

School inspection and its influence in the quality development of inclusive education practices in Uganda

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Abstract

The purpose of this study was to explore “How school inspection may influence the quality development of inclusive education practices in Uganda.” The study employed the Human Relations and the Scientific Management Theories that helped clarify definitions and the role of school inspection in education sector. Qualitative approach was chosen for the study with reference to the qualitative research design. The data were collected by the means of semi structured interviews; participant observation and document analysis which targeted school inspectors and teachers and head teachers. The respondents were chosen purposively and the study had six participants.

Thematic data analysis was used to establish findings, following the data analysis procedures of Miles & Huberman (1984); Braun & Clarke (2006). Three themes emerged and these included; Theme one how school inspection may attempt to enhance inclusion, theme two; strategies used by inspectors to try to influence the quality of inclusive education and theme three challenges school inspectors, teachers and head teachers face during inspection. The findings of this study highlight notable issues; that school inspection plays a very pertinent role in influencing the quality of Education. During the discussion, findings were basically used drawing relevant examples from the Literature review. More examples were cited from the Human Relations Theory and Scientific Management Theory and directly linked to the findings. It was seen that the study had some strengths and weaknesses and there was no cause for regret because education is an issue requiring innovations that uncertainties can be welcome.

Finally recommendations were drawn thus professional awareness, role of leadership, renewed vision and more research to be instituted in the field of school inspection. The conclusion was made and the general analysis suggested that the study was conducted on a small scale due to the nature of the research design adopted and the few number of informants used during data collection, therefore it cannot be generalized to the entire country but it was noted that school inspection plays an important role in influencing and improving the quality of education particularly in Kumi district where the study was conducted. It was also noted that though the field of school inspection had achieved much, there is still much to be desired from school inspection due to the challenges that stakeholders face in the bid to improve education.

List of Abbreviations

AIDS.	Acquired Immune Deficiency Syndrome
CCT.	Center Coordinating Tutor.
DEO.	District Education Officer
EFA.	Education for All.
ESA.	Education Standards Agency.
ESDP	Education Sector Development Plan
HIV.	Human Immune Virus
HMI.	Her Majesty the Inspectorate
HRT.	Human Relations Theory.
MDGS.	Millennium Development Goals
MOES.	Ministry of Education and Sports
NCLB.	No Child Left Behind
NGOS.	Non-Governmental Organizations
PEDP.	Poverty Eradication Development Plan
SI.	School inspection
SI.	School Inspector.
SNE.	Special Needs Education.
TR.	Teacher
OFSTED.	Office for Standards in Education.
UDV.	Uganda Development Vision

UGDV. Uganda Government Development Vision

UK. United Kingdom

UPE. Universal Primary Education.

UN. United Nations

UNESCO. United Nations Education Scientific Children's Organization

WEF. World Education Forum.

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1 Introduction

The introduction of external evaluation in form of school inspection by national governments is an old system of monitoring educational quality in the world's education system. The first school inspection/supervision originated from France under Napoleon's regime at the end of 18th century (Grauwe, 2007). The idea was captured by other European countries and later was embraced in the 19th century (Grauwe, 2007). According to Learmonth (2000), the first inspection services in the UK were carried out by Her Majesty's Inspectorate (HMI) in 1839 (Learmonth, 2000; Wilcox, 2000). School inspection, was perceived as a form of accountability in education (Neave, 1987). However it is stated that there were also other forms of accountability in education which included the market choice as practiced in United States, UK and New Zealand. (Friedman, 2005).

Accountability is 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).

In the English system of Education (England and Wales), accountability of teachers was based on the pupils' performance in the National examination (Neave, 1987; Hoyle & Wallace, 2005). This means, teachers' salaries were paid based on performance of the pupils in the national examinations especially in 1870s (Neave, 1987; Levin, 1991). The ideology behind this practice was to make teachers more committed towards the task of educating the pupils and contributing greatly towards their school achievements and excellences. In America, the idea of accountability in education has been linked to the No Child Left behind (NCLB) policy. This policy was adopted to help in the facilitation and ensuring the proper policy implementation and to make teachers more sensitive to every pupil's learning needs (Sergiovanni & Starratt, 2007). Yet in some countries like England and Wales and in the Netherlands, the school inspectorate and the regional/district educational administrative units are the organs that have been given power and authority in making decisions in education (Neave, 1987). This is due to the fact 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). Similarly in many African countries, the establishment of school inspection services accompanied the introduction of formal public education (Grauwe, 2007). Many of the African countries developed their inspection services after independence.

It is important to note that both developed and developing countries share three main factors in the establishment of school inspections as an external evaluation in education. First, it is stated that school inspection is the central frame through which the governments can monitor and ensure the quality of education provided in the society. Secondly, it is also argued that the governments cannot ensure the implementation of national goals and objectives if there is absence of external evaluation as a counter balance of teachers' accountability in teaching and learning. Thirdly, it is further argued that for countries to prepare a competitive workforce to meet the challenges emerging due to globalization processes, school inspection as external control in education is indispensable and inevitable (Wilcox, 2000; Hoyle & Wallace, 2005; Davis & White, 2001; Chapman, 2001b; Learmonth, 2000). In this regard inspections are clearly considered to play vital roles in monitoring the quality of teaching and learning. The point of departure in this study is; how school Inspection has influenced the quality of Inclusive Education in Uganda.

1.1 Background to the Study

School inspection is widely considered as an essential instrument for quality education that will aid the nation to compete in ever- changing world economy. It is the form of evaluation, which involves the measurement, testing and evaluation of educational activities in school systems for the purpose of improving the standards and quality of education programs offered (Ololube, 2014). Like in many countries, in Uganda education is considered to be a key of life as well as a gateway for social and economic development. School inspection is derived from the autocratic management style with the purpose of assessing the work performance of teachers and attitude towards their work (Okumbe, 1999). In many countries including Uganda supervision of education is carried out by the inspectorate department. For example in Uganda, inspection is carried out by the department of Education Standards Agency (ESA). School inspection capacity is the most vital component for teachers' productivities and teacher education as well as performance. The key purpose of school inspection is to inform the government about the standards and quality of education provided to the children.

Due to the world demand to monitor and supervise the quality of education delivered to the citizens and raise general standards in education, inspection has been embraced as a method that helps to improve quality and shape teachers' professionalism since they are key implementers of education in the classrooms. (Vanhoof & Van Petegem, 2007; Wilcox, 2000; Lingard & Varjo 2009). Governments need to be answerable for the appropriateness of the educational aims they seek to promote (Davis & White 2001). This practice is aimed at making teachers more committed towards the task of educating the pupils and contributing generously towards the school achievements and performances. It is therefore upon this concern that this study was set to examine how school inspection may influence quality education in Uganda. However, educational institutions, educators and teachers tend to see school inspection as an external imposition and are notably susceptible to reject it when inspectors give too much authority (Wanzare, 2002).

1.1.1 Education system in Uganda and School inspection in Uganda and other countries

The Ugandan Context

Uganda's education system follows a 7-4-2-4 model of education, with seven years of primary education, 4 years of lower secondary, 2 years of upper secondary and 4 years of tertiary education (MoES, 2001). The public higher education sector is composed of universities, national teachers colleges, colleges of commerce, technical colleges, training institutions, and other tertiary institutions. The present system has existed since the early 1960s.

In 2008, the Government of Uganda established the Directorate of Education Standards (DES) with the Ministry of Education and Sports (MoES) to carry out school inspection and to document and share best practices within the education system among other functions.

School inspection in Uganda is conducted in four different phases thus full inspection which is conducted once every year, routine inspections which are conducted once every term, flying visits and follow ups inspections which are conducted within eighteen months after an inspection has been conducted. The school inspectors in Uganda are expected to make a summary of observations immediately after an inspection is conducted then they leave a copy

of what they observed in the school, in addition the Education officer is supposed to make a report and provide quarterly inspection reports that are consolidated into half yearly and annual reports and then disseminate to the Chief Executive and counseling standing committees on Education (MoES, 2010). The Chief Executive Officer is expected to hand copies of the Supervision reports to the Education Standards Agency Headquarters (ESA), ESA regional offices and MoES. However these reports are supposed to provide input to the policy formulation and planning at national level and data to the inspection data bank (MoES 2010). Therefore, in order to ensure the effective delivery of quality education, the government set up a body that monitors and supervises the kind of education delivered to citizens through the work of school inspectors. The inspection is designed according to the set cycle of activities. All schools are supposed to be inspected frequently by the external evaluators in the school. In comparison, many countries seem to have adopted the system of external evaluation, as a way through the terms used for the professionalizing their teachers and everybody who is involved in the Education sector (MoES, 2012).

The International context

In many countries around the globe, school inspection has been used as a mechanism of improving and monitoring the educational standards and quality of schools. (Klerks, 2013) assumes that most inspectorates take inspection as an external process that leads to school improvement , they also expect the improvement activities to be related to the inspection framework and ultimately lead to an effective teaching and learning in schools (De Wolf& Janssene, 2007). For example, the Tanzanian school inspection system is based on the educational evaluation of the colonial Master (British system). The role of the school inspectors in Tanzania is to control the teachers and their performance in classroom (Grauwe, 2007). Similarly, England considers school inspection as an Act to monitor school improvement initiatives and offer guidance (Ofsted 2013) and school inspection was created as an independent, non-ministerial government department and its main task was setting up a new school inspection system and maintaining a good number of qualified inspectors to fulfill the obligations of each inspection cycle (Ferguson, 2001).

According to (Penzer 2011) Schools in England are inspected on a five cycle plan and they are expected to undertake a self-evaluation then later the inspectors take over from the school self-evaluation. Similarly the Dutch uses the risk based inspection method to inspect schools.

Its purpose is to evaluate and to stimulate the quality of education and to inform all parties involved in development of quality education (Penzer 2011, Ehren & Visscher 2008). Likewise in Norway, the Norwegian system requires the Municipalities to establish a system for quality management which involves developing procedures for evaluating and following up results (Hall, 2014). In Nigeria School inspection is perceived as an educational assessment of the state educational system that ascertains acceptable standards (Adetula 2010), which is in line with other reasons from other countries why school inspection is important.

1.2 Rationale for the study

The rationale for this study is to provide a critical examination of the nature of inspection and how it is important in enhancing quality education for all learners. Thus rationales are meant for accountability in education through school inspection. In many developing countries the need for quality education and meeting Millennium Development Goals (MDGs) are the key issues that every government is struggling with, Uganda too is not exclusive basing on the fact that Education is a key to social and economic development.

1.2.1 The Need for Quality Education

UNESCO (2002) refers to quality Education as an improvement of all aspects of learning and ensuring excellence so that recognizable and measurable learning outcomes are achieved by all learners especially literacy, numeracy and essential life skills such as appreciating and being able to accommodate others, that are necessary for responsible living. In addition (Bernard, 1999) as quoted by the UNESCO working paper (2000) also defines quality education as learning which strengthens the capacity of all children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes which creates for themselves and others places of safety, security and healthy interaction. It is believed that achieving Education for ALL (EFA) is a fundamental issue for the purpose of ensuring that children acquire the knowledge they need for better living and for their contribution in the community (UNESCO 2004). Education among other things is recognized for its positive contribution to economic, social and physical outcomes. These therefore include the cognitive development which is a primary objective of education and the Education ability to promote creative and emotional development, peace, citizenship, security,

higher wages, better health, promising reproductive pattern, foster equality and pass global and local cultural values down to future generations (UNESCO 2004).

Due to that, Education is viewed as a human right that should be enjoyed and everybody should be entitled to free access of compulsory primary education. People should therefore have a right to receive education that can equip them with the knowledge and skills for economic and social sufficiency that encourages participation in civil society and an understanding of respect for their own human rights and those of others (UNESCO 2004). UNESCO (2004) also asserts that many countries in the world are struggling to provide basic education and are focusing on conditions where optimal learning can take place for each and every pupil,(Sswanyana & Younger 2008). Accordingly the World Education Forum (WEF) in Dakar in 2000 implicitly and explicitly called countries to improve all aspects of quality education provided to their citizens. The secret behind this is based on the belief that higher quality education is likely to improve economic potential of a particular society (UNESCO 2004). The reason behind this is the fact that there is a strong relationship between education provided and the level of development of a particular Nation (Galabawa, 2005, Psacharopoulos& Patrinos, 2004. MoES 2001).

In an attempt to be in the competitive global market, many governments for example United States, Scotland, United Kingdom and many other governments in the world are focusing their attention on school improvement. They are advocating for schools to adapt rapidly changing technologies of production and produce a competitive workforce (Sergiovanni& Starrat 2007, Hoyle & Wallace 2005). Hence it is therefore believed that quality education which is unavoidable should be acknowledged by every country (Nkinyangi 2006). In addition Brock-Utne 2006:12 in an attempt to view education as an investment say “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”.

1.2.2 Meeting Millennium Development Goals

The Millennium Development Goals (MDGs) that were expected to be achieved in the year 2015 have posed a number of challenges to many African countries. These MDGs goals include; the eradication of extreme poverty and hunger, achieving 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 (Ssewanyana & Younger 2008). The MDGs are tackled depending on the priorities of a particular country. In Uganda more emphasis is placed on the quality of education, reduction of child mortality rate and improving maternal health, the eradication of poverty and combating HIV/AIDS, malaria and other diseases (Ssewanyana & Younger 2008, Samoff, 2003; Barbarosie & Gremalschi, 2004). It has been argued that Education is a powerful driver of progress towards other MDGs. Therefore the provision of quality basic education is the only means through which developing countries can attain these goals and equitable distribution of education is correlated with low poverty and inequality and faster economic growth (Birdstall & Londono 1998; Nkumbi, Warioba & Komba, 2006).

Uganda like other nations in the world is eager to meet the MDGs through the provision of quality education. In its long-term plan the government envisages total elimination of poverty by the year 2025 and aims at increasing enrollment of the girl child in education in order to create strong positive impacts in the next generation of schooling attainment (World Bank 2008). In addition, vision 2025 for example Uganda National Development Plan (UNDP) and Poverty Eradication Development Plan stipulate that poverty alleviation can only take place if there is improvement in education (International Monetary Fund 2010). Thus limited access to basic education among Ugandan children is a bottleneck for the efforts towards improved health, nutrition, reduction of infant, child and maternal mortality rates and this is believed to have a big hindrance towards the battle against HIV/AIDS (World Bank 2008; Ssewanyana & Younger 2008).

On this note, several policies and reforms were introduced in order to improve the quality of education and the provision of UPE. These reforms include the Education Sector Development Plan (ESDP), Uganda Development Vision (UDV) 2025 and MDGs and Poverty Eradication Alleviation Program (PEAP). PEAP was introduced as a way of eliminating poverty. The ESDP was derived from the Education and Training Policy of 1995 which led to the establishment of PEDP (MoES 1997, MoES 1992). PEDP prioritizes four main areas: enrolment expansion, quality improvement in education, capacity building and efficiency utilization of school financial resources (MoES 2007, MoES 2005).

Advocating for educational accountability in education through school inspection in Uganda is a strategy towards the enhancement of quality of 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 maximization of the pupils' potentiality for their full participation in the society. These rationales demonstrate the need for further study to track if at all school inspection may assume its responsibility for enhancing the desired quality in education by ensuring teachers are accountable towards their main role of educating all the children

1.3 Purpose of the Study

This study intended to investigate how school inspections may influence the quality development of inclusive education practices in Ugandan primary schools making suggestions as to ways in which school inspection can have a positive impact on teachers' work performance.

