inspections students can be at the disadvantaged side on the expense of school inspections i.e. teachers who are not hard working can make a lot of excuses just to be away from station. Sometime when observed by inspectors in classes, teachers change subject they choose either which was already taught in previous sessions or choose a topic which is simple or is more conversant/competent with

SS = Secondary School 1, 2, 3 …10

Table 24: Independence of school inspectorate and how to manage and improve school inspections

Location	Focus Group Discussions with School Teachers	Individual Interviews with School Leaders / Zonal Chief Inspector of School
SS1	For us we consider school inspectors are not independent This is because the political system in Tanzania makes school inspectorate to be not independent. Every time there are changes in syllabuses which are caused by politicians and school inspectors have no power to question that. Even this policy of opening new school in each ward inspectors cannot stop politicians to open school even if the school does not have all necessary requirements.	Inspectorate is not independent. There is a big influence by the government and politicians in their work. Sometime s they don∅t cling to the standards and criteria especially in these community schools. Inspectorate needs to be independent
SS2	We think inspectors are independent because they are according to Tanzania law and implement government policies in education	*She was not in the office. Assistant was busy with other issues*
SS3	School inspectors are not independent, are government employees and they have to follow what the government send then to do	They are not independent because they cannot decide what to be done and implement the decisions
SS4	School inspectorate is not independent. It is part of the government and they are employees of the government. Are sent by government to investigate weaknesses of school and report back	Inspectors are not independent. Politicians interfere inspectors∅ work and decisions. For example the each school in each ward policy has not followed the criteria and standards of opening a new school which inspectors have to certify. Politicians decide and inspectors have no say
SS5	*Teachers were tight in classes teaching. However, they said their views were already in the questionnaires they filled*	They are not independent; they are government employees and have no power to give direction what next after their school inspections. They depend to other authorities to execute punishment to schools if required
SS6	Inspectors are not independent. They just come with the tools prepared by the ministry they collect data and send reports to the ministry for actions	Not fully independent, somehow still under the control of the government, they are employee of government
SS7	Inspectors are not independent that is why are not able to make a follow up for the problems identified, they need to be independent	*He travelled and he did not delegate the interview program to other leader*

SS8	We think inspectors are not independent because they are under the government they are working under the full control of the ministry from the headquarter in Dar es salaam	Inspectors are not independent. They need to be independent with proper and enough facilities. For example school inspectorate need to be like Controller and Auditor General (CAG) is operated in the country
SS9	We think are independent. We prefer inspectorate should continue to be under the government. However, inspectors have some weaknesses in implementing their work. For example, when inspector is not a subject specialist	Somehow independent but they are influenced very much by politicians especially to start a new school inspectors lose their control
SS10	Inspectors are not independent, are controlled by other higher authorities. That is why we experience the low efficiency, no transparency, even their recruitment is not clear or open on how they are recruited	They are independent. The only problem is that there challenges to be addressed such as few inspectors, standards should be reviewed, they should have enough budget and facilities to run their activities and the law/rules how to run the inspectorate should be reviewed to give them more power
School Inspectorate – Northern Zone	-	Because we are government employees who directly work under government orders, we are not fully independent. However, currently, efforts are underway to make school inspectorate department an agency so that it can be independent. If this is realized then the budget will be improved and recommendations by school inspectors will be given special attention In the meantime, school inspections processes can be improved by having a good number of competent school inspectors at zonal and district levels, improve the budget and furnish inspectorate offices with working tools (vehicles ó at zonal and district level as well as conducive offices for the same

SS = Secondary School 1, 2, 3 …10

Appendix 7: Some characteristics of schools and school inspectorate in Arusha Region and other Regions in Tanzania (URT, 2010)

Table 25: Number of Schools and Streams in Government Secondary Schools by Region

Region	No of Schools	Streams						
		Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	Total
Arusha	121	459	443	305	294	26	14	1541
Dar es Salaam	135	669	591	531	411	59	58	2319
Dodoma	182	360	368	269	357	20	21	1395
Iringa	178	511	544	446	387	56	46	1990
Kagera	202	502	536	415	346	23	15	1837
Kigoma	113	259	302	239	208	8	0	1016
Kilimanjaro	214	570	625	457	569	67	60	2348
Lindi	112	145	150	119	110	8	0	532
Manyara	126	308	300	255	187	10	7	1067
Mara	153	466	556	378	358	24	19	1801
Mbeya	171	718	806	608	560	60	39	2791
Morogoro	227	391	472	345	303	22	23	1556
Mtwara	128	263	251	198	229	20	13	974
Mwanza	236	1034	927	690	591	43	39	3324
Pwani	94	283	295	229	195	50	30	1082
Rukwa	139	229	224	194	134	4	4	789
Ruvuma	97	349	319	216	231	34	25	1174
Shinyanga	255	512	514	396	435	6	4	1867
Singida	140	282	293	240	238	13	31	1097
Tabora	152	295	320	254	227	17	14	1127
Tanga	222	559	555	443	385	31	25	1998
Total	3397	9164	9391	7227	6755	601	487	33625

Source: URT (200)

Note: Shinyanga Region is leading in terms of number of Government secondary schools followed by Mwanza and Kilimanjaro while Pwani is has least number of Government Secondary schools. On the other hand Dar es Salaam Region is leading in terms of number of Non-Government secondary schools and number of streams followed by Kilimanjaro Region, while Lindi Region has the least number of Non-Government secondary schools.

