

# **The Impact of Primary School Inspection on Teaching and Learning in Tanzania: A Study of Mbeya City District**

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## Abstract

This study was concerned with school inspection in Tanzania. The main aim was to explore the extent to which school inspection has an impact upon teaching and learning in Tanzanian primary schools and to give some insights into how it might be organised to influence teachers' work performance. The theoretical framework was grounded on the Scientific Management, Human Relations and Critical theories with the argument that though teachers have to follow pre-determined objectives in a refined curriculum, they possess potential independent thinking that can shape their teaching and learning for pupils' academic excellence hence, a sense of emancipation and ownership of the process.

The study was essentially qualitative with some aspects of a quantitative approach and it employed 59 participants. These were 50 teachers, 8 school inspectors and 1 district education officer. Empirical data were collected through questionnaires, semi-structured interviews, focus group discussion and from documentary evidence.

The findings indicated that school inspection plays a potential role towards improving teaching and learning. Teachers perceived the advice and feedback given through inspection reports and recommendations useful for making improvements in their work performance. However, the study found that inspections reports and recommendations were not acted upon by the respective authorities to bring about effective impact on teaching and learning.

It was also found that, to a greater extent school inspectors had succeeded in establishing positive relations with teachers. The majority of teachers stated that school inspectors used friendly language when discussing with them. The study further revealed that, school inspectors judged the performance of the schools based on schemes of work, lesson plans and pupils' exercise books, whereas classroom observations were not effectively carried out. It was also found that school inspectors' working conditions were poor. For example, they did not have a means of transport nor field allowances to facilitate their visits in schools.

From the above findings, the study recommends the government to commit its resources towards school inspectorate department for effective monitoring of the quality education provided. Classroom observations should be a central focus of the school inspectors for their impact on teaching/learning to be realised. Moreover, for improvements in teaching and learning to be achieved the director and the DEO should make use of the inspection findings and recommendations.

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However, despite the acknowledgment of the above mentioned contributions from different individuals in the production of this work, I remain solely responsible for errors and mistakes which might be found in this report.

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## **Dedication**

To my father Ephraim Matete and my mother Christina Katamba who always felt proud of educating the girl child.

Tunu and Billy, I particularly say to you that you should love “*education*” to mirror your mama’s academic endeavours for your successful and brighter future.

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## Table of Contents

<b>ABSTRACT</b> .....	I
<b>ACKNOWLEDGEMENTS</b> .....	II
<b>DEDICATION</b> .....	IV
<b>CHAPTER ONE: INTRODUCTION TO THE STUDY</b> .....	1
<b>1.0 INTRODUCTION AND BACKGROUND TO SCHOOL INSPECTION</b> .....	1
<b>1.1 RATIONALE FOR THE STUDY</b> .....	4
<i>1.1.1 The Need for Quality Education</i> .....	4
<i>1.1.2 Combating Problems Facing Developing Countries</i> .....	7
<i>1.1.3 Meeting Millennium Development Goals</i> .....	8
<b>1.2 PURPOSE OF THE STUDY</b> .....	10
<b>1.3 SPECIFIC OBJECTIVES OF THE STUDY</b> .....	10
<b>1.4 RESEARCH QUESTIONS</b> .....	10
<b>1.5 SIGNIFICANCE OF THE STUDY</b> .....	10
<i>1.6.1 School Inspection Visits and Procedures</i> .....	12
<b>1.7 EDUCATION SYSTEM IN TANZANIA AND SCOPE OF THE STUDY</b> .....	14
<b>1.8 ORGANISATION OF THE THESIS</b> .....	15
<b>CHAPTER TWO: THEORETICAL ISSUES AND CONCEPTUAL FRAMEWORK</b> .....	17
<b>2.0 INTRODUCTION</b> .....	17
<b>2.1. UNDERLYING THEORIES OF SCHOOL INSPECTION/SUPERVISION</b> .....	17
<i>2.1.1 Scientific Management Theory</i> .....	17
<i>2.1.2 Human Relations Theory</i> .....	21
<i>2.1.3 Critical Theory</i> .....	22
<b>2.2 CONCEPTUAL FRAMEWORK FOR SCHOOL INSPECTION</b> .....	25
<i>2.2.1 School Inspection Supporting Inputs</i> .....	27
<i>2.2.1.1 External Factors</i> .....	27
<i>2.2.1.2 Internal Factors</i> .....	28
<i>2.2.2 Enabling Conditions</i> .....	30
<i>2.2.3 Expected Outcomes</i> .....	30
<b>3.0 SUMMARY</b> .....	31
<b>CHAPTER THREE: LITERATURE REVIEW</b> .....	32
<b>3.0 INTRODUCTION</b> .....	32
<b>3.1 WHAT IS SCHOOL INSPECTION?</b> .....	32
<b>3.2 OTHER FORMS OF ACCOUNTABILITY IN EDUCATION</b> .....	33
<i>3.2.1 The Market Choice</i> .....	33
<i>3.2.2 School Voucher System</i> .....	35
<i>3.2.3 Decentralisation of Education</i> .....	36
<b>3.3 SCHOOL INSPECTION IN OTHER COUNTRIES</b> .....	39
<i>3.3.1 England and Wales</i> .....	39
<i>3.3.2 The Netherlands</i> .....	40

3.3.3 Finland, Norway and Sweden.....	41
3.3.4 Botswana .....	42
3.3.5 Zimbabwe .....	42
<b>3.4 WHY SCHOOL INSPECTIONS IN TANZANIA?.....</b>	<b>43</b>
3.4.1 School Inspection for Enhancing Quality of Education Provided.....	44
3.4.2 School Inspection for Better Informed Government on Education Practices.....	45
3.4.3 Reinforcing the Responsibility and Accountability in Education .....	47
3.4.4 Controlling the Environment in which Education is Provided.....	48
3.4.5 Tracking the Educational Goals and Objectives .....	48
3.4.6 Maximising the Potential of Pupils.....	49
<b>3.5 THE ROLE OF SCHOOL INSPECTION IN IMPROVING TEACHING AND LEARNING .....</b>	<b>50</b>
3.5.1 Inspection Role and Classroom Observation .....	50
3.5.2 Professional Support for Teachers .....	51
3.5.3 Advisory Role.....	52
3.5.4 Providing Feedback.....	53
<b>3.6 SUMMARY .....</b>	<b>54</b>
<b>CHAPTER FOUR: RESEARCH METHODOLOGY .....</b>	<b>56</b>
<b>4.0 INTRODUCTION.....</b>	<b>56</b>
<b>4.1 RESEARCH STRATEGY .....</b>	<b>56</b>
<b>4.2 STUDY LOCATION .....</b>	<b>58</b>
4.2.1 Reasons for the Choice of Area of the Study .....	58
<b>4.3 SAMPLING .....</b>	<b>59</b>
4.3.1 Selection of Primary Schools.....	59
4.3.1.2 Research Participants.....	59
<b>4.4 DATA COLLECTION METHODS AND INSTRUMENTATION .....</b>	<b>60</b>
4.4.1 Interview Guide .....	60
4.4.2 Questionnaires.....	62
4.4.3 Focus Group Discussion .....	62
4.4.4 Documentary Review.....	63
<b>4.5 RESEARCH PROCEDURES .....</b>	<b>64</b>
<b>4.6 DATA VALIDATION AND RELIABILITY OF THE INSTRUMENTS .....</b>	<b>65</b>
<b>4.7 DATA ANALYSIS PLAN .....</b>	<b>65</b>
<b>4.8 ETHICAL ISSUES CONSIDERATIONS.....</b>	<b>66</b>
<b>4.9 DELIMITATION OF THE STUDY .....</b>	<b>66</b>
<b>4.10 LIMITATION OF THE STUDY .....</b>	<b>67</b>
<b>4.11 SUMMARY .....</b>	<b>67</b>
<b>CHAPTER FIVE: DATA PRESENTATION AND ANALYSIS.....</b>	<b>68</b>
<b>5.0 INTRODUCTION.....</b>	<b>68</b>
5.1.1 Gender Information and Educational Level .....	69
5.1.2 Teachers' Educational Level and Experience .....	70

---

5.1.3 School Inspectors' Educational Level and Work Experience as Teachers .....	71
<b>5.2 SCHOOL INSPECTION CONTRIBUTION ON TEACHERS' WORK PERFORMANCE.....</b>	<b>72</b>
5.2.1 Improvement on Teaching and Learning.....	72
5.2.2 Professional Support .....	73
5.2.3 School Inspection Feedback/Reports.....	74
<b>5.3 TEACHERS' VIEWS TOWARDS SCHOOL INSPECTIONS .....</b>	<b>76</b>
5.3.1 Information before Visiting the School.....	76
5.3.2 Classroom Observation.....	77
5.3.3 School Inspectors Opportunity to Talk with Pupils .....	78
5.3.4 Tension during School Inspection .....	78
<b>5.4 SCHOOL INSPECTION ORGANISATION FOR POSITIVE IMPACT ON TEACHING AND LEARNING</b>	<b>80</b>
5.4.1 School Inspection Visits.....	80
5.4.2 Communication Style.....	81
5.4.3 School Inspectors' Working Conditions .....	82
5.5.1 Frequent Curriculum Changes .....	84
5.5.2 Managing Large Class Sizes .....	85
5.6 Summary.....	85
<b>CHAPTER SIX: DISCUSSION OF FINDINGS, SUMMARY AND CONCLUSION .....</b>	<b>87</b>
<b>6.0 INTRODUCTION.....</b>	<b>87</b>
<b>6.2 DISCUSSION OF FINDINGS .....</b>	<b>87</b>
6.2.1 Importance Of Educational Level And Experience In Offerring Inspection Services .....	87
6.2.2 Teachers' Perceptions of Support .....	88
6.2.3 Inspection Reports and Implementation of Recommendations .....	90
6.2.4 Inspection Visits and Classroom Observations .....	92
6.2.5 Problematic Issues for School Inspectors.....	95
6.2.6 Teacher-School Inspector Relations.....	96
6.2.7 Curriculum Changes and Classroom Congestion .....	97
<b>6.3 SUMMARY OF MAJOR RESEARCH FINDINGS.....</b>	<b>99</b>
<b>6.4 RECOMMENDATIONS.....</b>	<b>102</b>
<b>6.5 CONCLUSION .....</b>	<b>102</b>
<b>REFERENCES .....</b>	<b>122</b>



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# List of Figures, Tables & Appendices

## Tables

<i>Table 1: Projected and actual research respondents .....</i>	<i>60</i>
<i>Table 2: Respondents' Gender Information and Educational Level .....</i>	<i>69</i>
<i>Table 3: Respondents' Work Experience as Teachers.....</i>	<i>71</i>
<i>Table 4: Number of Years Worked as School Inspectors .....</i>	<i>72</i>
<i>Table 5: School Inspection for improvement of teaching and learning.....</i>	<i>72</i>
<i>Table 6: Teachers views on school inspection .....</i>	<i>76</i>
<i>Table 7: School inspectors' school visits per academic year .....</i>	<i>80</i>
<i>Table 8: School inspectors' communication style when discussing with teachers .....</i>	<i>81</i>

## List of Figures

<i>Figure 1: A framework for school inspection to have an impact on teaching and learning .....</i>	<i>27</i>
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## Appendices

<i>Appendix A: Questionnaire for Classroom teachers .....</i>	<i>109</i>
<i>Appendix B: Interview Guide for Head Teachers.....</i>	<i>112</i>
<i>Appendix C: School Inspectors' Interview Guide.....</i>	<i>113</i>
<i>Appendix D: Interview Guide for District Chief Inspector of Schools .....</i>	<i>114</i>
<i>Appendix E: Interview Guide for District Education Officer .....</i>	<i>115</i>
<i>Appendix F: Focus Group Discussion.....</i>	<i>116</i>
<i>Appendix G: Research Clearance from Oslo University.....</i>	<i>117</i>
<i>Appendix H: Permission to Conduct Research From RAS.....</i>	<i>118</i>
<i>Appendix I: Permission to conduct Research from DAS .....</i>	<i>119</i>
<i>Appendix J: Permission to conduct research from Mbeya city Director.....</i>	<i>120</i>
<i>Appendix K: Number of teachers&amp; pupils in selected p/ schools in Mbeya City District .....</i>	<i>121</i>

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## Abbreviations/Acronyms

AIDS	Acquired Immunodeficiency Syndrome
ASCD	Association for Supervision and Curriculum Development
CD	City Director
CEO	Chief Education Officer
CIE	Comparative and International Education
COBET	Complementary Basic Education in Tanzania
DAM	Democratic Administration Movement
DAS	District Administrative Secretary
DCIS	District Chief Inspector of Schools
DEO	District Education Officer
DRC	Democratic Republic of Congo
EFA	Education for All
ESR	Education for Self-Reliance
HMCI	Her Majesty Chief Inspector
HMI	Her Majesty Inspectorate
HIV	Human Immunodeficiency Virus
MDGs	Millennium Development Goals
MoEC	Ministry of Education and Culture
MoEVT	Ministry of Education and Vocational Training
MoHEST	Ministry of Education and the Ministry of Higher Education, Science and Technology
NBE	National Board of Education
NCLB	No Child Left Behind
OFSTED	Office of Standards in Education
PEDP	Primary Education Development Programme
PSLE	Primary School Leaving Examination
RAS	Regional administrative Secretary
REO	Regional Education Officer
SPSS	Statistical Package for Social sciences
TDV	Tanzania Development Vision
TEN/MET	Tanzania Education Network/Mtandao wa Elimu Tanzania
TETP	Tanzania Education and Training Policy
TGDV	Tanzania Government Development Vision
UNDP	United Nations Development Programme
UNESCO	United Nations Educational Scientific and Cultural Organisation
UK	United Kingdom
URT	United Republic of Tanzania
USA	United States of America
US	United States
VTC	Vocational Training Colleges
WEF	World Education Forum
WEO	Ward Education Officer

**A Map of Tanzania Showing Regions and Neighbouring Countries**



Source: Mapsofworld (2008)

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# CHAPTER ONE

## INTRODUCTION TO THE STUDY

### 1.0 Introduction and Background to School Inspection

External evaluation in education through school inspection by national governments is not new in the world education system. It is stated that the first school inspection/supervision originated from France under Napoleon's regime at the end of 18<sup>th</sup> century (Grauwe, 2007). Later, the idea spread to other European countries in the 19<sup>th</sup> century (Wilcox, 2000; Grauwe, 2007). In the United Kingdom (UK), the first inspection services were carried out by Her Majesty's Inspectorate (HMI) in 1839 (Learmonth, 2000; Wilcox, 2000). School inspection, was conceived as one of the forms of accountability in education (Neave, 1987). Other forms of accountability in education include the market choice as practiced in United States, UK, Australia and New Zealand. Also, the school voucher system in America, Chile, Colombia, and in England (Friedman, 2005; Lee & Wong, 2002).

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) (Neave, 1987; Ehren & Visscher, 2006; Davis & White, 2001; Richards, 2001; Sergiovanni & Starratt, 2007). On this Neave says:

Though teaching is the task of professional educators, the body that calls teachers to account should be drawn widely from the community they serve. The argument for greater parental participation...follows many lines of reasoning and justification: fiscal responsibility...parents as local taxpayers...the right of citizens to be informed about what has been administered in their name (1987:77).

In England and Wales for example, accountability of teachers was engineered through payment by results (Neave, 1987; Hoyle & Wallace, 2005). This implies that, teachers' salary was based on performance of the pupils in the national examinations especially in 1870s (Neave, 1987; Levin, 1991). The idea behind this practice was to make teachers more committed towards the task of educating the pupils and contributing greatly towards their school achievements and excellencies. In recent years, in America, the idea of accountability in education has been connected with the No Child Left Behind (NCLB) policy. The

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initiative has been thought to facilitate and ensure the proper policy implementation and to make teachers more sensitive to every pupil's learning needs (Sergiovanni & Starratt, 2007). Moreover, in some countries such as England and Wales and in the Netherlands, the school inspectorate, together with regional/district educational administrative units, are the organs that have been vested power and authority in making decisions in education (Neave, 1987). This is due to the belief that accountability in education through school inspection may facilitate the attainment of the desired outcomes and, at the same time satisfy the parents with regard to the type of education provided for their children (Levin, 1989; Neave, 1987).

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).

Essentially, there are three main premises that are put forward in both developed and developing countries regarding establishment of school inspections as external evaluation in education. First, it is argued that school inspection is the central frame through which the government can monitor and ensure the quality<sup>1</sup> of education provided in the society. Second, it is also argued that there is no way that the governments can ensure the implementation of national goals and objectives in absence of external evaluation as the counter balance of teachers' accountability in teaching and learning. Third, it is further argued that for countries to prepare a competitive workforce to meet the challenges emerging due to globalisation processes, school inspection as external control in education is indispensable and inevitable (Wilcox, 2000; Hoyle & Wallace, 2005; Neave, 1987; Davis & White, 2001; Chapman, 2001b; Mathew & Smith, 1995; Learmonth, 2000). Clearly, therefore, inspections are seen as playing essential roles in monitoring quality in teaching

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<sup>1</sup> Quality is referred to some set of standards, that should be met so as to ensure that what have been planned for pupils to achieve are put in place. It is an abstract concept, but we can have some parameters for assessing it within education system such as number of teachers, the level of their training, number of learners, their background, and the availability of teaching and learning materials (Nkinyangi, 2006). To Tjeldvoll (2004) the term quality can be viewed using a common sense. It is a "feeling" of what is.....it is a relative term that is connected to an individual's subjective notion of standards.

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and learning. The point of departure in this study is; to what extent school inspection in Tanzania has indeed impacted upon teaching and learning?

In Tanzania, the communities and the news from the media tend to blame the school inspectors upon the decline of the quality of education in schools. When pupils fail in the national examination results, the society blames the school inspectors suggesting that they did not do their job properly or that too long a period has lapsed between inspections (See for example, Mwananchi News Paper of 19<sup>th</sup> January 2009 on the poor performance of the Primary School Leaving Examination (PSLE) in 2008). On the other hand, when many pupils pass in the national examination results, all the praises have been directed towards the head teacher and the teachers that they are competent in the key areas. In this case, the core functions of school which are teaching and learning (Collie & Taylor, 2004; Doerr, 2004; Coates, James & Baldwin, 2005; Hoyle & Wallace, 2005; Lopez, 2007).

Studies that have been carried out in relation to school inspection and school improvements mostly in England and Wales, The Netherlands and in some African countries, however, portray conflict thinking. Some studies have argued that school inspectors simply find faults thus there have been many inspection visits in schools but, with no or little impact on teaching and learning (Earley, 1998; Nkinyangi, 2006; Ehren & Visscher, 2006). Others, contend that school inspection is a mechanism that press unnecessary additional burden upon the teachers while, teachers themselves know what to do in their career and that emphasis has been on accountability at the expense of professional growth (Webb & Vulliamy, 1996; Chapman, 2001b; Richards, 2001). Some studies have further argued that school inspection brings about tension and fear to teachers and it diverts their concentration from teaching as their core role to record keeping in order to impress their supervisors/superiors (Webb, Vulliamy, Hakkinen & Hamalainen 1998; Webb & Vulliamy, 1996; Hargreaves, 1995; Brimblecombe, Ormston & Shaw, 1995). It is on these grounds that this study intended to examine the impact of school inspection on teaching and learning in Tanzania specifically at primary school level; and it aimed to find out what was the experience of the teachers?

This chapter gives the rationale for the study. It also provides the general objectives, specific objectives and the significance of the study. Further, the chapter gives the Tanzanian experience in school inspection and inspection visits and procedures. The chapter also, provides a description of Tanzanian education system and the scope of the study. The last section outlines the organisation of the thesis.

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## **1.1 Rationale for the Study**

The rationales for accountability in education through school inspection in many developing countries can be grouped in three main categories. These, include the need for quality education, combating problems facing developing countries and meeting Millennium Development Goals (MDGs).

### **1.1.1 The Need for Quality Education**

It has been argued that achieving Education for All (EFA) is a fundamental issue for the purpose of ensuring that pupils acquire the knowledge they need for better living and for their contribution in the society (UNESCO, 2004). Education has been recognised among other things, for its positive contributions to social and economic outcomes. These, include the cognitive competences and fundamental socio-economic benefits such as higher wages, better health, promising reproduction pattern and well informed citizens (Lloyd, Tawila, Clark & Mensch, 2003; UNESCO, 2004). Moreover, many countries of the world strive to provide basic education and focus on provision of the conditions where optimal learning can take place for each and every pupil (UNESCO, 2004). Accordingly, the World Education Forum (WEF) in Dakar Senegal of 2000 implicitly and explicitly calls all countries to improve all aspects of the quality of education provided in the society. The argument rests on the belief that high quality schooling is likely to improve economic potential of a particular society (UNESCO, 2004). This is due to the fact that there is a strong relationship between education provided and the level of development of a particular nation (Psacharopoulos & Patrinos, 2004; Galabawa, 2005; Becker, 1992).

Eager to remain competitive in the global market place many federal and state governments of the United States (US), UK and other governments of the world focus significant attention on school improvements. They are calling schools to adapt rapidly towards changing technologies of production and produce a competitive workforce (Hoyle & Wallace, 2005; Sergiovanni & Starratt, 2007). Indeed, it is generally argued that quality education is an unavoidable expense which must be undertaken by each and every country (Nkinyangi, 2006). It is a universal phenomenon for mankind's asset which upholds and perpetuates human beings' time honoured by virtues (Ishumi, 1978). Underscoring the importance of investing in education, Brock-Utne, says:

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Education sector is not just any public sector, it is an investment sector, a sector dealing with human capital. When the right investments are made, the benefits both for individual and the society will be great (2006:12).

Although in this statement Brock-Utne was trying to criticise economists who view education as an investment and not a right, joy and a tool for liberation and emancipation process, the reality remains that education is an investment as well. The difference is that education is labour intensive, its fruits take longer and it cannot be observed like other investments such as roads, buildings and other infrastructure. Castells (2000) sees that the most important infrastructure in the economy in contemporary age is the human brains of a given society to link its brains with the brains of the world. Becker (2006:292) states, “while all forms of capital are important, including machinery, factories, and financial capital, human capital is the most significant.”

Due to that, there has been a growing belief that external evaluation in education can make teachers more accountable for the provision of education mostly desired by the society (Neave, 1987; Levin, 1991). School inspections have been viewed to be the major means through which countries can monitor the quality of education provided to the citizens. Thus, establishment of external evaluation policies in education have become prominent features of many governments of the world in order to ensure that national goals and objectives are implemented (Webb *et al.*, 1998; Wilcox, 2000; MacBeath, 2006). Many governments have passed legislation and policies demanding improved academic achievement by all pupils including effective teaching where teachers will be evaluated (Sergiovanni & Starratt, 2007). Both industrialised nations such as in North America, Western Europe, Australia and developing countries like Tanzania are moving towards that path (Black & Wiliam, 2001; Richards, 2001; Leslie, 2003; Sergiovanni & Starratt, 2007).

It is also assumed that external evaluation can aid the government to see how financial resources committed to education lead into productivity (Levin, 1989). More importantly, it is argued that external evaluation through school inspection will provide information that will make parents and the taxpayers see the value of money invested in the education of their children (Neave, 1987; Levin 1991). This has been the case as a result of increased demands and competition in the labour market-driven economy. Parents would like to see that their children have competitive knowledge and skills to meet the labour market demands and challenges (Friedman, 1995). For these reasons and many others, there has been an increased concern of controlling the work of the teacher in the classroom setting (Gaynor, 1998;



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Grauwe, 2007). School inspection has been conceived to be the means and vehicle towards achieving that goal.

The model of school inspection that has influenced a number of countries from all over the world is the English system of school evaluation, under the Office of Standards in Education (OFSTED) (Learmonth, 2000; Wilcox, 2000; Lee, 1997). The education system in the United Kingdom has been viewed to be the best and valuable model with lessons for other societies like that of North America, Australia and Europe, together with Africa (Richards, 2001; Leslie, 2003; Learmonth, 2000). This is particularly the case, because, the United Kingdom has been acknowledged by many countries of the world for its desired quality of education. There is a growing belief that OFSTED as an agent of quality control in education has played a crucial role towards such a success (Wilcox, 2000; Lee, 1997). It has been documented that due to the establishment of OFSTED as an agent of quality control in education in England, the performance in English and Mathematics subjects have been improved (Wilcox, 2000; Tymms, Coe & Merrell, 2005; Sammons, 2006). The national assessment and examination data point to significant rises in pupils' achievement which is an indicator of improved quality in teaching and learning. For example, the report given by Tymms, Coe & Merrell (2005) and Sammons (2006) indicated that there was a rise of performance in English subject from 63 percent in 1997 to 75 percent in 2000 and 77 percent in 2004. The performance in Mathematics subject improved from 62 percent in 1997 to 72 percent in 2000 and 74 percent in 2004. It has been also argued that the performance of English pupils in international comparisons in 2001 at primary school levels age 11 had reached higher levels compared to the earlier surveys (Sammons, 2006). OFSTED makes follow up visits and employs systematised inspections at the same time ensuring that teachers prepare and follow the action plans in teaching and learning (Wilcox, 2000; Ehren & Visccher, 2008).

Moreover, the publication of the inspection findings in the Internet makes communities aware on the best schools for the education of their children. Parents have more freedom to choose the school that best fits the academic needs of their children (Friedman, 2005; Lee, 1997; Ehren & Visscher, 2008). The practice has been also said to foster teachers' commitment and accountability for their work performance. It has also helped teachers to be more creative and focus more in creating learning environment in which pupils' academic achievement can be attained (Ehren & Visscher, 2008). The question here is; to what extent

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school inspection in Tanzania can facilitate the provision of the desired quality education in the society through having a positive impact upon the teacher's experiences in teaching and learning?

### **1.1.2 Combating Problems Facing Developing Countries**

Problems facing many developing countries are similar though with varying degree of factors depending, for example, upon factors such as limited resources, both human and financial, external pressures and support, and the fragile political systems (Naidoo, 2003). Tanzania as one of these developing countries is not exceptional. There are a number of problems that face the nation that necessitate the need for school inspections to improve the quality of education provided in the society. According to United Nations Development Programme (UNDP) index, in 2006 Tanzania ranked 162/177 in the poverty line in African poor countries (Haggerty, Manion & Mundy, 2007). Poverty has been said to be the outcome of lack of quality education that can aid people perform and contribute to national economy (Nkumbi, Warioba & Komba, 2006). At the same time, poor quality of education is the greatest bottleneck towards a strong economy.

Poverty of the Tanzanian government results in the high aid dependency nature from donor countries in education (Nkumbi, Warioba & Komba, 2006). As such, there have been so many problems that face the society in education including poor quality of teaching and learning, poor learning environments (classrooms), and poor enrolment of children in schools until recently where there seem to have been some improvements in classroom construction and improved enrolment rates under Primary Education Development Plan (PEDP)<sup>2</sup> as indicated by Nkumbi, Warioba and Komba (2006), Rajan (2003) and TEN/MET (2007). Yet, PEDP has been donor oriented. There is also a problem of gender inequality and high prevalence of HIV/AIDS which kills many parents and leaving millions of orphaned children without support and, the growing number of out of school children (Rajan, 2003; TEN/MET, 2007). These problems and others need concerted efforts for the government to

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<sup>2</sup> Primary Education Development Programme (PEDP) in Tanzania was a five year programme (2002-2006) intended for all school age children aged 7-13 years to be enrolled. Under this programme school fees were exempted so as to absorb as many children as possible. Due to that enrolment rate in Tanzanian primary schools rose. The increase in numbers of pupils in classrooms has resulted in shortage of teachers. Phase 2 of the programme commenced in 2007 and it is expected to be completed in 2012.

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create the strategies to improve the quality of education. Among other efforts include the establishment of school inspectorate as external quality control mechanisms in education.