1.4 Statement of the Problem

In 2008, the Ugandan Government established the Directorate of Education Standards to conduct school inspection and to document and share good practices in the education system. The inspection system however seemed to be affected by challenges that threatened to undermine the DES'S mission. The Education Ministry assumed that perhaps school inspection was not achieving its goal of supporting and helping schools improve in the educational quality. The government realized that Head teachers were not involved in the preparations of the inspection process; school inspection seemed to have lacked relevant feedback mechanism. Sambirige (2009) found school inspection not only to be threatening and stressful to the teachers but also judgmental in nature. He (Sambirige 2009) in his study added that the District inspectors did not have a constructive feedback mechanism to improve teacher practice in classrooms. This therefore led to a distorted image towards the effectiveness of school inspection and its outcomes especially in contributing to quality development as a school improvement strategy. It is for this reasons that this study was set to investigate how school inspection may influence the quality development of inclusive education practices in Uganda

1.5 Research questions

Research questions in the study help to focus on the specific query to be addressed and main question shall try to ask an exploration of the phenomenon in the study, (Corbin and Strauss, 2008).

1.5.1 Main research question

How may school inspection influence the quality development of inclusion education practices in Uganda?

1.5.2 Sub- research questions

- 1) How does school Inspection influence the quality development of inclusive education in Uganda?
- 2) What strategies do inspectors use during inspection?
- 3) What kind of challenges do inspectors, teachers and head teachers experience during

Inspection in schools?

1.6 Significance of the study

Even though this is a small, the study and its findings might be useful in many ways to various stakeholders: For example, according to (Wilcox & Gray, 1994), inspection, can be used as a mode of monitoring education, therefore this study, may offer the following significant benefits:

Through this study, the government may get a better understanding of educational policies that can be used in the improvement of the education quality in schools and the study may as well remind the government about allocation of enough resources and funds in the education sector towards improvement of the standard and quality of education provision in the country.

The study may also inform the government about the standards and the quality of education provided to the children in the country.

In addition, this study may also provide a better form of inspection systems and evaluation, which involves the measurement, testing and evaluation of educational activities in school systems for the purpose of improving the standards and quality of education programs offered.

1.7 Clarification of concepts and operationalization of terms

This section presents the concepts and the terminology that was used in the study. The core concepts involved in the study included: School Inspection; Quality development, inclusive classrooms,

Quality development

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 a relative term that is connected to an individual’s subjective notion of standards. Quality development in education refers to a strategy that aims at improving, analyzing, designing and evaluating the curricular and the frame factors that lead to continuous improvement within a given school, organization systems (Stracke,2006);Johnsen,2001). Quality development should always aim at maintaining the quality of education or schools and ensure the provision of a constant improvement. Therefore the process of quality development should be in line with school inspection (Quality Development at School 2012). To achieve quality development in schools, the schools should aim at improving educational processes for students including those with disabilities, improving teaching and classroom management and strengthen policy making capacity at the school (Quality development at school 2012)

School Inspection

School inspection has been perceived as a form of accountability in Education that accounts for the work performed by those responsible for the task of raising standards in education (Lee & Wong, 2002). Accountability can be defined as the obligation through which one part gives an account on the work performed to the other (Wilcox 2000). Thus, accountability in education aims at making the providers of education accountable to the people who pay for the education of their children (Ehren & Visscher (2006); Richards (2001), Sergiovanni & Starrat (2007); Davis & White (2001).

Inclusive education

The concept of inclusion was first conceived in 1948 under UN General Assembly on the “international Bill of Rights” that recognized that all human beings are born free and equal in dignity and rights. Inclusion refers to a process of addressing and responding to the diversity of needs of all children through increasing participation in learning and reducing exclusion within and from the education system (UNESCO, 2008). Inclusion is perceived as a strategy for ensuring the provision of Education for All and the need to provide equitable access to quality education as a human right which is enshrined in the EFA goals (UNESCO, 2009).

Salamanca (1994) defines Inclusive Education as a process of addressing and responding to the diversity of needs of all learners that will involve changes and modifications in content, approaches, structures and learning strategies. European Agency for Development in SNE (2009) states that the promotion of quality in inclusive Education requires a clearly stated policy, the goal of the school for all should be promoted in educational policies as well as supported via school ethos and leadership as well as teachers practice. Therefore for quality development of inclusive education to be realized Teacher assessment that supports learning should take a holistic ecological view that considers academic, behavioral, social and emotional aspects of learning and clearly informs next steps in the learning process.

1.8 Summary

This chapter provided the background to the study (1.1), Rationale for the study (.2); Purpose of the study 81.3); Statement of the problem (1.4); Research questions (1.5); Significance

(1.6); Clarification of concepts and Operationalization of terms (1.7). Chapter two with review the literature related to the topic.

2 Theoretical issues and conceptual framework

2.1 Introduction

This chapter discusses the theories and the conceptual framework that guides this study. The section discusses the theories underlying school inspection as an external evaluation in education drawing mainly upon Scientific Management and Human Relations theories. The chapter then, provides a conceptual framework that guides an understanding of how school inspection may influence the quality of education.

2.1.1 Scientific Management Theory

School inspection as an external evaluation in education is argued to have started in the 18th century in European countries (Grauwe, 2007). Some scholars have stated that School inspection as an organ of quality assurance in education gained strengths in connection with 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). These management thoughts were interested in managing work and organizations more efficiently. However for the interests of this study, Scientific Management theory in relation to 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 this Theory is referred to as Taylorism/Taylor system of management. This is a theory of management that analyses and synthesizes work flow process on how to improve labor productivity (Halk, Candoli & Ray, 1998; Hoyle & Wallace 2005; Wertheim, 2007). Taylor’s work was based on the assumption that, there could be one best way of leading or managing that will save both time and financial resources (Hoyle & Wallace, 2005). On that note Taylor blamed management on 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. Taylor's 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 can deliberately plan to do as little as they safely can. Therefore, because they have little desire for responsibility they prefer to be directed (Halk et al., 1998; Hoyle & Wallace, 2005; Wertheim, 2007). Taylor believed that the idea of Scientific Management was the compliance of workers and that they do not need autonomy or freedom of thought but instead their role was simply to follow the directions of their superiors (Sergiovanni & Starratt, 1993; Welsh & McGinn, 1999; Hoyle & Wallace, 2005). According to Hoyle and Wallace (2005), Taylor then suggested the use of Scientific Management theory with four strategic and systematic approaches to maximize individual productivity:

- Application of time-and-motion science is required for comprehensive job specification broken down into standardized units.
- Workers are to be carefully selected and trained in order to carry out each unit to replace a rule of thumb.
- Managers were to plan and control the work process. These workers were to do as they were to be instructed, otherwise their salaries were to be lowered or they were to be dismissed.
- Motivate employees by more wages through a bonus scheme that was based upon their earlier analysis. A supervisor was responsible for monitoring workers 'performance, training, and ensuring the adherence to the stipulated work conducts.

In the Education sector, the application of SMT is dated way back in the 1920S in USA (Hoyle& Wallace 2005). This SMT was introduced to school inspection when the teachers were considered to be the key implementers of the highly developed curriculum and teaching system (Sergiovanni & Strarrat 2007). Today it is argued that many states mostly in the USA advocate for more policies to be introduced in the supervisory and evaluation of teachers (Sergiovanni &Strarrat 2007). This has seen more emphasis being placed on the expansion of supervision. Head teachers, principals and supervisors are being trained in supervision

techniques and thus the introduction of the instructional leadership (Sergiovanni & Strarrat 2007; Hoyle & Wallace 2005).

In the classroom situation, more supervision and observation have been introduced as approaches to 'teachers' evaluation together with performance appraisal scheme that is based on specific targets. This idea is based on the introduction of close supervision practice that would ensure that teachers are teaching the way they were supposed to and they carefully follow the approved teaching procedures and guidelines (Sergiovanni & Strarrat 1993, 2007; Hoyle & Wallace 2005). Teachers are expected to follow the set objectives and goals of education stated in the National curriculum. Hence School inspectors have to make sure that teachers follow the arrangements for effective teaching and learning. Accordingly Sergiovanni & Strarrat (2007) argued that control, accountability and efficiency with a clear cut manager – subordinate relationship are the watchdogs of scientific Management.

However SMT has been criticized for concentrating on efficiency while ignoring its impact on effectiveness (Hoyle & Wallace 2005). Accordingly Richards (2001b), the Human Relation Theorists criticized the SMT for treating human beings like machines and for its value laden aspects. The Taylorism was more concerned with the means of letting things to be done but killing workers creativity as they could follow what other people plan and decide (Wertheim 2007).

In addition SMT has also been criticized for the possibility of one best way to achieving efficiency and the validity of adopting a particular method for achieving it (Hoyle & Wallace 2005). The SMT was also criticized for diverting the teachers' attention from teaching as their basic function to intensive record keeping (Hoyle & Wallace 2005). However although SMT has been criticized for some reasons, Sergiovanni & Strarrat (1993; 2007) found that the basic premises and precepts of SMT are still relevant and can attract many policy makers, supervisors and administrators.

2.1.2 The Human Relations Theory

The Human Relations Theory was developed by Elton Mayo between 1920s and 1930s. This work was basically an element of Elton Mayo which illustrated that if a company or managers took an interest in employees and cared for them, it would have a positive impact on their motivation (Sergiovanni & Strarrat, 1993, 2007). Human Relations Theory emphasized the

study of workers behavior in organizations' and employee satisfaction on productivity and that if people are satisfied and well-motivated, they will be committed to work and they can be self-directed and creative at work (Michael, 2011).

In this regard, Managers are said to be having a responsibility for motivating their workers and teams. According to Sergiovanni & Starrat (2007), a person who deals with the people should understand that there is always a social aspect of life because workers know much about the work they are doing and leaders should not work by themselves if they need change to occur. Rather good leaders will always solicit views of staff and to include their needs at workplaces. This makes the staff valued because it is part of the change.

In addition, Sergiovanni & Starrat (2007), Human Relations Theory suits best in supporting quality development of education in schools. In this study, Human Relations Theory has been cited to guide the school inspectors in order to communicate effectively with their teachers and since they are regarded as whole persons in their right rather than as packages of energy, skills and aptitudes to be utilized by administrators and school inspectors (Pretomode 1997). This means that school inspectors need to develop a feeling of satisfaction among teachers by creating interest in them as important persons and encourage intrinsic motivation so that teachers can have a feeling of personal enjoyment, interest and pleasure at work (Emily, 2011, Sergiovanni & Starrat, 1993; 2007). Deci et al (1999), states that intrinsic motivation energizes and sustains activities through spontaneous satisfaction. Therefore a satisfied teacher will work harder and will be easier to work with. Teachers know better about their strengths and weaknesses so the school inspector is just there as a facilitator for supporting them for better performance. For this reason, teachers need to participate in the evaluation process and also in school inspection methods and its objectives should make teachers realize their importance and usefulness to a particular school (Sergiovanni & Starrat 1993, 2007).

Inspectors need to have the skills of psychological application so that teachers are able to teach effectively and deal with problems in their schools. Therefore the use of Human Relations Theory enables the teacher to reason analytically, make reference and make decision concerning their students (Hoy & Miskel, 2008). In addition they, Hoy & Miskel (2008) add that a school is an open social system that has five important sub systems thus, structure; the individual; the culture, the political and the pedagogical. In order to gain confidence of the members in a school, the administrators should harmonize the human relationship (Mullins, 2005) because the system must be defined in terms of the aim and not

in terms of methods. When the whole system is optimized, everybody wins and less than optimization of the whole system means eventual loss to everyone. Deming (1993) states administrators need to encourage good relationship so as to cultivate intellectual and professional stimulations among staff. If well supported, staffs will effectively fulfill the demands of students to follow the curriculum. Schools as social systems, human relations have an important role of facilitating results (Chima, et al., 2012). They, (Chima, et al., 2012) add that the view and expectations about people determines the good and real understanding in a rationalized manner because relationship in schools must not be based on morality alone. The quality of education is to be maintained as other cultural and sociological factors contribute to effective promotion of the school's climate. That is why in this study HRT is considered since it is still widely advocated for and practiced in many school inspection systems of many countries including Uganda (Sergiovann & Starrat 1993; 2007).

2.2 How School inspection may enhance quality education

According to (Dixon & Stein, 2002, 2005; Francis 2000, 2007), Inclusive Education is believed not to be a reality for all children. As stated by the Dubai Schools inspection Bureau (2014), that in order to help all the children with diverse needs, inspectors need to take account of the school's admission procedures for students with special educational needs and the quality of inclusive principles being applied. In a way inspectors need to aim at making staff of any school feel relaxed that they benefit from the inspection experience. This should be based on understanding and respect of the judgments that emerge from the school inspector's reports so as to have positive results towards the quality development of a more inclusive environment of all learners. Hence the community in general should always appreciate that the inspection provides a valuable contribution towards the development and improvement of any education system (Dubai Schools Inspection 2014).

Dubai Schools Inspection (2014) further asserts that inspectors will use the self-evaluation information that is provided by schools as a starting point for their work as far as school inspection is concerned in developing the quality of education provided in schools. They add that the quality of information provided will directly influence the nature of inspection activities and hence influence the quality development of the inclusive education. For

example if the information is efficiently presented, inspections will concentrate more on the validation of the accuracy of schools own evaluation. Thus inspectors then will emphasize on aspects of the schools and they will also work together with school leaders to ensure the quality development of education in each school (Dubai Schools Inspection).

More pressure has been exerted into schools and school systems for greater accountability in improving the education outcomes of all students all over the world (Forlin, 2012). School inspection that comes at no cost aims at bridging the gap of both accountability and development (Penzer 2011). Studies from (Shaw et al, 2003, Harris & Chapman 2004 & Rosenthal, 2004) reflect a negative relationship between inspections and student achievement or a decline in student achievement results after the inspection visits. This therefore shows that school inspection at times has less influence on the education system, thus no clear picture of the impact of school inspection on student achievement.

Today school inspection that is commonly known as an external evaluation for improving the quality of education that is provided by schools to the pupils of all walks of life is believed to play an important role in both inclusive and ordinary schools. Its purpose is nothing personal but just professional. This is also stipulated by OFSTED (1993a), that the main role of school inspection is to promote school improvement by identifying priorities for action and to inform the parents and the local community about the school's strength and weaknesses. Therefore a regular systematic inspection is aimed at appraising and evaluating the quality and standards of education in a school in an objective way. Earley (1998) states that school inspection is more of a mechanism to ensure accountability to the government, the taxpayers and parents for the education provided to their children most especially it is all about school development and the raising of standards. Inspection thus can be seen as a new part of public management in education which is aimed at enabling a punitive response to schools where the market cannot deliver. Public management in this Therefore school inspection aims at providing public assurance through providing accurate, comprehensive and reliable information, intelligence and data about the quality of education in individual schools and across the world (Davis & White 2001, Wilcox 2000). This information is aimed at benefiting parents, and members of the counties who have a right to know about the quality of education provided by the schools since concerned parties have a right to see education standards and get satisfaction.

Furthermore, school inspection plays a role in identifying schools where the quality of education provided is not satisfying and makes provision for additional support. Ferguson (2001) asserts that if schools are rated unsatisfactory, teachers can be encouraged to upgrade their education standards. For that matter, school inspection is still considered as a mechanism of delivering change in the education field as the heads, governors and staff reacts to a series of government interventions and Acts that are designed to raise educational standards and make schools more accountable to parents and the community Ofsted (1999). Moreover, Ferguson (2001), adds that school inspection reports not only inform the leaders, staff and governors about the key issues for the inclusion of the school's post inspection action, parents are equally informed about their children's school. This is in agreement with Kamuyu (2001), Wanzare (2002) who assert that school inspection is conducted to offer a purposeful and constructive advice for the purpose of improving the quality of teaching and learning in schools.