Table 26: Enrolment and Teaching Staff in Government and Non-Government Secondary Schools by Sex and Grade, 2006 - 2010

Name of Indicator and Level of Aggregation	2006			2007			2008			2009			2010		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Enrolment															
a) Form 1 - 6															
Total	358128	317544	675672	543196	477314	1020510	679124	543279	1222403	812945	653457	1466402	910171	728528	1638699
Government	265804	224688	490492	446716	382378	829094	584118	451755	1035873	728322	565369	1293691	792974	608356	1401330
Non-Govt	92324	92856	185180	96480	94936	191416	95006	91524	186530	84623	88088	172711	117197	120172	237369
b) Form 1															
Total	126650	116709	243359	235539	212909	448448	252116	186785	438901	290696	234088	524784	240017	198810	438827
Government	103334	93057	196391	212165	188846	401011	231241	164689	395930	269712	210817	480529	213262	168945	382207
Non-Govt	23316	23652	46968	23374	24063	47437	20875	22096	42971	20984	23271	44255	26755	29865	56620
c) Form 2															
Total	101745	97716	199461	137921	127066	264987	200658	174967	375625	196911	147604	344515	254319	202427	456746
Government	78284	73164	151448	115306	102754	218060	179289	153104	332393	179436	128695	308131	226782	172088	398870
Non-Govt	23461	24552	48013	22615	24312	46927	21369	21863	43232	17475	18909	36384	27537	30339	57876
d) Form 3															
Total	60846	54199	115045	80403	66707	147110	117568	100962	218530	177706	153138	330844	195222	149075	344297
Government	41360	30807	72167	59630	46140	105770	96190	79163	175353	159789	133991	293780	170704	122815	293519
Non-Govt	19486	23392	42878	20773	20567	41340	21378	21799	43177	17917	19147	37064	24518	26260	50778
e) Form 4															
Total	41651	30729	72380	57553	48989	106542	73675	57519	131194	109205	92211	201416	177176	149639	326815
Government	25740	16844	42584	39609	31187	70796	54898	40316	95214	92568	74787	167355	153867	126128	279995
Non-Govt	15911	13885	29796	17944	17802	35746	18777	17203	35980	16637	17424	34061	23309	23511	46820

Table 26.: Continues....

Name of Indicator and Level of	2006			2007			2008			2009			2010		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
f) Form 5															
Total	16288	11492	27780	19778	13310	33088	21949	15867	37816	25182	17870	43052	23056	15278	38334
Government	10777	7434	18211	13151	8638	21789	14475	10765	25240	18604	12597	31201	15782	10283	26065
Non-Govt	5511	4058	9569	6627	4672	11299	7474	5102	12576	6578	5273	11851	7274	4995	12269
g) Form 6															
Total	10948	6699	17647	12002	8333	20335	13158	7179	20337	13245	8546	21791	20381	13299	33680
Government	6309	3382	9691	6855	4813	11668	8025	3718	11743	8213	4482	12695	12577	8097	20674
Non-Govt	4639	3317	7956	5147	3520	8667	5133	3461	8594	5032	4064	9096	7804	5202	13006
h) Form 1 - 4															
Total	330892	299353	630245	511416	455671	967087	644017	520233	1164250	774518	627041	1401559	866734	699951	1566685
Government	248718	213872	462590	426710	368927	795637	561618	437272	998890	701505	548290	1249795	764615	589976	1354591
Non-Govt	82174	85481	167655	84706	86744	171450	82399	82961	165360	73013	78751	151764	102119	109975	212094
i) Form 5 - 6															
Total	27236	18191	45427	31780	21643	53423	35107	23046	58153	38427	26416	64843	43437	28577	72014
Government	17086	10816	27902	20006	13451	33457	22500	14483	36983	26817	17079	43896	28359	18380	46739
Non-Govt	10150	7375	17525	11774	8192	19966	12607	8563	21170	11610	9337	20947	15078	10197	25275
j)Teaching Staff															
Total	15722	8183	23905	16316	6936	23252	23122	9713	32835	22972	10982	33954	27821	12696	40517
Government	8633	4815	13448	10534	5377	15911	16790	8181	24971	17240	9192	26432	19666	10586	30252
Non-Govt	7089	3368	10457	5782	1559	7341	6332	1532	7864	5732	1790	7522	8155	2110	10265