Moreover, research indicates that more than one million children aged 9-13 years had no access to basic education in 2003 (Rajan, 2003). Also, in 2007 for example, the dropout rate due to truancy was 66.6 percent (MoEVT, 2008). Similarly, the transition rate from primary school to secondary school in Tanzania remains low. In 2006 the transition rate was 67.5 percent. In 2007 it dropped by up to 56.7 percent (MoEVT, 2008). All these problems indicate the low quality level of education provided in Tanzanian society. They also hinder the battle against illiteracy reduction in the country and hence, poor economy. School inspection has been regarded as the government's opportunity to monitor these problems in schools and help teachers in teaching and learning so that in the long run the problems can be minimised. It is on these grounds that there is a necessity for carrying out a study in this area; to investigate the extent to which school inspections can have an impact in education system that will assist in helping the Tanzanian society to battle against all these problems.

### **1.1.3 Meeting Millennium Development Goals**

The Millennium Development Goals (MDGs) which have been stated to be achieved in the year 2015 pose a number of challenges to many African countries. These MDGs goals include; the eradication of extreme poverty and hunger, achieve Universal Primary Education (UPE), promote gender equality and empower women, reduce child mortality, improve maternal health, combat HIV/AIDS, malaria and other diseases, ensure environmental sustainability and develop global partnership for development (Barbarosie & Gremalschi, 2004). The MDGs, however, are context specific and are tailored according to the priorities of a particular country (Samoff, 2003; Barbarosie & Gremalschi, 2004). It has been argued that provision of quality basic education is the only means through which developing countries can attain these goals (Nkumbi, Warioba & Komba, 2006).

Tanzania as other nations in the world aspires to meet the MDGs through the provision of quality education. In its long-term plan it envisages towards the total elimination of poverty by the year 2025 (URT, 2000; Nkumbi, Warioba & Komba, 2006). Also, vision 2025 namely Tanzania Government Development Vision (TGDV), stipulates that poverty alleviation will only take place if there is improvement in education (URT, 2003; Nkumbi, Warioba & Komba, 2006). Accordingly, it has been acknowledged that, lack of access to

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basic education among Tanzanian children is a bottleneck for the efforts towards improved health, nutrition, reduction of infant, child and maternal mortality rates and it has been said to be a big hindrance towards the battle against HIV/AIDS (URT, 2003).

On these grounds, several policies and reforms have been introduced in order to improve the quality of education and the provision of UPE. These reforms include the Education Sector Development Plan (ESDP), Tanzania Development Vision (TDV) 2025 and MDGs. The ESDP has been derived from the Education and Training Policy of 1995 and it is what led to the establishment of PEDP (Haggerty & Mundy, 2006; Nkumbi, Warioba & Komba, 2006). The strategic priorities of PEDP concentrate on four main areas: enrolment expansion, quality improvement in education, capacity building and efficiency utilisation of school financial resources (URT, 2001b; Sekwao, 2004; Nkumbi, Warioba & Komba, 2006). Concerning quality improvement in education, URT (2001b) provides three main aims of PEDP as follows:

- Improvement in teaching and learning methodology
- Provision of good quality teaching and learning materials in schools
- Ensuring the provision of necessary support for maintaining educational standards<sup>3</sup>

Thus, advocating education accountability in education through school inspection in Tanzania has been the strategy towards the following: enhancement of quality of the education provided, tracking the national goals and objectives, provision of feedback to the government on educational practices, fostering the responsibility and accountability in education, controlling the environment in which education is provided and for maximisation of the pupils' potentiality for their full participation in the society. Each of these rationales for school inspection has been given more discussion in the third chapter. Considering these rationales then, it demonstrates the need for further study to track if at all school inspection can assume its responsibility for enhancing the desired quality in education by making teachers accountable towards their prime role of educating the pupil.

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<sup>3</sup> Standards in this case denote the educational attainment of pupils in relation to some benchmarks such as national curriculum levels, and descriptions at the end of a key educational stage.

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## **1.2 Purpose of the Study**

This study intended to examine the impact of primary school inspection on teaching and learning in Tanzanian primary schools in order to make suggestions as to ways in which school inspections can have a more positive impact on teachers' work performance.

## **1.3 Specific Objectives of the Study**

This study was guided by the following specific objectives:

- Investigating the impact of school inspections on teaching and learning in primary schools.
- Exploring the views of teachers on school inspections in relation to their work performance.
- Finding out how best school inspections should be carried out so as to have a positive impact on teaching and learning.

## **1.4 Research Questions**

- i. Does school inspection have an impact on teaching and learning in Tanzania?
- ii. What are the teachers' views on school inspection in relation to their work performance in Tanzania?
- iii. How can school inspections be organised so as to make a positive contribution towards teaching and learning?

## **1.5 Significance of the Study**

In light of the rationale, this study is expected to contribute to the following:

- Provision of the empirical evidence on the impact of school inspection on teaching and learning in Tanzania.
- To provide valuable information to the school inspectors on how they can best support teachers especially in relation to teaching and learning.
- To notify the educational policymakers and planners so that they see the need for the external evaluation in education.

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- To provide knowledge on school inspection which will possibly enhance the government to inject resources towards the inspectorate so as to monitor the quality education provided in the Tanzanian society.
  - To contribute to the already available literature and serve as reference for other researches in relation to school inspection and the impact it has on teaching and learning in Tanzania.

## **1.6 The Tanzanian Experience**

Tanzanian school inspection system follows the system of education evaluation of the colonial master (British system). The core role of school supervisors/inspectors in Tanzania has traditionally been to control the teachers and their performance in classroom (Grauwe, 2007). The establishment of school inspectorate in Tanzania has been stipulated in the Education Act No. 25 of 1978 section 42 (MoEC, 2005). This is the legal document that gives school inspectors power and authority in monitoring the quality of education provided in the country. The Act, clearly, stipulates that school inspectorate is responsible for close monitoring of schools as well as provision of horizontal feedback mechanisms to education agencies, managers, and administrators at zonal regional and district levels.

In 1979 the inspectorate department was placed under the education commissioner's office (Kiwia, 1994) 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 (MoEC, 2005). School inspectors are responsible for carrying out supervisory visits in schools for monitoring the quality and standards, in education and for the provision of feedback to the government (MoEC, 2005.).

The school inspectorate is one of seven directorates in the Ministry of Education and Vocational Training (MoEVT). Other directorates include; primary education, teacher education, secondary education, directorate of policy and planning, management and technical and vocational education (Kiwia, 1994), and currently, the higher education department has been established after merging together the Ministry of Education and Culture (MoEC) and the Ministry of Higher Education, Science and Technology (MoHEST) in 2008. The directorate of school inspection at ministerial level is also subdivided into

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secondary school inspection section, primary school inspection section and teachers' college inspection section.

School inspectors are organised into eight inspectorate administrative zones. These include; the Eastern, North Eastern, North Western, Lake, Southern, Central and Western (MoEC, 2005). The zonal school inspectorate structure reflects the structure of school inspectorate in the ministry. All districts in Tanzania mainland have school inspectorate offices and they report to the zonal chief inspector of schools (Kiwia, 1994). District school inspectors have to report on curriculum issues and all activities that take place in schools to zonal school inspectors. The school owners (according to the Tanzanian system, the city/municipal or district council directors are the owners of the public schools) have also to receive the school inspection reports. The District Education Officer (DEO) has to make use of school inspection reports on behalf of the director. The reports as well have to be provided to the school committees, Ward Education Officer (WEO), the head teacher of the schools, Regional Administrative Secretary (RAS) and the District Administrative Secretary (DAS) (MoEC, 2005).

### **1.6.1 School Inspection Visits and Procedures**

Before school inspectors visit the school, the District Chief Inspector of Schools (DCIS) has to write a letter notifying the school of the visit with at least 2 weeks' notice. The letter indicates how many school inspectors are expected to visit the school and the number of the days of their stay in a particular school. School inspectors carry out the inspection in 2 or 3 days on average, or even 4 days per school, depending on the size of the school in terms of the number of teachers and pupils (MoEC, 2000). The core function of school inspectors is to assess the academic progress of the pupils and how teaching and learning is being operationalised (MoEC, 2005). This is supposed to be done through assessment by observing lessons in the classroom setting.

Apart from classroom observation, they inspect the school leadership and management, school environment, various policies such as the school rules and regulations, school uniforms, availability of food in school, availability of teaching and learning materials, and number of classrooms, desks and toilets/latrines available in the school (MoEC, 2000). They also, assess the teacher/pupil ratio, incomes and expenditures of the financial resources of the school both from the government and from the school projects. Moreover, they assess the

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performance of the school committee, whether it is active or not and how it has been involving itself in school development plans, including the classroom construction and procurement of the teaching and learning materials such as books, chalks, maps and many other learning materials (MoEC, 2000; 2005).

The other important things for school inspectors to observe includes the teachers' attendance, pupils' attendance, work of the teacher in relation to lesson plans, schemes of work, subject log books and quantity and quality of exercises provided to pupils. They further have to assess the promotion rate, truancy practice among the pupils, repetition rate, promotion rate from one grade to another and the transition rate from primary education to secondary education (MoEC, 2000). They must also assess the action plans that indicate how the school is going to implement the national goals and objectives especially in teaching and learning and other school development plans including extracurricular activities like school discipline, school songs, national anthem, school culture and relationship with the community and athletics (MoEC, 2005).

After classroom observations school inspectors have to discuss issues that arose during the lesson presentation in the classroom with individual teachers. The teacher is given a room to outline what she/he thinks are the strengths and weaknesses in her/his lesson presentation and what she/he thinks are the solutions to the problems encountered in teaching and learning (MoEC, 2000). Then, the school inspector takes time to discuss with the teacher on the suggestions she/he has on how the lesson could be improved (MoEC, 2005). They have, as well, to discuss what methods could best fit that particular topic and class and the teaching and learning materials that could facilitate the pupils' understanding during lesson delivery.

School inspection reports have to reach all the respective stakeholders in two weeks after the inspection date (MoEC, 2000; URT, 2001a). This is done to allow a quick response for the burning issues or felt needs such as lack or breakage of the toilets or any other problem like that of excessive shortage of teachers and allow the inspection findings to be acted upon by the respective authorities.



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## **1.7 Education System in Tanzania and Scope of the Study**

According to (URT, 1995), 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. This system of education has been integrated in primary education system and every primary school should have a classroom and a teacher for pre-school education purpose. Pre-school education has no formal examination for promotion purpose to primary school. Much depends on the teacher assessment when the children afford simple arithmetic calculations and are able to read and write, the teacher recommends the child to be enrolled in standard one at primary school level.

Primary school education which is the focus of this study 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). There is sometimes repetition to allow the child to at least master basic skills before the enrolment in primary education. Primary education begins with standard one (I) and ends up with standard seven (VII) (URT, 2008). At the end of standard seven pupils sit their final examination named the Primary School Leaving Examination (URT, 1995). This examination is what is used for selection purpose and the major criteria for the pupils' entrance to secondary education named form one (I) (URT, 2008). It is this examination that receives all the government and communities' attention as it is the very examination that predicts the future of pupil's academic career. Also, it has been used as an indicator as to whether quality education has been declining or improving in most communities (Mwananchi News paper of 19<sup>th</sup> January 2009).

All pupils who complete primary education that is to say 7 years cycles are awarded a Primary School Leaving Certificate (PSLC) regardless of their performance in the PSLE (URT, 1995). However, because public secondary schools in Tanzania are few compared to the number of pupils who complete standard VII every year, many pupils are left without being selected to join secondary education even though they reach the cut-off point for entrance in secondary education. This has resulted in more introductions of private

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secondary schools where parents who are able to finance education of their children utilise their advantage (Galabawa, 2001; Haggerty & Mundy, 2006) although recently, there has been introduction of community secondary schools, in which these pupils have been absorbed. Yet, there are also many doubts upon the quality of education provided in those secondary schools due to shortage in number of teachers, lack of teaching and learning materials include lack of laboratories to facilitate Science subjects.

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. 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). Students selected to join A-level (Form V- VI) have to sit for the Advanced Certificate of Secondary Education Examinations (ACSEE) at the end, that is, in form six (VI). This is the very examination used for selection of students to join university education and other higher learning institutions (URT, 1995). In these institutions, the students must accomplish their studies in 3 or more years depending on the programme in which she/he is admitted.

## **1.8 Organisation of the Thesis**

The study is organised in six chapters. The first chapter presents the background information on school inspection as a form of accountability in education. The rationales for the study are discussed, alongside the purpose of the study, specific objectives, research questions and the significance of the study. The chapter also, provides the Tanzanian experience in school inspection and the school inspection visits and procedures. In the last section it provides the description of Tanzanian education system and the scope of the study.

Chapter two discusses the theories underlying school inspection especially in connection with Scientific Management, Human Relations and Critical theories. It also discusses the conceptual framework for school inspection to have a positive impact on teaching and learning.

Chapter three starts with the various conceptualisations of the term school inspection. It also gives other forms of accountability in education specifically, the market choice, school voucher system and decentralisation in education. The chapter also discusses the rationales

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for school inspection in Tanzanian education system and the role of school inspection in the improvements of teaching and learning. The last part of the chapter provides the summary of the surveyed literature.

Chapter four is concerned with research methodology, research strategy, area of study, reasons for the choice of the area of the study, sampling and selection of schools and research participants. The chapter again provides research methods employed in this study; questionnaires, semi-structured interview guide, focus group discussion and documentary review. The chapter further provides the research procedures and it covers the issue of ethical concerns in this particular study. It also focuses on the issues of reliability and validity of the study, data analysis plan and the delimitations and limitations of the study. The last section of the chapter provides the summary.

Research findings are presented and analysed in chapter five, whilst in chapter six research findings are discussed, based upon seven themes which arose from the data analysis. It also provides the summary of the findings and the main recommendations for policy implementations, for more researches and a conclusion.

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## **CHAPTER TWO**

# **THEORETICAL ISSUES AND CONCEPTUAL FRAMEWORK**

### **2.0 Introduction**

This chapter deals with theories and the conceptual framework that guides this study. It first discusses the theories underlying school inspection as an external evaluation in education by drawing heavily upon Scientific Management and Human Relations theories and from the Critical theory point of view. The chapter then, provides a conceptual framework that guides an understanding of how school inspection can have a positive impact on teaching and learning. The framework consists of three parts: (i) supporting inputs (both internal and external factors), (ii) enabling conditions, and (iii) the expected outcomes.

### **2.1. Underlying Theories of School Inspection/Supervision**

As noted earlier, school inspection is essentially regarded as a process of external evaluation in the educational system. This section discusses in some depth the theories behind school inspection. It will begin with Scientific Management theory followed by Human Relations theory. The section will end up with a discussion of Critical theory.

#### **2.1.1 Scientific Management Theory**

School inspection as external evaluation in education has a long history in the world and it can be traced back to the 18<sup>th</sup> century in European countries (Grauwe, 2007). However, School inspection as an organ of quality assurance in education, gained its strengths in connection to the introduction of Classical Management Theories. These include; the Scientific Management in 1880s by Fredrick Winston Taylor, Administrative Management in 1940s by Henri Fayol and Bureaucratic Management in 1920s by Max Weber (Wertheim, 2007; Sergiovanni & Starratt, 2007). All of these management thoughts were concerned on

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how to manage work and organisations more efficiently<sup>4</sup>. Of the importance of Scientific Management theory in school inspection will be given more details.

Scientific Management theory was developed by Fredrick Taylor an American Engineer, in his book “The Principles of Scientific Management (1911)”. Sometimes it is known as Taylorism/Taylor system of management. It is the theory of management that analyses and synthesises work flow process in improving labour productivity (Halk, Candoli & Ray, 1998; Hoyle & Wallace 2005; Wertheim, 2007). The main legacy of Taylor’s work was the optimistic assumption that, there could be one best way of leading or managing that will save both time and financial resources (Hoyle & Wallace, 2005). Management was blamed by Taylor for industrial inefficiency and allowing workers to rely on the rule of thumb rather than scientific methods (Hoyle & Wallace, 2005).

Taylor believed that decision based upon tradition and rules of thumb should be replaced by precise procedures developed after careful study of an individual at work. The main argument was that human beings by their nature, and in this case, workers, are lazy and dislike work especially when working in groups. Workers as human beings will deliberately plan to do as little as they safely can. Also, because they have little desire for responsibility they would prefer to be directed (Halk *et al.*, 1998; Hoyle & Wallace, 2005; Wertheim, 2007). Taylor felt that the secret to Scientific Management was the compliance of workers and that they did not need autonomy or freedom of thought but instead their role was simply to follow the directions of their superiors (Sergiovanni & Starratt, 1993; Welsh & McGinn, 1999; Hoyle & Wallace, 2005). From that strand, according to Hoyle and Wallace (2005) Taylor suggested the use of Scientific Management with four strategic and systematic approaches to maximise individual productivity:

- Application of time-and-motion science is required for comprehensive job specification broken down into standardised units.
- Workers are to be carefully selected and trained in order to carry out each unit to replace a rule of thumb.

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<sup>4</sup> Efficiency refers to the situation whereby one uses little or the same resources in producing more. It is the ratio between what have been brought and invested in the system and the results coming from the system.

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- Motivate workers by more pay through a bonus scheme based upon earlier analysis. A supervisor is responsible for monitoring workers' performance, training, and ensuring the adherence to the stipulated work conducts.
  - Managers are to plan and control the work process. Workers should do as they are told to do otherwise, their wages are to be lowered or they are dismissed.

It has been indicated that the application of Scientific Management in education in the USA started during 1920s (Hoyle & Wallace, 2005). The model was first used in connection with school inspection in early 1980s where there was a mild renaissance of interest in supervisory activities in education (Sergiovanni & Starratt, 2007). The Scientific Management concept was carried over to school supervision/inspection when teachers were viewed as the key implementers of the highly refined curriculum and teaching system (Sergiovanni & Starratt, 2007; Hoyce & Wallace, 2005). It has been argued that many states in US began to mandate the increased creation of policies in supervision and evaluation of teachers (Sergiovanni & Starratt, 1993; 2007; Hoyle & Wallace, 2005). At national level the Association for Supervision and Curriculum Development (ASCD) started to place stronger emphasis on school supervision and the quality of literature on that field expanded (Sergiovanni & Starratt, 2007). Training of Head teachers, principals and supervisors were trained in supervision techniques and there was an introduction of the instructional leadership (Sergiovanni & Starratt, 2007; Hoyle & Wallace, 2005). Supervision ranked higher on the agendas of both state policy makers and local school administrators. By 1998 a massive growth of supervision was witnessed and its critical point of evolution was reached. Supervision appeared to be everything in the American educational system, to the extent that Sergiovanni & Starratt confess that:

We were in the midst of a powerful standards movement that fostered a new age of thinking about accountability aimed not at students and what they learn but at teachers and how they teach (2007: xvii).

Moreover, classroom supervision and observation were introduced as approaches for teachers' evaluation together with performance appraisal scheme based on specific targets (Sergiovanni & Starratt, 1993; Hoyle & Wallace, 2005). The idea behind introduction of close supervision practice was to ensure that teachers were teaching the way they were supposed to and they carefully followed the approved teaching protocol and guidelines (Sergiovanni & Starratt, 2007). For example, they were needed to prepare the schemes of work extracted from the syllabus and prepare the lesson plans that followed the scheme of

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work. Teachers had to follow the pre-determined objectives and goals of education stated in the national curriculum. School inspectors were to make sure that teachers followed these arrangements for effective teaching and learning. According to Sergiovanni & Starratt, control, accountability and efficiency with the clear cut manager-subordinate relationships are the watchwords of Scientific Management.

In UK it was conceived that well-managed school would be the vehicle through which external specification of curriculum could be implemented (Hoyle & Wallace, 2005). Taylor's theory of Scientific Management was made explicit. The UK government focused its attention into the studying of the science of the job (Hoyle & Wallace, 2005). It has been said that, this has been the reason for the expansion of leadership and management in Her Majesty Inspection (HMI) survey reports. More recently, the emphasis has been pressed on OFSTED inspections and reports on school leadership and management (Hoyle & Wallace, 2005; Ehren & Visscher, 2006:2008). According to Hoyle and Wallace (2005) in UK, there had been the specification of national standards and refined curriculum. Also, there had been an annual increment of salary for teachers' equivalent to bonus subjected to the conditions upon satisfactory performance. Accordingly, those who have developed expertise and judged through appraisal to have achieved outcomes are entitled to a salary within an upper pay range. Moreover, according to Ehren and Visscher, (2006; 2008), in UK schools have to demonstrate how the recommendations given by the school inspectors are to be implemented including the preparation of strategic action plans.

Scientific Management theory, however, has been criticised for concentrating on efficiency while ignoring its impact on effectiveness<sup>5</sup> (Hoyle & Wallace, 2005). Major criticism came from Human Relations theorists in 1930s. Human Relations greatly criticised the stand point of Scientific Management for treating human beings as machines and for its value-laden aspects (Richards, 2001b; Sergiovanni & Starratt, 2007; Wertheim, 2007). Taylor's system of management was concerned solely with means, to let things done but killing workers' creativity as they had to follow what other people plan and decide.

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<sup>5</sup> Effectiveness in general terms denotes the extent to which objectives and goals are achieved. It differs with efficiency in the sense that, while efficiency strives for appropriate use of resources and time, effectiveness will always ask, to what extent the intended objectives have been attained. One may be efficient but not necessarily effective. Most people tend to put more emphasis on efficiency at the expense of effectiveness.

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Moreover, it has been criticised for the possibility of one best way to achieve efficiency and the validity of adopting a particular method for achieving it (Hoyle & Wallace, 2005). It has been criticised as well for diverting teachers' attention from teaching, as their core function, to extensive record keeping (Hoyle & Wallace, 2005). Despite these weaknesses, however, according to Sergiovanni & Starratt (2007) the basic premises and precepts of Scientific Management theory are still thought to attract many policy makers, administrators and supervisors.

### **2.1.2 Human Relations Theory**

Human Relations theory had its origins in the Democratic Administration Movement (DAM) most notably by the work of Elton Mayo in 1930s in his classic research study at the Western Electric Hawthorne plant. Elton Mayo was a social philosopher and professor of business administration at Harvard University (Sergiovanni & Starratt, 1993; 2007). Mayo believed that the productivity of workers could increase by meeting their social needs at work and by promoting their interaction between them. According to Mayo, workers need to be treated decently and should be involved in decision-making processes (Sergiovanni & Starratt, 1993; 2007). Human relations theory assumes that people will be committed to work, if the work conditions are favourable. Also, they can be self-directed and creative at work if properly motivated. People as human beings have their own thinking and they view the world in different ways (Druker, 1991). Accordingly, the need for recognition, security and a sense of belonging is more important in determining workers' morale and productivity (Druker, 1991; Sergiovanni & Starratt, 2007).

A worker is a person whose attitudes and effectiveness are conditioned by social demands from both inside and outside the work plant (Druker, 1991; Sergiovanni & Starratt, 2007). A person who deals with people should understand that there is always a social aspect to life. Workers know a great deal about the work they are doing. If a leader wants to address productivity and quality, then she/he should ask them what they think could be the best way to do the job (Druker, 1991). Workers' knowledge of their job is the starting point for improved productivity, quality and performance. Thus, in making and moving things, partnership with the responsible worker is the best way to increase productivity (Druker, 1991).



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In education and schooling processes, teachers are regarded as whole persons in their own right rather than as packages of energy, skills and aptitudes to be utilised by administrators and school inspectors (Sergiovanni & Starratt, 1993; 2007). School inspectors need to create a feeling of satisfaction among teachers by showing interest in them as people (Sergiovanni & Starratt, 1993; 2007). It is assumed that a satisfied teacher would work harder and would be easier to work with (Sergiovanni & Starratt, 1993; 2007). Teachers know better about their strengths and weaknesses whilst the school inspector is simply there as a facilitator for supporting the teacher for better performance. For that reason, teachers need to participate in the evaluation process and so school inspection methods and its objectives should make teachers feel that they are important and useful to a particular school. There is a need as well to create the “personal feelings” and “comfortable relationship” between teachers and school inspectors (Sergiovanni & Starratt, 2007:16).

Human Relations theorists, however, are not free from criticism due to their emphasis on winning friends (Sergiovanni & Starratt, 1993; 2007; Wertheim, 2007) an attempt to influence people as the means of manipulating individuals to comply with what one wants them to do. Also, Human relations promised much but delivered little coupled with misunderstandings as to how this approach could work (Sergiovanni & Starratt, 1993; 2007) since not everything needs a democratic approach. Accordingly, Human Relation theorists are also criticised for concentrating on a single aspect like the social environment to influence high productivity (Druker, 1991). They forget other factors like salary level, culture, individual interest in work, and the structure of the organisation that can all have a great deal of influence over worker’s creativity and productivity (Gaynor, 1998). Moreover, the advocates of Human relations theory have been criticised on the issue of laissez-faire supervision (Sergiovanni & Starratt, 1993; 2007; Wertheim, 2007) in which they let people do things in whatever ways they would wish to, which can, in fact, also lead to under-productivity. Like Scientific Management theory, Human Relations theory though has some weaknesses it is still widely advocated and practiced today (Sergiovanni & Starratt, 1993) in supervision/school inspection systems in different countries including Tanzania.

### **2.1.3 Critical Theory**

This study draws upon Critical theory since it advocates freedom and emancipation process. It also gives more voice to teachers as the key players and implementers of the curriculum. Critical theory is used to refer to the work of a group of sociopolitical analysts emanated

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from the Frankfurt School. Some of the members of this group include Adorno, Marcuse and more recently, Habermas who is regarded as the father of Critical theory (Tripp, 1992; Maclsaac, 1996). Critical theory is a philosophical approach or position that attempts to question and challenge what is claimed to be the established knowledge (Syque, 2007). The philosophical foundations that deal with establishment of knowledge are referred to as epistemological and ontological orientations. Epistemological position can be conceived as the way of constructing acceptable knowledge (Bryman, 2004).

When natural science mode is employed in the study of social phenomena it is referred to as positivism. Positivism is an epistemological position that employs the natural sciences to the study of social reality (Bryman, 2004). Critical theory rejects the positivists' view of rationality, objectivity and truth (Carr & Kemmis, 1986). It calls the educational theory to accept the need to employ interpretative categories in different phenomena. It also identifies and exposes theoretical accounts to make members of the society aware of how they may eliminate or overcome their problems (Carr & Kemmis, 1986). While Positivists consider human beings to be value free, Interpretivists as an alternative to positivists contend that there should be a respect and difference between people and the objects of the natural science (Bryman, 2004). Critical theory is featured by the claim that educational status should be determined by the ways it relates to practice (Carr & Kemmis, 1986).

Ontological position on the other hand, explains whether truth or reality is external to an actor/individual (Objectivism) or internal to an individual (constructivists) (Bryman, 2004). Objectivism as a philosophical position explains that social phenomena that confront human beings are external beyond their control. It considers an organisation as a tangible object with rules and regulations, and standardised procedures to get things done (Bryman, 2004). Critical theory invites constructivists and social scientists to grasp the subjective meaning of the social action. Human being should be seen and conceived as unique with unique feelings and she/he is able to mould the world in which she/he lives (Carr & Kemmis, 1986; Bryman, 2004; Cohen, 2007). The main argument is that people in a certain culture, political and economic have control of their lives which can be achieved through emancipation process (Tripp, 1992; Maclsaac, 1996). Emancipation to Tripp refers to a process whereby oppressed and exploited people become sufficiently empowered to transform their circumstances for themselves by themselves.

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Moreover, Critical Theory is regarded as an emancipatory knowledge since it identifies self-knowledge or self-reflection (Carr & Kemmis, 1986; Tripp, 1992; Maclsaac, 1992). Similarly, Critical theory is emancipatory process in a sense that, it creates self-awareness for one to recognise the correct reasons for her/his problem Knowledge is socially constructed rather than accumulation of subjectively neutral objective facts (Maclsaac, 1992). As such, knowledge gained by self-awareness through reflection lead to a transformed consciousness and hence, not knowledge for knowledge's sake (Tripp, 1992). This also involves the process whereby one sees her/his roles and the societal expectations form her/him. According to Maclsaac (1996) social knowledge is governed by binding consensual norms which defines reciprocal expectations about behaviour between individuals.