Leeuw (2002) believes that school inspection is conducted to help teachers improve the quality of their teaching., which according to Ofsted (2012) school inspection raises expectations by setting standards of performance and increase the effectiveness of teachers by providing challenges and the impetus for action where the improvement of teaching and learning is required and by identifying the strengths and weaknesses and setting recommendation for improvement. In support of raising teachers' effectiveness, Nkinyangi (2006) suggests that school inspectors need to conduct continuous assessment, monitoring, and reviewing the performance and progress of pupils as well as reviewing methods of instruction delivery to yield desired impact on school improvement. This therefore suggests that school inspectors need to provide continuous professional support to teachers in order to ensure that teachers have knowledge, skills and confidence to encourage pupils to be independent and creative learners. Similarly, teachers need to have ability of monitoring and assessing their effectiveness that can improve lesson delivery (Nkinyangi, 2006). Standaert (2000) contends that this can be achieved if the teachers are willing to change their attitudes towards the impact of inspection in improving teaching (Standaert, 2000). Chapman (2001) clarifies that 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 follow up the suggestions and be able to implement the recommendations.

2.3 Strategies inspectors employ during school inspection

2.3.1 Feedback after supervision

According to Ehren et al (2013), school inspectors have a responsibility of providing feedback to both the government and school stakeholders. They assess schools with respect to the standards within the quality framework and point out on the strong and weak points based on performance. Wilcox (2000), Ehren, et al., (2008) have the view that various scholars have different views on how feedback from the school inspection can be of use for school improvement. According to Ehren, et al (2008) schools that use feedback they receive from school inspection to improve their functioning perform better. In addition they (Ehren et al 2008) argue that the theories on schools as learning entities and school improvement support the role of performance feedback in effecting change. Therefore, feedback can work towards improvement of teaching and learning if schools have insights in their own strengths and weaknesses. That is why Ehren et al., (2005, MacBeath & Martimore (2001) advocate for the self-assessment and evaluation for the schools.as a mechanism to provide feedback.

Therefore, Ehren et al, (2013) advises that educators need to see feedback as relevant, understandable, clear, useful and accurate. Given this understanding, feedback is believed to have the potential to improvement Brimblecombe et al 1996, Kluger & Denisi, 1996, Doorlaard & Karstanje 2001). Yet Gray and Wilcox, (1995) cited by Ehren et al., (2005:70) assert that the *“feedback from school inspectors has a larger chance of being used if teachers are involved in recommendations and if support is provided to schools”* rather than recommending without any support. Similarly, Chapman & Harris (2004) and Muijs et al (2004) note that inspectors need to have a large knowledge base and a good view on how the schools are doing. For example they add that schools in difficult circumstances need a different type of feedback.

2.3.2 Relationship with teachers

The teacher involvement in the inspection process acts as a good strategy that can be increased through the relationship between teachers and school inspectors and through the

way inspectors communicate with the teachers (Ehren et al 2008). While Elmore & Fuhr (2001), Nichols et al, (2006) consider school inspection to include rewards as strategy to encouraging high performing teachers in terms of awards, increased salary, promotion or offered continued studies within one's professions. Rewards and sanctions are believed to have a positive effect on educational quality of schools. It is noted that information and feedback alone are not sufficient to motivate schools to perform to higher standards but with appreciation offered to teachers in terms of sanctions and rewards this can be achieved. Moreover, Heubert & Hauser (1999) found an important relationship between the amount of incentives for the schools and the students and the extent the curriculum and teaching in schools improves learning and teaching. A good relationship between the inspectors and the teachers leads to a well-motivated and efficient work. As Earley, Fider & Ouston (1996) believe that the partnership between teachers and governing bodies ensures mutual understanding and trust. Therefore mutual trust is a key to team work and efficiency that can result into school improvement.

2.3.3 School / Classroom visits

It is a normal trend that during school inspection school inspectors has to visit classrooms and observe how the teaching takes place. The school inspectors are supposed to provide continuous professional development, monitoring, reviewing and assessment of the pupils' progress (Nkinyangi, 2006; Leeuw, 2002). Since teaching and learning are the teacher's main function, the school inspectors' main function is to inspect what takes place in the school, and also what takes place in the classroom mainly. It is argued by Learmouth (2000) that it is meaningless for school inspectors to visit schools without observing what is going on inside the classroom setting, they (inspectors) have to ensure that teachers are doing a right job and that the pupils are receiving what they ought to acquire as learning experiences. Therefore it is the responsibility of all those in charge of education to ensure that pupils are provided with the best education and hence school inspection should be a source of information on how successfully this objective should be achieved (Learmouth 2006). In addition Learmouth also argues that school inspection is both a tool for accountability and a powerful force for school improvements. This calls for the need to review methods of instruction so as to create a designed impact on school improvement (Nkinyangi 2006).

In Ugandan context, school inspectors have to play a vital role in ensuring the quality of pupils learning. They need to ensure that schools are potential institutions for promoting the well-being of students to become more productive citizens in their respective communities and as well as in the global context (MOES, 2012). They also need to assess whether the schools successfully meet their targets in terms of learning outcomes and pupils experiences that lie at the heart of quality assurance in schools (Matthew & Smith 1995). School inspectors should therefore pay close attention on teaching, learning and direct classroom observation in order to witness how learning is being operationalized (Matthew & Smith 1995, Chapman, 2001b). However this needs to be done with much care because school inspectors cannot change teachers within two or three days of supervision in a school.

2.4 The challenges of conducting inspection of schools

There are various factors militating on the effective of school inspection among various stakeholders in our primary schools. For example, school inspection that comes at no cost is aimed at bridging the gap of both accountability and development (Penzer 2011). However, studies from Shaw et al, (2003), Harris & Chapman (2004) & Rosenthal, (2004) reflect a negative relationship between inspections and student achievement or a decline in student achievement results after the inspection visits. For example, Chapman (2000) highlights that most teachers get stress and anxiety during inspection and preparation period than during the actual exercise. Moreover, Ofsted (2001) contends that many teachers thought school inspection was the worst practice of improving teaching and learning due to the increased workload and stress. It is therefore necessary for the inspectorates to encourage a range of positive experiences that involve teachers so as to combat their feeling of stress and loss of attention so that they feel valued as equal partners in development (Chapman 2000). Similarly, Bowen (2001), contends that sometimes, inspectors tend to be harsh to the teachers and harass them before the pupils and hence posing a challenge in building rapport between inspectors and the teachers which usually extends to ‘a private cold war’ making it worrisome and often makes teachers lose confidence in their professional ability (Wilcox 2000).

According to Ofsted, (2001) if inspection is not done in a prudent and professional manner those teachers whose teaching ability was acknowledged as very good are made to feel inadequate by the whole inspection process . Therefore, this feeling of making teachers feel that they are unprofessional to deliver their content even when they are capable of doing it to the best of their knowledge is one of the most frustrating aspects of school inspection. At some point efforts of teachers are submerged despite their effort in lesson preparation, record keeping and teaching. Ofsted (2011) sees this as worrisome because some of these teachers have vast experience and more knowledgeable than inspectors themselves and yet they suffer humiliation in front of inspectors.

Ololube (2014), sees lack of adequate feedback and follow up in the inspection exercise as a challenge in school inspection, for example, the results of school inspection are not effectively communicated to various stakeholders, rendering little opportunity for the discussion of findings. (Ololube 2014, Wanzare (2002) agrees with this statement and he claims that lack of feedback from inspectors frustrates teachers and their ability in the bid to strive for improvement and renders the whole inspection inappropriate because of lack of proper appropriate and uniform structure. Because School Inspection tends to focus on school building and administrative systems rather than on teaching and learning and giving collective feedback that leads to effective change (Enaigbe 2009). It is also assumed that during inspection exercise most schools find the whole process disgusting most especially if the concern involves naming and shaming of failing schools. For example head teachers note that they experience public humiliation after inspection process since the special measures identified attracts press attention as the findings of some failing schools will be on the front pages of the local newspapers. This demolishes the purpose of inspection because in so doing schools are isolated. This in turn stigmatizes some teachers and head teachers due to the fact that they would not want to be identified that they come from failing schools and later be labeled as failing teachers (Jeffery, Woods 1998; & Ferguson et al 1999a).

School inspection has been said to lead to teachers having a negative attitude towards the whole system since teachers believe that inspection is not helpful in enhancing children's learning or teaching productivity. For example, Akindele (2012) noted that, many teachers are always scared of the inspection and they show no interest in the whole process after portraying uncooperative attitudes during the exercise. For instance, some teachers argue with inspectors as they feel that such officers have little to offer them (Akindele 2012). This makes

the whole process ineffective to lead to better results of school improvement and the improvement of teaching and learning. Sembirige (2009) further notes that as some school inspectors are also ruthless to the teachers, some teachers have always addressed inspectors through the use of bad language when they fail to deliver their reports to the inspectors most especially if the reports were not kept properly.

Studies have also suggested that for inspection to achieve its intended purpose, time and frequency need to be considered. For example, Akindele (2012) recommends that School Inspection in actual sense is supposed to be carried out regularly due to the fact that many issues manifest in schools daily. Therefore limited time for conducting inspection in schools has become superficial and formalities since the inspections are carried out periodically Akindele (2012). He (Akindele) adds that in most cases schools are only inspected when there is a negative report about the school that is received by the Ministry of Education. Also most inspection last for a very short time for example few hours in a day instead of at least a week. Almost rendering School inspection to be more of a “police on patrol” and therefore the inadequate time for inspection has made many inspectors to neglect important areas in schools such as classroom observation, curriculum content, and pupils’ ability to perform well, (Akindele 2012). But as noted by Masara (1987) that some teachers develop anxiety about inspection and due to this they are unable to carry out their duties well. The idea of inspecting teachers still makes teachers ‘feel small’ and irresponsible and they tend to remain anxious and unable to discharge their duties well, Nkinyangi (2006) added that school inspectors and quality assurance bodies have been limited in terms of professional support to teachers. Quality assurance officers discharge their duties as fault finders rather than putting emphasis on pedagogical skills. In addition, Nolan and Hoover (2005) note that many school inspectors tend to emphasize accountability at the expense of professional growth that leads to poor or marginal teacher performance.

It can be more helpful if school inspectors act as facilitators and supporters in the curriculum implementation role. They should not concentrate on the weak points of teachers without supporting them on how to solve problems. This suggests that Teachers and their schools develop a lot of tensions during the whole inspection process. These tensions can be seen in terms of fear, lack of interest and morale towards work, negative attitude of the teachers towards school inspection, limited level of professionalism and capacity building by their counter parts the school inspectors. In Uganda, the MoES needs to ensure that both teachers

and inspectors work as partners and colleagues since they need one another in the struggle to improve the quality of education.

2.5 Summary

This chapter gave empirical foundations and relevant studies related to the topic. It gave understanding of the theories underlying school inspection (2.1): (Scientific Management Theory 2.1.1 and the Human Relation Theory 2.1.2) in relation to school inspection. It explained concepts used in the study. The role of school inspection and how it may enhance the teaching and learning for quality education (2.2), the strategies inspectors employed during inspection (2.3) and the challenges of conducting school inspection (2.4). The review of related literature presented some scholars who gave some elaborations, explanations and suggestions towards how school inspection may influence quality education.

Chapter Three will discuss the methodology that was employed in the study.

3 Methodology

3.1 Introduction

The study aimed at investigating how school inspection may influence the quality development of inclusive education practices in Uganda. This study employed the qualitative approach to obtain complementary data on the effectiveness of school inspection in facilitating staff development for quality education in schools. According to Creswell and Clark (2007: 33) “Qualitative data provides a more complete picture of noting trends and as well as in-depth knowledge of participants’ perspectives.” The investigator preferred triangulation validating – qualitative data design whereby data from inspectors, teachers, head teachers and from related documents in the schools was validated.

3.2 Study Design

Yin (2003) describes study as a logical sequence that connects the empirical data to the study’s initial research questions and, ultimately, to its conclusions. It is an overall process which the research study undergoes from the identification of the research problem to the final presentation of the findings and conclusions in relation to the problem. This study employed a qualitative research approach with an orientation to the phenomenological research perspective. Individual interviews, field observations and document study were used as the methods for data collection to answer the research question “How school inspection may influence the quality development of inclusive education practices in Uganda?” With the purpose of investigating how School Inspection may influence the quality development of inclusive education, phenomenological perspective was thought to be the best because the perspective enables the study to dwell into the experiences of the informants who are to take part in the study.

3.2.1 The Qualitative research approach

Denzin and Lincoln (2005) define qualitative research as a situated activity that locates the observer in the world, and consists of a set of interpretative and material practices that make

the world visible. A similar definition is given by Brantlinger, Jimenez, Klinger, Pugach, & Richardson (2005) referring to it as “a systematic approach to understanding qualities, or the essential nature of a phenomenon within a particular context” (p. 195). The common element in the two definitions is the perception of that qualitative research places a greater emphasis on studying participants or in their natural manner and setting. This is reflected in Denzin and Lincoln (2005) concept of ‘locating the observer in the world’ and Brantlinger et al’s. (2005) use of the concept ‘understanding the nature of the phenomenon within a particular context’.

The reason for choosing the qualitative approach for this study is that this approach is flexible, therefore the research questions may be changed at any time and it allows open ended and inductive style of questioning and observation which is interactive and humanistic. Thus the qualitative research approach encourages active participation between the informants and the investigator in the study (Creswell, 2014). Through the use of in depth interviews this approach allows more information to be collected from the participants (Cohen et al 2007). Qualitative approach allows the investigator to collect the data in the natural setting, thus the investigator has to move to the site of the informants to collect data (Creswell, 2014). This therefore encourages the investigator to develop a high level of confidence about the individual participants and the site of the study and also to highly get into the experiences of the participants (Oso & Onen, 2005, Denzin & Lincoln 2005; 2011, Patton 2001 p.39, Creswell 2012).

Qualitative research also involves an interpretative approach where by the investigator collects the data and makes an interpretation of the data collected. This involves developing a description of an individual or setting, analyzing the data for themes and categories and finally making an interpretation and drawing conclusions about its meaning theoretically and personally (Denzin & Lincoln 2011, Creswell 2003, 2014). In addition qualitative approach enables the investigator to look at the social phenomena holistically thus this design acts as a road to an interactive that encompasses the narrative aspect in the study (Silverman & Spirduso, 2010). Through this holistic approach, validity and reliability can easily be tested; generalization can be made out of the information gathered from the participants. Thus the effectiveness of particular policies, practices or innovations within the field of study, new insights about a phenomenon, and problems that may exist within the phenomenon under study can easily be identified.

3.3 Area of study

According to Gall, Gall, & Borg, (2003), careful selection of a research site helps to ensure the success of the research study. In this study, before and when going to the field, careful thought and selection of the area was done while considering accessibility and the possibility of interacting with the informants. As a matter of procedure, the research area was preferred on the basis of accessibility in terms of transport, and communication. The research was conducted in Kumi district in Eastern Uganda, which means that the investigator was comfortable with this area as it was not a hard to reach area. Secondly, the investigator found it easier to communicate with the informants both in the local language of the area and the official language (English). This simplified the whole research process.