Source: URT (200)

Note: There has been an increase in total enrolment (Form 1-6) by 143% from 675,672 students in 2006 to 1,638,699 pupils in 2010. The rapid increase of enrolment has been a result of a well-orchestrated by Government initiative of constructing at least one secondary school for each Ward all over the country. As a result of this initiative, the enrolment in Government secondary schools increased by 186% from 490,492 in 2006 to 1,401,330 in 2010

Table 27: Student Qualified Teacher Ratio in Government and Non-Government Secondary Schools

Region	Total Enrolment Form I - 6	Total Teachers					Qualified Teachers			PTR	PQTR
		Degree	Diploma	Licence	Others	Total	Degree	Diploma	Total		
Arusha	88859	647	1370	225	233	2475	647	1370	2017	36	44
Dar es Salaam	146573	1744	2353	300	206	4603	1744	2353	4097	32	36
Dodoma	65215	437	1067	157	144	1805	437	1067	1504	36	43
Iringa	103976	765	1255	276	366	2662	765	1255	2020	39	51
Kagera	84442	267	999	264	313	1843	267	999	1266	46	67
Kigoma	55484	151	544	139	296	1130	151	544	695	49	80
Kilimanjaro	122006	869	1884	244	336	3333	869	1884	2753	37	44
Lindi	22452	66	274	70	59	469	66	274	340	48	66
Manyara	48792	134	555	141	148	978	134	555	689	50	71
Mara	79007	242	716	165	321	1444	242	716	958	55	82
Morogoro	145968	1022	1888	372	340	3622	1022	1888	2910	40	50
Mbeya	71511	518	1250	269	108	2145	518	1250	1768	33	40
Mtwara	43202	188	492	80	86	846	188	492	680	51	64
Mwanza	147432	564	1795	313	302	2974	564	1795	2359	50	62
Pwani	54513	845	929	101	93	1968	845	929	1774	28	31
Ruvuma	35287	135	512	127	130	904	135	512	647	39	55
Rukwa	51914	190	787	103	94	1174	190	787	977	44	53
Singida	80257	216	1029	200	286	1731	216	1029	1245	46	64
Shinyanga	48771	144	591	154	146	1035	144	591	735	47	66
Tabora	51730	278	696	145	138	1257	278	696	974	41	53
Tanga	91308	488	1185	152	294	2119	488	1185	1673	43	55
Total	**1638699**	**9910**	**22171**	**3997**	**4439**	**40517**	**9910**	**22171**	**32081**	**40**	**51**

Source: URT (200)

Note: Qualified Teachers for Secondary schools are those with diploma and above with teaching certificates. The standard of PQTR for Secondary schools is 1:40 per subject. However, the PQTR was 1:51 in 2010 which indicate there is still a serious shortage of qualified teachers in secondary schools. There are regional variations with Mara and Kigoma having PQTR of 1:82 and 1:80 respectively while Pwani and Dar es Salaam having PQTR of 1:31 and 1:36 respectively. This implies there is uneven distribution of teachers in the regions and schools.

Table 28: Distribution of School Inspectors by Zone and Sub-sectors

Zone	Subsector															
	Secondary Education				Teacher Education				Primary Education				Grand Total			
	Required	M	F	T	Required	M	F	T	Required	M	F	T	Required	M	F	T
Central Zone	21	2	8	10	4	0	4	4	90	53	30	83	115	55	42	97
Dar s Salaam Zone	21	3	8	11	4	1	2	3	27	10	53	63	52	14	63	77
Eastern Zone	21	6	4	10	4	2	0	2	126	48	57	105	151	56	61	117
Highlands Western Zone	21	10	5	15	4	3	1	4	108	48	37	85	133	61	43	104
Highlands Southern Zone	21	1	2	3	4	1	0	1	117	39	43	82	142	41	45	86
Lake Western Zone	21	1	2	3	4	0	1	1	117	43	20	63	142	44	23	67
Lake Zone	21	12	5	17	4	1	1	2	117	57	39	96	142	70	45	115
Northern Eastern Zone	21	7	7	14	4	2	2	4	144	64	48	112	169	73	57	130
Northern Western Zone	21	7	1	8	4	1	1	2	108	53	33	86	133	61	35	96
Southern Zone	21	4	3	7	4	1	1	2	108	50	34	84	133	55	38	93
Western Zone	21	7	2	9	4	0	1	1	108	68	32	100	133	75	35	110
MoEVT - Headquarter	21	4	5	9	5	1	2	3	10	2	6	8	36	7	13	20
Grand Total	**252**	**64**	**52**	**116**	**49**	**13**	**16**	**29**	**1180**	**535**	**432**	**967**	**1481**	**612**	**500**	**1112**

Source: URT (200)

Note: There were 1,112 school Inspectors at all levels. However, an estimate of requirements of school inspectors is 1,481 meaning there is a shortage of 369 inspectors or 24.9%.