In the school inspection system, teachers are regarded as people with free will and with total freedom (Maclsaac, 1996; Tripp, 1992). They are considered to be conscious about their strengths and weaknesses (Druker, 1991). When school inspectors recognise that teachers are free entities with their own thinking, their role as school inspectors is to facilitate the teaching and learning process and not dictate what should be done by the teacher. Teachers are to be encouraged to reflect on their teaching and learning practice in order to discern their areas of weaknesses and try to find the solutions of the problems that face them in teaching and learning (Tripp, 1992).

Critical theory aims at understanding peoples' values and uses the meaning they make rather than super-imposed solutions to the problems (Maclsaac, 1992). By understanding that there is no readymade solution to the problems makes teachers more creative and imaginative which can enhance high achievement of the pupils in schools (Carr & Kemmis, 1986). This reciprocal relationship between teachers and school inspectors is what will create mutual understanding for the betterment of the pupils and facilitation of their academic excellencies in schools (Maclsaac, 1996; Leew, 2002).

However, Critical theory faces the shortcomings that individual freedom has limitations. Human beings cannot be left free without some degrees of control. Some individuals as human beings tend to misuse the freedom they have. As Scientific Management theory puts forward, a teacher cannot be left free to do whatever she/he wishes to do. Some rules and regulations are to be applicable with a mixture of humanity (Sergiovanni & Starrat, 1993: 2007) if the national goals and objectives to be achieved.

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## 2.2 Conceptual Framework for School Inspection

This study adapted a System Thinking to provide a framework that could be used to understand the factors that can make school inspection contribute to teaching and learning. Development of Systems Thinking to improve the ability to take effective actions has been the concern of many scholars (see for example, Richmond, 1993; Omari, 1995, Cummings & Lunsford, 1996; Sweeney & Sterman, 2000; Masinde, 2006). System Thinking is concerned with the analysis of the ways the parts are related and impact on each other (Omari, 1995). That is to say, one part of the system cannot operate effectively and efficiently without a presence of support from other part. When there is connectivity and linkage between the different parts, then there might be a massive achievement of the goals and objectives in improving the quality of education in the society. Cummings & Lunsford (1996) argue that there is a need to ensure the existence of interaction between parts and the whole and ensure the interdependence for improvement purpose.

To Masinde (2006) System Thinking approach is a philosophy of structure that coordinates in an efficient and optimum manner. This approach is about seeing things as a whole, knowing that the system is made up of several entities. It enables analysis of complex problems and situations. According to Cummings and Lunsford (1996) in System Thinking, a creation of sound goals with specific means of achieving them is a paramount importance. That is to say, if external factors are missing, it will be difficult for school inspectors to perform their duties, though without internal and enabling conditions they cannot work effectively and efficiently to bring about school academic improvement. In order for school inspection as an agent of quality control to have impact on teaching and learning it has to function as an open system with factors that allow interactions that contribute to effective monitoring of the quality of education provided.

Moreover, Cummings and Lunsford (1996) contend that in System Thinking there are some questions to be asked, such as what is the role of parents, government bodies, teachers and administrators? If the school is not performing well for example, who is at fault? Is it a teacher, a pupil or there is something wrong within the system? For example, when teachers are not doing their job as required school inspectors should think what has been their role towards supporting the teacher to perform. On this as well the government should ask what inputs have been directed to both school inspectors and teachers to ensure that what is expected has received the attention needed. That is to say, everyone involved in the

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provision of education of the pupils is accountable for good or bad results. Cummings and Lunsford (1996:78) again contend that “education system is complex collection of interaction and interdependent processes and players and so one component teachers for example, cannot be singled out as at fault...optimisation of learning should focus on a whole school system not an individual school or an individual teacher”. Advocating System Thinking Richmond argues:

...the primary source of the growing intractability of our problems is a tightening of the links between the various physical and social subsystems that make up our reality, one will agree that system dynamics and systems thinking hold great promise as approaches for augmenting our solution-generation capacity (1993:115).

Every part of the system is an integral part of the whole system to make smooth operations for the betterment of the achievement of educational goals and objectives. When mutual interaction and understanding exist among individuals (Leew, 2002; Maclsaac, 1996) supported with availability of resources, it enhances the improved work performance of the teacher and hence higher achievement of pupils (Cummings & Lunsford, 1996).

It is argued in this study that the supporting inputs both internal and external factors, combined with enabling conditions (these factors have more details in the next section) will lead to desired outcomes that will facilitate pupils’ achievement in schools. Figure 1 is adapted and modified from Omari (1995) to suit this study. Omari in his conceptualisation of quality in primary education in Tanzania contends that it is difficult to capitalise each part independently in pursuit of the goal of improving education system. One has to think of the whole system and the interdependency of inseparable parts. The single directional arrows depict the cyclic process from the supporting inputs to expected outcomes and visa-is-versa. The double directional arrows depict the mutually impacts for reinforcing mutual interaction and interdependency in education system.

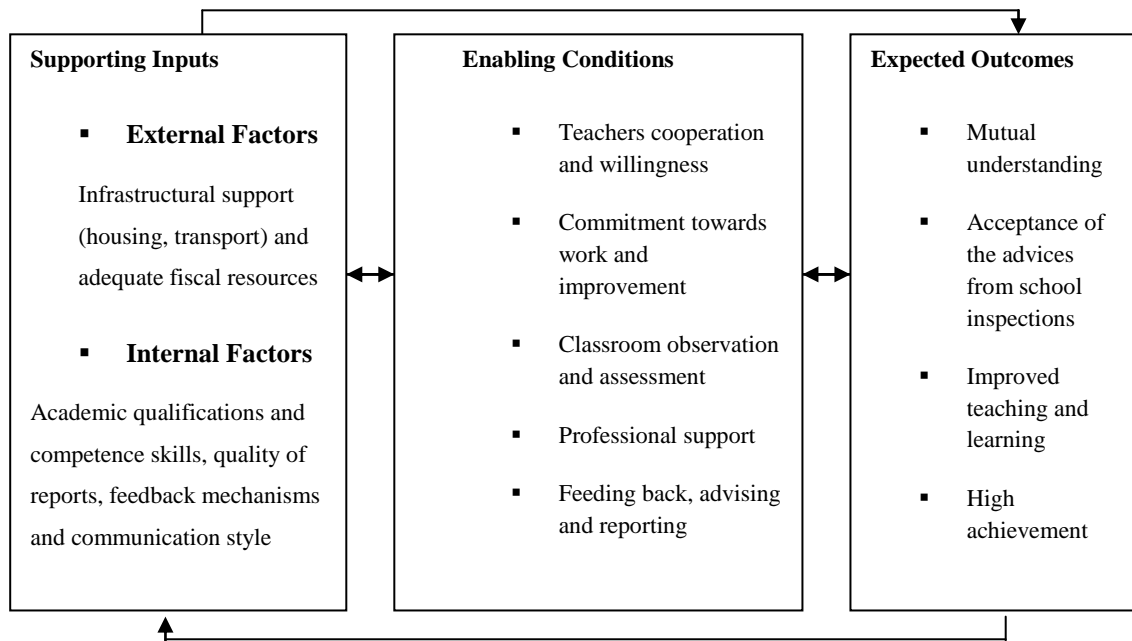


Figure 1: A framework for school inspection to have an impact on teaching and learning

Source: Modified from Omari (1995)

## 2.2.1 School Inspection Supporting Inputs

This section discusses the supporting inputs that are essential for facilitating the work of school inspectors for the visits they are supposed to carry out in schools. Supporting inputs (both external and internal) are factors that can aid school inspectors to have a positive impact of teaching and learning. The section begins with external factors followed by internal factors.

### 2.2.1.1 External Factors

For school inspection to have a positive impact on teaching and learning, it is stressed that supporting inputs (external factors) that can facilitate the work of school inspectors are to be reinforced. The main factors crucial in this context include the infrastructural support (like transport, housing and office equipment) and fiscal resources both for salaries and for field visits. It is argued in this study that, these factors if in place may greatly contribute towards school inspectors' work performance towards improvement in teaching and learning. The factors as well may facilitate the school inspectors' access to schools to monitor the quality of education provided. Cummings and Lunsford (1996:76) argue that the "system or

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organisation should meet external and internal customer needs, pursuing its mission within its resources, performing within its capacity and keeping its core competencies". Earley (1998) argues that for school inspectors to perform, will largely depend on the level of funding directed to inspectorate.

The supporting inputs may not only make school inspectors hardworking but also, they might create a sense of satisfaction for their job. Although to be satisfied at working place so many things crop in. However, it may lessen the problem of school inspectors of being too dependent upon the people they inspect. More importantly, it may enhance their credibility and acceptance of what they are trying to advise teachers (Earley, 1998; Ehren & Visscher, 2006). Cummings and Lunsford (1996) contend that a process or system can be measured by identifying its aims and determine indicators that relate to its capacity in producing a service that satisfies its customers. This implies that quality of the service provided by school inspectors will be highly dependent upon the external factors within the education system. The Education and Training Policy of 1995, however, acknowledges that, "school inspection in Tanzania has not been effective as expected due to inadequate and competent personnel, shortage/lack of transport, offices and office equipment and housing" (URT, 1995:30-31).

### **2.2.1.2 Internal Factors**

Accordingly, school inspection's impact on teaching and learning, greatly depends upon the internal factors (internal strengths). These factors include among other things; the academic qualifications of school inspectors, their competence skills in subject matter, communication style, feedback mechanism and the quality of the school inspection produced reports. Wilcox (2000) and Ehren and Visscher (2006) contend that school inspectors should advance themselves academically and they need to possess a wider knowledge base and skills to facilitate their work. Also, Ehren and Visscher (2006) suggest that school inspectors should have a broad knowledge base and a good view on how the school is performing.

In this case, it may be easier for them to help teachers in terms of professional support when they demonstrate their competence skills level in a subject area (Wilcox, 2000). This does not mean that school inspectors know better than teachers especially when it comes to the process of teaching and learning. What is stressed here, however, is that school inspectors should have higher academic qualifications than the teachers they supervise their work. For

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example, they have to strive for degrees as most teachers in Tanzania are now struggling for diplomas. This also will depend upon the status of school inspection system so as to attract many candidates, as one after meeting qualifications requirements tend to opt for more and better paying jobs.

Indeed, quality of the school inspection reports and feedback mechanisms with clear language is what will facilitate the credibility and acceptance of what school inspectors are trying to advise the teachers (Chapman, 2001b). To Chapman, teachers' willingness to act upon school inspection reports will depend on the relevance of the school inspection comments. This is so because, if school inspection reports are not properly organised and do not possess constructive advices it may be difficult for the teachers to make use of the recommendations. On this again Cummings and Lunsford (1996) argue that when the system functions, feedback on its output is used to help determine and ensure system stability. When feedback is negative the system will often adopt an approach which attempts to stabilise/defend itself.

Essentially, what one communicates and how she/he communicates matters a lot for effective school inspection and for creation of positive relationship. Similarly, mutual respect and understanding are essential for the business of school inspection if teaching and learning is to be improved. Leeuw (2002) argues that there should be positive relationship, mutual respect and productive dialogue between school inspectors and teachers. Positive relations between teachers and school inspectors is what to a larger extent will facilitate the acceptance of the challenges and support from the school inspectors by teachers (Ehren & Visscher, 2008).

According to Leeuw (2002) school inspection that is characterised by reciprocity between teachers and school inspectors is more productive for improving teaching and learning. To Leeuw, school inspectors should strive for a balanced "*give and take*" and *you too-me too*" relationship (Leeuw, 2002:138). The former refers to what the school inspectors would like to receive from schools in terms of information and what schools get back in return. Also, the notion of "*you too-me too*" denotes that school inspectors should demonstrate the same transparency and evaluation criteria as applied for the school they inspect.

To Hargreaves (1995) school improvement through inspection strategy depends heavily on the act of school inspectors' potential contribution in helping all school get better. Although



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this is very difficult due to the nature of resources provided to school inspection as experience shows that school inspections suffer the problem of under-resourcing (Gaynor, 1998). Unless some more resources are directed towards school inspection then, school inspectors may not be more committed towards their work mission.

### **2.2.2 Enabling Conditions**

For school inspection to have a positive impact on teaching and learning, teachers need to cooperate and need to be willing so as the discussion between them and school inspectors to be productive (Earley, 1998; Chapman, 2001a; Chapman, 2001b; Ehren & Visscher, 2006). Wilcox (2000) and Chapman (2001b) further argue that for the teachers to be willing (or not) to act on the issue raised by school inspectors, mutual understanding plays a significant role rather than political and administrative procedural nature/rules. Teachers also need to be committed towards work improvement and make use of the recommendations. If teachers are not willing and they do not put into practice the advices given by school inspectors then it may be difficult to improve teaching and learning in a particular school (Chapman, 2001b).

Accordingly, school inspectors should make sure that classroom observation/assessment is carried out as this is the very place where they can observe how the teacher is doing his/her work (Chapman, 2001b; Black & Wiliam, 2001; Mathew & Smith, 1995). It may be easy for school inspectors to discern the area of weaknesses so as to offer proper advices and some solutions on how the teacher can do better. This, again, goes hand in hand with professional support (Nkinyangi, 2006) and it is in this respect that it is suggested that school inspector should be competent and knowledgeable in her/his subject area as argued by Wilcox (2000). The feedback and the quality of the inspection reports should make the teacher value her/his work more and not a kind of feedback that degrades teachers' dignity and/or makes a teacher discouraged.

### **2.2.3 Expected Outcomes**

It is registered in this study that, if the external inputs are properly observed and the internal strengths of the school inspectorate are well established then, the expected outcome can be mutual understanding between teachers, school inspectors and the DEO. The DEO will respect and value what school inspectors are recommending because of the positive outlook between them. The other expected outcome is that, the DEO and the teachers will act upon

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the school inspection recommendations that may lead in improvements of teaching and learning processes and hence, higher academic achievement of the pupils.

### **3.0 Summary**

This chapter has discussed the theories underlying school inspection. It started with Scientific Management theory followed by Human relations theory, and the last section discussed Critical theory. While Scientific Management theory stresses the rules and regulations for teachers to follow, Human Relations and Critical theories advocate some rooms for teachers' autonomy. In both the later theories teachers are regarded as social beings and they have their own way of thinking and viewing the world.

It is considered that none of the above theories were solely appropriate to provide a framework for a study concerned with the impact of school inspections upon teaching and learning and school improvements. Scholars like Hargreaves (1995) and Sergiovanni and Starratt (2007) in their studies suggest the combination of more than one theory so as to establish a balance between rules and regulations and humanity. To them the combination will serve the inspection/supervision purpose better rather than relying on a single theory because all have strengths and weaknesses.

The chapter also outlined a conceptual framework for an understanding of the impact of school inspection on teaching and learning. It has been argued in this study that for school inspection to have a positive impact on teaching and learning, the System Thinking should be applied to view the education system as whole. Making different parts interdependent and interact to allow efficiency and effectiveness on work performance is what will facilitate quality monitoring in education. For this to take place, external factors supported by internal factors with enabling conditions will to a larger extent create mutual understanding and hence, high academic achievement of pupils in schools which is a prime goal of the education system in any society.

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# **CHAPTER THREE**

## **LITERATURE REVIEW**

### **3.0 Introduction**

This chapter deals with the conceptualisation and general overview of the term school inspection. The chapter again provides other forms of accountability in education specifically the market choice, voucher system and decentralisation in education. It also provides examples of school inspection systems in other countries such as England and Wales, The Netherlands, Finland, Norway, Sweden, Botswana and Zimbabwe. The chapter, further, discusses why Tanzania needs school inspection based on rationales outlined in chapter one, followed by the role of school inspection for the mission of improvement in teaching and learning. In the last section, the chapter provides a summary.

### **3.1 What is School Inspection?**

School inspection as a concept has been defined in different ways by different persons. It has been sometimes used interchangeably with school supervision. Richards (2001:656) for example, defines the term school inspection as the process of “observing work in schools, collecting evidences from a variety of other sources and reporting the judgments”. To Richards, school inspectors are not simply equivalent to the value-free cameras and video recorders that randomly provide snapshots of schools and classrooms. They need to interpret and not just report activities as not everything found in the school during inspection is necessarily inspected and reported. Richards, thus, stresses that only the main features that are deemed relevant to the educational industry are to be examined.

Wilcox (2000:15) on his side defines inspection as the process of “assessing the quality and/or performance of the institutional services, programmes or projects by those (inspectors) who are not directly involved in them”. The definition indicates that school inspection is an external system of educational evaluation, and in reality school inspectors have no direct control of the teachers but they influence their accountability to their work performance through the publication of the school inspection reports (Ehren & Visscher, 2006).

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In general terms, school inspection can be viewed as the process of assessing, examining, collecting information, and analysing the performance of schools, so as to see if it meets the educational standards that the government intends to achieve through its educational system. As argued by Richards (2001b) school inspection involves making evaluations about the significance and value of what is observed, collected and reported. It is not simply a means of judging a school's compliance with government objectives or directives in any direct way. In this case, school inspection should be developmental and not judgmental (Dimmock & Walker, 2005; Wilcox, 2000). It means that it should help the teacher to improve and not just pinpointing his/her weaknesses.

As indicated earlier, the term school inspection is still used in different countries like England and Wales, the Netherlands, Lesotho, Senegal and Tanzania with the reflection of compliance monitoring of education provided in the society (Grauwe, 2007). Indeed, since school inspection has become more related to offering advices to teachers that can stimulate their creativity, the terminology have been changing in various countries over time. Some countries prefer to adopt the term supervision over that of inspection. As indicated by Grauwe 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 "*animateur pedagogique*" (Grauwe, 2007: 710) meaning the Education Advisor.

## **3.2 Other Forms of Accountability in Education**

Accountability in education takes different forms apart from school inspection. Most notably in this thesis include the market choice, the voucher system and the decentralisation in education. Each of these forms of accountability holds some degree of control over the work of teachers to make them more responsible and committed towards their prime duty of achieving academic excellencies in their pupils.

### **3.2.1 The Market Choice**

The market choice is based in market-driven policies, mostly practiced in the United States of America, Australia and New Zealand and in the United Kingdom. This approach has to do with the provision of greater choices to students and parents. The main argument is that, families should have the right to choose the type of education they want for their children

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(Levin, 1991). Also, market choice aims to encourage schools to become more responsible to the clients (Leithwood, 2001; Levin, 1991). It is hoped that school leaders will create their schools as marketable products and that parents would have more control over the schooling of their children (Friedman, 2005). This has been the case in England and Wales where school inspection reports have been published on the Internet so that parents can have a wider range of choices for the education of their children (Lee, 1997; Ehren & Visscher, 2008). The schools with good academic progress will attract many pupils and more support will be provided to the school by the parents unlike the weak schools that may be closed or sanctioned (Contreras, 2002; Friedman, 2005; Sammons, 2006). Schools will also demonstrate good customer relations and satisfy the community needs by being able to respond quickly to the market demands (Leithwood, 2001).

Advocates of market choice have the assumption that the approach will lead to high competition between schools which is likely to result in greater pupils' achievement. Leithwood (2001) gives four rationales for market choice in education system. First, it leads to increased competition and it gives parents and pupils more chances to choose schools which they are more satisfied with and which better meet their educational needs. Second, it is more likely for the parents who are satisfied with the education of their children to provide greater support to the school and to the pupil's learning. Third, pupils' are likely to be more engaged when learning styles are matched with their interests with a particular school. Fourth, when teachers have chosen their work settings and have been active in designing their own school programmes, they will be more committed towards the implementation of those programmes effectively which may lead to increased attendance of pupils at school for more educational attainment and achievement.

It is argued, however, that market choice has inequitable consequences for pupils as it gives further advantage to the already advantaged pupils while eroding the educational chances of the pupils at risk and the poor (Leithwood, 2001; Ball, 2004). This is because people who can make choices of the type of education they would like for their children are those who are already advantaged. Making education as commodity in the market will favour the children from affluent families and the children from the poor families will not take the advantage in education as their basic human right.

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### 3.2.2 School Voucher System

The school voucher is a certificate issued by the government through which parents can pay for the education of their children in a school of their choice either in public or private school. The first proponent of this system was Friedman Milton an American economist (Contreras, 2002; Lee & Wong, 2002). The voucher system is mostly practiced in America, Chile, Colombia and England. In the case of England, the school voucher is provided to the nursery schools. All children with four years of age in England whose parents wish to take up their children to nursery schools receive this support (Lee & Wong, 2002). The vouchers cover the cost of a place in a state nursery but must be topped up to pay for a place in a private nursery.

The school voucher is based on Liberal Market approach and it is more or less the same as market choice, except that in this system the government provides the same amount to every pupil. The idea behind school voucher like that of market choice is to create more competitions between schools for improved quality of education (Learmonth, 2000, Friedman, 2005). The purpose is make the successful schools attract more pupils while weak schools would be forced to reform or close and may disappear in the market (Contreras, 2002; Friedman, 2005; Sammons, 2006). The main objective is to localise accountability as opposed to the reliance on government standards. Accordingly, the system is hoped to promote competition among public schools and private schools for more improved quality of education (Friedman, 2005). In 2002 in America, a family was allocated a set of amount of money by the government worth to \$3,000 per child per semester (Lee & Wong, 2002).

However, there is a considerable debate that voucher system in education does not increase equal education opportunity. For example, it was observed that the allocated \$3,000 did not cover tuition fees required by most private schools and so it gave more advantage to the children of the affluent families, at the same time leaving the poorer families to foot the remain tuition bills. It has been said that in this system, the vast majority of parents will be unable to shoulder the responsibility due to economic problems (Lee & Wong, 2002). As such, children of the poor will opt for the public schools with a lower quality of the desired education. In actual sense, the voucher system will provide financial aid to families that do not need it at the expense of the poor families. However, though the state nurseries in England are so poor that parents stretch themselves financially to get their children into private ones, vouchers then become a welcome relief for the poor families.

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### 3.2.3 Decentralisation of Education

Decentralisation involves a “process of reducing the role of central government in planning and the provision of services. In education, it refers to a shift of the authority distribution away from the central “top” agency in the hierarchy of authority” (Bush, 2003:12). To decentralise according to Lauglo (1995:5) denotes to “disperse objects away from a central point”. The term decentralisation does not only refer to the process but also to the condition of objects being located remote from a centre (Lauglo, 1995).

Generally, the term decentralisation can be conceptualised as a process of distributing the decision making from the central authority to the local levels whereby the local communities are able to plan and put their own priorities in education rather than the central officials.

It is generally assumed that services will be provided effectively by local communities. The argument behind this claim is that, decentralisation brings decisions closer to the people and it improves accountability in provision of services including education. Also, the other reason why many governments of the world opt for decentralisation is that, local communities are assumed to have a better knowledge of local conditions, characteristics and preferences than the central actors (Mbelle, 2008; Glopello, 2004; Galiani, Gertler & Schargrodsky, 2008). Stressing the importance of decentralisation, Sergioivanni contends that:

It remains that the superhero images of leadership will not work. In tomorrow's schools success will depend upon the ability of leaders to harness the capacity of locals to enhance sense and meaning and build a community of responsibility (2001:55).

The government of the United Republic of Tanzania is among various African countries that have adopted decentralisation of political and administration responsibilities, fiscal/funding of schools to lower levels. Although in Tanzania, certain education functions are still controlled by the central government like that of curriculum development, teacher education and examinations (Gaynor, 1998); text books and other learning materials' procurement and classroom construction are decentralised. Yet, classroom construction is partly subsidised by the central government. However, decentralisation of school management allows individual community to contribute towards the decision-making process involved in the education of their children. According to Lauglo, teachers are servants of the people in the community they live (Lauglo, 1995).

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By understanding that the community judges the performance of the teacher through the achievement of the pupils, it makes teachers more creative and committed towards their work. Under decentralisation processes, school inspection as an external evaluation is supplemented by internal supervision (MacBeath, 2006). This includes peer supervision for example; head teachers are to supervise the teaching and learning process in their schools. Also, the Ward Education Officer (WEO) is responsible for internal school evaluation. The major aim of this approach to accountability in education is to enable teachers to know themselves better with regard to their strengths and weaknesses (Learmonth, 2000; Wilcox, 2000). The process is said to help teachers capitalise the strengths and rectify the weaknesses before the external supervisors visit the schools. By so doing, it facilitates the proper utilisation of the available resources as teachers know that they will be evaluated and reported.

Aitchison, (2006) provides three main terms used to denote decentralisation process, these are; deconcentration, delegation and devolution. Deconcentration refers to the fuller, but not complete, transfer usually by administrative decree of decision-making authority from higher to lower levels (or to regional parts of the bureaucracy within the same level of government. This is the very type of decentralisation practiced in Tanzania as indicated earlier, where that some of the functions are shouldered by the central government. Delegation refers to the assignment, usually by administrative decree of a decision-making authority, to a lower or to other public or private agencies. The transfer is only for some powers of decision-making and management over personnel and budgets. The compliance to higher levels, policies and directives remains.

For the case of devolution, it refers to full legal and permanent transfer of decision-making authority from the higher level of government to a lower level (To regional or local government, community organisations and or individuals). Devolution may include privatisation policies based on greater participation of the private sector (Naidoo, 2003). This is done to ensure more efficient and cost effective uses of limited resources (Lauglo, 1995; Naidoo, 2003). In practice the actual means of decentralisation may vary considerably ranging from communal devolution to marketisation as it has been the case of America (Lauglo, 1995).

However, decentralisation does not function without weaknesses. It is argued that decentralisation improves service provision in wealthier areas where citizens have enough



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stature to voice and defend their preferences. Also, for the people who cannot encourage local communities to participate and make service providers more accountable to their clients it will not work. Many tend to think that the benefits of decentralisation may not reach the poorer populations (Galiani, Gertler & Schargrotsky, 2008). According to Brosio (2000) decentralisation is said to offer many opportunities but, in order to work properly, it needs well defined rules and their enforcement. If it is not to, becomes a risky venture particularly in poor countries especially in Africa where democratic institutions are fragile and the capacity is weak.

In Tanzania, for example, in recent years, after the implementation PEDP that encourages local communities to participate in all activities for school development, local councils were unable to control the funds allocated for schools, because they lacked capacity in financial management (Galabawa, 2001; Haggerty & Mundy, 2006). Accordingly, because many came from the ruling party, they could not establish a voice so as to maintain their collective responsibility of their government. As a result, there were leakages of approximately 40 percent of the funds before it reached the school (Haggerty & Mundy, 2006).

Moreover, a study by Ahmed, Devarajan, Khemani and Shah of 2005 on decentralisation and service delivery, among other findings, found that in Uganda and Tanzania lower tiers of government lacked the ability to manage finances and maintain proper accounting procedures. As such, since these were the requirements for transferring money to the lower tiers they ended up receiving less money than before implementation of decentralisation. For this reason, external supervision through school inspection is advocated to monitor the work of the teacher. It also aims at monitoring financial resources within schools by ensuring that are utilised in accordance with rules and regulations laid down by the government.

Essentially, none of these forms of accountability in education seem to be the right way of making school accountable per-se. May be the combination of more than one forms may lead into best way of making teachers accountable on their service they offer in the society.

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### **3.3 School Inspection in Other Countries**

As stated earlier, school inspection as external evaluation in education has been a feature of many governments of the world. In this study only few countries are selected so as to illustrate how other countries different from Tanzania organise school inspections. This based on the view that lessons can be drawn from one country to another. This study concentrates on England and Wales, The Netherlands, Finland, Norway and Sweden from the developed world and Botswana and Zimbabwe for the African countries.

#### **3.3.1 England and Wales**

In England and Wales school inspection was introduced in the Education (school) Act of 1992 which set up OFSTED (Learmonth, 2000; Webb & Vulliamy, 1996). It operates under the direction of Her Majesty's Chief Inspector (HMCI) and it is a non-ministerial government agent dedicated to control inspection of schools (Lee, 1997). OFSTED has its roots in the Parents' Charter of 1991 (Learmonth, 2000; Webb and Vulliamy, 1996). In this charter parents were pledged access to open school inspection reports so that their choice of schools for education of their children could be informed by clear up-to-date information. The government of the time believed that standards in schools would be raised by parents using their choices in an open market system (Learmonth, 2000).