3.4 Sampling procedure and Participants

In consistence with research ethics, it was necessary to ensure that access to the schools and informants was obtained in a way that would not be perceived to be intrusive (Gall, Gall, & Borg, 2003; 2007). This was very important in this study. For this study, permission was secured through relevant authorities. The process started by the investigator obtaining permission from the Norwegian Social Science Data Services (NSD) and an introductory letter from the Department of Special Needs Education (SNE), University of Oslo was also obtained. This letter was presented to the District Education Officer (DEO) of Kumi district. It was accompanied with a letter requesting for permission to conduct a study in two schools in the district with the Inspectors, Head teachers and primary class teachers. I could have gotten permission from the Ministry of Education (MoES), but since Uganda is practicing the decentralized form of governance the investigator found it more convenient to ask for permission from the district since all the primary schools are under district leadership. Purposeful sampling procedure was used to select the cases (Patton 1990). In purposeful sampling the main goal is to select cases that are likely to be “information- rich” with respect to the purpose of the study.

Before sampling the schools for the study, meetings were held with the District Education officer. The purpose of the meetings was to get guidance and insight into the choice of schools for the study and to seek guidance on which Inspector to work with since the Inspectors were assigned counties as area inspectors and to get guided to which head teachers

and the CCT to work with . Information provided revealed that there were two schools that met the criteria of selecting schools for this study. These schools were in rural area. I chose rural schools because of the common language of interaction and instruction, which the investigator also understands very well. At the same time they were accessible in regard to transport and communication in both local language and English was easy with the informants.

This study had six samples which comprised of: Inspectors of schools (N2), teachers (2), head teachers (2). The study utilized a type of purposeful sampling (Gall et al., 2003; 2007; Maxwell, 2005), called unique sample (Merriam, 1998). Merriam defines this type of sample as one that is based upon unique attributes of occurrences of the phenomenon of interest. This is also agreed by Gall et al. (2003; 2007) who defines purposeful selection of cases as a strategy in which particular settings, persons, or activities are selected deliberately in order to provide information that cannot be forgotten as well from the choices. Since this was qualitative research, the sample size for this study comprised of two classroom teachers and two head teachers, one Inspector of schools and one CCT. The informants, selected fitted in these definitions as they were considered to be experienced, information rich and accommodative. However, in order to ensure confidentiality the investigator gave the samples pseudonyms to protect their identity and integrity as well as their schools.

3.4.1 The samples

All the informants who participated in this study were well qualified with a wealth of experience in carrying out school inspection(Inspector of schools and the CCT) and being inspected in their school (teachers and head teachers) The teachers were all primarily trained as Grade III general education primary school teachers. Grade III is currently the minimum qualification of any teacher who is trained to teach in the primary school in Uganda. The head teachers, inspectors and CCT who were chosen on the inspection ticket were also initially trained as Grade III primary school teachers but attained higher diplomas and Bachelor degrees so as to be appointed as head teachers, inspector and CCT. Through the teachers' profiles in this study it is likely that they are somehow abreast with the information about school inspection. The information on teachers' background is also important for analyzing data for better understanding as teachers' qualification and experience may influence the

teachers' attitudes towards school inspection. The informants' academic backgrounds were described as explained below:

Charles is a male aged 50 years old and he is the District Inspector of Schools for five years. He also trained as a Grade III teacher but he upgraded to a level of a Bachelor's Degree in Education. Before he attained the post of school inspector, he worked as the Head teacher and class room for three and 10 years respectively. According to Charles he tries as much as he can to perform his task by ensuring frequent supervision of schools but his greatest challenge is facilitation and once teachers are not inspected they tend to relax leading to poor performance. Charles conducts school inspection in the whole district once for every school and due to poor facilitation he is unable to reach out to all the schools. He added that there are 159 Government aided schools and 20 private schools that are under his inspection file and most of this schools are grade one schools that means that the population in each school is between 400 -1500 both boys and girls. However Charles also mentioned that despite challenges, the school inspection is a very important strategy for improving the quality of education in the District.

The study also considered to involve head teachers in the study since they are the immediate supervisors and inspectors within the schools.

Leonard and Eric are both head teachers of Mari and Buka primary schools respectively. Leonard is 40 years and Eric is 35 years old, they are all trained as grade three teachers but upgraded to a level of a diploma in Education. Eric is currently pursuing a Bachelor's in Education. However these head teachers still work as class room teachers in addition to the task of school heads. Leonard's school has a population of 500 pupils 220 girls and 280 boys. According to Leonard his tasks are to supervise what takes place in the whole school and he takes part in supervising the teachers during the teaching and learning process, he also looks at the teachers' schemes of work and lesson plans to ascertain if they are in line with the school and National curriculum. He believes that school Inspection is a wonderful strategy for improving learning and teaching through collaboration between the teachers, head teachers, inspectors and stake holders. While Eric believes school inspection contributes to the improvement of quality education due to effective recommendations made by the inspectors to schools. Eric supports school inspectors that once the inspectors realize there is a gap in the system; they usually call for some Continuous professional Development (CPDs) to remind the teachers and other stake holders about what kind of quality education they need.

The study also ought to involve two teachers since they are the key implementers of the curriculum in the classrooms

Milly is a female teacher aged 38 years old and she has taught at Buka primary school for ten years. According to Milly, since she started receiving inspectors in her class, her professional practice has changed especially towards handling learners of diverse background. She believes that the advice she usually receives from the inspectors has helped her grow in her practice.

Liz is also a female teacher aged 45 years old; Liz is a general teacher who has worked for 18 years and teaches Mari primary school. According to her, she believes school inspection improves the quality of education if there are regular inspections and if the inspectors are ready to cooperate with the teachers to offer guidance and mentoring them instead of looking for faults. Liz added that in her school when inspectors come they want to see the nature of the general appearance of the school then they go observe lessons.

Gershom is a male aged 51 years. He has been working as a Centre coordinating tutor (CCT) for 20 years. A Centre Coordinating tutor is a Teacher Educator appointed by the Ministry of education to help in monitoring and inspecting schools to ensure minimum standards are followed, government policies are implemented. A CCT works hand in hand with the inspectors. According to Gershom, school inspection is very useful for supporting teachers' professional development because the inspectors identify their strong and weak areas and give them feedback on how to maintain the strength and eliminate the weakness.

3.4.2 Criteria for selecting schools

The schools in this study were all public government schools. However the identity of the schools was coded as Mari primary school and Buka primary school in order to maintain confidentiality and to keep the schools anonymous. Both schools have permanent buildings, all have offices but Buka primary school does not have a staff room. These schools were selected, although they are in rural, they are within the CCT's and the area inspector's area of operation. And these schools implement Universal Primary Education (UPE) in which inclusion is paramount. Secondly, these schools are easily accessed on motorcycles which are the common means of transport for Inspectors of schools in Uganda. Kumi (Pseudonym) district was chosen since the investigator comes from this district it was important to examine

how inspection of schools operates in this district, and more so after the district had been set down by insurgency it was necessary to delve into the kind of school inspection and how it influences quality education. The District Inspector's office is also easily accessed from the main road by walking and communication in both English and the mother language was not a problem since the investigator speaks the same mother tongue language with all the informants.

3.5 Data collection procedure

3.5.1 Pilot study

In order to allow the investigator practice the interviewing skills and check the clarity of the guiding questions and also to check how the tape recording mechanism works, a pilot study for interview process was conducted. (Gall, Gall & Borg, 2003: 50-51). The pilot study involving the District Education Officer one other area inspector of schools from the DEO'S office and two teachers from neighboring schools was conducted and the head teacher was invited to participate. Questions for the pilot study were the same as those for the actual study this was done so as to ensure that they yield reasonably unbiased data (Gall, et. al, 2007). According to (Teijlingen and Hundleg 2001) a pilot study is a mini version of a full scale study or a trial done in preparation of the complete study to take place. They (Teijlingen & Hundleg) argue that a pilot study can be in form of feasibility studies and it can be a specific form of testing research instruments. In this study a pilot study was employed so as to ascertain a clear vision of the research topic and questions and the methods that were to be used to collect data for the study. One reason for piloting the instruments was to help to identify nonverbal behavior of the participant. According to Welman & Kruger (1999) nonverbal behavior of the participants in a pilot study can help provide useful information about any kind of embarrassment or discomfort experienced concerning the content. In addition a pilot study can provide information that can contribute to the success of the research project as a whole. In addition a pilot study can offer warning in advance on whether the main research project will fail or succeed and indicate whether proposed methods or instruments are inappropriate or too complicated.

The schools and participants for the pilot study were selected using the same criteria for choosing the schools and participants in the main study. The participants for the pilot study were contacted through writing and on telephone. The other participant was the District Education Officer of Kumi district whom I visited in his office and he was impressed by the project and expressed interest to participate in the study, the investigator went ahead to administer the pilot study and the consent cover letter and an introductory letter from the University of Oslo.

However during the pilot study, some challenges were realized most especially during the interview. For example some questions were too long and some questions were not clear. It was also noted that the participants expected payment after they had answered the questions; this enabled the investigator to clarify the participants that she was a student and she was collecting data for purposes of writing up the final thesis. I tried using a recorder for the pilot study but I could not capture any information, this indicated that I needed a research assistant who would help me with the technological part in fixing the recorder. Though the above challenges emerged, the investigator was able to make the following adjustments; the questions were re-phrased, and more questions were formulated that were not inside the interview guide. These were basically probing questions that helped the investigator to get more information from the participants. The questions that were long were divided into two sub questions without altering their meaning.

3.6 Methods of Data Collection and Research instruments

This study intended to investigate; how school inspection is considered by the participants to influence the quality of education. The investigator preferred to use the triangulation of the data collection methods in order to attain an authentic data. The study also employed basically qualitative data collection criteria to find out how school inspection may influence the quality development of inclusive education practices in Uganda particularly a local community (Kumi district). The methods of data collection involved Interviews; document analysis and field observation.

3.6.1 Formal Interview

This study employed the qualitative research approach focusing on the qualitative interview method to collect its data. Qualitative Research interview is defined as “attempts to understand the world from the subjects’ point of view so as to unfold meaning from people’s experiences, to uncover their world prior to scientific explanation” (Kvale 1996). According to Kvale, he notes that a qualitative research interview seeks to describe the meanings of central themes in the world of subjects, thus the main task of interviewing is to understand the meanings of what the interviewees say, Kvale (1996). With this in mind the investigator in this study understood the information she wanted to get from the informants and made sense out of it by interpreting the information obtained. Data was collected during the interview with the participants of the study.

During the process of interviewing; the investigator started by welcoming the participants and stated the purpose of the interview and the research question that helped to form the ground for the discussion (McNamara 2009). All the interviews were started by reassuring the participants that the information collected is for the purpose of writing up the final thesis and everything discussed would be considered confidential and all the names of the participants will be kept anonymous until the study is completed and after the information gathered will be deleted (Gall et al 2003,Robson 2002, Cohen et al 2007,Kvale 1996, Gall et al 2007).The investigator listened attentively to the interviewees as they mentioned their experience as she was trying to manage the time being allocated to each participant so as to ensure that participants did not use up more time, the time that was allocated for each participant was 20-40 minutes. But the participants requested that I could use less than 30 minutes because they had too much to do.

The interview comprised of interview guide with semi structured questions where by the investigator maintained a good eye contact with the interviewees’ probing was used throughout the interviews in order to allow the participants outline their experiences in connection with the subject under investigation. In situations where the questions seemed complex for the informants to understand, the investigator proceeded with the next question that could give more details. Field notes were taken simultaneously by a non-participant to enrich the discussions. According to Holloway& Wheeler (2002), field note taking is an important activity but it may disrupt the participants. To avoid this, the investigator informed

the participants that notes would be taken during the interview. This acted as a backup method of the information that was obtained through interviews. However during the process of conducting interviews the investigator also guarded against interview bias as the participants could bias the study or jeopardize the results of the study. Quoting Dapzury & Pallavi (2008), they note that interviewer needs to know different ways the informants can inadvertently bias the results. The school inspector, Center Coordinating Tutor, teachers and the head teachers were engaged in a semi structured interview. Semi structured interviews were considered so as to encourage openness from the participants concerning their experiences in relation to school inspection and to explore a constructive and negotiate meanings in the natural setting of the participants (Cohen et al 2007, May (2002). This helped the investigator to probe the respondents answers so as to obtain more information and clarify vague statements (Gall, Gall & Borg 2003, Cohen, Manion & Morrison 2000, 2007). The questions were presented one at a time and English was used as a language of communication since Uganda uses English as an official language, but the participants were free to use their local language (Mother tongue) where they thought they were not clear or could not express themselves in English. Interviews were conducted between 2.00 pm and 4.00pm since it was an examination period in Uganda. This was in order to avoid disturbing the examination schedules and the monitoring of the entire process by those in charge (Participants in the study).

The purpose of using interviews as a method of data collection in this study was because interviews don't force consistency on participants' thinking (Billig 1987), they encourage the interviewees to speak in their own voice and express their own thoughts and feelings (Berg 2007:96). They also help to gather responses to open ended questions that reflect on the participants' personal reaction to the phenomena under investigation rather than one elicited by way of a forced choice between predefined options and to pursue in depth information around the topic under investigation, (McNamara 1999). Interviews also provide a relaxed atmosphere in which to collect data, participants felt comfortable to involve themselves in a conversation in a more lovely environment (Martin Woods 2011). This is in line with Creswell (2009) who notes that interviews provide a reflexive environment in which to collect data, therefore the analysis process should also always be reflexive *thus including the* investigator's interactional experience with the interviews.

However the disadvantage of interviews is that they are subjected to bias on the part of the interviewer and can distort what respondents really mean (Cohen et al 2000). It was hard to

capture all the information though the investigator used a recorder. Another limitation is that interviewees may say what they think the interviewer would wish to hear or the opposite of what they think they want to hear. Thus there is a lot of uncertainty during the interview process. They also tend to consume a lot of time and they are expensive (Creswell 2012). In this study, the investigator had to move back and forth since the participants were busy conducting and supervising examinations in the district.

3.6.2 Informal Interviews

In order to enhance the process of the interview data and gain more information from the participants, informal conversations were used most especially during breaks and before the initial interview started. This was meant to prepare the participants and to build a rapport between the investigator and the participants. McNamara (2009) considers the importance of preparation stage so as to maintain an unambiguous focus on how the interview will be conducted in order to provide maximum benefit to the proposed research study. Gall et al (2003) encourages informal conversations as a means of collecting information through spontaneous generations of questions during a natural interaction in study.

3.6.3 Field Observation.

Gall et al. (2007) observe that informants sometimes tend to bias the information they offer or they may not recall accurately the events of interest to the investigator. They add that field observations provide an opportunity for field observers to be part of the observation process by including their own experiences in interpreting the observations. The participants' views inspired the investigator to use field observations to express what really it is to carry out school inspection, what in particular the inspectors look for when they are inspecting schools and the nature of the school environment. Was it welcoming for all children including those with disabilities?

3.6.4 Document analysis

Document analysis was also used as a supplementary method to get the background information of the study. Document analysis is a systematic procedure for reviewing or evaluating documents that are printed or electronic. Like any other method in qualitative research, document analysis requires the data to be examined and interpreted in order to elicit meaning, gain understanding and develop empirical knowledge. In this regard a qualitative researcher is expected to draw upon multiple (at least two) sources of evidence thus to seek convergence and corroboration through the use of different data sources and methods, DA was used in order to provide a confluence of evidence that breeds credibility (Eisner, 1991: 110). In this study, document analysis was used as a complementary data collection method that supported the triangulation and theory building. Glaser and Strauss (1967) call for attention in the usefulness of documents for theory building-a process which ‘begs for comparative analysis, a fantastic range of comparison groups, if the investigator has the ingenuity to discover them’ (p.179). My review of documents in this study was helpful.