School visits take place once in four years to allow time for recommendations to be implemented (Lee, 1997). The school inspectors carry out the systematised and timetabled classroom observation and the inspection findings are published in the Internet for the public consumption (Lee, 1997; Ehren & Visscher, 2008). This helps the public to identify the schools with poor performance initially termed as failing schools later, termed schools that require special measures or schools with serious weaknesses (Sammons, 2006). Accordingly, the identification of weaker schools and publications of performance tables lead to considerable pressure to improve the weaker schools.

In the inspection system of England and Wales, the preparation of action plans are obligatory and schools are encouraged to plan for an appropriate range of measures to improve teaching and learning (Ehren & Visscher, 2008). The education authority should prepare an action plan indicating how they would address the main points for action identified in the inspection report. More interventions and close follow ups are targeted for

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weaker schools after inspection (Ehren, *et al.*, 2005; Sammons, 2006). If the school does not improve within a specified period of time, the sanction of closure is applied. It has been argued that the practice has helped to narrow the gap between the school at the top and bottom of the achievement distribution (Sammons, 2006).

Also, OFSTED transparency of school inspection procedures exemplifies the experience. The school inspection manual has been widely distributed among schools to be used for self-evaluation (Wilcox, 2000). As stated in the first chapter, many writers have indicated the contribution of OFSTED towards improvement in English language and Mathematics performance (Wilcox, 2000; Tymms, Coe & Merrell, 2005; Sammons, 2006).

However, such improvement in pupils' academic achievement has been argued to have been contributed by a combination of various factors (Thrupp, 1998; Sammons, 2006; Wilcox, 2000; Earley, 1998). Some of the significant factors as outlined by Sammons (2006) include the additional investments in education such as the provision of teaching and learning materials, staff development, changes in initial teacher education and the reduction of the numbers of children living in poverty through a wider welfare changes.

The major criticism upon OFSTED has been directed towards its failure to make bad school good (Thrupp, 1998; Hargreaves, 1995; Wilcox, 2000; Earley, 1998). In rural areas for example, there is little evidence that parents will find alternatives to an exposed failing school (Hargreaves, 1995). According to Hargreaves, even where alternative choices are in place, parents may not necessarily be influenced by inspection reports. Factors such as distance from home, travelling costs and the fear of a child for losing friends may constrain the change of school.

### **3.3.2 The Netherlands**

As in England and Wales, school inspections in The Netherlands are accorded a special status. In The Netherlands, when a school is deemed to be underperforming the school inspectors have a legal basis to take actions but this is only possible if the school does not comply with the legal regulations (Ehren & Visscher, 2008). This is contrary to what is practiced in England and Wales where the responsibility is left in the hands of the education authority. Also, the Dutch system of inspection indicates a special experience, as literature indicates that school inspectors in many countries of the world have no direct control over the teacher (Wilcox, 2000; Ehren & Visscher, 2006). Their role is limited on the supervision

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and provision of the advices both for the schools and for the educational authorities. As in England, school inspection reports, in The Netherlands are published on the Internet.

Accordingly, in the Dutch system of inspection, weaker schools are to be visited more intensively and more frequently than other schools like what is practiced in England (Ehren, Leeuw & Scheerens, 2005; Ehren & Visscher, 2008). Moreover, as indicated by Ehren and Visscher (2008) school inspectors should draw up written agreement with the schools about the improvement required. The school may also be requested to describe how they will attempt to implement the school improvement action plans and these plans are to be monitored by school inspectors. This implies that in The Netherlands, action plans are optional unlike in England where it is obligatory. The approach is hoped that it will enable the schools to learn about their strengths and weaknesses, and if underperforming, to improve (Ehren & Visscher, 2008).

### **3.3.3 Finland, Norway and Sweden**

While many countries in the world, are moving towards more tight school accountability through school inspection like that of England and Wales and The Netherlands as discussed earlier, some countries are moving towards a different direction. For example, currently Finland has no national system of primary school inspection. The previous system of school inspection was transferred to a province-based system in 1970s and it was discontinued in 1991 (Webb *et al.*, 1998). Because of the high level of the Finish teacher education system teachers' proficiency and capacity to fulfill curriculum aims is trusted. Also, inspection guidance and control visits have been almost abandoned (Webb *et al.*, 1998; Wilcox 2000). Like Finland, Sweden and Norway have no school inspection system (Gaynor, 1998). Much of the power and trust have been pressed upon the teacher. The functions of inspectorate have been replaced by regional and local support (Gaynor, 1998).

However, school monitoring processes in these countries illustrates a tension in management culture as to involve some external evaluation in education. Governments face pressures on the accountability and how effectively financial resources provided to schools are spent how the desired national reforms are being implemented (Webb *et al.*, 1998; MacBeath, 2006; Learmonth, 2000).

The National Board of Education (NBE) in Finland, however, has been seeking ways of employing external evaluation in order to obtain an overview of the impact of the reforms

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and to improve the comparability of standards between schools (Gaynor, 1998; Webb *et al.*, 1998). The main aim is to provide a broad frame of reference and specific bench-marks to schools against which to judge their own performance (Webb *et al.*, 1998). Norway and Sweden as well are facing the same increased pressure so as to involve some of external evaluation system in primary school education (Gaynor, 1998).

### **3.3.4 Botswana**

In Botswana, school inspectors are members of committees and panels in charge of curriculum development, teacher training and examinations. School inspectors visit schools and collect information relevant to pedagogical improvement (Grauwe, 2001). Like Tanzania, in Botswana school inspection reports need to be disseminated and acted upon by the different recipients (MoEC, 2000; URT, 2001; Grauwe, 2001). In both countries schools are provided with information before the actual visits. The main aim is to encourage transparency so that teachers should consider school inspectors as their co-workers and not people who go about in school for criticisms (Grauwe, 2001; 2007). Again, in Botswana staff development committees are established in schools to carry out needs assessment and draw up programmes for school based training using expertise from within or outside the school (Grauwe, 2007). This has not been necessarily the case in Tanzanian inspection system. Most of the assessments for the schools in Tanzania are carried out by school inspectors and not based on needs assessment. In Botswana every promotional post in educational leadership including school inspection post is advertised (Gaynor, 1998).

### **3.3.5 Zimbabwe**

As in Botswana, in Zimbabwe, the recruitment of school inspectors had been also transparent. They use system advertisement of vacant posts and interview of candidates (Gaynor, 1998; Gauwe, 2001). The convening of a promotion committee involves all regional directors (Grauwe, 2007). Tanzania seem to follow the same trend which is different from the past were school inspectors were nominated. At least there is more transparency including the announcement of the school inspection vacancies in the press. In Zimbabwe, all head teachers of both primary and secondary schools receive training in school management (Grauwe, 2007). Like Tanzanian inspection system, in Zimbabwe each school has a board with members of the administration and teacher representatives. Also, the concept of cluster schools has been introduced in Zimbabwe, consists of ten to fifteen

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schools, where teachers are provided with pedagogical support and administration supervision (Gaynor, 1998). This idea has been recently introduced in Tanzania, though the clusters were donor oriented. When donors stopped providing funds, the clusters are not functioning as it was supposed to. However, the centres have been very useful for teachers' pedagogical support both from the education office and inspectorate. Also, in Zimbabwe the Ministry of Education receives a copy of all supervisory visits reports carried out by the district (Gaynor, 1998). In Tanzania, the inspection reports at district level are sent to zonal office, where they compile a single report for the inspectorate department in the ministry of education.

The school board in Zimbabwe has to supervise, assist, assess and recommend promotions for teachers. This is not a practice in Tanzanian supervision system. In Tanzania school inspectors and not the school board can sometimes recommend promotions for teachers especially at school headship level. In Zimbabwe civil societies and school community are gradually being given an increased role in monitoring the functions of the school (Grauwe, 2001). Tanzania follows the same trend where school boards/Committees are encouraged to make follow up visits for the school development activities (Galabawa, 2001; Sumra, 2005). Also, school inspectors in Zimbabwe are employed as resource persons in training and they participate in writing tests items, marking examinations and they participate in preparing evaluation reports (Grauwe, 2007). In Tanzania, in some regions this has been the case depending on the decisions of the Regional Educational Officer's (REO).

### **3.4 Why School Inspections in Tanzania?**

As outlined earlier in the first chapter, this section is an extension of the discussion in some depth on why Tanzania needs school inspection. The major concern is; in this globalisation era, when the individual's competence skills in the labour market (knowledge based economy) are demanded than ever (Levin, 1991; Downey, Frase & Petters, 1994; Daun & Siminou, 2005; Woolhall, 2004; Ball, 2004; Galabawa, 2005; Sergiovanni & Starratt, 2007), what kind of education should be provided in the Tanzanian society? It is registered that education should prepare pupils to meet daily life and future challenges. Education provided should also help the pupils think for themselves, be able to analyse, reason and communicate effectively (Nkinyangi, 2006). Indeed, the education provided during the compulsory period of schooling should help the individual pupil acquire the knowledge and skills essential for full participation in their society as adults. Although primary education around the world

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and in Tanzania in particular, is not enough to make individual child compete in the labour market, it is argued, in this study, at least, that primary education is a place where the pupil is prepared for handling future challenges including a solid foundation for her/his further studies. So, intriguing the minds of the pupils will make them better participants in the development of their society. This is according to UNESCO (2004) developed through the process of teaching and learning and strongly dependent on the quality of education provided in schools.

In many countries of the world including Tanzania, school inspection is a major way in which schools are held accountable (Richards, 2001; Hargreaves, 1995; Sergiovanni & Starratt, 2007). It has been the efforts towards making education provided to meet societal needs including the challenges of the MDGs. Indeed, as noted earlier school inspection has been regarded as a mechanism through which the government can ensure how financial resources injected in education produce desired outcomes (Levin, 1989; 1991; Neave, 1987; Learmonth, 2000).

To Coombe, Kelly and Carr-Hill (2006) teaching and learning is what ultimately make a difference in the mind of the pupil and thus affecting knowledge, skills, attitudes and the capacity of young people to contribute to the contemporary society. From this perspective then, the role of educational policy in Tanzania should be to provide guidance, resources and accountability to support high quality of teaching and learning in the country. Can school inspection in Tanzania aid this end? Is it viable and economically sound for Tanzanian poor nation to employ school inspection? Here are some reasons for school inspection all over the world and in Tanzania in particular.

### **3.4.1 School Inspection for Enhancing Quality of Education Provided**

Any government in this world has its own unique goals and objectives that have been rooted to the philosophical foundations of the nation. What the nation wants to transmit to its people, it has to be put in schools. This is done through various educational policies and directives and seculars. School inspectors are to ensure such educational policies, directives, seculars and the societal goals and objectives are properly implemented. In Tanzania for example, after independence the leading education philosophy was Education for Self-Reliance (ESR), which Tanzania still claims to follow, although due to globalisation forces it is difficult to understand the ideology in which Tanzania belongs (socialism or capitalism)?

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So, a Tanzanian national curriculum<sup>6</sup> is a document in which the government has put what should be learnt in schools. School inspectors are the ones to ensure that schools follow what have been planned as objectives to be attained.

Also, UNESCO (2004) argues that quality of the education provided can influence parents' choice to invest in their children's education. Thus, according to Nkinyangi (2006) school inspection is designed for quality assurance in education. The major aim is to track the education quality provided in schools by the guidance of some quality benchmarks that will facilitate learning at the same time reinforcing stakeholders' satisfaction (Neave, 1987; Nkinyangi, 2006). As it has been argued earlier, quality education in Tanzania is what will enhance the excellence achievement of the pupils in schools which is the heart of any educational system of the world.

### **3.4.2 School Inspection for Better Informed Government on Education**

#### **Practices**

In general terms, in all parts of the world and in Tanzania in particular school inspectors have no direct control over the entire process of school improvements (Wilcox, 2000; Ehren & Visscher, 2006). They are external agents and instruments of accountability (Wilcox, 2000). But, they provide the feedback to the school and to the government. They also induce some of interventions through the publication of school reports that are expected to lead into school improvements in teaching and learning (Ehren & Visscher, 2006). The appealing question is, to what extent this assumption on school inspection in Tanzania is correct? Some studies mainly carried out in England (see for example, Matthew & Smith, 1995; Davis & White, 2001; Leslie, 2003; Wilcox, 2000; Learmonth, 2000) indicate that there is improved quality especially among the weakest schools. Head teachers and staff tend to see the recommendations from the school inspectors as a great support for the existing ideas and desire to change.

However, Ehren and Visscher (2006) and Nkinyangi (2006) in their views see that school inspection sometimes lead into unintended negative effects. To them it can lead to stress and to higher workload for school staff, window dressing and being afraid to innovate because

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<sup>6</sup> Curriculum in this study denotes a totality of all learning experiences that take place in a school setting.



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they fear that it will conflict with the school inspectors' criteria. Again, schools are much more likely to anticipate the inspection visits and behave in a different ways as they usually do. For example, it has been argued that teachers tend to prepare and structure their lessons better when school inspectors visit the schools (Hargreaves, 1995). Wiebes (1998) as cited by Ehren and Visscher (2006:53) sees school inspection as the means in which teachers tend to manipulate data so as to be evaluated positively. According to Hargreaves (1995:120) "only the naive do nothing in the run-up to the inspection and adopt a take-us-as-you-find-us approach." To Hargreaves, no school actively draws its weaknesses to the attention of school inspectors.

Webb, *et al.*, (1998) conducted a comparative study by analysing the policy and practice based on external inspection and self-evaluation. In that research project they investigated the processes of curriculum change in primary schools in England and Finland during the period 1994-97. In England, it was found that, the impact of OFSTED inspections has been mainly on policies and procedures, rather than on classroom practice, and the effects on teacher morale had been debilitating. Also, it was noted that during inspection the staff were under considerable stress and much of their work was related towards implementation of action plans to address the criticism given by school inspectors.

Also, Webb and Vulliamy (1996) conducted a study on the impact of OFSTED inspection that involved 50 primary schools in England and Wales. In this study it was revealed that, preparation for school inspections largely took the form of reviewing and updating documentations and producing policies deemed necessary for the school inspectors. It was said that this constituted a great deal of additional work which was immensely demanding on staff time and energy and those teachers felt happy after inspection week and relaxed waiting for the next inspection.

To what extent the Tanzanian school inspectors are aware of these problems? How can they mitigate the situation so as teachers should consider a school inspector as a co-worker/friend, who can facilitate work performance and improved teaching and learning? It is what is mostly desired so that the main aim of improving teaching and learning to be achieved.

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### 3.4.3 Reinforcing the Responsibility and Accountability in Education

School inspection has to do with holding those responsible for education to account on their work performance (Neave, 1987; Davis & White, 2001; Levin, 1989; Richards, 2001) and that they are doing a good job and indicating shortcomings/shortfalls. This is so because, it is believed that every pupil should be encouraged to learn what is basically necessary for her/him. As argued by Davis & White (2001) the type of education provided to the individual pupil is what can lead into a worthwhile personal life and to be a good citizen (in this case a good Tanzanian who is able to serve her/his nation). Although, there are problems in saying in more details what a worthwhile life and good citizenship are? Of equal importance, the is a question of who defines a worthwhile life, because what one thinks to be of worth might be hopeless to others or to other social environmental setting. Yet, it is assumed that school inspection as a vehicle for accountability in schools has to do with checks that pupils are receiving this basic education potential for their role in their society. Thus, the providers of education must therefore, be answerable and accountable (Neave, 1987).

But, to Ehren *et al.*, (2005) and Gaynor (1998) in developing countries and in Tanzania in particular, the present system in education financing gives school very little incentives to perform better. Weak schools are ensured of enough pupils and weak teachers maintain their salaries. Although, the salary itself in Tanzania is very low to an extent that it is very difficult for teachers to be motivated and committed to their work. They have to find other means for survival rather than depend entirely on meager governmental salaries (Gaynor, 1998). This is also partly the reason why there is poor teaching and learning in many primary schools in the country (Omari, 1995). The challenge to the school inspectors in Tanzania is how to facilitate teaching and learning among the frustrated teachers and find the proper approaches in dealing with them. School inspectors should always reflect whether or not they are promoting problem solving or making teachers more confused. Although not all teachers can be frustrated due to a low salary some might have their own means of earning a living apart from what they get as monthly salary. In whatever language it can be explained, devoting time for other activities for more earning affects teachers' commitment towards teaching and learning.

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### **3.4.4 Controlling the Environment in which Education is Provided**

The ability to control the educational environment in which a pupil learns is often of great benefit for both the parents and the nation (Michelle, 2007). School inspection in education system is aimed at ensuring that teachers work within proper guidelines. School inspectors should make sure that teachers conform to or adhere to the Tanzanian curriculum that the nation instills into pupils with accordance to the educational needs of the society/environmental setting. Nkinyangi (2006) and Michelle (2007) contend that it is for meeting curriculum that educational benchmarks are set forth by the government.

School inspectors, however, are to be aware and observe the issue of value-laden aspect as argued by Richards (2001). Teachers tend to be too mechanical, following the syllabus so that to accomplish their schemes of work. Very often it happens that the teacher follows the syllabus so as to finish it in time, with very little understanding of the pupils. It is the role of school inspectors to ensure that teachers do not kill their creativity at the expense of the compliance with what have been put forward as pre-determined objectives. Tanzanian teachers need to be encouraged to read widely and so contribute to the pupils' understanding, rather than depending too much on the given text books. They need to supplement the knowledge from text books with that of supplementary and other reference reading materials.

### **3.4.5 Tracking the Educational Goals and Objectives**

UNESCO (2004) contends that, whether a particular education system is of high or low quality can be judged in terms of the extent to which its objectives are being met. To UNESCO, objectives of education include at least two elements. First, it is the improvement of cognitive skills which is the universal aim of educational systems of the world. Second, all societies of the world and Tanzania in particular intend to promote education for behavioural traits, attitudes and values that are considered necessary for good citizenship and effective life in the community. For example, during Ujamaa Village<sup>7</sup> in Tanzania, pupils were to learn about the spirit of valuing manual work and working together to be productive

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<sup>7</sup> Ujamaa village was the collective villages introduced in 1970s (Known as Villagisation process) in Tanzania in which people had to live and work together.

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members of the society. Mwalimu<sup>8</sup> Nyerere (1968) believed that education should not isolate a pupil from her/his society. To Nyerere, education should promote pupils' positive attitude towards work and it should enable her/him to serve the society in which she/he has been raised from. UNESCO (2004) and Dimmock and Walker (2005) alert that cognitive skills are not entirely culturally neutral, but, how they can best be taught and learned is what will make the pupil productive in the society. School inspectors in Tanzania and all over the world have been vested power and authority to monitor and evaluate how education is delivered to the pupils. The main aim is to meet national goals and objectives with some supporting pedagogical skills for effective teaching and learning.

### **3.4.6 Maximising the Potential of Pupils**

When we ask ourselves, what kind of pupils should be prepared in the Tanzanian society with all interference of globalisation processes and dynamic social environment? It is registered that Tanzanian education should allow pupils to reach their fullest intellectual potential in terms of cognitive, emotional and creative capabilities (Morphet, Johns & Reller, 1974; UNESCO, 2004). Cummings & Lunsford give more insights on the main goal of education in the society as they argue:

The goal of education, however, is to accept all pupils who come in the door and help them achieve their maximum potential. Schools are not in the business of entertaining fans; they are in the business of helping pupils learning (1996:78).

Knowledge is the essential cognitive achievement that all pupils in the society should acquire in literacy, numeracy and core subjects/skills and competences (UNESCO, 2004). Knowledge is a secure command of how to solve problems, to experiment, to work in teams and to live together and interact with others (UNESCO, 2004). Pupils are to be facilitated and supported so as they learn how to learn (Lomax, 1996; Coombe *et al.*, 2006). It is the active learning that promotes critical thinking including the application of the knowledge in real life situations. Garrison (1997) contends that bestowing values on pupils is a creative activity that involves helping them actualise their best possibilities in their society.

Thus, it is the responsibility of the Tanzanian school inspectors to ensure that effective learning is taking place in schools, and that teachers accomplish their obligation role to the

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<sup>8</sup> Mwalimu- denotes "a teacher" the common name that has been used to refer to the first president of the Tanzanian nation (Nyerere, Julius Kambarage).

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nation (educating the pupils). As argued earlier, it is believed that schools as socialising agents have such capability to instill what the nation wants to impart to the succeeding generation.

### **3.5 The Role of School Inspection in Improving Teaching and Learning**

This section discusses the role of school inspection in improving teaching and learning. It discusses four main roles as follows; inspection role and classroom observation, professional support, advisory role and provision of feedback. It is argued in this study that these roles of school inspection if properly observed will facilitate the work of the teacher and enhance the pupils' achievement in schools.

#### **3.5.1 Inspection Role and Classroom Observation**

School inspectors are also expected to provide a continuous monitoring, reviewing and assessing the attainment and progress of pupils (Nkinyangi, 2006). Just as teaching and learning activities are the teachers' core functions, school inspectors' core function is to inspect the schools. It is meaningless for inspectors to visit the school, without checking what is going on in classrooms setting. School inspectors are to ensure that teachers are doing their job and that pupils are receiving what they are supposed to acquire as learning experiences. Learmonth (2000:6) contends "we have the responsibility to provide all children with best possible education and school inspection is an important source of information about how successfully this aim is being achieved". Learmonth believes that school inspection is both a tool for accountability and as a powerful force for school improvements.

In this regard, Tanzanian school inspectors have to play that role by ensuring the quality of pupils' learning. They also need to assess whether the school successfully meets its targets in terms of learning outcomes and pupils experiences that lie at the heart of quality assurance in schools (Matthew & Smith, 1995). The area of concern of school inspectors should be on teaching and learning and direct classroom observation in order to witness how learning is operationalised (Matthew & Smith, 1995; Chapman, 2001b). But, this should be done with care as school inspectors cannot change teachers just for two or three days of their stay in school inspections.

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As argued by Black and Wiliam (2001) classroom is a black box where someone may not see what takes place inside until she/he goes in. This is the borrowing of the knowledge from the engineering and business world, of inputs, process and outputs into classroom setting (Neave, 1987; Black & Wiliam, 2001). Stressing the importance of classroom observation Black and Wiliam argue that:

Learning is driven by what teachers and pupils do in classrooms. A focus on standards and accountability that ignores the processes of teaching and learning in classrooms will not provide the direction that teachers need in their quest to improve (2001:1).

Although the statement faces the problem as learning does not necessarily take place in classroom setting alone. Pupils learn in various ways such as through emulation on what is considered good behaviour from teachers and other people/members in the society. Yet, it is admitted that school inspectors are to fulfill this obligation of making classroom observation so as to offer a support to teachers where they can discern the need to improve and the areas of weakness. This does not mean that school inspectors know better than teachers, but it is argued that the process will enhance the sharing of what should be the solutions of the identified problems.

Moreover, school inspection is designed to assess whether the school successfully meets its targets in terms of learning outcomes and pupils experiences (Matthew & Smith, 1995). To Matthew and Smith, assessment in classroom lies at the heart of quality assurance in schools. For that purpose, the emphasis is stressed on classroom evaluation and the way teaching and learning is to be operationalised to ensure the quality of what is delivered to the pupils by teachers.

### **3.5.2 Professional Support for Teachers**

School inspectors, in whichever education system, and in the Tanzanian education system in particular, are expected to provide professional support to teachers. They are also supposed to ensure that teachers use different teaching and learning approaches appropriate to the Tanzanian pupils' needs. Moreover, they are to develop pupils' knowledge, understanding and skills in all curriculum areas (Nkinyangi, 2006). But, to what extent school inspectors are competent enough in all curriculum matters? This is a big challenge to them. In addition, they need to encourage pupils to develop a positive attitude towards learning. In this regard, as stated earlier, pupils should be encouraged to learn how to learn (Lomax, 1996; Coombe *et al.*, 2006). The other challenge is to see the extent to which school inspectors have the

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opportunity to talk with pupils. The process may encourage the pupils to learn so as to unfold their fullest potentiality rather than concentrating too much upon teachers. Since learning involves pupils then talking with them too may reveal some of the ways in which their learning could be improved.

However, as observed by Nkinyangi (2006) school inspectors and quality assurance bodies have been limited in terms of professional support to teachers. To Nkinyangi, quality assurance officers go about their duties as fault finders, seeking to find mistakes rather than checking if there are problems affecting curriculum implementation and suggesting the way to overcome them. Also, Nolan and Hoover (2005) contend that many school inspectors tend to emphasise accountability at the expense of professional growth which results in poor or marginal teacher performance. It is the role of school inspectors in Tanzania that they become facilitators and supportive entities in the curriculum implementation and not concentrating on the weak points of teachers without supporting them on how to solve problems.

### **3.5.3 Advisory Role**

Various studies like that of Collie & Taylor, (2004), Coates *et al.*, (2005), Doerr, (2004) and Lopez, (2007) suggest the need for school inspectors to encourage the staff to build a team work spirit so as the core function of the school to be realised. They also need to advise teachers to make the best use of the available facilities both within the school and in the wider community and encourage self-evaluation with the support of teaching and learning process. Ehren and Visscher (2006:53) contend that, if the primary aim of school inspection is school improvement, the school inspectors are more likely to act as “critical friends”, getting to know well and offering advice and strategies for development. The challenge as well is to what extent Tanzanian school inspectors provide the constructive recommendations and not just mere comments. Their credibility and acceptance to teachers will heavily be dependent upon their reliable and attainable comments (Chapman, 2001b).

Earley (1998) witnesses that teachers tend to value inspectors who behave professionally and who are in tune with school’s aims, purposes and values and who can understand the context. Although this as well should not be taken for granted for school inspector to comply with whatever the teachers have. They need a critical self, wider understanding and wisdom when dealing with teachers. Also, it will be of value if school inspectors illustrate both the

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causes of bad performance as well as its remedy as suggested by (Ehren *et al.*, 2005). This could be the value-added kind of support as argued by Earley (1998), MacBeath and Martimore (2001) and Wilcox (2005). Teachers will be able to respond to the findings and track the strategies for change and improvement when their problems are clearly pinpointed and supported. In this case the likelihood that a school will succeed in teaching and learning depends on such internal features such as cooperation between teachers and the organisation of learning and the context of the school (Ehren *et al.*, 2005).

### **3.5.4 Providing Feedback**

In actual sense school inspectors have the responsibility to provide the feedback both to the government and the school stakeholders. These are school owners, teachers, parents and other people responsible for education in a particular setting. Various scholars have different views on how feedback from the school inspection can be of use for school improvement purpose (see for example, Ehren *et al.*, 2005; Wilcox, 2000). It has been argued that; the feedback provided by the school inspectors do not necessarily lead to school improvement, there are a number of pre-requisites for feedback to have positive results. These include among other things that; the school needs to experience the feedback as relevant, understandable, clear and useful. Again, it is argued by Gray and Wilcox, (1995) cited by Ehren *et al.*, (2005:70) that the “feedback from school inspectors has a larger chance of being used when teachers are involved in recommendations and when support is given to school” rather than recommending without any support. According to Chapman (2001b), for feedback from school inspectors to impact on classroom improvements, it relies heavily on three factors. First, the ability of school inspectors to identify areas for improvement, second, the effective communication with the teacher during interaction and third, the teacher should be willing to the suggestions and be able to implement the recommendations.

In principle, feedback will work towards improvement in teaching and learning when schools have insights in their own strengths and weaknesses. This is why scholars such as Ehren *et al.*, (2005), MacBeath and Martimore (2001) and Webb *et al.*, (1998) advocate the self-assessment and evaluation for the schools. However, studies like that of Hargreaves (1995), Learmonth (2000) and Wilcox (2000) share the common view about what type of school inspection that should be carried out. To them the most effective school inspection of a school comes by neither internal self-evaluation nor external inspection. Some combination of both probably serves the purpose and does the job better in promoting school



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improvement than either alone. Moreover, Matthews and Smith (1995) and Learmonth (2000) consider school inspection as external monitoring/evaluation as the mechanism to complement the internal procedures such as self-evaluation and staff appraisal. Both promote school improvement and satisfy the demands for accountability. For a government to be true to its educational philosophy, school inspectors should report on how schools see themselves, not just on how the school inspectors judge the schools (Hargreaves, 1995). Although it is very difficult sometimes for a person to reveal all her/his weaknesses when she/he knows that her/his work is evaluated. To MacBeath (2006) in order to have a standardised perspective of determining a successful school, there is a need of an external evaluation to provide the criteria that can aid the comparison with internal self-evaluation. According to MacBeath (2006) self-evaluation should be a servant of school inspection (external) that set a comparative standardised perspective.