The use of document analysis in this study was cost effective- it was a low cost method of obtaining empirical data as part of a process that is unobtrusive and nonreactive (Bowen 2009). In this case, this study analyzed inspection reports from the inspectors of schools, from the CCT and from the Directorate of Education Standards Agency. In the same way the study also preferred analyzing policy reports on inspection as concerning inclusion. The data from documents helped the investigator to minimize bias and set a firm ground on which to analyze the data since it was combined with the data from interviews. In addition information was readily available especially in the files. This was an attractive option for this study. As stated by Merriam (1988), locating public records is limited only by one’s imagination and industriousness. It is therefore important to keep in mind that if a public event happened, then some official record of what happened is likely to exist (Bowen 2009).

3.7 Data analysis and Processing

The data analysis process was inspired by Barney Glaser and Anselm Strauss Grounded theory of 1960s and the data was analyzed following Braun & Clarke (2006) levels of thematic analysis. According to Braun and Clarke (2006), ‘thematic analysis can be used as a method that works both to reflect reality and to unpick or unravel the surface of reality. The

data analysis process started from the interview with the Head teachers, inspector and CCT and teachers. After going through the transcripts one by one, similar patterns of ideas were emerged and these were highlighted through realizing sense in the data collected from the field. In this process, the themes include the following:

- How school inspection is important and how it may influence quality education.
- Strategies inspectors used when carrying school inspection
- Challenges inspectors, head teachers and teachers faced during school inspection.

The interview data was first transcribed verbatim which helped to format the data into usable form and generate themes. Secondly transcribing the data helped the investigator to hear the data repeatedly so that to familiarize with the data and to help common themes to emerge.

After transcribing, the data was explored in order to become familiar with the interview information. This is done by reading the transcript several times to allow themes to emerge from the data. Sections that reflected the themes were discovered by highlighting units of meaning with markers of different colors. Then a connection between the themes and the research questions was done. A coding scheme was created and I started coding the data. The codes were collated into potential themes in order to gather all the necessary data and relate to each theme that emerged. Five steps developed as proposed by Burns (1999), to use during the data analysis.

During the first step, after the transcribing the interview transcript verbatim, short notes were made from the interviews that helped to summarize all the discussion in the interview transcript. The transcripts were typed into a Microsoft word computer of the investigator without including the names or schools of the respondents. This was in order to offer a summary statement or word for each element that was discussed in the transcript. In the study the main focus was to investigate how school inspection may influence the quality development of Inclusive Education, therefore information from the participants was to help provide light to the research problem. This was done through transcribing all the interaction of the informants into a single unit under each question. Transcribing the interviews under each question helped to give more insight to what was said about each topic in response to certain research question.

In the second stage, data was explored over and over again so as to become familiar with the interview information. This involved reading the transcript several times, and then organizing the data by question in order to look through all the respondents answers so as to identify themes and categories (Powell 2003). The transcripts were divided into sections based on the question (Ryan 2011). Data from the document analysis was organized and analyzed as a whole. Codes were developed in order to identify patterns about issues relating to the study. The process of coding informed the investigator of how to deduct the data collected and identify major themes. In the third step, the informants' interview responses were transferred into one sheet which helped the investigator to identify how the themes were emerging; the investigator assigned letters to themes and ideas that were found, this helped the investigator to organize the data into categories. In addition the investigator provided a name for each category that she created. The investigator continued to categorize until she had identified and labeled all the relevant themes. In line with Powell (2003), he encourages the labeling and identification of the themes in a study as a good strategy for analyzing data.

After identifying patterns and made connections within and between categories. This involved describing and developing more themes from the data to answer the research question. The themes were visited several times to relate them to the research question as a lens for the analysis. During this stage data was triangulated as a way of testing credibility and trustworthiness of the data and ensure on going reflections. According to Mathison (1988), triangulation is a strategy for improving the validity and reliability of research or evaluation of findings. Patton (2001) advocates for the use of triangulation by stating that triangulation strengthens a study by combining methods. In this study, themes and categories were compared and categorized until saturation was reached. When coding and categorizing data was done, the process of interpretation and making sense out of the data and presenting of an account of the research findings of the data was kicked off.

3.8 Validity and Reliability of Data

The concept of validity has been described by different scholars in terms of qualitative research. Though some qualitative researchers have noted that the term validity is not applicable to qualitative research, at the same time they realized the need for some kind of qualifying data. For example Creswell & Miller (2000) noted that the validity can be affected by the researcher's perception of the study and his/ her choice of paradigm assumption.

Reflecting on Kvale & Brinkmann (2009), they stated that some qualitative researchers tend to ignore the question of validity, Reliability and generalizability, arguing that this dismissal stems from the positivists concepts that hamper a creative and emancipative qualitative research. Meanwhile the argument from Brock- Utne (1996) is that validity and reliability in research are equally as important within qualitative research just as in quantitative research. To give a clear picture of what validity and reliability are, Kvale & Brinkmann (2009) use the concepts such as trustworthiness, credibility, dependability and conformability as the essential criteria of justifying the truth and serving the criteria of quality. In this study, credibility was used to refer to how believable the findings are. Transferability referred to how the data would be applied to other situations and conformability is how the investigator allowed her values to intrude the study (Kvale & Brinkmann 2009).

In the case of this study, measures were taken into consideration to address validity and reliability during the whole process of conducting the study. A pilot study was carried out, that helped to test the instruments that were to be used in the main research study for data collection. As stated by Silverman (2010), the best way to test whether different question formats produce different answers..... is to pre-test the questions before the main research starts. In this case the pilot study involved testing the research instruments and the individual interview questions. According to Kvale & Brinkmann (2009), validation does not belong to a separate stage in an investigation but it is embedded in the entire research process. They (Kvale & Brinkmann) argue that not only is validation a matter of conceptualization and the method used but also the moral integrity and practical wisdom of the person in the discussion of ethics is critical for evaluating the scientific knowledge produced.

This study also considered the issues of internal validity as being critical. In the context of this study, internal validity was used to refer to the process of control and rigor that helped to establish confidence in the findings this mainly included the triangulation of the data collection instruments (Lincoln & Guba 1985, Patton 2001). The factors that were taken into consideration in this study included the selection criteria of the sample, this study adopted the purposive sampling technique because it was assumed that the participants who were the inspectors, head teachers and teachers already had a wealth of knowledge in relation to what the investigator was investigating. Secondly the research questions and the individual interviews were used as a means of gathering detailed information for the study and the individual interviews helped to increase the confidence of the participants because they knew

what kind of interaction the investigator was involving them, this encouraged more openness and flexibility among the participants. However the disadvantage of interviews was the data could be subjected to bias on the part of the interviewer and this can distort what respondents really meant (Cohen et al 2000). The participants of this study had a good background in education that is all of them had Masters Degrees, Bachelor's degrees, Diplomas and Grade Three Teachers' certificate respectively.

Meanwhile reliability on the other hand may relate to dependability, consistency, applicability or transferability as essential criteria for quality. Stenbacka (2001) argues that the concept of reliability in qualitative research may be misleading. However Liebert and Leiebert (1995) believe that the issue of reliability is equally important in any research study. The limitation of Reliability is that the interviewees may say what they think the interviewer would wish to hear or the opposite of what they think they want to hear, this creates uncertainty during the interview process (Creswell 2012). According to Kvale& Brinkmann (2009), the issues of reliability during interviewing, transcribing and analyzing have created a lot of discussion as they have implication on creativity and innovation. In this study, classroom observation and all the school activities such as observing the general school environment were geared towards reliability.

3.9 Ethical considerations

Ethics have become a key aspect in conducting an effective and meaningful research; this means that the ethical behavior of individual researchers is unprecedented scrutiny (Best & Kahn, 2006; Field & Behrman, 2004, Trimble & Fisher, 2006). Cohen et al (2007), notes that "as interviews are considered an intrusion into respondents private lives with regard to time allocated and level of sensitivity of the questions asked, a high standard of ethical issues needs to be maintained". Therefore for a research to gain meaning, ethical issues should be taken into consideration at all levels thus during planning and interviewing (Bryman, 2004; Cozby 2007, Cohen et al, 2007).

Authorization to conduct the study was sought from the Norwegian Social Science Data Service (NSD). This was obtained through presenting a detailed plan of how privacy and confidentiality of the participants and schools including the relevant offices visited would be protected in the data collection and analysis process. An introductory letter was also obtained

from the department of Special Needs Education which was used to introduce the investigator to the relevant authorities where the study was conducted. While in Uganda, permission to conduct the study in the primary schools was sought from the District Local Government through the District Education Officer. After obtaining consent from the District Educational Officer who is in charge of Education department in the district, letters were sent to the head teachers, teachers and school inspector, Center Coordinating Tutor requesting them to participate in the study. Informed consent was sought to ensure that the participants have a complete understanding of the purpose and methods used in the study, the risks involved and the demands of the study (Best & Kahn 2006, Jones & Kotter 2006). Consent was sought from all the participants and they were informed that they are free to withdraw from the study at any time.

3.9.1 Confidentiality

Confidentiality means knowing some information without revealing it to other people because they are not supposed to have it (Gladwell 2010). In relation a high degree of anonymity was maintained thus all the names and schools including all the offices visited were anonymized in the study.

3.9.2 Informed consent

Consent was sought from the participants through writing letters. The letters that were issued to the participants contained information regarding the purpose of the study, the length the study will take and how information will be gathered and utilized. The letters also contained information that the informants are free to withdrawal from the study at any time they felt like without explaining why. The investigator encouraged voluntary participation since there were no monetary gains (Gladwell 2010). In this study all the information that was collected was kept confidentially and the letters that were written to the participants requesting for their participation in the study had an assurance that no information would be leaked out and that all the discussion would be kept confidentially since it was only for the purpose of the study and after the study all the information gathered would be deleted.

3.10 Limitation of the study

This study was conducted in the Eastern part of Uganda Kumi district, the greatest challenge faced was the study took place in the third term of the year and it is a term Ugandan schools sit for promotional examinations and primary leaving examination respectively. During this period the teachers and head teachers were very busy supervising the process and the Education leaders were also very busy monitoring the entire examination process. There were also so many workshops, seminars and meetings being held at the district. This posed a big challenge because the investigator was meant to wait for the couple of days before she was granted permission to conduct the study and each informant could always tell her to use less than 30 minutes because of time. This proved a challenge because the investigator could rush with the questions, thus it was not easy to exhaust information from the participants though probing was used to get more answers from the informants. The other challenge was disruptions during the interview session, the supervisor of the interviewee could always pop in ask the interviewee something or request him drop him to a nearby restaurant so he could have breakfast.

3.11 Summary

This chapter gave the information about the study design (3.2). The study is positioned in the philosophy of pragmatism, a philosophy which advocates for use of participatory methods and interaction with the informants in order to obtain information. In line with this philosophy, a qualitative approach (3.2.1) was considered to be more relevant for this study based on the assumption that it provides an opportunity for the informants' opinions and feelings about school inspection. The study area (3.3); Sampling procedure and participants (3.4); Data collection procedure (3.5), methods of data collection and research instruments (3.6); Data analysis and processing (3.7); Validity and Reliability of data (3.8); ethical considerations (3.9) and limitations of the study (3.10) were among others discussed in this chapter. The next chapter presents data presentation, analysis and interpretations.

4 Data Presentation, Analysis and Interpretation

4.1 Introduction

The main purpose of this study was to examine how school inspection may influence the quality development of inclusive education practices in Uganda. The descriptions of the findings were based on the three themes. Theme one (4.1) explored varied opinions and beliefs about what teachers, head teachers and the inspectors thought the importance of school inspection was and how school inspection may attempt to enhance inclusion. Theme one also examined how school inspection improves teachers competences hence improving teaching and learning; Theme two (4.2) examined the kind of strategies inspectors employed during inspection; Inspectors' feedback and positive relationship between inspectors and teachers as well as school and classroom visits were examined as they are assumed to be the strategies that inspectors can use during inspection. And Theme three (4.3), delved into the challenges inspectors faced during their inspection in schools. The analysis of the findings in this chapter relate to research questions one, two and three. The main guiding question for this study was: How may School inspection influence the quality development of inclusive education practices in Uganda. The sources of data were the notes from transcripts from field observation and transcripts from interviews with inspectors, the teachers and head teachers

The analysis of the data is presented according to themes that were arrived at following the analysis process and the themes have been used to introduce each category.

4.2 Theme One: Importance of School Inspection and how it may attempt to influence inclusion.

This theme explored Inspectors', teachers', head teachers' and CCT's views about the importance of school inspection and how school inspection may attempt to influence inclusion and quality education. Data from all the respondents and school observation revealed that school inspection is one strategy for monitoring teaching and learning in schools

and enhancing quality, equity and raising standards. As was testified by one respondent: Through inspection the government guarantees that schools will deliver a satisfactory level of educational quality and equity for all learners. (Tr Liz). Another respondent added that:

And through inspection the government stimulates schools to develop their own quality assurance systems which will lead to improvement in the quality of education. (Head teacher Leonard). Likewise data also showed that school inspection examines all aspects of the school as a place of learning based on the school development plan. This was reflected when the head teacher Eric complemented that “School inspection is an integral part of all education system, therefore, inspection must look at all aspects of the school from the classroom, compound and the infrastructure.”

The above statement indicates that, since most of the inspection visits are geared towards achieving the improvement of standards and quality of education and hence this should be an integral part of a school improvement program. In other words findings revealed that inspection gives inspectors opportunities to observe classrooms and thereby seek a better basis for discussing the development of the school with the head teachers. This was revealed by one of the respondents when he expressed it in this way: For me as an inspector when I go for school visits, I get the opportunity to observe class lessons, interact with the learners as well as the teachers, then after that I have something to discuss with the teachers and the head teacher. (CCT Gershom)

The findings also revealed that when school inspection is done, inspectors get the opportunity to learn about the schools for example; to identify some of the discipline problems encountered in schools, infrastructure whether they are meant to cater for all the learners, the teachers, head teacher and the learners, the curriculum and then indicate which way forward. As one respondent put it: School inspection is a potential learning experience for those involved because it provides useful information for the parents in their choice of schools. (Tr Milly). And Tr Liz put it this way:

“School inspection leads to a better understanding of schools especially for inclusion, it enhances staff cooperation and public recognition that the school is on the right track when its teachers change their practices after advice”.

The respondents also agreed that school inspection helps the inspectors to diagnose the problems and shortcomings in the implementation of the curriculum, and to identify whether the curriculum is harmonized to cater for all the learners. Further data gathered from the informants further reveals that there are several indicators that lead to the improvement of inclusive education in which school inspection plays a major role. For example, Tr Liz testified that:

“When they monitor us, we try to be conscious in our planning for the lessons, to ensure our lessons cater for individual difference”.

Across all the textual data theme 1 appeared to be critically important for inspectors, teachers head teachers and the CCTs. They seemed to have understanding of school inspection, its importance and how it may attempt to influence inclusion. Even though they expressed it, differently, each of them explained its importance of enhancing teaching and learning. According to the respondents inspectors visit schools to monitor the implementation of the inclusive practices on the curriculum, and to provide guidance to schools on how they can improve teaching and learning. According to the respondents school inspection is an eye opener for inclusive practices in primary schools. And the respondents also indicated that school inspection plays a potential role towards improving teaching and learning. This was evident when one respondent explained that: School inspection improves teaching and learning, prominent about teaching and learning is that teachers change their instructional practices by varying the methods, they assess learners equitably and they teach with instructional materials after being advised after the inspection. (Inspector Charles).

When the respondents were asked how school inspection has helped improve the teaching and learning: several sentiments were arrived at, that during inspection; teachers and schools are encouraged to conduct continuous professional development for the good of their work. One respondent confided and said that such initiatives are done at different levels like in schools, zones and at district level. These sessions are facilitated by well experienced quality assurance officers (Inspectors and CCTs) who also encourage a spirit of team teaching among teachers. As one respondent made his submission as:

“I organize continuous professional development like refresher training courses in centers and follow them to schools regarding instructional materials. As a teacher educator, I conduct inspections to access the number of children with special needs and also to check the

methods teachers use for example are the methods catering for all learners?” (CCT Gershom).

Analysis further suggests that teachers do a lot of work to enhance quality of education despite stumbling blocks as the following transcript suggests.

“After receiving advice from the inspectors I try to do my part, I take care of all learners in the class, I support the slow learners and those with special needs by giving them extra exercises but the biggest challenge is that most of the children live very far away from school for example most children have to walk 6 kilometers daily to school, yet there is no lunch for children at school and they cannot go back home for lunch. For the case of children with disabilities they do not come to school regularly. These factors have affected the performance of our learners and the teachers as well”. (Tr Milly).

However, findings noted that the concept of inclusive education is facing numerous challenges despite continuous visits of the inspectors to mentor teachers and carry out Continuous Professional Development on the methodologies for inclusive classrooms. For example one Informant said:

“Supportive structures like classrooms, desks, latrines are not adequate enough for all children but most especially children with disabilities” (Tr Liz).

The other teacher added that the class size is an important aspect of any quality education and if the class size is not enough to accommodate all the pupils then learning becomes a problem for the learners, for example the introduction of UPE came with an increase of the numbers of children attending school including children with disabilities yet the government is very slow in building more classes and when the inspectors come for inspection they are basically interested in the lesson plans, schemes of work and the attendance registers for the teachers yet they do not dwell on more serious issues that affect teaching and learning. Because if they did then they would be making reports about the school structures and follow up for the government and ministry’s action’. For example the class size ratio , pupil/ classroom ratio is 103:1 as opposed to 53:1 which is the national ration, desks ratio is 9:1 as opposed to 3:1 (Tr Milly)

Another informant also added that:

“Inspectors come here, make their reports, but even if he/ she make a follow up next time they always find very little change. For example. The classrooms will always remain with their problems of big sizes and we teachers cannot do much to change the situation unless the government comes in to address this issue but of course because we love our job we continue teaching,” (Tr Liz).

Within the schools studied, the study found that the schools had the prams around the classrooms and the latrines but the toilets were not enough and in some instances boys share with the girls the same latrines. The study further found that there were no latrines specifically for children with disabilities and the ratio of latrine/pupil is 71:1 as opposed to the national standard of 40:1 The above statement implies that implementation of inclusive education is not an easy concept as far as practice is concerned. But through the observable data collected from the school observation field notes, prams have existed to enable easy access of children with disabilities into the classrooms. Thus in the ability to strive towards enhancing the quality of inclusive education, one respondent had this to say:

“Though the facilities are not enough to support us in our ability to enhance the quality of education, we have tried to improvise for example I make the children with disabilities to choose where they would like to sit before I assign the normal children seats. The priority is always children with disabilities first my only problem is how to conduct a lesson in sign language incase at one time I get such children in my class or if we get those who cannot see” (Tr Milly).

From the above findings it shows that teachers have interest in improving the quality of inclusive education, but the support from the stakeholders and quality assurance officers in relation to supportive structures seems to be a mystery because although the school inspectors conduct school inspection they basically put emphasis on class work than prioritizing the other issues on the ground. Yet, quality education can be achieved and improved if the learning environment is conducive for both the pupils and the teacher. In this case the general learning environment is not conducive enough for both the teacher and the pupil. Findings above further suggest that, though the teachers try to enhance the quality of education through improved teacher pupil performance, it can clearly be seen that a number of factors are still contributing to the poor performance in inclusive schools. Therefore the government and

various stakeholders need to address all categories of priority needs for better performance in schools as teachers also need more support in solving difficulties and overcoming what they feel are the hindrances enhancing quality education. Like one informant explains

“Though we are provided professional support, most of our infrastructures do not support inclusion, for example most of our classrooms lack enough furniture so most children sit on the floor, so writing for example is difficult and even if our curriculum supports inclusion, I do not have enough competence to handle inclusive classrooms. This is a challenge because one needs the right ability, knowledge and skill to manage the inclusive classes I wish when the inspectors come to our school, they also need to guide us on handling inclusive classrooms” (Tr Liz.).

It was noted that through proper advice from the inspectorate, the impact can be enormous regarding the quality of teaching that will be achieved in schools. Therefore teachers can be advised what to do to achieve quality. The data also indicated that children with disabilities perform better than others in mainstream schools. One teacher had this to say

“Children with disabilities perform better than children who are normal in my class, this is due to the fact that the methods I use tend to benefit children with special needs, for example I use child to child approach, group work I also try the tactile method and collaborative learning methods”.

One head teacher asserted that he encourages good performance through assessing what teachers deliver to the pupils, he identifies areas where the teachers need to improve and guides the teachers. And he said:

“I assess my teachers particularly to see how they implement the curriculum, how do they handle individual differences in class then I conference with the teachers, draw the way forward and offer solutions.” (Head teacher, Eric)

Gershon added that in order to help teachers improve their teaching ability and the performance of the pupils:

“The Directorate of Education Standard Agency (ESA) introduced another form of inspection model called monitoring and learning achievement whereby they visit schools, administers the tests for example numeracy and literacy, the teachers mark and the school inspector

analyses the results and after he discusses with the management, teachers and head teachers as he gives feedback”.

From the above findings it can be deduced that teachers strive to provide quality education when they receive constructive feedback from the inspectors. This revelation was made when the teachers during the interview commented that they are assured of quality when they interact with each other where they gain some knowledge to improve their work and when they utilize the feedback from the quality assurance officers such as Inspectors and the CCTs. This is how Tr Milly put it: *“Providing quality education is not something difficult, but once we are guided especially if there are periodical school visits by the inspectors and they guide us other than blaming, one will always strive for quality as even part of motivation in our work”* (Tr Milly). When probed to give an example of the quality education they talked about. The one respondent quickly replied like this: *“Quality is all about equity in the classroom, using generic methods, modifying the instructional materials, the content and the environment to suit various needs in the classroom”* (Tr Liz). When asked to explain what generic methods are? Tr Liz simply replied. *“Participatory methods of teaching.”* Inspector Gershom complemented the teachers’ comments that:

“Methods are very helpful in the teaching and learning process because all children participate actively and they interact freely within themselves, he also acknowledged the Fact that when teachers use variety of methods they are able to help all learners in the class.”

The inspectors also added that they always encourage teachers to use various methods that are not complex for the children; this is what he had to say

“I encourage the teachers to use model methods like demonstrations, collaborative learning during teaching but before they start using any method, I have to assess the methods to see if they are appropriate for all learners”. For example he added “you must use methods that bring meaning to the learners and that build the learners holistically. Encourage group work and cooperate with one another through team work”. (Inspector Charles).

The data gathered from the informants seem to indicate that the teachers understand the reasons of using various methods to lift the quality of teaching and learning, like in applying Vygotsky’s Zone of proximal development (1978), the use of group work is an efficient way of teaching diverse classrooms as the teachers seem to value the importance of the whole

class and group teaching. The effort of the inspectors and the head teachers to encourage the teachers to use model methods and assessing the methods to ensure that they benefit all learners helps to improve the quality of the education.

According to the data, assessment featured as one of fruits that are born out of school inspection. The informants confided that School inspection has enhanced their attitudes towards assessment since the curriculum demands them to conduct continuous assessment. By so doing they are able this way: “With the Thematic curriculum that we use in Lower primary classes, it demands of us to assess children’s competences in all the learning areas. And when the inspectors come the first thing they demand of is the progress records of the children.” (Tr Liz).

4.3 Theme Two: Strategies used by Inspectors to try to influence the quality of inclusive Education

This theme sought to examine the strategies inspectors used while carrying out inspection. Two aspects appeared that inspectors provided feedback after inspection and the inspectors also used classroom visits to ascertain how teachers are trying to implement quality education in their classrooms Directorate of Education Standard Agency (ESA) has introduced other form of inspection model called monitoring and learning achievement whereby they visit schools, administer the tests for example numeracy and literacy, the teachers mark and the school inspector analyses the results and after he discusses with the management, teachers and head teachers and he gives feedback.

Regarding to “How school inspection may influence the quality development of inclusive education practices?” it is depicted that quality in the education sector is an important task which can be achieved in several ways. Teachers are assured of quality when they interact with each other where they gain some knowledge to improve their work and when they utilize the feedback from the quality assurance officers such as Inspectors, School administrators and the Center coordinating Tutors. This is done as a joint commitment with some organs of the Ministry of Education and Sports. This kind of interaction is essential in that the quality of

education can be promoted. It is also important to point out that availability of education materials such as text books and other assistive devices like braille, hearing aids and others made available for learners. The data therefore suggests that the quality of teaching and learning will depend on many factors and this need to be considered during planning these among others include a positive environment that will provide a good relationship between teachers and inspectors during inspection.

4.3.1 Feedback from school Inspection

Teachers seem to regard oral and written feedback from school inspectors as an important stimulus for school improvement. Data revealed that teachers perceived the advice and feedback given through inspection reports and recommendations useful for making improvement in their work performance. The teachers acknowledged that inspectors give them both positive and negative feedback and they perceived the feedback from inspection as useful, however they also mentioned that sometimes they do not realize the importance of the inspection reports as one respondent noted that:

“Although the school inspectors endeavor to visit schools and later make recommendations, the reports and recommendations are hardly acted upon” (Tr Liz).

Similarly, another respondent noted that she had not realized the value of school inspection as she had not realized its results from the reports made by the inspectors as she explained:

“I don’t know the use of school inspection. I thought inspection was meant to build us teachers and our school holistically but to my surprise these inspectors visit schools they make recommendations there seems to be nothing done because when the inspector visits the same school the second time and third time he/ she always finds the same issues he identified” (Tr Milly).

The above statement indicates that there seems to be a problem of staffing in the area of special needs education. It means therefore that teaching tasks will be compromised by dodging, if inspectors’ recommendations are not taken into consideration by the responsible stakeholder then the district will maintain poor performance and thus the quality of education compromised.

However, data showed that feedback given to teachers during and after inspection may have an impact on the promotion of inclusion. As echoed by the respondents.

“The feedback from my Inspector, head teacher and CCT is very important for me because they give me feedback on good and bad things that I do and they encourage me to improve”. (Tr Milly). Another respondent added that

“The feedback from inspectors is always positive because when they are giving feedback at least they conference with the teacher, I feel honored because my weaknesses and strength are identified and this has helped me to improve my practice and my goal is to become a model teacher most especially in the field of special needs education” (Tr Liz).

The issue of feedback feature very well as in the study is noted that teachers need the school inspection feedback so that they get to know their strength and weakness. This was further emphasized in their responses when they perceived the advice they receive from their inspectors for making improvement in their work. For example Milly expressed it this way:

“Inspection feedback makes us change our way of working, in terms of preparation, Management and lesson delivery.”

This response was confirmed by the head teacher Leonard who said that *“feedback was relevant for them as administrators because they try to work on the priority needs of the school”*. This means that feedback if given at the right time can be of greater benefits to school managers.

4.3.2 Relationship between Inspectors and the teachers

Data reveals 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. One of the respondent testified like this:

“When they come to inspect they try to use a friendly and polite language. For example, some of them can tell you I have not come to look for faults but to see possibly where you need guidance” (Tr Liz). Another teacher commented that school inspectors sometimes do not announce their coming but on arrival, they will first begin with an apology and requests you kindly that he wants to see your lessons or the class generally (Tr Milly).

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. As Tr Milly put it: *“When they come for inspection they will want to see whether you have approved and supervised lessons”*. This statement was complemented by another respondent who agreed that, the first things the inspector asks for are your schemes of work and lesson plans, and then he/ she will ask for the curriculum to see if you are following the curriculum and stating all the competences that even include special needs learners. (Tr Liz). Findings further reveal that there is an impact in the relationship between school inspection and school improvement. This was revealed when one respondent mentioned that *“due to the good relationship between inspectors and teachers, a good relationship between school inspection and school improvement has also been created in schools”* (Head teacher Eric).

4.3.3 School / Classroom visits

According to the data, the informants expressed that without classroom visits they would not feel the impact of school inspection. This was also the same revelation that was submitted by inspector Gershom (the CCT), that mostly *“inspection is all about observing lessons, school environment and all the other school activities”*.

The study indicated that inspection gives the inspectors opportunity to observe classrooms and thereby serves as a better basis for discussing development of a school with the head teachers; gives school inspectors an opportunity to learn about schools, head teachers, the curriculum, learners. This was submitted by one of the inspectors and this is how he put it: *“Inspection serves many purposes in the education system, which is to monitor education standards, tracking standards and performance levels, collect evidence of good or poor work, to learn about schools, teachers, learners and the head teachers, and identifying school failures.”*

Besides that, the data also reflected that classroom visits by inspectors is a boost in raising quality in teaching and learning because apart from the aforementioned, inspection of classrooms provides information on the type of methods and materials a teacher is adopting or adapting during teaching thus helps to know whether they are appropriate for the lesson. This reflection was made by inspector Charles when he said like this: *“When we inspect we*

give reports inform of feedback and our reports expose some short comings of the teachers and the head teachers, and this creates opportunity for improvement to ensure quality effective lesson delivery.” Inspector Gershom (the CCT) complemented this statement when he said: *“Inspection reports after classroom visits helps to improve the quality of the lessons of the teachers and helps in developing teachers professionally”*. At the same time data showed that the reports after inspection exposes the level of performance of the teachers in class and in school and enables one to know whether a school is performing well or not. The feedback report also helps in knowing the needs of the school, in terms of instructional materials, teachers, and instructional facilities; while the school inspection can also be used as a yardstick for promoting the school from one status to another. For example, inspector Gershom put it this way: *“When I go for classroom visits, I find it easy to learn the teacher very well, I learn about the school culture, whether the culture is for quality education or for poor education.”*

4.4 Challenges School Inspectors face during Inspection

The study also found that school inspectors did not seem to be satisfied with their work conditions. For example, data revealed that effective inspection of schools is hampered by inadequate funds to run the activities of inspectors. This was revealed when Gershom expressed that: *“money is believed to be the vehicle of evangelism’ so for us we can’t run our motorcycles that will convey us to and from schools, we lack stationery as well as other logistics during the exercise”*. This testimony was complemented by inspector Charles who said that *“The lack of adequate funds to buy stationery makes it difficult for meaningful reports to be prepared after inspection, inspection is supposed to be carried out regularly, in view of the numbers and population in schools as well as the prevailing cases of misdemeanors in schools”*. In addition data also indicates that the time being scheduled for inspection of schools in Uganda is inadequate. In an ideal situation inspection of schools should be carried out on a regular basis in view of the fact that there are many issues that manifest in schools daily, of which attention of the government is needed. This was a concern in both the teachers and the inspectors, as they lamented like this: *“Due to inadequate time, inspection in schools is superficial and mere formality”*. (Head teacher Leonard). Similarly Inspector Charles added that: *“The limited time for inspection thus makes many inspectors to*

ignore vital areas in schools in Uganda.” It was important to note that inspection of schools in Uganda requires ample time for the inspectors to visit each school in every term.