### **3.6 Summary**

The surveyed literature indicated that there is a great need for controlling the environment in which education of the children takes place by making those who teach accountable for their work. This has been the case as a result of the globalised world where competence skills are needed more than ever so as to ensure individual pupil can compete in the labour market. Also, the literature has greatly concentrated on what kind of communication style should be in place so that school inspectors can facilitate the work of the teacher.

It has also indicated the prime role of school inspector that it should be professional support and not mere criticism to teachers. The literature also suggested that if school inspection is to lead to school improvement, there should be a combination of both external and internal evaluation so that teachers have the opportunity to evaluate themselves upon their strengths and weaknesses. Again, the literature stressed its emphasis on the classroom observation as a core function of school inspectors. This is because a classroom is a place where the teacher can fulfill her/his obligation of educating the pupils and since school inspection's main target is to monitor the quality of education provided, classroom observation is argued to be the prime focus of any inspection process.

Although the surveyed literature discussed extensively school inspection and school improvements, there was insufficient empirical evidence on how school inspections can impact upon the process of teaching and learning in Tanzanian primary schools. Many of the

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studies were carried out in developed countries and little has been done in developing countries including Tanzania. Indeed, school inspection was a less researched field in Tanzanian educational system. Moreover, the studies basically concentrated on how school inspection can lead to school improvements in general and minimise the conflict between school inspectors and teachers. How school inspection impact teaching and learning has not been clearly studied and properly documented. This study, therefore, attempted to fill this gap.

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## **CHAPTER FOUR**

# **RESEARCH METHODOLOGY**

### **4.0 Introduction**

This chapter presents the research methodology employed in this study with three research questions in mind as follows:

- Does school inspection have an impact on teaching and learning in Tanzania?
- What are the teachers' views on school inspection in relation to their work performance in Tanzania?
- How school inspections be organised so as to make a positive contribution on teaching and learning?

In the first section, the chapter provides the research strategy followed by a description of the study location and the reasons for choosing the area of the study. It then provides the sampling process of the schools and the research participants. This is followed by a description of the data collection instruments that were useful in this particular piece of research and the research procedures. The issue of validity and reliability are also provided followed by data analysis plan. It also discusses the relevant ethical issues that the researcher was required to observe in the field setting. The chapter further provides the delimitations and limitations of the study. The last section provides a summary.

### **4.1 Research Strategy**

This study was essentially qualitative, although quantitative methods were adopted where appropriate (for example, when considering the district position in national examination results and some data from the participants' personal information). The criteria for selecting a research design depended upon the appropriateness of the techniques for the objectives of the study (Cohen, Manion & Keith, 2000). The main reason for choosing a qualitative approach was that the researcher wanted to explore the views of teachers with regard to how they perceived school inspection in relation to their work performance. Also, qualitative approach was considered the best for this study due to its theoretical underpinnings as it

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regards the difference in individual perceptions and uniqueness in interpreting the phenomena (Mushi, 2002). Qualitative research which is exploratory in nature enabled the researcher to enter into the field with an open mind (Patton, 2002). It is holistic and it provides a contextual understanding of the lived experience from the participants (Brock-Utne, 1996). Moreover, it is more convincing and appealing than statistical power, generalised and replicated findings (Patton, 2002). Qualitative research offered more proof, concrete, and convincing information to the researcher. It was expected to do the same for other researchers, policy makers and planners and educational practitioners and considered to be more revealing than having a single page with summarised figures. As teachers are the key implementers of the curriculum the researcher wanted to comprehend and explore their lived experiences in contact with school inspectors. The researcher was able to remold and refine the research problem in the field setting so as to meet the study objectives. The approach enabled the researcher to enter more deeply into the informants' world so as to capture their feelings, views and opinions in seeking the information on the impact of school inspection on teaching and learning in Tanzanian primary schools.

The approach of combining qualitative methods with some aspects of quantitative approach was based on the work of scholars like Vulliamy, Lewin and Stephen (1990), Fontana and Frey (1994), Bryman (2004), and Lund (2005) who stress the research triangulation or multiple sources of data. It was believed that the combination of both qualitative and quantitative approach would capitalise the strengths and offset the weaknesses of each strategy.

The biggest criticism for qualitative approach is that, it relies on a few numbers of informants and so the findings cannot be generalised in a larger population. For the purpose of minimising the weaknesses of this approach, the researcher employed different data collection methods so as to ascertain the quality of the findings. In this regard, data were collected from the teachers, head teachers, school inspectors, and from the district education officer. Also, the issue of triangulation of the research methods as stated earlier was seriously considered in this particular study. The methods included the questionnaires, interviews, focus group discussion and documentary review.

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## 4.2 Study Location

The study was conducted in Tanzania in Mbeya Region and specifically in the schools under the jurisdiction of the Mbeya City district. The district is located in the Southern Highlands zone of Tanzania with a population of 266,244 and an annual population increase of 4.2 percent (National Census of 2002). It covers 185 square kilometres of land. The city borders Mbeya Rural District in all directions, that is to say North, South, East and West and it is the regional headquarter. It is situated 830 km South West of Dar es Salaam City and serves as the main transit centre for Malawi, Zambia and Democratic Republic of Congo (DRC)'s cargo. The district had a total number of 81 primary schools of which 74 were governmental owned schools and 7 private schools. In addition, the city had 42 Complementary Basic Education in Tanzania (COBET)<sup>9</sup> centres. All these were under the supervision of the district school inspectorate department.

This study was carried out in six primary schools in Mbeya City Council (For more details refer to appendix K). Three schools were close to the City Administrative office namely; Maendeleo, Meta and Itiji while Chemchem, Ijombe and Uyole were located in Uyole area about 8 km from the city centre. Uyole is a peri-urban and most of the primary schools occupy pupils from typically poor rural families, unlike schools close to city administration offices where the majority of the pupils come from government workers families. Most schools in Uyole area were located in 2 or 2.5 kilometres away from the main road. All these schools followed a system of co-education system (mixed boys and girls) and covering classes I-VII. They had a total number of 4,334 pupils; 2,138 being boys and 2,196 girls. There were 87 teachers, of whom 24 (27.6%) were males and 63 (72.4%) females (Appendix K). The teacher-pupil's ratio was 1:50 in average, although in some schools there was more congestion in classrooms as was the case at Chemchem primary school (Appendix K).

### 4.2.1 Reasons for the Choice of Area of the Study

Mbeya region was selected to be the study area as Mbeya City's primary schools have been the best academically at regional and national level. For example, the district was the first in Primary School Leaving Examinations (PSLE) results at the national level for three years

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<sup>9</sup> Complementary Basic Education in Tanzania (COBET) is a programme intended to absorb the out of school children aged 13- 18 years old who have been out of school for various reasons, including early pregnancies for girls and truancy.

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consecutively from 2003- 2005. In 2006 and 2007 it held the 4<sup>th</sup> position at national level and first place at the regional level respectively. Thus, it was hoped that, the district could give more useful information in relation to the topic under study.

The other reason is that, Mbeya City council ranked second district in the country in the implementation of the Primary Education Development Programme (PEDP) especially in classroom constructions. The first district was Masasi district in Mtwara region. It was of the interest to the study to find out whether or not school inspection had contributed to such a success. Moreover, due to the limited time given for this study, a single district was considered to be reasonable for the study in investigating the impact of school inspection on primary school teaching and learning.

## **4. 3 Sampling**

### **4.3.1 Selection of Primary Schools**

The schools were purposefully selected based on the performance in national examination results; three among the top ten (Ijombe, Itiji and Meta primary schools) and three among the weakest ten schools (Chemchem, Maendeleo and Uyole primary schools). The researcher wanted to find out whether school inspection had contributed to a success of those top ten schools in national examination results. For the weak schools the researcher wanted to explore the teachers' views on school inspection in relation to their poor performance.

#### **4.3.1.2 Research Participants**

Primary school teachers were the target group in this study, because they are the ones responsible for the curriculum implementation. It was hoped that they could provide lived and rich experiences as well as real voices about how school inspectors contribute to their teaching and learning. Due to the limited time and resources for this research, a representative sample of 50 teachers was purposively sampled from the six primary schools to participate in the study. In addition, the sample comprised of eight school inspectors and the district education officer. Thus, the research sample involved in this study was 59 participants. Table 1 below indicates the projected and actual number of the participants.

**Table 1: Projected and actual research respondents**

<b>Projected respondents</b>	<b>Actual respondents</b>	<b>Percentage</b>
60 teachers	50 teachers- Chemchem 10 Ijombe 8 Itiji 8 Maendeleo 6 Meta 10 Uyole 8	83%
10 school inspectors	8 school inspectors	80%
1 District Education Officer	1 District Educational Officer	100%
<b>Total 71</b>	<b>59</b>	<b>83%</b>

**Source:** Researcher (2008)

NB: The researcher carried out the interview with 15 participants. These were six head teachers (included in 50 teachers who completed the questionnaires), eight school inspectors and the district education officer.

From each of the six schools, 10 teachers were expected to participate in the study. But, it was not possible to attain the projected number of teachers in all the schools as some of them had fewer teachers. It was possible for only two schools as indicated in Table 1. The researcher involved all the teachers found in the school on that particular day. Many of the teachers who participated in the study were females because most teachers in the cities and big towns in Tanzania are females (Appendix K).

## **4.4 Data Collection Methods and Instrumentations**

As stated earlier, triangulation of the data collection methods was seriously considered for the purpose of ascertaining the authenticity of the data collected. The study employed four main research instruments; semi-structured interviews, questionnaires, focus group discussion and documentary review (Appendices A-D).

### **4.4.1 Interview Guide**

This study employed the semi-structured interviews (Appendix B) as they allowed more probing questions and facilitated interaction between the researcher and the informants (Fontana & Frey, 1994). It was a powerful tool that enabled the researcher to understand the fellow human beings (perception of teachers). The choice of the method based on Bryman (2004) who contends that, if one wants to understand peoples' world and their life she/he should talk with them. Qualitative interview facilitated the researcher to understand the world from informants' point of view, to unfold the meaning of peoples' experience and to

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uncover their lived world prior to scientific explanations (Kvale, 1996). The method was considered relevant for this study basing on its theoretical underpinnings of drawing the best from the participants. This was the case because the researcher believed in the individual uniqueness and differences in perceiving things. The interview helped the researcher to collect data from real lived experience of the informants. It enabled the researcher to learn about teachers' experiences, feelings and the kind of world they live in with the hope they have in school inspection.

Moreover, the interview allowed the researcher to enter into the other person's world, to understand the teachers' inner perspective and the meanings they make from those perspectives (Mushi, 2002). It provided greater depths of the phenomena under study and it enabled the researcher to delve deeply enough to provide a true picture of opinions and feelings that teachers have in relation to school inspection as a control mechanism on their job performance.

The method allowed greater flexibility for both the informants and the researcher and it was dynamic enough to ensure that issues were properly discussed and addressed. Again, it was a tool to ascertain the data collected from questionnaires and documentary review. The researcher used this instrument to collect data from the district educational officer, head teachers, district chief inspector of schools and school inspectors.

Despite the fact that this method was employed in this particular study it was time consuming, which is the most criticised aspect of this technique. The researcher had to interview every individual and make sure that there were no interruptions during the discussion so that the interviewee to give her/his views and opinions freely to the best of her/his knowledge. In so doing, a lot of time was consumed for a single interviewee. It took almost a half an hour to forty five minutes interviewing one person. This tool is also criticised for being unreliable and prone to standardised errors. In order to overcome the shortcomings, the researcher tried to keep in track, to ensure that issues in question were discussed. The researcher also used note taking of the key words, so as to be in a live discussion at the same time maintaining the flow of information. Furthermore, the researcher humbly presented herself as a learner who was there to learn more from them.



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#### **4.4.2 Questionnaires**

In this study the self-completion form which sometimes is known as self-administered questionnaire was employed to gather information from the teachers so as to trap their perception in regard to improved work performance based on the support given by school inspectors (Appendix A). It was hoped that the participants would be freer to provide their views and opinions on how they understood the importance of school inspection in their teaching profession. Questionnaires were very useful to extract quite a lot of information within a short time. It saved time as the researcher administered a number of questionnaires to many respondents at a time.

On the other hand questionnaires are not free from weaknesses. It has been argued that questionnaires can have poor returns if mailed. Also, if one uses a telephone it is very expensive. In order to dispel all these shortcomings, the researcher decided to administer the questionnaires in person. It was easy and simple as the participants completed the questionnaires at the same time which saved time that could be used in making follow ups to their responses.

#### **4.4.3 Focus Group Discussion**

This technique was also used to gather information in this study. The group discussion comprised of teachers who had the same background in terms of knowledge and interests. This was a tool for collecting qualitative data from the group where the moderator (in this case the researcher) followed a predetermined interview guide to direct the discussion (McNamara 2006). 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, 2004).

In this study, seven teachers from two primary schools (three teachers from Itiji and four from Maendeleo primary schools) were involved in the focus group discussion. The focus group discussion took place at Itiji teachers' staffroom and it was carried out for one and a half hours. They were free to discuss and air out the impact of school inspection on their daily activities especially on teaching and learning. Focus group discussion provided a great deal of information since there was a great flexibility and the opportunity to restructure the questions. Through this technique participants were able to question and give their arguments. It also helped the researcher to obtain in-depth information, concepts, various

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perceptions and ideas from the group. It was a powerful tool especially when it was combined with observational methods in recording verbal answers to various questions. In this regard, the information produced by the group in this study was richer, more complete and more revealing than other methods.

The weaknesses of focus group discussion have been argued that, if the facilitator is not careful some of the members of the group tend to dominate the group discussion (McNamara, 2006). Also, it is very easy to stray off the topic. The method also not preferred for sensitive topics as some may be ashamed to speak out directly. In order to minimise these shortfalls, the researcher prepared a list of questions that could be discussed and so kept track on the issue under discussion (Appendix F). It was of equal importance for the researcher to ensure that every individual had a right to talk and to air out her/his feelings and the topic was not sensitive such that the teachers would be afraid to air out their views and opinions.

#### **4.4.4 Documentary Review**

Documentary review was also a useful source of data for this study. Both primary and secondary data were collected. While primary data were collected through interviews, questionnaires and focus group discussion, secondary data were collected from the monthly reports of the educational office, the examination records both at regional and national level, notes boards of the school inspectorate, education office and in primary schools. Moreover, the researcher obtained data on performance of the schools and their relative positions at regional and national level. Other data were collected by reviewing the school inspection literature. Both books and papers specifically journals were very useful in this particular piece of research. Also, the Tanzania Educational and Training Policy of 1995 was useful in tracing government statement about school inspection. The written texts provided information that could not be readily available in spoken form and the access was easy with low cost (Hodder, 1994). Again, written documents provided permanent historical insights and were revised and reviewed repeatedly (Denscombe, 1998; Hodder, 1994). According to Brock-Utne (2006) however, secondary data has the disadvantage of being old and may have been collected for a different purpose and from different background. Yet, the collected data in this study served the purpose and the researcher critically scrutinised the literature and extracted what seemed to be relevant to the issue in question.

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## 4.5 Research Procedures

The researcher started by surveying the literature at the University of Oslo's library and some of the literature was extracted from the school inspection office in Mbeya City district in Tanzania. The researcher prepared a questionnaire for the teachers and four interview guides; for head teachers, district education officer, chief inspector of schools and school inspectors (Appendices A-E). The data were collected through verbal interaction (face-to-face) between the researcher and informers, focus group discussion and through the self-administered questionnaires. 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).

The first step was to visit the school, and make appointments for the interview and for questionnaires. In some schools classroom teachers were ready to participate in the interview and completed the questionnaires the same day that the researcher visited the school. In other schools, the researcher had to agree with the head teacher when it was a convenient day and time for the interview and for questionnaires. During the interview and completion of questionnaires the researcher explained the purpose of the study so as to enable the participant to take part based on their consent. Head teachers, school inspectors and the district education officer were willing to take part in both questionnaires and interview and they freely offered their experience on school inspection. During the interview some of the head teachers were very articulate, showing their inner feelings in issues pertaining to their experience in contact with school inspectors.

Again, during completion of questionnaires, it was the very time where some classroom teachers asked so many questions for the researcher to clarify, and some were giving their recommendations based on how the school inspection should be. It was easy for them because the researcher used the Kiswahili language in the questionnaire which is the national language and the medium of instruction at primary school level. But later, the data were translated into English for the purpose of communicating the findings.

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## 4.6 Data Validation and Reliability of the Instruments

The term validity deals with a question that a study measures what it purports to measure (Cohen, Manion & Keith 2007). In more details, validity has many forms in qualitative data. Based on Cohen *et al.*, (2007) validity in qualitative data can be addressed through the honesty, depth, richness and scope of the data achieved. The validity of this study was measured through the help of the research supervisor and colleagues. The research instruments were refined to ascertain its relevance, coverage and consistency before the researcher applied them in real field situations. Reliability refers to the degree of consistence whereby if the study is repeated over again using the same procedures, it will bring about the same results (Yin, 1984; Brock- Utne, 1996; Kvale, 1996). The concept reliability is a pre-requisite for validity for both quantitative and qualitative (Brock- Utne 1996). In order to ensure the validity and consistency of the study, the research instruments were piloted among four fellow students before applying them in the field setting. These had a primary school teaching background and they came from Tanzania. It was hoped by the researcher that they could check the consistency of the questions, because, as teachers, they have come across school inspection. In addition, the researcher made the efforts to track the data and suggestions so as to organise and record the information in such a way that it could meet the research objectives.

## 4.7 Data Analysis Plan

As it has been stated earlier, this study involved two types of data, which were qualitative and quantitative data. The data from the interviews were summarised, analysed and presented using textual representation (the voices) after organising them in patterns in relation to research objectives. Also, in some cases the researcher gave the quotations in Kiswahili first and then translated into English. The data from the questionnaires were coded and analysed using Statistical Package for Social Sciences (SPSS) for windows. Using SPSS for windows was helpful and easier to give descriptive statistics particularly the frequencies of the responses with its respective percentages especially for “Yes” and “No” responses.

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## **4.8 Ethical Issues Considerations**

Ethical issues are of paramount concern when planning to carry out social research (Bryman, 2004; Cozby, 2007). Before going in the research field, the researcher had to make sure that all the procedures in doing research were properly followed. First, the researcher obtained the letter of permission (a letter of support for research) from the University of Oslo in Norway and channelled it to the Regional Administrative Officer (RAS) in Mbeya region in Tanzania. The RAS wrote a letter of introduction of the researcher to the District Administrative Officer (DAS) who then introduced the researcher to the City Director. On behalf of the City Director the District Education Officer wrote the letter of introducing the researcher to the respective schools (Appendices G-J).

Again, the issue of participants' consent as stressed by Fontana and Frey (1994) was highly observed in this study so as to ensure a free participation. Before administering the questionnaires and during face-to-face interview, the research purpose and objectives were explained and clearly articulated so as the participants could take part freely based on their own consent. The interviews were carried out in a place where no one could invade the privacy of the issue in discussion. Participants were assured their security and confidentiality of all the information given. For this reason, the researcher employed numbers 1- 8 for school inspectors and letters A- F for head teachers to represent the interviewees' names for the purpose of maintaining the confidentiality of the collected information in this study. Also, the issue of anonymity was ensured as participants did not indicate their names in the questionnaires. They were therefore, free to give the responses with their free will, knowing that no one could identify who said what on issues pertain to school inspection.

## **4.9 Delimitation of the Study**

This study was basically qualitative in nature and it was confined in Mbeya City Council within public primary schools. It involved few primary schools leaving aside many other primary schools within the city. Also, secondary schools and privately owned primary schools were not included in this study. This implies that the findings of this study may not be replicated and generalised to other part of the region and in Tanzania at large. Again, the study mainly concentrated on the impact of school inspection on teaching and learning and not on school improvement in general.

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## **4.10 Limitation of the Study**

This study was conducted for only one month and a half, which was a very short time for meaningful findings. Also, the issue of accessibility of the participants was a problem. Some of the participants were governmental officials who had other responsibilities. Thus, the researcher had to attend the same office several times, and some were in hurry to the extent that they spent few minutes responding to the interview which might have affected the provision of useful data for this study. In addition, some of the school inspectors were on study leave. Thus, the researcher had to visit them in their homes, which was time consuming and tiresome as some lived far away from the city and it added more cost for transport. This also might have affected the data given as some were also busy and in hurry to meet some family obligations. The most challenging issue was doing the interview for a beginner researcher. The challenge was how to keep on track at the same time taking notes. So, with the interviews the researcher, therefore, had to record the main points as some of the interviewees were so talkative and articulate that it could be very difficult to take in-depth notes. The other challenge was about the participants being paid particularly the teachers who completed the research questionnaires. Taking their time was a challenge as they expected that they could be paid for. But, the researcher just explained that she was a student and she wanted the data for the accomplishment of her studies. It was impressive to learn that participants decided to complete the questionnaires by their consent, without any payments.

## **4.11 Summary**

The chapter so far has discussed the research strategy employed in the study where a qualitative approach was dominant. The chapter also has discussed the study location and the reasons for choosing it. The sampling of selected primary schools and research participants has also been provided. The chapter further has discussed the data collection methods and instrumentations; these were the interviews, questionnaires, documentary review and focus group discussion. It has also provided the research procedures in this particular study. The data validation and reliability have been also discussed together with data analysis plan. In the last part of the chapter, ethical considerations that were observed by the researcher in the field setting have been provided.

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## CHAPTER FIVE

### DATA PRESENTATION AND ANALYSIS

#### 5.0 Introduction

This chapter deals with data presentation and analysis of the findings. The data are presented in line with the research objectives that guided the study. These were: firstly, investigating the extent to which school inspections have an impact on teaching and learning; Secondly, exploring teachers views in relation to their work performance due to the support given by school inspectors, and thirdly, finding out how school inspections be organised so as to have a positive impact on teaching and learning. With these objectives in mind, the research questions were as follows:

- Does school inspection have an impact on teaching and learning in Tanzania?
- What are the teachers' views on school inspection in relation to their work performance in Tanzania?
- How school inspections be organised so as to make a positive contribution on teaching and learning?

The study involved 59 participants. Fifty participants were teachers, eight school inspectors and one was a district education officer (Table 2). Apart from completing the questionnaires, head teachers in all six primary schools were involved in the interview. It should be noted here that, in a school context a head teacher has a dual responsibility first, as a classroom teacher and second; she/he deals with school leadership activities. Also, seven teachers participated in a focus group discussion. Both the questionnaires and interview guides had two sections; the background information of the participants, for example, their age, work experience and qualifications, and the second section had the questions which were directly related to the research topic. The interview guide had open ended questions and the questionnaires had "Yes" or "No" questions with some open ended questions so as the participants to justify their responses. This was done with the purpose of giving the participants the opportunity to provide their views and opinions on school inspection. In phenomenological study, individual perception and experience are the centres of inquiry.

Background information helped the researcher to understand whether or not the education system had suitable and qualified individuals to take the responsibility vested in them.

In the first section of the chapter, research participants’ characteristics (gender, age group, educational level and experiences) are provided. The proceeding section gives an account on the research findings and its analysis. The last section of the chapter provides a summary.

### 5.1 Participants’ Characteristics

In this study, three types of participants were involved in the study. These were the *teachers* (the main implementers of the curriculum), the *school inspectors* (the quality assurance officers) and the *district education officer* as educational leader in the district. The findings are presented and analysed in relation to the information that was collected through the questionnaires, interviews and focus group discussion based on the three research questions as indicated earlier.

#### 5.1.1 Gender Information and Educational Level

As already indicated earlier, Table 2 shows the respondents’ gender information and their levels of education.

**Table 2: Respondents’ Gender Information and Educational Level**

Respondents’ Category	Sex/Gender		Educational Level				
	M	F	STD VIII	“O” Level	“A” Level	Diploma	Degree
Teachers	11 (22%)	39 (78%)	1 (2.0%)	39 (78%)	8 (16%)	2 (4.0%)	0 (0.0%)
School Inspectors	4 (50%)	4 (50%)	0 (0.0%)	0 (0.0%)	8 (100%)	5 (62.5%)	3 (37.5%)
DEO	1 (100%)	-	-	-	-	-	1 (100%)

**Source:** Field data (2008)

In this study 39 (78%) of teachers were females and only 11 (22%) were males (Table 2). This was so, because in Mbeya City many of teachers are females and there are only few male teachers. In a single school one can find only two or three male teachers because many female teachers follow their husbands who work in cities and urban areas, unlike men who in most cases are located in rural areas. This has been so, due to the fact that, in African culture



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it is the woman mostly who follows the husband. This is not surprising that, most of the staff members in schools located in the cities and urban centres in Tanzania and in Mbeya Region are women. Although when it comes to the leadership, four out of six head teachers were males. This as well may indicate that there was a gender bias in school leadership, many being male teachers who occupied a school headship position though they were few in number compared to women.

In addition, in this study, eight school inspectors were interviewed. There were 50 percent men and 50 percent females (Table 2). This indicates that in the school inspection department, gender has been a major consideration as more and more women are now joining the department. This is good evidence that at least women get some chances in educational leadership. It also portrays the gender sensitivity of officials at zonal level as they are the ones responsible for the interview and selection of school inspectors both for primary and secondary schools

### **5.1.2 Teachers' Educational Level and Experience**

Table 2 indicates that, most of teachers (78%) were educated up to an ordinary level with teachers' certificates; and 16 percent had upgraded their academic up to advanced level. As indicated earlier in the first chapter, this is due to the fact that, most primary school teachers in Tanzania are certificate holders who undergo a two year course after completion of form four (Ordinary level) national examinations, namely Certificate of Secondary Education Examination (CSEE). Only two teachers had a diploma. This was contrary to the ongoing educational reforms that require a primary school teacher to have a diploma, especially for a person to be the head teacher.

Accordingly, as it can be noted on the Table 3, most teachers had worked for more than 10 years. This implies that most teachers had vast experience on their teaching profession which is a witness as well that they possess some of the qualities that are required from the teachers. Because teachers were the target group of the study, the researcher expected to learn much from them based on their experience, especially in connection to the impact of school inspection on their work performance.

### 5.1.3 School Inspectors' Educational Level and Work Experience as Teachers

As noted on Table 2, the study found that 5 (62.5%) of the school inspectors were degree holders and 3 (37.5%) were Diploma holders (the percentages are based on small cell size and thus 5 school inspectors represent 62.5%). It was interesting for this study to find that some school inspectors had tried to upgrade their academic status up to undergraduate degree which is the official requirement for one to become a school inspector.

Also, from Table 3 almost all school inspectors had worked as teachers for more than 10 years. This as well denotes that school inspectors had a vast experience in the teaching profession and so they could be in a better position to help teachers in areas of weaknesses including the professional support. It also confirms that individuals fulfilled the basic requirement of working as teachers before becoming school inspectors. In addition, the deputy DEO was a degree holder with teaching experience of 15 years and had been in the district education office for three years.

**Table 3: Respondents' Work Experience as Teachers**

Respondents' Category	Work Experience						
	0-4	5-9	10-14	15-20	21-25	26-30	30+
Teachers	4 (8.0%)	4 (8.0%)	8 (16%)	7 (14%)	13 (26%)	7 (14%)	7 (14%)
School Inspectors	0 (0.0%)	0 (0.0%)	3 (37.5%)	0 (0.0%)	5 (62.5%)	0 (0.0%)	0 (0.0%)
DEO	-	-	-	1 (100%)	-	-	-

**Source:** Field data (2008)

Table 4 indicates the number of years that the school inspectors had been in the inspectorate department. It shows that almost all of them had experience in school inspection though with varying degrees of time ranging from less than 5 to more than 15 years. At least every one was expected to offer constructive advice and comments to teachers and be able to write the school inspection reports that would be the document upon which teachers' improvements of teaching and learning would be based.