Data further showed that inspections in Uganda are done to monitor whether schools adhere to the educational policy aims and objectives, to check whether the schools are in line with curriculum standards set in order to safeguard quality, but data revealed that in the face of limited resources such as time so many schools in the district can never be inspected. The study also identified the work of inspectors involving appraising, reviewing, regulating and controlling the curriculum performance and standards. And in such a view, the quality of teaching is judged in terms of how closely observable behavior counterpart those associated with student outcomes. Some of the teachers who participated in the study expressed fear that school inspection are used to evaluate their performance making them look inferior and reducing their morale. These expressions were evidently disclosed when teacher Milly had this to say: *“I get scared when some inspectors come and play the superiority role other than guiding and mentoring, then I lose interest and even don’t owe respect to the inspector.”* This means that teachers always fear to be inspected due to the fact that their weak areas will be identified and this at times poses a challenge for the inspectors to offer professional guidance and support.

Data further revealed that after inspection, results were not effectively and efficiently communicated to schools. Even parents hardly get to know about the progress of the school. And worse still teachers expressed disappointment that they were not informed either with respect to the findings of the school inspection and possible recommendations to be put in place. However, the study expressed a need for inspectors to be professional in their practice. But in the contrary the teachers felt that during school inspections some inspectors do not provide objective judgement for teachers and head teachers’ performance. This is what came out from all the teachers and the head teachers: *“School inspectors should provide objective judgement for teachers, head teachers’ performance; establish friendly and interactive atmosphere with teachers and head teachers and cultivate harmonious working relationship with teachers. They should stop their bullying attitude towards teachers and head teachers and do their work objectively with courtesy.”* This suggests that even though school inspection seems to achieve a lot in improving the quality of education in Uganda, there seems to be a lot of tension emerging as a result of school inspection among the teachers. This can be viewed in terms of fear, stress negative attitude towards inspectors.

4.5 Summary

This chapter dealt with data presentation, analysis and interpretation. Data was presented according to the themes that emerged from the data. Theme One (4.1) How School inspection is important and how it may influence quality education. Theme two (4.2) Strategies inspectors used during inspection and Theme three (4.3) Challenges of conducting school inspection.

Chapter five will present the discussion of the findings of the study.

5 Discussion and presentation of findings

5.1 Introduction

The previous chapters have looked at the background of the study, literature review, methodology, data analysis and interpretation of the findings. This chapter presents the discussion of the findings basing on the themes that emerged in relation to the sub research questions and later general perspective of the findings will be provided. The discussion will greatly refer to theories that are within the related literature and thus draw reflections from the whole study. This will have links with school inspection in this era of educational transformation.

5.2 Importance of School Inspection and how it may enhance inclusive Education

In this study it was important to delve into teachers' views/ perceptions about how they perceived the importance of school inspection towards improvement of teaching and learning and also to concur or disagree that school inspection offered professional support. Findings revealed that School inspection plays an important role in striving for quality education, thus helped teachers improve their practice. For example, as was testified by one respondent that: *“Through inspection the government guarantees that schools will deliver a satisfactory level of educational quality and equity to all learners”*. (Tr Liz). Similarly, data obtained from both teachers Liz and Milly again indicate that school inspection helped teachers improve their practice of teaching and learning. These findings are in line with the suggestion given by Wilcox (2000) that school inspection should develop teachers' pedagogical skills. Also Barrett (2005) who studied teachers' perceptions of the local community and education administrators in Tanzania concurs with the findings that teachers also viewed guidance provided by school inspectors to contribute towards professional development and keeping teachers up- dated with the curriculum reforms. This shows that school inspection also known as an external evaluation is aimed at leading to school improvement, therefore the role

of school inspection should not be overlooked but it should be looked at in a direction that ensures accountability to the government. Earley (1998) supports this findings that school inspection is more of a mechanism that ensures accountability to those who pay for the education of their children which aims at raising quality standards in education.

The findings also indicate that school inspectors play a great role in providing for quality education as echoed by one respondent that *“they conduct school inspection to identify areas for improvement and to guide on how the improvement is done through professional support”* (Inspector Charles). These finding are in line with OFSTED (1993a) who contends that the main purpose of school inspection is to promote school improvement through the identification of priorities for action and to inform the stakeholders about the school’s strength and weaknesses. This shows that school inspectors have a right to conduct inspection within the areas they are assigned. This right comes as a commitment of the government to monitor progress in education institutions. Due to this, they have powers from above and cannot be stopped as argued by Ehren & Visscher (2008).

However, data from the teachers who participated in the study expressed a need for inspectors to guide them in particular subjects. This expression is supported by MacBeath and Martimore (2001); Wilcox (2000); Leeuw and Cheerens (2005) and Ehren and Visscher (2008) that when teachers are guided and supported in a particular subject, it could be the value added of the school inspection towards school improvement in teaching and learning. Accordingly, the findings again capture the suggestion provided by Wilcox (2000) who sees that if teachers are to be inspected, they deserve school inspectors whom they regard as acceptable in the subject area. It is therefore important that teachers in Uganda are helped to find solutions to the problems they face , especially in connection with a specific topic and how to resolve the difficulties in teaching it especially if the aim of school inspection is to monitor and improve the quality of education provided by the teachers then they need to be supported to teach particular subjects or topics. But the support provided must be closely linked with the ability of school inspectors to handle a subject area.

5.3 Strategies Inspectors use during inspection

This study further investigated the kind of strategies school inspectors used and how such strategies are viewed by teachers on the potential benefits of school inspection towards

their work performance, in this case teaching and learning. In this study teachers in their statements stated that school inspection reports helped them improve in teaching and learning. The teachers gave reasons such as School inspectors in their reports indicate the strengths and weaknesses of the teachers in particular subjects and they try to suggest what should be the alternative or what the teacher should do. In so doing teachers are encouraged to capitalize their strengths at the same time enabling them to rectify the areas of weakness. These findings concur with that of Chapman (2001b) who studied changes in the classroom as a result of school inspection and Ehren and Visscher's (2006, 2013) study on the impact of school inspection for improvement found that both oral and written feedback from school inspectors was an important stimulus for school improvement.

But what is interesting is that, the findings observed that, although school inspectors give feedback in form of reports and recommendations to the respective stakeholders, these recommendations were not honored. These findings corroborated with the teachers' concerns that there was nothing done as a follow-up of what had been recommended by the school inspectors. This is in agreement with Harris et al., (2003); Grauwe (2007) who argue that teachers should be motivated to perform because they are committed to their work. It is therefore important for school inspectors to provide feedback effectively and efficiently in order to stimulate the quality of education and to inform all parties involved in the development of quality education (Penzer 2011), Ehren et al, (2008). This means that school inspection is still believed to be a mechanism for delivering change in the education fields as the heads, governors and staffs react to a series of government interventions and acts that are designed to raise educational standards. As Ferguson (2001) contends that school inspection reports do not only inform leaders, staffs and governors about key issues in the inclusion of the school's post inspection action as parents are also informed about their children's school. It was noted in the findings that the purpose of school inspection is to provide professional support and to identify the strength and weaknesses of the teachers and provide relevant feedback that can lead to quality education. This therefore reveals that the quality of education depends upon the quality of the teachers thus schools as the main focus of inspections need to develop their teachers professionally by giving effective feedback.

The study further sought to establish teachers' perceptions on the nature of school inspection visits and whether or not school/ classroom observation were carried out. Findings revealed that school inspectors visited schools once in academic year. And also findings revealed that

sometimes classroom observations were not sometimes carried out by the school inspectors. But teachers stated that school inspectors tended to collect their preparation books, lesson plans, and schemes of work. It is argued that the collection of prep books, lesson plans and schemes of work 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 teaching and learning process (Holan & Hoover, 2005). Coombe, Kelly and Carr- Hill, (2006) confirm that teaching and learning is what ultimately makes a difference in the minds of the pupils and affects their knowledge, skills, and attitudes meaningfully in society. The teaching and learning process therefore should be the main focus of the school inspection rather than the material evidence which is preparatory part of the process.

Furthermore, Chapman (2001b), Black and Wiliam (2001) 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.

The study also sought to find how inspectors related with the teachers, and head teachers. Findings showed that sometimes inspectors used friendly language, but sometimes the inspectors showed arrogance and belittled the teachers and the head teachers. These findings capture the suggestions given in by Leeuw (2002) and Ehren and Visscher (2008) who share a common thinking that there should be a positive relationship and respect between teachers and the school inspectors so as to have productive dialogue. Thus the reciprocity relationship as indicated by Leew (2002: 138) on a balance of “give and take” and “you too- me too” applies with special weight in this context. To Ehren and Visscher (2013), a good relationship between 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 to schools leads to improvement in teaching and learning. 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 teachers may be faced with challenges, frustrations especially those who work in difficult environments, school inspectors should employ more wisdom so that one can easily understand the personalities involved and especially the perceived difficulties of the

environmental setting where the school is located. It is understood that support from school inspection must aim at attaining high educational outcomes. Furlang (2002) & Sammons, (2007) contend that school inspection may as well play a major role in marketing respective schools in the community. Parents would like their children to be educated in schools that are performing. Reflecting on the argument of these scholars, it can be said that the role and purpose played by school inspection in schools is central and it should be supported by all stakeholders in Uganda.

It was also noted in the findings that school inspectors maintained good relationships with the teachers. This means that there is a good opportunity that schools can function on a positive way since teachers can also express their feeling regarding their work and get involved in the inspection exercise. When school inspectors were asked “How do you maintain positive relationship between teachers and pupils during the inspection process?” The inspector replied that *“they do not interfere with the learning process but they collect records then interact with the teacher after the lesson.”* This means that if the inspector is handling a big position and if the criteria of teacher assessment objective then teachers have to consider a friendly relation with the inspectors so they satisfy their authority. Ehren et al (2008), contend that teacher involvement in the inspection process can be increased through the relationship between teachers and the inspectors and through the way inspectors communicate with the teachers. They also added that a poor relationship diminishes the professional ethics of school inspection. Thus a good relationship between the inspectors and the teachers leads to a well-motivated and efficiency in work.

Even though more teachers also seemed to believe that their relationship with the inspectors was good, they also agreed that this relationship was very important for them to improve their practice, the head teachers who also participated in this study concurred with the teachers and agreed that school inspectors helped to change their approach towards teachers as compared to the previous inspections carried out before. This therefore gives an impression that the government can be assured of efficiency in schools since inspectors are aware of what teachers do since they interact with them frequently. Through this interaction teachers are assured of more professional support from the inspectors. These findings concur with Ehren & Visscher (2008), who share a common understanding that, there should be a positive relationship and respect between teachers and school inspectors in order to have a productive dialogue.

However some teachers indicated a negative relationship between them and the school inspectors. Some teachers indicated that they feel stressed and worried when inspectors visit schools and are interested in observing their lessons. According to the teachers responses it seems that most of them develop “*goose pimples*” when the inspectors sit behind the class observing their lessons. This shows that the teacher-inspector relationship is viewed in the same direction but the relationship becomes that of the subordinate and the superior and this kind of relationship cannot lead to efficiency in the education sector, more research therefore needs to be done to establish if really the teacher-inspector relationship influences the quality of education. This finding also capture the suggestion of OELMEK (1999) who share a common understanding that this relationship is not effective due to the fact that inspectors have failed in their roles as counselors and that their administrative role predominated their role as counselors. According to some teachers some inspectors still use harsh language that demotivates them and it cannot help in the improvement of teaching and learning. This reveals that there might be some inspectors who still consider themselves as superiors over their subordinates yet this in turn may affect teachers’ productivity and efficiency hence since they are the curriculum implementers they will maintain poor quality education.

For quality education to be achieved, inspectors need to work with teachers as partners. The study also found that some inspectors are not aware of the teacher’s needs; most teachers mentioned that at times inspectors are not aware of their real needs like text books, teaching aids. This means that in order to mend the relationship between the teachers and inspectors, inspectors should be made alert of the teachers needs as the first step. This finding is in line with Rowland & Birkett (1992), Guskey & Sparks (2000), who agree that a person conducting the appraisal should know the teachers strength and weaknesses very well and should have close interest in the performance of their subordinates. As opposed to the above finding, most teachers admitted that some time they are also not prepared to teaching and hence this angers the inspectors. It is therefore important for the inspectors to strive to make all possible ways of improving the work of the teachers. Perhaps some stress is caused by frustrations and working in the rural area which limits opportunities for progress.

The study also found that teachers were using the right methodology to manage the inclusive classrooms which help learners’ to acquire the basic knowledge and skills that are important for shaping their future life after school experience. As argued by Nkinyangi (2006), that in any learning institution, teachers have to take the responsibility of improving teaching and

developing pupils' knowledge, understanding skills in all the curriculum area. Therefore school inspectors must ensure that at all times teachers are using the right methodology that is in line with the needs of learners. However the teachers' ability in monitoring and assessing their effectiveness and their individual classrooms should not be over looked because this can help them to improve.

5.4 Challenges school inspectors and teacher face during school inspection.

In this study inspectors expressed dissatisfaction with their work. However though it is said that school inspection plays an important role in influencing the quality of inclusive education, it was also noted in the findings that the role played by school inspection seemed to be minimal. Some respondents noted that school inspection is a stressful act and they do not see its intended purpose as one that influences the quality of inclusive education.

According to them when school inspectors visit schools they only dwell in the schemes of work, lesson plans and in most cases some inspectors handle them in unprofessional manner by intimidating them. The school inspectors therefore visit schools to look for faults and not supporting and guiding the teachers as the intended purpose of school inspection should be.

In line Kogan & Maden (1999), Earley (1998), in their study they found that school inspection generally brings about little improvement in the quality of teaching and learning within schools. In addition Shaw et al (2003), Rosenthal (2004), also found that there was a decline in students' achievement during the year of inspection visits. Ehren et al (2006) on the other found that although inspectorates are not directly involved over the control and responsibility of the entire school improvement, both the direct (like providing direct feedback to schools and indirect interventions (like the publication of the school reports) are aimed at leading to school improvement. School inspection can therefore be seen as a catalyst for change if all the stakeholders take the initiative and welcome SI as an improvement process; this also is supported by Wilcox & Gray (1996).

It was further found in the study that during classroom observation, inspectors are able to identify the strength and weaknesses and they are able to set recommendations for improvement. Inspectors therefore have to conduct continuous assessment, monitoring and

reviewing of the performance and progress of the pupils. In line with Nkinyangi (2006), they also review the instructional methods of delivery in order to produce a desired impact on school improvement. Learmonth (2000) also concur in his study that it would be a waste of time if inspectors inspect schools without checking what takes place inside the classroom. This means that teachers should be assured and reminded that they are professional partners and that their schools are potential institutions for promoting the quality of education for all students through the use of correct methodology, curriculum and positive attitude towards every pupil. Reflecting back to the findings, it should be said that classroom observation, teaching and learning should always be prioritized in any inspection by so doing the quality of education can definitely be improved.