**Table 4: Number of Years Worked as School Inspectors**

Education level	Years worked as a school inspector						%
	0-4	5-9	10-14	15-19	Total		
Diploma	1	1	1	2	5	62.5	
Degree	0	1	2	0	3	37.5	
Total	1	2	3	2	8	100	

Source: Field data (2008)

## 5.2 School Inspection Contribution on Teachers' Work Performance

This section presents data from the field on how school inspection contributes to teachers' work performance. It will present the data on improved teaching and learning, professional support and how school inspection feedback enhances the work of the teacher.

### 5.2.1 Improvement on Teaching and Learning

This study sought to investigate the extent to which school inspection has an impact on teaching and learning in Tanzanian primary schools. The items in the questionnaires were as indicated in Table 5.

**Table 5: School Inspection for improvement of teaching and learning**

Question category	Yes	No	Total (%)
1. Does school inspection help you improve in teaching and learning?	45 (90%)	5 (10%)	50 (100%)
2. Do school inspectors provide professional support?	46 (92%)	4 (8%)	50 (100%)
3. Does school inspection feedback (report) enhance improvement in teaching and learning?	47 (94%)	3 (6%)	50 (100%)

Source: Field data (2008)

As it can be seen on the Table 5, 45 (90%) out of 50 respondents said school inspection helps them improve in teaching and learning. The reasons given included that, they offer advice on how to help the individual pupils in the classroom and how to make or prepare the schemes of work and lesson plans based on the level of the pupils. Further explanation indicated that they also provide advice about how to use the teaching and learning materials.

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Again, it was stated that school inspectors help teachers on paradigm shifting which emphasises the use of participatory learning methods and techniques. The findings from the focus group discussion supported the findings from the questionnaires. Teachers admitted that school inspection is very important; as human beings by their very nature, tend to forget things and sometimes they need the encouragement to enable them perform to the desired standards.

However, the findings were not entirely positive. Data from some of the interview indicated that, when school inspectors visit the schools, normally they collect subject log books, schemes of work, lesson plans and the teaching and learning materials and then, they give marks basing on that. For example, the interviewee D explained:

In general, when school inspectors visit our school, they just collect schemes of work, lesson plans and the teaching and learning materials and they judge the performance of the school based on those things. If they see that teachers are good enough they congratulate them, but if not they tend to blame the teachers without helping them on how better they can improve their teaching and learning. To me, I think these school inspectors are just making evaluation and not improvement on teaching and learning.

Another interviewee had this to say:

School inspectors when visit our schools tend to blame us that we do not teach properly, but they do not help us cope with the changes that are taking place every day especially the frequent changes of the curriculum. For example, the Vocational Skills subject has been introduced without any prior preparation for teachers. We are just told to teach it and when school inspectors come tend to blame us while they know for sure that there had been no single seminar conducted on how to teach the subject. Interviewee C

From the above findings then, it shows that although the majority of teachers agreed that school inspection helps them improve in teaching and learning, they wanted further help from the school inspectors especially the support about how to teach the subject rather than blaming them that the subject was not properly taught. It also, indicates that classroom observation was not properly carried out.

### **5.2.2 Professional Support**

A further aim of this study was to gauge whether or not school inspectors provide professional support. It was found that in most cases school inspectors provided professional support as 46 (92%) percent of the respondents agreed on that matter (Table 5). However, although the majority admitted that school inspectors provide professional support, 4 (8%) disagreed and they indicated some of the reasons such as, school inspectors do not help teachers to teach better as difficult topics are left without any support. The findings from

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focus group discussion indicated that it could be better if school inspectors could prepare a lesson plan and teach at least a single sub-topic of the subject for the teachers to emulate.

Moreover, data from the interviews indicated that, although school inspectors place emphasis upon teaching methodology, they tend to concentrate too much on the number of exercises, schemes and lesson plans but do not properly support teachers on how a particular subject should be taught. Interviewee E had this to say:

Wakaguzi wa shule wanapokuja, wanakazania sana maandalio ya masomo, maazimio ya kazi na mazoezi yaliyotolewa kwa wanafunzi. Lakini hawawasaidii sisi walimu jinsi ya kufundisha somo husika. Kwa mawazo yangu, nafikiri wakaguzi wa shule wanatakiwa kusaidia walimu namna ya kufundisha somo na sio kuhesabu mazoezi yaliyotolewa kwa wanafunzi. Wanatakiwa pia kufuatilia uelewa wa somo kwa wanafunzi na si kukazania mazoezi yanayotolewa tu

Researcher's translation:

When school inspectors come, tend to concentrate so much on how many lesson plans, schemes of work and how many exercises had been provided to pupils. But, they do not help teachers on how to teach the subject. In my view I think school inspectors should help teachers on how to teach the subject and not just counting the exercises. They are also supposed to monitor the pupils' understanding on the subject matter and not a mere concentration on the number of exercises offered to pupils. Interviewee E

From the above quotation, it is obvious that although the majority in the questionnaire admitted that school inspectors do provide professional support; here again teachers needed more support in solving difficulties and to overcome what they felt to be the hindrances in teaching and learning.

### **5.2.3 School Inspection Feedback/Reports**

It was again the interest of the study to further investigate the extent to which school inspection reports are useful and helpful to teachers. As it can be noted from Table 5, 47 (94%) of teachers found school inspection reports to be helpful, though some complained that those inspection reports were not in practical terms, because school inspectors put quite important recommendations, but nothing was done to ensure that such recommendations were implemented. When school inspectors visiting the same school a second time they find the same problems. The frequently mentioned problem was about the distribution of teachers. One can find many teachers in one school whilst other schools have a deficit of 5-6 teachers. This was felt a problem as it made it difficult for the teachers to be effective in their work performance. One of the head teachers made this comment:

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Normally, when school inspectors visit the school they discover that there is a shortage number of teachers. They inform the district education officer so as to take the action. But, nothing is done to insure that there is a proper distribution of teachers which makes it very difficult for us to teach quite a big number of subjects. Interviewee A

In the same vein it was noted that school inspection reports were not worked upon by the district education officer, who represents the owner of the schools. It was found in this study that what school inspectors recommend in inspection reports to the owner of the school (the City Director), remained in papers. When school inspectors again visited the same school they tended to find the same problems. One of the school inspectors had this to say:

We visit schools and write reports. But, no one seems to work upon our school inspection reports. Whatever we tend to recommend that the school owner should take action, when visiting the same school we find the same problem. Indeed, it discourages a lot when someone works in vain. If you write the report and no body works on it, why should you continue sending the reports that are meaningless? And in fact, we cannot do anything as we are merely the advisers. Others are to take the actions. Interviewee 2

The other one added:

We have been writing so many reports, but no one seems to be interested with them. In my view I think, the district education officer together with the district academic officer could be very effective and efficient if they could have utilised the school inspection reports. But, it seems they are busy with other things that they benefit from them. We cannot force them to use the reports, may be someone will come who can find school inspection reports useful in her/his administrative process. Interviewee 8

On the other hand, the district education officer admitted that they receive the inspection reports and make use of it although school inspectors stated that they do not see the implementations of their recommendations. The district education officer had this to say:

We normally cooperate with school inspectors. They give us school inspection reports and the district academic officer makes use of them. When they need a car we give them knowing that these are governmental resources that we should share for the betterment of our children. Actually, we do not have any problems with school inspectors.

From the findings above it indicates that, although school inspectors provide recommendations on what should be done in a certain school, they are not legally entitled over the actions deemed necessary for improvements of teaching and learning. But, they can induce some of the solutions to rectify the problems that confront schools through the provision of useful feedback to the key stakeholders. However, from both school inspectors and head teachers' point of view the recommendations were not implemented although the district education officer claimed to make use of the inspection reports.

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## 5.3 Teachers' Views towards School Inspections

It was a further interest of study to find out the teachers' views on school inspections and how teachers perceived the importance of it as a means of improving their work performance. In this category, the study concentrated on information before school visits, classroom observation, and an opportunity to talk with pupils and whether or not school inspection brings fear during inspection week (Table 6).

**Table 6: Teachers views on school inspection**

Question category	Yes	No	Total
1. Do school inspectors provide information before school visiting?	48 (96%)	2 (4%)	50 (100%)
2. Do school inspectors make classroom observation when they visit your school?	39 (78%)	11 (22%)	50 (100%)
3. Do school inspectors find opportunity to talk with pupils about their academic matters?	18 (36%)	32 (64%)	50 (100%)
4. Does school inspection bring tension and fear to you as a teacher?	46 (92%)	4 (8%)	50 (100%)

**Source:** Field data (2008)

### 5.3.1 Information before Visiting the School

The majority of teachers (96%) agreed that school inspectors provided information before the actual visiting (Table 6). Although this had two sides of the coin that sometimes when school inspectors provide information that they will visit the school, those who work within the given rules and regulations are able to use it as an opportunity to show up how capable they are. On the other side, it becomes a preparation time for teachers who did not previously do their job properly and so the school can be assessed positively while in reality it is not. One of the head teachers had this to add:

When teachers receive the information that school inspectors will visit their school, it is the high time for them to put things properly so as not annoy the bosses. When they come they find things in a good way which could not be necessarily the case if they come without prior information. To my view, I think they need to inform the school about inspection visit in two or three days prior to inspection rather than a week before. This will not only make teachers work hard but it will also portray the reality on what is being performed in schools. Interviewee A

On the other hand school inspectors see that there is teachers' dissatisfaction especially when they visit schools. By knowing that their work performance will be reported, teachers tend to be unhappy with the school inspectors. This has been the case because of the traditional name of school inspectors that they are there to find the mistakes that teachers commit. On this, one of the school inspectors had this to explain:

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Sometimes when we visit schools we experience that some teachers as human beings are not happy to be criticised upon their work performance. As they know for sure that their work performance will be reported they would not like to see the school inspectors. But, they should know that we school inspectors are just facilitators and not people who go about in schools to seek the mistakes of the teachers. Our aim is to facilitate and monitor the teaching and learning process for the benefit of the Tanzanian pupil. Interviewee 2

In the same vein, data from the focus group discussion noted that it is unfair to demote the head teacher because of poor performance, as failure is a result of many factors. The group again explained that the working condition of teachers discourages them from being committed to their work. Some of the problems facing them include the low salary and the delay in promotions. Due to these problems and others, therefore, school inspectors should understand the people they are dealing with and find ways to solve the problems rather than blaming them.

From the findings above, it can be seen that it is a challenge for school inspectors to find ways that teachers will see them as critical friends and not enemies. The main aim should be to facilitate teaching and learning so that teachers to appreciate the presence of the school inspectors in their school rather than seeing them as a burden.

### **5.3.2 Classroom Observation**

The study further intended to explore whether or not school inspectors make classroom observations when visiting schools. The findings indicated that 39 (78%) of the teachers said “Yes” and 11 (22%) said “No” (Table 6). However, although it was noted that the majority agreed that school inspectors make classroom observation, for those who said no, there is certainly some evidence that sometimes school inspectors do not visit classrooms where the whole process of teaching and learning takes place. Interviewee D had this to say:

School inspectors sometimes do not come in classrooms. I do not know if it is due to the reason that they are few or not. They normally collect the pupils’ exercise books and schemes of work and lesson plans. If one comes in the class it is not easy to monitor the whole process so as to know how learning takes place. They can just spend only 10 minutes or even below that. This makes it difficult for them to discern the area of weakness of teachers.

Another one had this to explain:

Not all the time that school inspectors do classroom observation. They sometimes do and sometimes not. Because they are very few and we teachers are many, they cannot afford to go to every class and make follow ups for every teacher. So, it is not easy for them to understand how the subject has been taught and whether or not learning has taken place to the pupils. May be when they increase in number or spend more days in a single school they can be able to do that but for the time being it is difficult. Interviewee B



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Based on the above comments, it is evident that sometimes school inspectors do not visit classrooms to witness how teaching and learning is taking place. Also, the repeated voices on the collection of pupil's exercise books, schemes of work and lesson plans portray that classroom observation is rarely done. If classroom observation is not carried out, there is no way that the school inspectors can give valid data about how the school is performing especially in teaching and learning as core functions of the school.

### **5.3.3 School Inspectors Opportunity to Talk with Pupils**

This study also wanted to explore whether or not school inspectors had an opportunity to talk with pupils so as to find out what were the problems that confronted pupils in their learning process. As indicated in Table 6, about 32 (64%) of the respondents said "No" when it comes to the issue of whether school inspectors' had the opportunity to talk with pupils. About 18 (36%) said "Yes" but they referred to the situation when school inspectors spoke about the national anthem and not on academic grounds. Interviewee A had this to offer:

When School inspectors visit schools normally, they discuss with teachers and not the pupils. They only talk to pupils when it comes to the issue of national anthem and the African song. It could be good if they could find the opportunity to talk with pupils and seek their views on how they think their learning could be improved and organised.

The other one had this to say:

School inspectors do not talk to pupils. Their concentration is on teachers. To my view, I think there is nothing bad if pupils are to be involved in giving out their views on how their learning could be improved. This will not only make them important in their own learning but also, we can build confident individuals of the future generation in the society. Interviewee C

From the above findings, it was learnt that school inspectors did not have opportunity to talk with pupils. Since learning is a two-way process, speaking with the pupils is of equal importance as talking with teachers. Pupils are to be involved in solving problems encountered in their academic world.

### **5.3.4 Tension during School Inspection**

This study further sought to find out whether or not school inspection brings about tension and fear amongst teachers. It was found that, the majority of teachers (92%) accepted that school inspection brings fear and tension (Table 6). This perception was due to the fact that, school inspectors report on the strengths and weaknesses of every individual teacher. Knowing that their performance will be reported as discussed earlier, it is this which places

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them under pressure. From the focus group discussion it was noted that, tension and fear during school inspection visits were created due to poor preparation and not school inspectors because nowadays they tend to be facilitators. When they see school inspectors they hope that they may be helped in the area of weakness though it has not necessarily been the case as they are not supported in how to teach the difficult topics and that sometimes they are blamed, without a solution. Also, the group indicated that for pupils to pass or fail in examinations there are so many factors that affect that outcome. It depends on the parents support at home, the teacher organisation of learning and the individual pupil's willingness to learn. In the same vein, one interviewee added:

Kuna ukweli fulani kwamba walimu wanajawa na hofu na wasiwasi wakati wakaguzi wa shule wanapokuwa shuleni. Hii husababishwa na ukweli kwamba baadhi ya walimu ni wavivu, na ukichanganya na lugha ambayo baadhi ya wakaguzi wa shule hutumia, inawafanya wajisikie vibaya. Ukaguzi wa shule haupendwi na walimu dhaifu na walimu wakuu wasiofanya kazi zao kwa taratibu zinazotakiwa, hivyo wanafanya vitu ili kuwapendezesha wakubwa wao. Kwa mawazo yangu hiyo ni nidhamu ya uoga.

Researcher's translation:

There is a grain of truth that, teachers tend to be in tension and fear during the school inspection, this is due to the fact that, some teachers are lazy and with the combination of the language that some school inspectors use, make them feel bad. School inspection is not in favour of weak teachers and head teachers, as they have to put things in such a way that will impress their bosses. In my opinion, that is a false respect. Interviewee B

The other informants added:

Wakaguzi wa shule wanapotoa taarifa, ndiyo muda ambao walimu na walimu wakuu wanakuwa makini kuweka vitu vizuri ili wakaguzi wa shule wasione na kuripoti mapungufu yao. Wanajitahidi kwa kadri wawezavyo kufanya vizuri ili wakaguzi wa shule watoe tathimini yenye mwelekeo mzuri. Lakini baada ya wakaguzi wa shule kuondoka walimu wanapumzika na kuweka kila kitu kando tofauti na vile wakaguzi wa shule wanavyosisitiza.

Researcher's translation:

When school inspectors inform teachers about their visit, it is the very time when teachers and head teachers are busy making things properly so as the school inspectors should not report their weak point. They try to their level best to make things look good to be accessed positively. But, after school inspectors have gone, teachers tend to relax and do away with all things that school inspectors tend to emphasise. Interviewee E

Based on the quotations above, one can think that tension and fear among teachers is created after seeing that they are not working as expected. Although some teachers might be well prepared and performing their job accordingly, but by understanding that school inspectors will visit their school may experience tension and fear.

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## 5.4 School Inspection Organisation for Positive Impact on Teaching and Learning

The study further intended to find out how school inspection should be organised for a positive impact on teaching and learning. In this section, the study presents the findings on how school inspection can be organised for more improvement in teaching and learning. It focuses on inspection visits and what kind of communication style should be in place for teachers and school inspectors' mutual understanding and for more solutions of the problems that teachers encounter. It also presents the issue of school inspectors' working conditions in relation to their responsibility on monitoring quality of primary education.

### 5.4.1 School Inspection Visits

The study further wanted to understand, how many times school inspectors visited schools per academic year. It was found that in most cases school inspectors visited schools once per academic year. The responses are as indicated on Table 7.

**Table 7: School inspectors' school visits per academic year**

Response category	Frequency	Percentage
1. Once per academic year	32	64%
2. Twice per academic year	18	36%
3. Once after two years	0	0.0%
4. Once after three years	0	0.0%

**Source:** Field data (2008)

From Table 7, 32 (64%) of the respondents indicated that, school inspectors visited their schools once per academic year and 18 (36%) indicated that they visit their schools twice a year. It was found from the interview that, those who mentioned twice per academic year were also referring to an internal school inspection which is conducted by ward educational officers' team. The responses indicate that, there was no follow up inspection on what school inspectors had recommended before. One of the problems was associated with a shortage in number of school inspectors in the district compared to the number of schools available in the district. On this point, one of the school inspectors had this to explain:

We are only three now in the office. Other school inspectors have gone for further studies. We are supposed to visit at least a half of our schools per academic year, which is very difficult to achieve the goal due to shortage number of the school inspectors. So, what we can only do is to visit a school once in an academic year. Interviewee 1

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From the district education officer point of view, school inspectors were very few to have impact on teaching and learning. The district education officer had this to comment:

We have few school inspectors in Mbeya City district. We had eight school inspectors before; three of them went for further studies, and two were transferred to zonal offices. Now, they are only three in the office. One may not expect three school inspectors to be accurate and effective when inspecting a school with 28 teachers or more. It is not known if these school inspectors make classroom observation, because in actual sense it is very difficult for them to go around all the classrooms and discussing with every teacher.

From the quotation above, it is evident that it is difficult for three school inspectors to make school visits in 81 primary schools. This might account for the explanation why school inspectors had been blamed for the collection of schemes of work, lesson plans and pupils' exercise books as the basis for their judgment on the performance of the school as it was found in this study. It is important to note that they were able to visit a half of the schools per academic year, though with less accuracy and the desired quality of school inspection.

### 5.4.2 Communication Style

One of the important aspects was about what type of communication style that school inspectors used when discussing with teachers on issues pertaining to teaching and learning. Table 8 indicates the responses from teachers in the questionnaire:

**Table 8: School inspectors' communication style when discussing with teachers**

Response Category	Frequency	Percent
Friendly	43	86.0
Harsh and inhuman	3	6.0
Not useful	4	8.0
Total	50	100.0

**Source:** Field data (2008)

From Table 8, 86 percent of the respondents indicated that school inspectors used friendly language when in discussion with teachers. Also, data from interviewee A, B, C, D, E and F were in line with that of questionnaires and admitted that school inspectors used friendly language when discussing with teachers. Interviewee F had this observation:

Wakaguzi wa shule siku hizi hutumia lugha ya kirafiki wanapowasiliana na walimu. Hii ni tofauti kabisa na miaka iliyopita, ambapo wakaguzi wa shule walikuwa wakali na kuwatishia walimu. Kwa wakati huu tunawaona wakaguzi wa shule kama wawezeshaji na sio adui zetu.

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Ukiona mtu anagomabana nao, pengine ni kwa sababu watu hutofautiana katika udhaifu na pia walimu wengine hawajali na kujituma katika kazi yao.

Researcher's translation:

School inspectors nowadays use friendly language when communicate with teachers. This is quite different from previous years, when school inspectors were very harsh and intimidated teachers. For the current time we see school inspectors as facilitators and not our enemies. If it happens that you find someone quarrels with them it is due to some individual weaknesses and that some teachers are not committed towards their work.

The other one also had the same comments:

Ukaguzi wa shule umekuwa tofauti sana na zamani. Inaonesha wakaguzi wa shule wamebadilika kweli. Hawaji na mbwembwe za kujifanya wenyewe wanajua sana, kama ilivyokuwa zamani. Kusema kweli siku hizi wakaguzi wa shule wanakuja kama rafiki, wafanyakazi na walimu wenzetu. Lugha wanayotumia ni ya kirafiki kabisa, kitu ambacho husaidia walimu kutiwa moyo katika kazi zao za ufundishaji na ujifunzaji wa kila siku.

Researcher's translation:

Currently, school inspection is quite different from that of early years. It shows that school inspectors have changed a lot. They do not come with all superiority complexes that they are the ones who know better as it used to be. Frankly speaking school inspectors visit schools as friends, teachers and co-workers. They use friendly language that makes teachers feel encouraged in their daily teaching and learning duties. Interviewee C

From the quotations above, it was learnt that teachers appreciated that school inspectors used friendly language. This may not only make them encouraged to be committed towards teaching and learning but also, it may enhance and facilitate the productive discussion between the teacher and the school inspector.

However, eight percent of participants indicated that the communication style of school inspectors is not useful and, six percent indicated harsh and inhuman language. Although the percentages are negligible, these responses denote that, there are some school inspectors who still use harsh and unfriendly language. This as well might happen due to the individual problem of teachers that fail to communicate with school inspectors, especially when it comes to the way a teacher is doing her/his work.

### **5.4.3 School Inspectors' Working Conditions**

The study further revealed that, school inspectors faced a number of constraints that limited their contribution towards teaching and learning. Poor working conditions of the school inspectorate department were among the problems. While the DEO had office transport

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(provided by the government) school inspectors in Mbeya City district had to rely on public transport. The problem comes when it is a remote school; according to school inspectors, they sometimes had to use the DEO's car. Although the district education officer confirmed to support the school inspectors with a means of transport, school inspectors perceived to be inadequate as they received such a support on the condition that they should fuel the car. To them, this was a problem as they did not have sufficient budgets for that purpose, and they received little money for a few litres of diesel from the MoEVT. One of the school inspectors had this to explain:

Hatuna gari kwa ajili ya usafiri, tunachofanya ni kuazima gari kutoka kwa afisaelimu. Hili lina tatizo kwa sababu afisaelimu ana ratiba zake ambazo ni tofauti na ratiba zetu za kazi. Tatizo linaloendana na kuazima gari kutoka idara nyingine ni kwamba huwi na uhuru wa kulitumia, kwani unatakiwa kurudisha kwa wakati, na mara nyingine unaambiwa kurudisha gari kabla ya kumaliza kazi. Hivyo, unatakiwa kutafuta namna nyingine ya kurudi nyumbani baada ya kumaliza kazi. Pia, unapoweka mafuta kidogo ulionayo na gari linachukuliwa na mwenye nalo huwezi ukadai. Na kwa maana hiyo siku inakuwa imepita hata kama mafuta hayo yangetosha kwa kufanyia kazi katika shule mbili yanaishia kwa kufanya kazi katika shule moja tu. Tukipewa usafiri itakuwa rahisi kwetu kufikia malengo ya mikakati ya kazi na pengine tunaweza kuchangia kwa kwa kiwango kikubwa na kwa ufanisi ufuatiliaji wa mfumo wa elimu katika wilaya yetu, japokuwa tunashukuru kwamba tumepewa komputa.

Researcher's translation:

We do not have a car, what we do is to use the car from the DEO. This has a problem, because the DEO's timetable might not be compatible with our timetable. The problem associated with hiring a car from other department is that, you do not have freedom, you have to return it in time, sometimes you are told to return the car before even you finish the work. So, you need to find the alternative to go back home after finishing the work. Again, when you put little amount of litres of fuel you have, and the car has been taken by the owner, you do not have the right to demand it. And so, the day has passed even though the fuel could be used for more than 2 school visits, it ends up with one school. If we are provided with transport, it will be easier for us to meet our action plans and may be contributing greatly and effectively to the monitoring of education system in our district, although we are grateful that we have been provided with the computer. Interviewee 1

On the same issue, school inspectors explained that they had to visit the school without being paid allowances. Given the nature of their salary and the kind of work they are supposed to perform, brings many problems. They were just devoted towards work, and in most cases they did the work so as to accomplish the action plan to avoid the criticism from the highest authority. From this again, it was a lesson to the researcher why school inspectors were repetitively blamed by teachers to collect pupils' exercise books and lesson plans to judge the performance of the schools as it has been noted earlier. On this, one of the school inspectors added:

Unategemea nini kutoka kwa mtu mwenye njaa? Nimelipa nauli kwa mshahara wangu, na hapo pengine sijui watoto wangu jioni watakula nini. Haiwezekani kabisa kwamba nitakazania kufuatilia yale yanayotakiwa isipokuwa kuweka uthibitisho kwamba nimekagua shule. Kusema

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kweli kazi hii inanivunja nguvu sana, lakini nitafanya nini isipokuwa kuonesha kwamba na mimi nafanya kazi.

Researcher's translation:

What do you expect for a hungry person? I have paid the transport fare using my salary, and maybe I do not know what my children are going to eat in the evening. It is quite impossible that I can concentrate making follow ups of what is required rather than a mere sign up that I have inspected the school. Actually, this kind of work demoralises me so much, but what can I do, I have to show up that I am working. Interviewee 4

The quotations above depict how school inspectors are discouraged with poor working conditions. One cannot expect a person with economic problems; hopelessness and a miserable life whose concerns are with the future of their own children perform in desired standards and work effectively.

## **5.5 Emerging Themes**

In this study some of the findings came as a result of face-to-face interviews with teachers. Although they were not part of the original research objectives, they emerged through the data collection. The two themes were first, the frequent changes in primary school curriculum, and secondly, overcrowding of pupils in a single classroom.

### **5.5.1 Frequent Curriculum Changes**

The frequent curriculum changes were major concerns of the most interviewed teachers. Many of them complained that there had been frequent curriculum changes without proper preparation of teachers about how to manage and handle such changes. It was found that seminars on curriculum change were involving only one or two teachers and mainly the head teachers hoping that they will teach others. Teachers thought that first hand information is what could be more useful to them. One of the interviewee had the following comments:

Kumekuwa na mabadiliko ya mitaala karibu kila mara. Leo mnaambiwa mfundishe somo hili kesho wanabadili na kuchanganya masomo. Baadaye wanaamua tena kurudisha masomo waliochanganya. Kumekuwa na usumbufu na mkanganyiko mkubwa sana kwa walimu. Tatizo ni kwamba haya yote hufanyika bila hata maandalizi ya mwalimu jinsi ya kufundisha masomo mapya. Mwalimu anaambiwa kutekeleza tu, japokuwa matokeo yake yanaweza kuwa ni kushindwa kwa mwalimu kufundisha somo husika.

Researcher's translation:

There had been frequent curriculum changes. Today you are told to teach this subject tomorrow they change and sometimes they mix the subjects. Then later they decide to separate them. This has been a frequent disturbance to teachers. The problem is that all these changes are made without prior preparation of the teacher on how to teach the new subjects. The teacher is just

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there to implement, although this has the implication that the teacher may fail to effectively teach the subject. Interviewee F

It was evident that teachers were unhappy on the frequent changes of the curriculum because it affected the teaching and learning process of subjects. Before they mastered how to teach the subject, they experienced further changes again, without preparation about how they would cope with such changes.

### **5.5.2 Managing Large Class Sizes**

It was again revealed that teachers were under stress as the number of pupils in some classrooms was big to an extent that it was so difficult for them to control the class during the teaching and learning process. Data from focus group discussion indicated that the problem of large class sizes makes it difficult for the teacher to handle the class. To them the school inspectors should consider this problem as it affects classroom management. Also, during the interview teachers complained that the number of pupils in classrooms was too big to the extent that it impeded their ability to support individual pupils. One of the teachers explained:

We have a challenge on how to manage these big classrooms. In a single class you can find more than 80 pupils, in some even more than 100 pupils. How can this teacher be able to control the class and support individual pupil? It is quite difficult. This is partly the reason why you can find so many pupils do not know how to read and write at the end of class one. I think due to this, parents should help the pupil at home, if we leave the responsibility to the teachers, we should expect more and more illiterates in the near future. Interviewee B

Another one added:

Pupils' number in classrooms is too big compared to the number of teachers. You can find that teachers have so many teaching periods with many pupils in classes. It becomes too difficult especially when it comes that the teacher has to mark the exercises before teaching another or new lesson. In that sense, teachers fail to identify the pupils with learning needs as they tend to concentrate on the pupils who seem to be sharp in classroom. By so doing, we are creating a generation of illiterates which is a danger for the future national development. Interviewee E

From the quotations above, it is evident that large class size hindered effective teaching and learning. It made teachers unable to attend individual pupil with learning difficulties. As a result, pupils completed a certain grade without knowing basics in reading, writing and counting.



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## 5.6 Summary

This chapter has presented the findings from this study, based on data derived from questionnaires, interviews and a focus group discussion. The findings illustrated that, the issue of school inspection is a fairly complex issue that needed the creation and establishment of a positive relationship between school inspectors and the teacher. It is this relationship that may facilitate and enhance communication, so that school inspections can positively influence the teaching and learning process. In this study it was found that, to a large extent, school inspectors succeeded in establishing such an environment. However, classroom observation were sometimes not carried out and the judgment of school inspectors was based on subject log books, pupils' exercise books, lesson plans and schemes of work. Also teachers wanted to be supported in teaching a particular subject and that school inspectors should assess the pupils' understanding in the particular subject. The study further revealed that school inspection reports and recommendations were not implemented by the authority and the school inspectors had poor work conditions.

From these findings then, seven main themes arose; first, the importance of education and experience for school inspectors to offer support and advice second, the nature of support and how it was perceived by teachers third, the importance of school inspection reports and its implementation fourth, the nature of school visits and how they are perceived by teachers fifth, problematic issues for school inspectors sixth, the nature and relationship between teachers and school inspectors and seventh, the effects of frequent curriculum changes and congestion of pupils in classrooms. Each of these themes will be discussed in more depth in the next chapter.

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## **CHAPTER SIX**

# **DISCUSSION OF FINDINGS, SUMMARY AND CONCLUSION**

### **6.0 Introduction**

This chapter is concerned with the discussion of the research findings, summary and conclusion. It will first discuss each of the central themes as indicated in the previous chapter, and then it will provide the summary of the major findings of the study. The chapter also provides the recommendations both for policy practices and for further researches. In the last section of the chapter the conclusion of the study is provided.

### **6.2 Discussion of Findings**

As stated earlier in the previous chapter, this section discusses the major themes extracted from the findings as follows:

#### **6.2.1 Importance Of Educational Level And Experience In Offerring Inspection Services**

It was important in this study to note that, school inspectors had vast experience both in the teaching profession and in school inspection and some had advanced their academic status up to a degree level. This was evidence that people who were appointed to be school inspectors met the basic requirement and had worked as teachers before. This may not only track their credibility but also it might facilitate the process whereby their advices and recommendations may be accepted by teachers who will, therefore, be willing to implement them as argued by Earley (1998), Chapman (2001b) and Ehren and Visscher (2006).

Likewise, educational level and experience of school inspectors may to a large extent strengthen teachers' trust towards the people who supervise their work. Teachers may understand that people who monitor their work possess the knowledge about what they would like to advise them. As it has been argued by Ehren and Visscher (2006) school inspectors should have a broad knowledge base and a good view on how the school is performing. This is a reason why school inspectors have to master their subject areas, as one

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cannot offer advice and support in an area where she/he is incompetent. These findings are in line with Wilcox (2000) who suggests in his study that a good school inspector should have appropriate qualifications and experience in a subject area. According to Wilcox, the teacher may doubt the ability of the school inspectors who has little or no experience in teaching the subject she/he tries to inspect. It has been acceptable that if a person has been teaching the subject it might be easier for her/him to offer the required support and advice to teachers. Although this does not mean that school inspectors know more than teachers, as argued earlier in this study, but at least teachers should appreciate that, a person who gives support and advice about the best way of how to teach the subject, possesses valid qualifications and meets professional requirements.

Also, as suggested by Wilcox (2000) school inspection recruitment procedures need to find the right balance between qualifications and experience and should take careful consideration of the evidence from the referees. More importantly, school inspectors should set a good example both in work performance and advance themselves academically. It is hoped that teachers may emulate and be encouraged in those areas. Literature demonstrates that effective leaders exercise an indirect but powerful influence on the effectiveness of the school and on the achievement of pupils (Harris, Day, Hopkins, Hadfield, Hargreaves & Chapman, 2003).

However, it does not necessarily follow that individuals with all the qualifications can offer the service effectively within the society. It will mainly depend on individual personal characteristics and whether or not she/he values her/his employment. Yet, it is argued in this study that, experience and educational level can help the system understand what kind of a person has been given the responsibility of controlling the work of the teacher. For those with diplomas, it is relevant and advisable to make sure that they advance themselves academically and professionally so as to be more comfortable when supervising teachers, as it might be problematic to supervise a person with equivalent qualifications.

### **6.2.2 Teachers' Perceptions of Support**

This study again was intended to explore the teachers' views on how they perceived the importance of school inspection on improvement of teaching and learning and whether or not school inspectors provided professional support. The findings indicated that school inspection helped teachers improve in teaching and learning. The study also found that

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school inspectors provided professional support. The findings are in line with the suggestions given by Wilcox (2000) that school inspection should develop pedagogical skills of the teachers. The findings also concur with that of Barrett (2005) who studied teachers' perceptions of the local community and education administrators in two regions in Tanzania (Coast and Shinyanga) where teachers viewed the guidance given by school inspectors to contribute towards professional development and keeping them up-date with curriculum changes. However, Nkinyangi (2006) in her study on quality standards and quality assurance in basic education in five African countries (Burundi, Eritrea, Kenya, Rwanda and Uganda) found that quality assurance officers (school inspectors) were limited in terms of professional support, as they approached schools as fault finders. The difference in findings, however, might be due to the difference in inspection style especially the language that school inspectors use. If it is too harsh then it might be perceived that school inspectors are looking faults in the teachers. Also, the differences in findings might have been due to difference in environmental setting, leadership approaches and cultural differences. Dimmock and Walker (2005:3) contend that "leadership is a culturally and contextually specific... intertwined with its large environment". In actual sense if the leader (the chief inspector of schools) demonstrates a good example, the rest of school inspectors, might follow the trend and visit the school to facilitate teaching and learning and not seeking to capitalise mistakes that teachers commit.

The majority of teachers in this study, however, expressed that they would be happier if school inspectors could help them in teaching a particular subject. This could be the value-added of the school inspection towards school improvement in teaching and learning as stressed by Earley (1998), MacBeath and Martimore (2001), Wilcox (2000), Ehren, Leeuw and Scheerens (2005) and Ehren and Visscher (2008). The findings again capture the suggestions provided by Wilcox (2000) who sees that if teachers are to be inspected, they deserve school inspectors who they regard as acceptable in the subject area and in school inspection professional practice.

It is important that teachers are helped to find solutions to the problems they face, especially in connection to a specific topic and how to resolve the difficulties in teaching it. If the major aim of school inspection, therefore, is to monitor and improve the quality of education provided, the teacher(s) should be helped how to teach the particular subject or topic. As stated earlier, the support provided is closely linked with the ability of school inspectors in a

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subject area. The challenge to the school inspectors is how to be well equipped and be competent in mastering their subject areas. This has been a challenge because school inspectors at primary school level in Tanzania have no subject specialisation. One has to be able to inspect all the subjects, which might be difficult as a person may not be competent in all subjects. But, at least a school inspector should be capable and strong in two or three subjects.

It is believed, however, that a person in the field knows better than a person who is just evaluating what is taking place. In most cases, knowledge, if not used becomes obsolete. For this reason and others, it is not a surprise sometimes to find that the teacher is more competent in her/his subject area than the school inspector. What is needed is that the school inspector should have a mutual understanding of the reality instead of taking things for granted that because she/he is in the office then, she/he knows better.

### **6.2.3 Inspection Reports and Implementation of Recommendations**

The study further wanted to find out how teachers viewed the potential benefits of school inspection reports towards their work performance, in this case teaching and learning. In this study teachers stated that school inspection reports helped them improve in teaching and learning. The reasons given included, among other things that school inspectors indicate the strengths and weaknesses of the teacher in a particular subject and they try to suggest what should be the alternative or what the teacher should do. In so doing, teachers are encouraged to capitalise their strengths and at the same time it enables them to rectify the areas of weaknesses. The findings concur with that of Chapman (2001b) who studied changes in classrooms as a result of inspections, and Ehren and Visscher's study on the impact of school inspection for school improvements in 2006. In their studies they found that oral and written feedback from school inspectors was important stimulus for school improvement.

It was further found in this study, however, that although school inspectors write reports and recommendations to the respective stakeholders those recommendations were not implemented. Teachers complained that there was nothing done as a follow up of what had been recommended by the school inspectors. Not only that the interviewed teachers were frustrated as their voices were not heard, but also school inspectors were discouraged as they saw their work to be in vain. These findings confirm what Grauwe (2001) found in his study in four African countries (Botswana, Namibia, Tanzania and Zimbabwe) that the

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recommendations made by school inspection reports, and issues which were addressed to the administration or the pedagogical authorities, were not implemented which frustrated the school staff as well as school inspectors. In all four countries, school inspectors were frustrated by their lack of autonomy and authority to take actions especially in their own recommendations. In Zimbabwe for example, Gaynor (1998) found that inspection reports were not used by the responsible authority and school inspectors did not see any reason, therefore, for submitting them. Wilcox (2000) also found the same finding; the implementation of school inspection recommendations remained problematic in England.

It is argued in this study that school inspectors and teachers would appreciate it if what they perceived as obstacles towards teaching and learning being properly addressed. However, as noted by Wilcox (2000) the implementation of school inspection will have financial implications and it may not be possible to meet the budgetary costs within a short time as it may distort the priorities. But, what is within the capability of the system should be put into practice.

Ehren and Visscher (2006) argued that despite the fact that school inspectors do not have direct control over the teaching and learning process, they provide potential information that can be employed in improving education delivery. If the recommendations and the school inspection reports are not worked upon then it is useless to visit schools, and indeed it demoralises the school inspectors upon their work performance. Also, as it has been argued by Earley (1998) it might make the school inspectors lose their credibility and respect from the teachers as in most cases teachers may not be in a position to make changes that school inspectors recommend.

It is argued and acknowledged that, a district education officer who works upon the school inspection reports might be very effective in her/his work performance. This is because school inspectors make visits in schools and collect first hand information on what are the perceived problems that in one way or another may affect the work of the teacher. By working on those inspection reports, the district education officer might be touching the very problems that confront teachers in their day-to-day work performance.

Collaborative and team work spirit is what will lead to massive developments in education at district level and national level. As it has been argued by Cummings and Lunsford (1996), system thinking is what will enable achievement of goals and objectives in education system.

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This means that education stakeholders should think as a system, knowing that parts are just there to form a whole. May be what is missing, is an understanding that every individual, whether school inspector or district education officer, works and strives for the pupil's betterment. It is important that school inspectors should create this environment and understanding and make sure that school inspection reports are worked upon. This may be done by frequent communication (both written and face–face) of the inspection findings with the district education officer, school committees and the owner of the schools (the City Director).

#### **6.2.4 Inspection Visits and Classroom Observations**

The study further sought to explore teachers' perceptions on the nature of school inspection visits and whether or not classroom observations were carried out. It was found in this study that, school inspectors visited the schools once per academic year, with two or three days per single school visit. Also, the findings indicated that, classroom observations were not sometimes carried out by the school inspectors. Teachers stated that school inspectors tended to collect the lesson plans, schemes of work, pupils' exercise books and judged the performance of the school based on those grounds.

It is worth arguing that the collection of pupils' exercise books, lesson plans and schemes of work as it was reported by teachers in this study, may not help the school inspectors to understand how teachers are performing in the whole process of teaching and learning. It may also be difficult for them to discern the areas of weakness of the teachers particularly in the teaching and learning process. Some teachers might be very good in preparing material requirements but not in teaching the subject. How pupils learn and what they learn should be a prime goal of the school inspectors (Rogers & Freiberg, 1994; Holan & Hoover, 2005). Because, it is what they learn and how they learn that may have an impact on their real lives in their surrounding community and society at large. According to Coombe, Kelly and Carr-Hill (2006) teaching and learning is what ultimately makes a difference in the minds of the pupils and affects their knowledge, skills and attitudes meaningful to the society. The teaching and learning process, therefore, should be the main focus of the school inspection rather than the material evidence which is a preparatory part of the process.

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Furthermore, Chapman (2001b), Black and Wiliam (2001) and Matthew and Smith (1995) see classroom observation as an important practice of school inspectors. For school inspectors to influence learning, classroom observation should take place as it lies at the very heart of quality assurance of the school and the core function of improving teaching and learning (Glickman, Gordon & Ross-Gordon, 1998). As observed by Black and Wiliam (2001) school inspections that ignore classroom observations will not be able to effectively direct what a particular school should improve in their teaching and learning. However, learning does not necessarily take place within four walls (inside the classroom). As argued earlier, individual pupils can learn elsewhere, for example, by emulating the adults, learning from peers, here the emphasis is upon what is taking place in the classroom setting. However, as it was found in this study that school inspectors were few in number in relation to the number of primary schools in the district, it was good to find that at least school inspectors were able to visit each school once in an academic year. Although implementation of the recommendations needs more time, one year is not enough for them to put the changes in place. May be this is the reason why in England school inspection takes place once in every four years to allow the recommendations to be implemented (Lee, 1997).

In line with these findings, it was also found that there were no follow up school inspections. The tendency had been that, after a school inspection, teachers would see the school inspector again in the next year. For that reason, it lowers teachers' commitment towards teaching as required as they perceive that they can relax after a tough exercise of receiving criticisms from the school inspectors. The findings concur with that of Webb and Vulliamy (1996) who found that teachers felt relaxed after inspection week in England. It is of equal importance, therefore, that school inspectors should track what they have recommended to observe whether their recommendations have been implemented though, as noted earlier this is problematic.

It is argued in this study that, teachers should be motivated to perform because they are committed to their work rather than because they know that school inspectors will visit their school. It is acknowledged at this point, drawing upon various studies that teachers all over the world are under-resourced and face difficult working conditions including low salaries, that cause demoralisation, apathy and misconduct amongst them (Harris *et al.*, 2003; Grauwe, 2007). As a result, it might be difficult to be committed towards their work. But, it is good that teachers should feel this responsibility of educating the pupils regardless of



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personal gains. They should render the service to their nation by serving individual pupils who are the expected teachers of the future generation. They need to be accountable to the individual, the community and to the nation so that the parents see the value of money invested in education of their children as argued by Neave (1987) and Levin (1989). Although again, for the teacher to be motivated intrinsically, external factors like that of teaching allowances, promotions and payment of salary in time play a significant role towards improved performance of the teacher (Gaynor, 1998).

In relation to information before the school visit, almost all head teachers agreed that school inspectors provided information before the actual visiting. Although on this point, again, teachers admitted that it made lazy teachers prepare more thoroughly so as to be assessed positively. Also, it was found that information before the actual visit in a certain school put teachers under tension during the inspection week as they had to focus on their practice to impress the supervisors. Moreover, the study found that school inspection causes tension and fear during the inspection week. In this respect the findings confirm what Webb *et al.*, (1998) found in their study in England and Finland that during inspection teachers were under stress and busy with implementation of action plans and school inspection policies to impress their bosses so as to avoid the criticisms from them. Also, the same was found in England and Wales based on the study by Webb and Vulliamy (1996) where teachers were busy reviewing and updating the documents to be assessed positively. The studies by Hargreaves (1995); Brimblecombe, Ormston and Shaw (1995) also found that teachers had been working under additional stress because of increasing accountability demands. In this study the experienced tension and fear was viewed to be partly due to irresponsibility of the teacher and threats that are accompanied with school inspection. In normal circumstances, school inspectors report on the strengths and weaknesses of every individual work performance, which later is used to judge the performance of the school.

Yet, human beings by their very nature might have fear, some teachers might have tension and fear during inspection week even though they are good enough and they have made all the preparations, but knowing that someone is coming in for inspection might be perceived as problematic. However, according to Grauwe (2007) and Wilcox (2000) information before hand of school visits and transparency encourage teachers to consider school inspectors as sources of help rather than of criticism. This means that school inspection

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should be developmental and help teachers to improve rather than being judgmental (Dimmock and Walker, 2005).

It is stressed in this study that school inspectors should be the facilitators of teaching and learning and pedagogical leaders and not people who frustrate teachers. Although this does not mean that teachers should take things for granted, they have to perform their duties accordingly in line with the laid down governmental rules and regulations. However, this could be possible if school inspectors can create environments that will always facilitate teaching and learning and not merely criticise teachers.

### **6.2.5 Problematic Issues for School Inspectors**

In this study most school inspectors did not seem to be satisfied with their work conditions. First, they did not have a good means of transport. Even though they received some amount of fuel from the Ministry of Education and Vocational Training, it was very little to cover school inspection activities. In most cases they depended upon the mercy of the district education officer. They also faced problems with lack of field allowances and some claimed that they visited schools only to demonstrate to their superiors that they were not idle and to avoid the criticisms. These findings again confirm what Grauwe (2001) found in his study on challenges and reforms in supervision in four African countries (Botswana, Namibia, Tanzania and Zimbabwe) where in all four countries, there was a continuous lack of satisfaction both for teachers and school inspectors with the impact of supervision on classroom. There were more concern on lack of resources, especially vehicles and funds that impeded travel to visit schools and the small number of school inspectors to cope with an increased number of schools.

From the findings it was learnt that school inspectors felt inferior to the district education officer as they did not have economic power. This was important to this study in explaining why school inspectors tended to collect subject log books, pupils' exercise books, lesson plans and schemes of work without classroom observation and relying on that as the criteria for the school performance. Based on the findings in this study, school inspectors lacked motivation towards their work. Also, this is partly an explanation of why some changes might have not been implemented as teachers might think that the recommendations from school inspectors were not realistic.

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Wilcox (2000) and Earley (1998) argue that, the influence of school inspections upon school improvements in teaching and learning is largely a result of the extent of resourcing devoted to it. Also, Cummings and Lunsford (1996) contend that in system thinking one should consider the provision of the means through which the goals and objectives should be achieved. School inspections by their very nature are labour-intensive from the planning process, to compiling and writing the school inspection reports to distribution to respective stakeholders (Gaynor, 1998). All these activities need time and resources and sometimes school inspectors spend extra time in order to accomplish the required inspection reports. As argued by Gaynor lack of resources often makes it impossible for school inspectors to provide adequate pedagogical support to all teachers especially those in remote areas.

It is of equal importance to argue that, if quality education is among the governmental policy priorities as the Tanzania Education Policy and Training (TEPT) of 1995 stipulates, then the school inspectorate department should be supported like any other educational department so as its impact on school improvement may be realised. Wilcox (2000) suggests that there should be regular school inspection system assessment of the available skills and development of its practitioners so as to plan for appropriate training to motivate the staff with salary and attractive career patterns to facilitate their contribution towards school improvement.

### **6.2.6 Teacher-School Inspector Relations**

This study intended to explore what kind of relationship exists between school inspectors and teachers. The study found that school inspectors used friendly language when communicating with them. Also, all the interviewed head teachers appreciated that school inspectors had changed their approach towards the teachers compared with inspection conducted in the past. Teachers claimed that school inspectors were behaving as facilitators and not, as it had been in previous years, as superiors. These findings capture the suggestions given in studies by Leeuw (2002) and Ehren and Visscher (2008) who share the common thinking that, there should be a positive relationship and respect between teachers and school inspectors so as to have a productive dialogue. Thus, the reciprocity relationship as indicated by Leew (2002:138) on a balance of “*give and take*” and *you too-me too*” apples with special weight in this context.

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To Ehren and Visscher (2008), a good relationship between school inspectors and teachers would probably have more impact on teaching and learning as teachers would be more open to accept suggestions with regard to their strengths and weaknesses. Ehren and Visscher (2006) view the school inspector as a critical friend whose visit in schools leads to improvement in teaching and learning. Although it cannot be automatic, as there are underlying conditions to achieve that goal. It is further, assumed that teachers may be happy to see a friend coming to school for the purpose of facilitating teaching and learning and not frustrating them.

In this study some teachers, however, indicated a negative response in relation to school inspectors' harsh language that could not help teachers improve in teaching and learning. This may be an indicator that there might be some school inspectors who still maintain their superiority complex which might affect teachers' expectations. Yet, teachers admitted that if that happens, it is only that individuals differ and sometimes it depends on the teacher's preparation for teaching and learning. If there is poor preparation then the teacher might be defensive anyway. What is important here is that, the school inspector should always strive to make all possible ways of improving the work of the teacher. Sometimes it happens because of frustrations some teachers have, especially those with very difficult working environments. More wisdom is required so that one can easily understand the personalities involved and especially the perceived difficulties of the environmental setting where the school is located.

### **6.2.7 Curriculum Changes and Classroom Congestion**

In this study, the most striking complaints of teachers were in two aspects. First, the frequent curriculum changes and second, classroom congestion as these both affected their work performance. For the case of curriculum changes, it was perceived that making changes was not necessarily bad since one needs to cope with a dynamic world where knowledge and skills are invented and generated every day. The problem, however, came when teachers, who are the key players and main implementers of the curriculum, are not prepared to manage such changes. The findings concur with that of Nkinyangi (2006) who sees that teachers are not properly supported in the management of the curriculum. Goodlad's study of 1984 on schooling revealed that teachers were not involved in decisions about the curriculum. Also, Glickman, Gordon and Ross-Gordon's study in England in 1998 found that in most schools teachers were not expected to contribute experience,

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knowledge and wisdom to decisions about the common good of educating pupils. It was viewed that conducting seminars or training before the actual school visits would yield more productive results on improvement of teaching and learning.

With regard to the second theme, teachers complained about congestion in classrooms. A single class accommodated between 50-80 pupils in average, which made it difficult for the teacher to attend every individual pupil as well as solving individual learning needs. As a result, according to teachers' explanations many pupils completed a certain level of education without mastering basic skills in reading, writing and simple arithmetic. As Omari (1995) indicates, it has not been surprising to find in Tanzanian primary schools that some pupils finish class seven without knowing how to read, write and simple calculations.

There is a consensus on the debate concerning the effects of class size in teaching and learning that smaller classes provide a better quality of teaching (see for example Bourke, 1996; Blatchford & Martin, 1998; Goldstein & Blatchford, 1998). According to Bourke (1986) smaller classes promote higher achievement, better attitudes, different instructional practices, and higher teacher satisfaction and morale. It also promotes efficiency of teaching and learning. Rogers and Freiberg (1994) contend that pupils would like a teacher who cares about their learning affairs, their grades, who cares about the whole class, not just teaching Mathematics and other subjects, but a teacher who finds what a pupil is doing, a teacher who listens and supports the pupil, which could be very difficult to achieve in a congested classroom.

To Rogers and Freiberg (1994), small class sizes encourage the pupils to think for themselves, to have autonomy, help them to be creative as they learn by doing. In the same vein, Hopkins (2007) contends that small class sizes will inculcate a sense of ownership in learning and so facilitating the pupils to reach their learning potential as the teacher has the opportunity to attend each individual pupil and let her/him participate fully in the teaching and learning process. Rogers and Freiberg (1994) and Hopkins (2007) share the common view that pupils need to be encouraged to think and to take responsibility for their own learning so as to unfold their fullest potential.

However, there is a problem with regard to class size because a small class in England or in any developed country is not the same as a small class in Tanzania. For example, in England Bourke (1986) considers a big class to have 24 pupils unlike the class he used to have with

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15 pupils. In Tanzania a class of 40-45 pupils is what has been regarded to be accepted class size according to the government regulations. The problem has been associated with the rapid population increase which does not match with the available resources. While the number of people increases every year, the resources remain the same. Also, when there is enrolment expansion the number of teachers is relatively the same.

It is, however, argued in this study that, if the problem of large class size remains unsolved, it is no surprise to find high illiteracy levels in Tanzania in the near future. Illiteracy is a threat for the national survival and the economy of the country. Studies indicated that an illiterate person may not contribute much to the economy of the country as illiteracy is a stumbling block for any meaningful acquisition of knowledge and skills necessary for any development activity (Kanukisya, 2008). As it was revealed in this study, classroom congestion and curriculum changes were probably the most stressful factors for teachers because they may undermine the ability of teachers when they perform in front of school inspectors. As a result, school inspectors may judge the teacher to have poor ability while in reality is not. For Tanzania to achieve Development Vision 2025 that stresses the learned and learning society and preparation of people conscious to their own environment and be able to solve the problems encountered in their daily life class size has to be controlled and teachers are to be involved in curriculum development process.

### **6.3 Summary of Major Research Findings**

This study sought to explore the impact of primary school inspection on teaching and learning in Tanzania. It was essentially qualitative study with some combination of quantitative aspects. The study was grounded by Scientific Management, Human Relations and Critical theories. Research participants were 59, of whom 50 (84.7%) were primary school teachers, 8 (13.5%) were district school inspectors and one (1.6%) district education officer. The main research methods employed in data collection in this study were questionnaires, interviews (semi-structured interviews), focus group discussions and documentary analysis. Primary school teachers were involved in the completion of the questionnaires and in focus group discussions. All head teachers in all six primary schools, as well as completing the questionnaires were involved in the interview. The study centred in three main research questions:

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**i) Does school inspection have an impact on teaching and learning in Tanzania?**

The central aim of this study was to investigate the impact of school inspection on teaching and learning in Tanzanian primary schools. Under this research question, the study intended to find out the extent to which teachers were provided with necessary support for improvements in teaching and learning. It also intended to investigate whether or not school inspectors provided professional support to teachers and if at all inspection reports were useful in improving teachers' work performance.

In the current study the majority of teachers (90%) stated that school inspection helped them improve in teaching and learning and 92 percent of teachers admitted that school inspectors provided professional support. Teachers explained that school inspectors offered advice on how to teach various subjects and on the proper use of teaching and learning materials. It was perceived that the support provided helped the teachers in rectifying some of the problems encountered in teaching and learning process. However, teachers wanted to be supported further on how to teach a particular topic or subject. Teachers stated that school inspectors tend to give advice on what should be done without setting the example by teaching a single topic. If school inspection has to be of value, teachers perceived that they deserve inspectors who can show them the way on how to teach the subject in question.

It was also found that school inspection reports were important for the improvement of teachers' performance. The majority of teachers (94%) considered the inspection reports to be useful in improving teaching and learning because in most cases inspection reports indicated the strengths and weaknesses of individual teachers. Also, inspection reports were considered important for informing the authority on the number of problems that face the schools that in one way or another hinder the effective teaching and learning such as the shortage number of teachers, lack of teaching and learning materials and the shortage of classrooms. However, it was further found that the inspection reports and the recommendations given by school inspectors were not implemented by the respective authorities. This, to some extent affected the work performance of both the teachers and school inspectors.

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**ii) What are the teachers' views on school inspection in relation to their work performance in Tanzania?**

It was also the aim of this study to explore the teachers' views on school inspection in relation to their work performance. Under this research question, the issues of concerns were teachers' views on information before school visits, classroom observation, tension and fear during inspection week, and school inspectors' opportunity to talk with pupils. The findings were as follows:

All teachers in the questionnaires and in the interviews indicated that school inspectors provided information before the actual school visit. It was perceived that the provision of information before school visit enhances transparency and mutual understanding between the teacher and school inspectors. Though some viewed that it makes irresponsible teachers and head teachers update their plans and strategies so as they can be assessed positively.

Moreover, the study found that classroom observations were not properly carried out. The frequent quotes from the teachers indicated that the school inspectors collected the subject logbooks, schemes of work, lesson plans and pupils' exercise books and judged the performance of the school based on those materials. It was perceived to be difficult for the school inspectors to discern the areas of weakness of the teachers if classroom observation is not a central focus of any meaningful school inspection.

The study further found that school inspection caused tension and fear amongst teachers. The majority of teachers (92%) indicated the inspection period to be a hectic time for them. The tension was partly perceived to be created due to irresponsibility of the teacher and threats that are accompanied with school inspection especially in connection to the report on the strengths and weaknesses of every individual teacher's work performance.

Moreover, the study indicated that school inspectors did not find opportunity to talk with pupils. The majority of teachers stated that school inspectors talked with pupils in matters related to national anthems and school songs, and not in academic matters. It was viewed that school inspectors should find the opportunity to talk with pupils as they have quite a lot of information on what they learn and what are the problems that face them in their academic endeavours.



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### **iii) How school inspections be organised so as to make a positive contribution towards teaching and learning?**

This study was also intended to find out how school inspection could be organised to make a positive impact on teaching and learning. Based on this research question; the study centred on inspection visits, communication style and school inspectors' working conditions.

It was found in this study that school inspectors visited the school once per academic year and there were no follow up inspection on what they had recommended. It was perceived that making follow ups could enhance the implementation of the inspection recommendations by teachers. The study also revealed that school inspectors succeeded to create positive relationship with teachers. The majority of teachers (86%) appreciated that school inspectors used friendly language when communicating with them. Though some indicated that school inspectors used harsh and inhuman language. This denotes that there were some of school inspectors who used unacceptable kind of language when discuss with teachers.

This study further revealed that school inspectors had poor working conditions. They did not have a means of transport and when required to visit schools in remote areas they had to use a car from the DEO with the condition that they should fuel it. This created a problem because the car was used for other activities too, and hence only the few schools could be inspected. Sometimes when they had planned for the inspection, there was a collision with DEO's plans which led to a cancellation of inspection schedule.

It was further found that school inspectors did not have allowances to facilitate their visits in schools. This was perceived to be a problem as school inspectors became too dependent to the schools they visited which could affect the inspection findings and their reputation before the teachers.

## **6.4 Recommendations**

Drawing upon the findings of the relevant issues given above, the following recommendations are made:

The findings in this study indicated that most teachers desired to be supported in teaching a particular topic or subject. It is recommended that school inspectors should be trained on specific subject so as when they inspect the teacher they can be able to help her/him on how

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to teach the subject or topic. It is on these grounds that, Wilcox (2000) stresses the importance of school inspectors to demonstrate competence skills level in a subject area for them to be able to support teachers on how to teach a particular topic. To requote Wilcox says: “the good inspector should have appropriate qualification and experience. A hard-pressed teacher of Mathematics is unlikely to take seriously the judgments of an inspector that she/he suspects as having no academic qualification in the subject and little or no experience in teaching it” (Wilcox, 2000: 72).

Also, in this study teachers indicated their concern on the appropriateness of the collection of pupils’ exercise books, lesson plans, subject logbooks and schemes of work as the criteria of evaluating the school performance. It is recommended that the prime goal of school inspection should be to monitor the process of teaching and learning in the classroom setting. It may be easier for the school inspector to discern the area of weaknesses when teachers are assessed in the classroom setting. By so doing, it will facilitate the process in discussion with teachers in order to solve the problems arising. Black and Wiliam (2001), Chapman (2001b), Black and Wiliam (2001) and Matthew and Smith (1995) consider classroom observations to be the central practice to improve teaching and learning. As discussed in this study, a classroom is regarded as a black box (Black & Wiliam, 2001), where one cannot see what is taking place until she/he goes in. Thus, classroom observation should be a central focus for each and every school visit and school inspectors are to fulfill this obligation for a positive impact on teaching and learning to be realised.

School inspectors should also be allowed to take actions when they see a need to do so especially in teachers’ redistribution. The reason behind this idea is to make teachers more committed towards their work, rather than just thinking that school inspectors will come and fulfill their obliged responsibility of inspecting the school whilst leaving other people to implement the changes. In The Netherlands for example, school inspectors are basically allowed to take actions when the school does not comply with the legal regulations and national standards (Ehren & Visscher, 2008). This however, should be in line with the government rules and regulations to avoid the misuse of power.

Moreover, large number of teachers and schools compared with the small number of school inspectors places a great demands and responsibility for assessing teachers (Gaynor, 1998). In turn it affects the quality of the job performed by school inspectors and the quality of inspection reports they provide. It is suggested that, there should be more training of school

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inspectors to cope with an increased number of schools. But, the increased number of school inspectors should be done with the pre-requisite of improving their work conditions so as to attract many qualified individuals to join the inspectorate department. As stated earlier, school inspectorate department in many developing countries including Tanzania is under resourced (Gaynor, 1998). If the government does not keep a critical eye towards that problem, it might be expected in the future, many school inspectors choose to leave the profession. Also, for the sustainability of school inspection department there should be provision of a means of transport and field allowances so that to lessen the dependency nature on the DEOs and the schools they inspect. This will not only give school inspectors credibility (Chapman, 2001b) in the eyes of teachers, but also it will enhance the quality and unbiased reports that can help the government to solve the problems facing education system. A System Thinking approach as advocated by Omari (1995) and Cummings and Lunsford (1996) should be adopted to focus on a whole system rather than supporting one part while the other part suffers.

Accordingly, the implementation of school inspection reports and recommendations was indicated as a critical problem in this study. As Gaynor (1998) observed, recommendations without actions are meaningless. Teachers can be motivated towards their improved work performance when they see that their problems are solved. Also, school inspectors will take their responsibility seriously when they understand that their work is of value and it receives some attentions from the key stakeholders like that of the district director and DEO. For improvement in teaching and learning to be achieved, the DEO and the owner of the schools (the Director) should make use of the school inspection reports and recommendations. It should be noted that, if school inspection findings are not put into practice, it frustrated both the school inspectors and the teachers (Gaynor, 1998). Efforts should be made so as to ensure that no one thinks her/his work is in vain.

In addition, curriculum changes without proper preparation of the teachers were a concern of majority of teachers who participated in this study. As observed by (Glickman *et al.*, 1998, Goodlad, 1984) it has been unfortunate that the teacher, a key implementer of the curriculum, has been often left aside and neglected in issues related to curriculum changes. Teachers should be trained on how to handle changes to the curriculum before the actual implementation of it. The argument on this matter follows the thinking that teachers are the ones who know the problems in the teaching field. Due to the experiences they have, they know the best methods of teaching different subjects. If the main goal is to improve the

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quality of education provided in the Tanzanian society, teachers should participate in the curriculum evaluation and development and be the key players in any curriculum changes.

Of equal importance, teachers' problems should be solved quickly. Issues such as promotions, payment of allowances for leave and payment of their salaries on time and other incentives may make them more committed towards their work (Gaynor, 1998; Lexow & Smith, 2002). This in turn will also attract more qualified individuals and enhance the improvement in teaching and learning. As observed by Omari (1995) teachers' morale has been low due to low payment and delayed salaries. Also, Omari adds that teaching has been a last resort in choices for careers and further education in Tanzania due to the problems indicated above. Research findings in Nigeria and Tanzania also indicated the problem of teachers' absenteeism (Galabawa, 1993; Gaynor, 1995, Lexow & Smith, 2002). This too, indicates continual shortages of teachers in Tanzania that have negative effects on the quality of education provided in the society.

In addition, pupils are not a *tabula rasa*. They have the potential to think and evaluate, and they have their own way of viewing things (Samel & Sadovnik, 1999). They know for sure who is a good teacher and who is a bad teacher (Rogers & Freiberg, 1994). If one wants to understand what is taking place in a school should ask the pupils. They know a great deal upon their learning and they can be a great source of valuable information regarding their teaching and learning and how it can be improved. School inspectors should find an opportunity to talk with the pupils to discern the perceived problems in their learning.

Even though there have been some improvements in classroom construction due to the introduction of PEDP (Nkumbi, Warioba & Komba, 2006) there is a congestion problem of pupils in classrooms in Mbeya City. This is a great deal of negative impact upon the quality of the support given to the pupil. In a congested classroom the teacher cannot pay attention to an individual pupil learning problem. If the quality of teaching and learning is to be improved, then pupil' numbers in the classroom should be controlled. This can be achieved by constructing more classrooms and training more teachers with the mechanism of making sure that those teachers are retained and do not leave the profession (Galabawa 1993, Gaynor 1998). Again, the provision of information before school visits (Grauwe, 2007) should be maintained so as to create mutual understanding between the teacher and the school inspector.

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More importantly, for school inspections as an external evaluation in education to work properly it should be supplemented by internal school evaluations (self-evaluation). As argued by Webb *et al.*, (1998), MacBeath and Martimore, (2001) and Ehren *et al.*, (2005) self-evaluation is what will to a great extent facilitate teachers to know themselves better upon their strengths and weaknesses. This is the reason why scholars like Hargreaves (1995), Learmonth (2000) and Wilcox (2000) suggest the combination of both external and internal evaluation. While external school evaluation will provide some benchmarks and criteria for teacher to measure their own progress in teaching and learning, internal evaluation enhances identification of teachers' weaknesses for them to improve in teaching and learning (MacBeath, 2006). As suggested by Nkinyangi (2006) improvement in teaching and learning should be the prime goal of school evaluation and not a mere mistake finding exercise that aims at capitalising upon teachers' weak points.

Nevertheless, since this study concentrated on the impact of primary school inspection on teaching and learning, it did not go further to investigate the extent to which the inspection findings and recommendations are implemented. Thus, it is recommended that there should be further research to examine the extent to which the district education officer makes use of school inspection reports and recommendations. Similarly, this study was essentially qualitative in nature and the findings, therefore, cannot be replicated in other areas different from Mbeya City district. A study should be carried out in the wider geographical area at regional level or zonal level so as to establish a better understanding and clearer picture on school inspection and the impact it has on teaching and learning in the Tanzanian context.

## **6.5 Conclusion**

The main aim of this study was to investigate the impact of school inspection on teaching and learning in Tanzanian primary schools and contribute to a greater knowledge as to how school inspection can be organised to have a positive impact on the work of the teacher. Based on the most significant findings in this particular piece of research, it is concluded that, school inspection plays a potential role in improvement of teaching and learning. Wilcox (2000), Chapman (2001a) and Grauwe (2007) argue that school inspection would seem to dictate and control the policy and practice in education for the foreseeable future in many countries of the world. This has been the case because of a greater concern for communities, and the quality of education provided in order to meet the needs of a global market economy, whereas knowledge-based skills control the play-ground of competition

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(Friedman, 2005; Hoyce & Wallace, 2005; Sergiovanni & Starratt, 2007). Parents and the tax payers all over the world would like to see the value of money invested in the education of their children (Neave, 1987; Levin, 1991). As Castells (1996) contends, we live in an age when there is great optimism about the power of education to influence the well-being of individual and nations. Accordingly, parents see education as a valuable asset for their children own lives so that they build an understanding of their place in the world. Garrison (1997) considers teaching and learning as the major means through which teachers can fulfil the obligations of a caring profession, to bestow value on pupils and recognise their pupils' unique dreams and best future possibilities. Garrison adds that teachers should help the pupils to actualise their unique potential and actualise their best position in the society. For this reason, accountability in education through school inspection is viewed to be the means towards an end.

Moreover, helping teachers in teaching a specific topic/subject is what gives the value-added of school inspection in school improvement (MacBeath & Martimore, 2001; Wilcox, 2000; Ehren, Leeuw & Scheerens, 2005; Ehren & Visscher, 2008). This means that, teachers need school inspections that enable them to solve specific problems in teaching and learning. As argued by Wilcox (2000), the acceptability of school inspectors by teachers will largely depend upon their competence level in their subject areas and the extent to which they can demonstrate their skills level in teaching. Also, it is what will make their impact on teaching and learning for improvements in pupils' achievements. Coombe *et al.*, (2006) contend that teachers need to promote critical thinking that will enhance pupils to apply the acquired knowledge in their daily life. For this to be possible monitoring pupils' understanding in the classroom setting and professional support should be the major practice of the school inspectors if at all their impact on teaching and learning is to be achieved.

Also, what this study highlights is the importance of inspectors working conditions and their capacity to conduct a full and thorough inspection as a means of providing feedback to teachers. Without these issues being overcome, quality education remains problematic with teachers unable to fully take advantage of the inspection process. Since school inspection has been proved to be the major means through which the government can monitor the quality of education provided in the society (Wilcox, 2000; Learmonth, 2000; Hoyle & Wallace, 2005) school inspection department should receive proper attention.

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Moreover, if no one seems interested in working on such issues within the inspection system, it seems meaningless to have them, and it is waste of time for school inspectors to write such inspection reports. It is important, therefore, that the responsible authorities should utilise the inspection findings in order to improve the inspection process which in turn would improve teaching and learning in schools. Wilcox (2000:59, 65) contends “whether or not schools change in any permanent way is a consequence of the extent to which the conclusions of an inspection are acted upon...If quick implementation is not achieved, schools may be tempted to discontinue their efforts in order to respond to the latest demands”. This demonstrates the importance of understanding school inspections as a human process rather than an automatic objective procedure.

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## Appendix A: Questionnaire for Classroom teachers

### CHUO KIKUU CHA OSLO KITIVO CHA ELIMU TAASISI YA UTAFAITI WA ELIMU

#### DODOSO

Kumekuwa na imani kwamba ni muhimu sana kusimamia elimu inayotolewa ili itolewe katika viwango vinavyotakiwa kwa ajili ya kuandaa wanafunzi watakao kuwa na ujuzi unaotakiwa hasa katika dunia hii ya utandawazi. Hivyo, serikali nyingi duniani zimekuwa zikikazia sana ukaguzi wa shule ili kusimamia elimu itolewayo kwa kusudi la kuandaa wahitimu wenye ujuzi na ushindani katika soko la ajira. Kusudi kuu la dodoso hili ni kutafuta taarifa kuhusu mchango wa ukaguzi wa shule katika ujifunzaji na ufundishaji katika shule za msingi za Tanzania. Taarifa utakayotoa itakuwa siri na itatumika kwa ajili ya utafiti huu. Tunategemea kwamba taarifa utakazo toa zitasadia katika kusaidia ukaguzi wa shule ili uwe na manufaa katika kuinua viwango vya ufundishaji na ujifunzaji. Ushiriki wako ni muhimu sana ili kutimiza malego ya utafiti huu. Tafadhali usiandike jina lako katika dodoso hili.

1. Taarifa binafsi

Jinsia: (Weka alama ya (v) panapohitajika)

Mwanaume

<input type="checkbox"/>
<input type="checkbox"/>

Mwanamke

2. Kiwango cha elimu: (Weka alama ya (v) panapotakiwa)

Sekondari (Ordinary level)	<input type="checkbox"/>
Sekondari (Advanced level)	<input type="checkbox"/>
Diploma	<input type="checkbox"/>
Digrii	<input type="checkbox"/>
Nyinginezo	<input type="checkbox"/>

Kama nyinginezo tafadhali taja.....

3. Umri: (Weka alama ya (v) panapohitajika)

<b>Kundi rika</b>	<b>(V)</b>
Miaka 16-20	<input type="checkbox"/>
Miaka 21-25	<input type="checkbox"/>
Miaka 26-30	<input type="checkbox"/>
Miaka 31-35	<input type="checkbox"/>
Miaka 36-40	<input type="checkbox"/>
Miaka 41-45	<input type="checkbox"/>
Miaka 46-50	<input type="checkbox"/>
Miaka 51+	<input type="checkbox"/>



- 
4. Ujuzi wako kazini (miaka uliofanya kazi kama mwalimu).....
  5. Ni mara ngapi wakaguzi wa shule wanatembelea shule yenu kwa mwaka? (Tafadhali chagua moja kwa kuweka alama ya (V) kwenye chaguo lako)
    - Mara moja kwa mwaka
    - Mara mbili kwa mwaka
    - Mara moja kila baada ya miaka 2
    - Mara moja baada ya miaka 3
  6. Je, wakaguzi wa shule wanapotembelea shule yenu wanaingia darasani kukagua masomo?
    - Ndiyo
    - Hapana
  7. Je, wakaguzi wa shule wanapotembelea shule yenu wanatoa msaada wa kitaalam katika ufundishaji?
    - Ndiyo
    - Hapana

Kama ndiyo je, ni msaada gani wanaotoa? (Tafadhali weka maelezo zaidi)

.....  
.....  
.....

8. Je, unafikiri msaada wanaotoa unakusaidia wewe kama mwalimu katika ufundishaji na ujifunzaji?
  - Ndiyo
  - Hapana

YKama ndiyo tafadhali eleza ni kwa jinsi gani msaada unaopewa na wakaguzi wa shule unakusaidia katika kufundisha na kujifunza?

.....  
.....  
.....

9. Je, ni mawasiliano ya aina gani wanayowatumia wakaguzi wa shule wanapojadili na walimu kuhusu ufundishaji na ujifunzaji? Tafadhali chagua moja.
  - Kirafiki
  - Hutumia lugha kali na isiyo na ubinadamu.
  - Lugha isiyosaidia katika kuinua viwango vya kujifunzia na kufundishia.
10. Je, taarifa za ukaguzi wa shule (feedback) zinakusaidia katika kuinua viwango vya ufundishaji na ujifunzaji?

- 
- Ndiyo
  - Hapana

Kama sivyo, ni kwa nini unafikiri taarifa za ukaguzi wa shule hazikusaidii?

.....  
.....  
.....

11. Je, wakaguzi wa shule wanapotembelea shule yenu wanapata nafasi ya kuongea na wanafunzi?

- Ndiyo
- Hapana

12. Je, ni kweli kwamba wakaguzi wa shule wanapotembelea shule walimu hujawa na hofu na wasiwasi?

- Ndiyo
- Hapana

Kama ndiyo, je unafikiri ni kwa nini?.....

.....  
.....  
.....

13. Je, kwa mawazo yako unafikiri ni nini kifanyike ili ukaguzi wa shule uwe na wamanufaa katika kuinua viwango vya ufundishaji na ujifunzaji?

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## Appendix B: Interview Guide for Head Teachers

- Name:.....Name of school.....
1. Sex: .....
  2. Educational level.....
  3. Age.....
  4. Work experience.....
  5. How many teachers do you have in this school?  
Male.....Female.....Total.....
  5. How many pupils do you have in your school?  
Boys.....Girls.....Total.....
  7. How many times do school inspectors visit your school per academic year?.....
  8. What are the things that school inspectors place more emphasis upon when they visit your school?
  9. Is there any professional support that school inspectors offer when they visit you?  
Yes.....No.....  
If yes, what kind of professional support do they provide?.....  
.....
  10. Do school inspectors have the opportunity to talk with pupils when they visit your school?.....
  11. What kind of communication style do school inspectors have when visiting you in your school?.....
  12. Is it true that when school inspectors visit your school teachers tend to be tense and fearful?.....
  13. What challenges do you face in your daily work performance especially in relation to teaching and learning?.....  
.....
  14. What should be done to make you as a teacher committed and motivated towards your work?.....
  15. What should be done so that school inspections can have a positive contribution towards teaching and learning?  
.....  
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## Appendix C: School Inspectors' Interview Guide

- Name.....
1. Sex: .....
  2. Educational level.....
  3. Age.....
  4. Work experience.....
  5. For how long have you been a school inspector?.....
  6. How many schools do you visit per academic term?.....
  7. What is the most important thing to do when you visit schools?  
.....  
.....  
.....
  8. What kind of support do you offer to the teachers to help them improve in teaching and learning?  
.....  
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  9. What challenges do you face when visiting schools?  
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  10. In which ways do you think your work can be more effective and efficient?  
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  11. What do you suggest as mechanisms to allow school inspection to have a greater impact on teaching and learning?  
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**Appendix D: Interview Guide for District Chief Inspector of Schools**

- Name.....
- 1. Sex: .....
- 2. Educational level.....
- 3. Age...
- 4. Work experience.....
- 5. For how long have you been a chief inspector of schools?  
.....
- 6. How many school inspectors are there in your office?  
Male.....Female.....Total.....
- 7. How many schools can you afford to inspect in an academic year?.....
- 8. Do you think such a number of schools to be inspected per year is enough?  
Yes.....No.....  
If not, what are the reasons?  
.....
- 9. What kind of support do you provide to teachers when you visit schools?  
.....
- 10. What challenges do you meet when visiting schools?  
.....
- 11. With whom do you cooperate as part of job performance?  
.....
- 12. What should be done so that school inspection can have a greater impact upon teaching and learning?  
.....  
.....

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## Appendix E: Interview Guide for District Education Officer

Name.....

1. Sex: .....

2. Educational level.....

3. Age.....

4. Work experience.....

5. For how long have you been in this office as district education officer?

.....

6. Do school inspectors send school inspection reports to you?

Yes.....No.....

If yes, what is your opinion on these school inspection reports?

.....

7. Do you think school inspection reports can make you effective and efficient in your work performance?

If yes, can you please give the reasons?

.....

If not, can you please explain?

.....

8. What kind of support do you provide to school inspectors?

.....

9. Is there any positive cooperation between your office and school inspectors?

Yes.....No.....

If not, can you please explain?

.....

.....

10. In your own view, what can be done to make school inspection more useful in improving the work of teachers?.....

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## Appendix F: Focus Group Discussion

1. Does school inspection have any value in facilitating improvements in teaching and learning for teachers?

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2. What should be done so that school inspection can have greater impact upon teachers' work performance?

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## Appendix G: Research Clearance from Oslo University



**UNIVERSITETET I OSLO**  
DET UTDANNINGSVITENSKAPELIGE FAKULTET

To whom it may concern

**Institute for Educational Research**  
P.O. Box 1092 Blindern  
N-0317 Oslo

**Date:** 2008-06-10  
**Your ref.:**  
**Our ref.:**

Visiting address:  
Sem Sælandsvei 7, Helga Eng's Building, 5<sup>th</sup> floor  
Telephone: +47 22 84 44 75  
Fax: +47 22 85 42 50  
[www.uv.uio.no](http://www.uv.uio.no)


### ASSISTANCE IN THE CONDUCTION OF FIELD-WORK

This is to confirm that the Tanzanian student, Rose Matete, born 20.05.1968, is a second year student in the Master programme in Comparative and International Education at the Institute for Educational Research at the University of Oslo, Norway.

In the second year our students are required to write a Master thesis of 80 to 110 pages. This thesis should preferably be based on field studies conducted in the student's country of origin. The field-work may incorporate interviews with educational practitioners and decision-makers, class-room observation and documentary analysis. The type of data gathered should of course be discussed with the relevant authorities. It is our hope that the work produced by the student will not only benefit her in her academic career but also be of use to the future of Tanzania.

We kindly ask you to give Ms Matete all possible assistance during her field-work in Tanzania.

Yours sincerely,

  
Berit Karseth  
Dep. Head of Department

  
Mette Oftebro  
Senior Executive Officer



UNIVERSITY OF OSLO  
Institute for Educational Research  
Box 1092 Blindern  
N-0317 OSLO



## Appendix H: Permission to Conduct Research From RAS

**JAMHURI YA MUUNGANO WA TANZANIA**  
**OFISI YA WAZIRI MKUU**  
**TAWALA ZA MIKOA NA SERIKALI ZA MITAA**

**MKOA WA MBEYA**  
Arwani ya Simu: "REGCOM"  
Simu ya Mdomo: 025-2504045  
Fax No.025-2504243  
E-mail: [ktm-mbya@atman.co.tz](mailto:ktm-mbya@atman.co.tz)



OFISI YA MKUU WA MKOA  
P.O. Box 754  
**MBEYA**

---

Unapojibu tafadhali taja: **03/07/2008**

Kumb. NambDA/191.228/01/94

Katibu Tawala wa Wilaya,  
Mbeya,  
**MKOA WA MBEYA.**

Yah: **KIBALI CHA KUFANYA UTAFITI**

Somo la hapo juu lahusika.

Nawatambulisha kwenu Bi. Rose Matete ambaye ni mwanafunzi katika Chuo Kikuu cha Oslo, Norway anayetarajia kufanya Utafiti wake katika Wilaya yako.

Ampewa kibali cha kufanya Utafiti katika shule zifuatazo Itiji, Mwasekwa, Ijombe, Nonde, Meta, Maendeleo, Uyole, Chemchem, Inyala, na Itezi kwa muda wa Julai – Agosti 2008.

Tafadhali apewe ushirikiano wa kutosha na msaada utakaohitajika.

  
Mbeyela Q.G (Ms)  
Kny: **KATIBU TAWALA MKOA**  
**MBEYA.**

Nakala : Rose Matete  
**MBEYA.**

## Appendix I: Permission to conduct Research from DAS

JAMHURI YA MUUNGANO WA TANZANIA  
OFISI YA WAZIRI MKUU  
**TAWALA ZA MIKOA NA SERIKALI ZA MITAA**

MKOA WA MBEYA Anwani ya Simu: "ADMIN". Simu Nambari: 502309. Unapojibu tafadhali taja:		OFISI YA MKUU WA WILAYA S.L.P. 255, MBEYA.
---	---	--

Kumbukumbu Nambari: E.10/22/89 9 Julai, 2008

Mkurugenzi,  
Halmashauri ya Jiji,  
**MBEYA.**

Mkurugenzi Mtendaji,  
Halmashauri ya Wilaya,  
**MBEYA.**

**Yah: KIBALI CHA KUFANYA UTAFITI**

Kichwa cha habari chahusika.

Namtambulisha kwenu Bi. Rose Matete ambaye ni mwanafunzi katika Chuo Kikuu cha Oslo, Norway anayetarajia kufanya utafiti wake katika Halmashauri zenu.

Amepewa kibali cha kufanya utafiti katika shule zifuatazo Itiji, Mwansakwa, Ijombe, Nonde, Meta, Maendeleo, Uyole, Chemchem, Inyala na Itezi kwa muda wa Julai – Agosti, 2008.

Tafadhali apewe ushirikiano wa kutosha na msaada utakaohitajika..

  
I. S. Rimoy  
**Kny: KATIBU TAWALA WA WILAYA**  
**MBEYA**

Nakala: Bi. Rose Matete,  
**MBEYA.** – Mtafiti.

## Appendix J: Permission to conduct research from Mbeya city Director

### HALMASHAURI YA JIJI LA MBEYA

Mkurugenzi-Simu Na.: 2502372  
Fax: 5043290



Ofisi ya Mkurugenzi wa Jiji  
S.L.P. 149  
MBEYA  
TANZANIA

Unapojibu tafadhali taja:

Kumb. Na.: MMC/E/U.21/15/VOL.I

11/07/2008

Walimu Wakuu  
Shule za Msingi:-  
Itiji, Mwasenkwa, Ijombe, Nonde,  
Meta, Maendeleo, Uyole, Chemchem,  
Inyala na Itezi,  
Halmashauri ya Jiji,  
**MBEYA**

#### YAH: KUFANYA UTAFITI

Kichwa cha habari hapo juu chahusika.

Pamoja na barua hii namtambulisha kwenu Bi. Rose Matete ambaye ni mwanafunzi katika Chuo Kikuu cha OLSO Norway, ambaye atafanya utafiti wake katika shule zenu.

Hivyo apewe ushirikiano mzuri ili aweze kufanikisha zoezi hilo.

M. Zambi

**Kny: AFISASELIMU WA JIJI  
MBEYA**

Nakala: Bi. Rose Matete  
**MBEYA - Mtafiti**

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## Appendix K: Number of teachers and pupils in selected primary schools in Mbeya City District

(a) Teachers

Name of the School	Male	Female	Total
1. Chemchem	8	16	24
2. Ijombe	3	10	13
3. Itiji	2	6	8
4. Maendeleo	1	7	8
5. Meta	5	12	17
6. Uyole	5	12	17
<b>Total</b>	<b>24</b>	<b>63</b>	<b>87</b>

Source: Field data (2008)

(b) Pupils

Name of the School	Boys	Girls	Total
1. Chemchem	653	693	1346
2. Ijombe	361	324	685
3. Itiji	344	359	703
4. Maendeleo	158	179	337
5. Meta	275	249	524
6. Uyole	347	392	739
<b>Total</b>	<b>2,138</b>	<b>2,196</b>	<b>4,334</b>

Source: Field data (2008)

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