Further findings suggested that teachers do a lot of work to enhance the quality of education despite stumbling blocks. As suggested by Ofsted (2012), inspectors should ensure that the teachers and senior staff are updated on how the inspection proceeding and the inspection teams reach their judgment. In this respect, teachers must be involved in the inspection process so that they can present their views on issues concerning the inspection as part of the pre inspection discussions, and participate in joint classroom lesson observation. In a way this leads to increased teacher- inspector relationship. In regards, Ehren et al (2008), believes that this relationship encourages good communication between teachers and inspectors and later lead to better performance. As opposed to Earley, Fider & Ouston (1996), they argue that a poor relationship diminishes the professional ethics of school inspection. At the same time they agree that a good relationship between the inspectors and the teachers leads to a well-motivated and efficient work and ensures mutual understanding and trust. Therefore it should be noted that mutual trust is a key to team work and efficiency that can result into quality education.

However it was also noted in the study that although teachers strive for quality education, the concept of Inclusive education faces a lot of challenges particularly in Kumi district where the study was conducted for example there are limited classrooms, desks, latrines and the class size or pupil population is always high. With all this stumbling challenges, it can be deduced that though teachers strive for quality education through improved teacher pupil performance and relations, they still lag behind due to a number of factors that contribute to poor performance. Inclusive education is not an easy concept to implement therefore teachers need adequate knowledge and training to manage the inclusive classrooms. This means that a lot

has to be done by both school inspectors and teachers in order to enhance quality education, quality therefore can be achieved if all the facilities that facilitate learning are put in place. It was also found that the unprofessional behavior of some inspectors has been a topic of discussion over the years as to what extent they influence teachers' attitudes. In this study it was found that when some inspectors visit schools, they harass the teachers before the pupils and they concentrate on teachers short comings not what influences learning and teaching for better quality. This is quiet challenging because inspectors need to build positive attitudes in teachers and they need to work with the teachers as partners in education who share a common goal to encourage pupils learning and develop positive attitudes towards learning. In relation to MOES (2012), Combe et al (2006), inspectors need to encourage pupils to develop positive attitudes towards learning.

In addition Masara (1987) noted that some teachers have developed anxiety about inspection and they are unable to carry out their duties well. This comes as a result of poor approach used by the school inspectors during the inspection process and this has led to teachers being demotivated. Emily (2011), Sergiovann& Strarrat (2007), contend that school inspectors should encourage a feeling of satisfaction among teachers through creating interest in them as important partners in the field and encourage intrinsic motivation so that teachers can develop a feeling of personal enjoyment, interest and pleasure at work. In relation Deci (1999) also is in line with Emilly, Sergiovann& Strarrat that intrinsic motivation energizes and sustains activities through spontaneous satisfaction. In this study, it was found that teachers receive motivation from their superiors in terms of refresher training courses and they are also encouraged to pursue further studies to better their education. It was further found that head teachers as well motivate teachers by offering meals at school, having friendly meetings and providing positive comments towards teachers work. Quality can be achieved if the teachers are willing to work with vigor and if they are supported by their superiors.

However though some respondents (teachers) said that the feedback from inspection was useful for improvement, the study also found that some respondents did not attach much value to the school inspection feedback as some mentioned that though inspectors visit schools they place much attention to the teachers mistakes and lesson plans and also if they identified issues, the recommendations and reports they write hardly get acted upon. This therefore revealed that if the school inspection feedback is not taken into consideration then the quality of education may be comprised, also poor feedback in terms of inspection reports and

recommendations may make teachers relax hence increasing the number of indiscipline cases. In line with Hattle & Timperley (2007), they argued that not all feedback from the school inspectors is useful for schools. This therefore means that there is a lot of research that should be carried out on whether school inspection feedback is adequate enough to influence the quality of education. As opposed to Hattle & Timperley (2007), Ehren et al (2013) noted that educators need to see feedback as relevant, understandable, accurate, clear, and useful. This makes feedback to have the ability to influence the quality of inclusive education. However Gray & Wilcox (1995) assert that the feedback from the school inspectors will have a larger chance of being used if the teachers too are involved in the recommendations and if support is provided to schools rather than recommending without any support. In this study it was found that teachers were partially involved in the feedback process by interacting with their inspectors and to know about their strength and weaknesses but according to the teachers' inspectors hardly involve them in writing the recommendations. This leaves teachers in suspense since they may seem to think that they are not considered as partners in education.

Despite these challenges, the government cannot relegate inspection because at some point it is noted that benefits are realized in the process though more is desired. School inspectors are capable of identifying weaknesses and strength of teachers. As revealed in the findings that inspectors identify teachers' strength and weakness and give them feedback according to what they have found. The process of identifying teachers' weaknesses and strength helps to improve teachers practice and it makes them accountable for the quality of education they provide to the pupils.

Nevertheless, some successes of school inspection noted in the findings cannot be over celebrated. One would argue that school inspection is believed to have serious side effects that are too stressing (De Wolf & Janssens 2007). Research conducted in the Dutch primary schools showed that SI has very little impact on students results (Luginbuih et al 2007). Another study conducted by De Wolf & Janssens (2007) also yielded similar results. However in Uganda the findings showed that teachers perceive the role of SI as that aimed at providing necessary advice and support so as to ensure the improvement of schools and education in general. Another finding also suggested that head teachers agreed with the teachers as they mentioned that SI helped them to guide, influence, and support and lead their teams towards school improvement. This finding was supported by earlier research of Kamuyu (2001) who believes in minimum standards that should be adhered to and to offer a purposeful and

constructive advice in the improvement of teaching and learning in schools. If this is the reality then inspection acts as a link between schools and authorities (De Grauwe, 2008). Indeed, the role of school inspectors is to ensure that teaching complies with the institutional expectations and to provide support to teachers.

Going through the findings, it was frustrating to note that some teachers perceived school inspection as an external imposition where the inspectors impose authority to them. This creates imbalance of priorities. This imbalance is confirmed by the research conducted by Sembirige (2009) who established that inspection was more threatening and stressful to the teachers because it only aimed at judging teachers than considering their expertise.

Considering the local practice in Uganda SI seems to have little to offer for the improvement of schools. This therefore, presents a distorted picture of SI and its outcomes towards contributing to quality development in schools. The government feeling is that inspectors have enormous role to play in ensuring that the quality of teaching offered to learners will aim at benefiting them in terms of employment and further education and the inspectors need to help teachers in assessing how learners are progressing (MOES, 2012). While at the same time, the Ugandan education seems to be fully committed to embracing quality development of inclusive education despite shortfalls the education system encounters. Involvement in this respect is seen when inspectors are assigned to monitor schools which the government can use for other interventions.

On the contrary, the study found that teachers are keen to improve their service delivery although the support they receive from the school inspectors is inadequate due to lack of professional ethics on the part of some inspectors. When inspectors see that schools have some infrastructural problems such as classrooms, desks, textbooks, latrines there is little or no help offered. This has led to schools viewing inspection as a waste of time or just a creation of job opportunity for selected elite's citizen in the country. Therefore it can be deduced that though the teachers show interest in improving the quality of education, the unprofessional conduct of some inspectors, limited supportive structures makes them demotivated at their work. Findings also revealed that inspectors focus on class work and they also observe the schools structures they make recommendations but little is done by the office of the DEO in relation to the inspectors recommendations. Attempts to hear the DEO'S voice on this allegation remained futile since he was always busy with other duties perhaps he would have explained further about this issue of recommendations.

6 Recommendations and conclusion

6.1 Introduction

After looking at the analysis and discussion of the findings, it was seen that both main research question and minor research question were answered despite weaknesses encountered. This chapter will present the recommendations and conclusions taking into account the gaps noted as regards to “How school inspection may influence the quality development of inclusive education practices in Uganda?”

6.1.1 Recommendations

Recommendations in this chapter are discussed based on the presentation of findings and the responses that emerged from the respondents. Some of these recommendations are suggested for the Government of Uganda and the Ministry of Education and Sports (MoES). These include professional awareness, renewed vision, the role of leadership and further research. Later conclusions are drawn.

6.1.2 Professional awareness

It is an opportune time that inspectors and teachers in Uganda need orientation on professional ethics. This can be done at school level, zonal level or at district level. During such sessions professionals should be made aware of what they are expected to do. In a true sense, this must be ongoing practice that should result to awareness of roles of different working partners. Officers should be exemplary people and need to have a common language of practice. Reflecting on Ofsted (2010), the Officers (School inspectors) must demonstrate their ability by providing continuous professional support so as to help teachers learn about their roles and gain more knowledge, skills and confidence to encourage learners to become independent. In line Nkinyangi (2006) also believes that there is need for teachers to take a responsibility of improving teaching and learning and developing pupils’ knowledge. However this can be possible if the teachers are made aware of their professional responsibility.

6.1.3 Renewed vision

The ministry of education should work hand in hand with head teachers and school inspectors to revise inspection procedures in schools. Sometimes teachers are traumatized to see inspectors in school corridors. These years the focus should be on supervision as opposed to inspection which can be done after a length of time. In addition, there is need to iron out inconsistencies that have been committed for the past years surrounding the issue of inspection. This will help to change the attitude of teachers towards the inspection exercise and look at it as one that brings about positive change. As suggested by MoES (2012), there is need to encourage teachers and pupils to develop positive attitudes towards school inspection.

6.1.4 The role of leadership

Leadership is about ability to lead a group of people in order to produce effective results. If properly managed leadership can be enjoyed because it has a respective value (Fullan, 2003). Inspectors and head teachers are potential leaders in schools and they need to demonstrate that they have the ability to lead a particular group. Experience has demonstrated that in most cases, bad leaders produce undesirable results as opposed to effective leaders. Those concerned with inspection should create conducive working environments for both experienced and inexperienced teachers. They should be modest in their language and examine the needs of the schools as that working as fault finders. Inspection should be done in a more friendly way to access what schools require and write recommendations for improvement. As added by Chima et al (2012) that leaders should foster good relationship that encourages intellectual stimulation among the staff in an effective way. Based on this it is important for leaders to ensure that they present themselves as people who move government policies forward and they need to emphasize supervisory and not inspectoral practices in order to bring about desired goals.

6.1.5 Further Research

Based on the amount of literature and knowledge that is available as regards school inspection in Uganda, this study is one of the few that has attempted to explore how school inspection

may be used to enhance the quality of inclusive education. The issue is that the government of Uganda needs to develop a comprehensive research agenda for schools most especially on what should be done to improve quality education in the Country. Due to scanty literature at country level as regards school inspection, more research needs to be conducted so as to inform the general public what is going on in schools.

As a practice, schools should also reconsider their positions in terms of teaching approaches, clearing misconceptions on policies and work in collaboration with research activities. The government and schools should research about which teaching approaches are effective and what issues are facing schools. This can be done as an action research in a school or collaborative research. The Ministry of Education and Sports also needs to track Academic achievements at the schools and establish scientific standards

6.2 Conclusion

The purpose of this study was to investigate how school inspection may influence the quality development of inclusive education practices in Uganda making suggestions as to ways in which school inspectors can have a positive impact on teachers work performance. According to the findings of this study it was concluded that the study was conducted on a small scale due to the nature of the research design the study adopted and the few number of informants used during data collection, therefore it cannot be generalized to the entire country but it was noted that school inspection plays an important role in influencing and improving the quality of education particularly in Kumi district where the study was conducted. Some scholars like Grauwe (2007) look at school inspection as a dictatorial and a controllable policy in the practice of education yet the world today considers school inspection a great concern that can be used in the improvement of quality education provided in order to meet the needs of a global market economy. School inspection hence is accountability in education. By virtue of inspections currently conducted in Ugandan schools, we cannot say that inspectors are the most knowledgeable officers. They still need more professional development to equip them with new skills and knowledge regarding their profession. As argued by Wilcox (2000), that the acceptability of school inspectors by the teachers depends largely on their competence in a subject area and the extent to which they can demonstrate their skills in teaching. Coombe et al (2006) adds that teachers need to promote critical thinking that will enhance pupils to apply the acquired knowledge in their daily life. To ensure this, monitoring of the pupils ability and

teachers competence in the classroom setting and professional support should be the major role of the school inspectors if their impact is to be recognized.

This study also highlighted the strategies the school inspectors use during inspection and their capacity to conduct a full and thorough inspection as a strategy of providing feedback to the teachers and building positive relationships that influence quality. Quality education still remains a problem since the teachers are unable to fully embrace the inspection process. Yet school inspection has been proved to be the major means through which the government can monitor the quality of education provided in the community. Governments should provide schools with enough resources, funds, more time should also be allocated towards the inspectorate in order to improve the quality of education than focusing on the old systems of inspection; the Ugandan educational institutions need to transform to meet global challenges that are impeding progress. It is also better for the government to learn from other countries on how efficiency is cultivated in schools.

Lastly findings and recommendations done in this research are not exhaustive. A lot is desired in order to inform professionals on the best practices in schools at the country level. Due to the knowledge gaps existing in this study, the investigator suggests that more research be conducted. Findings and literature in this study may be used to improve practice at some level in Uganda.

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7 Appendices

Appendix A: INTERVIEW WITH SCHOOL INSPECTOR

1. Could you please help me explain what you understand by school inspection?
2. What strategies do you use during the inspection exercise?
3. What procedures and measures do you follow to ensure school inspection helps to improve the teaching and learning in the classroom?

Can school inspection be effective enough to influence the quality development of inclusive Education?

4. To what extent does the inspection process help in the improvement of inclusive Education
5. Can you explain the methods and approaches you use during the inspection exercise?
6. You as the inspector, how do you maintain positive relationships between teachers and the Pupils during the inspection process?
7. What challenges do you meet during the inspection exercise?

Appendix B: INTERVIEW WITH CENTER COORDINATING TUTOR

- 1 .what do you understand by the terms school inspection and inclusive education?
2. How relevant is the supervision you conduct to the Education system in your District?
3. How do you ensure that the strategies and procedures you use during the monitoring and supervision of schools help teachers to include all learners in the classroom?
4. In your opinion what are the challenges facing the inspection process in your district and as a CCT what have you done to curb these challenges to ensure that quality education is delivered to the learners

Appendix C: INTERVIEW WITH THE TEACHERS.

1. What is the meaning of school inspection and Inclusive Education?
2. How important is school inspection towards helping you in the improvement of teaching and learning in the classroom?
3. What kind of support do you get from your school inspector and head teacher during the Inspection process?
4. What kind of methods and strategies do you use to teach the inclusive classroom?
5. How do these methods suit individual learners with diverse backgrounds?
6. What are the challenges associated with school inspection in your district?
7. Suggest ways you think can improve the quality of inclusive education in your district.

Appendix D: INTERVIEW WITH THE HEADTEACHERS

1. How does School inspection attempt to enhance inclusion?
2. What strategies do you encourage your teachers to use to manage inclusive classrooms?
3. How effective is school inspection in helping your teachers lift the standard of education?
4. What kind of feedback do your teachers expect from the school inspectors?
5. Does this feedback help them improve practice?
6. How do you demonstrate the spirit of inclusive agenda in your school?
7. In your opinion what are the problems facing the inspection of inclusive classrooms in your School?
8. Suggest ways that can improve the quality of inclusive education in your school and district.

Appendix E: Introductory letter from Department of Special Needs Education. UIO

UiO  Faculty of Educational Sciences
University of Oslo

AGUTI, Sarah

Date: 25 June 2014
Your ref.:
Our ref.: int./2014 JBH/db

TO WHOM IT MAY CONCERN:

This is to certify that **AGUTI, Sarah**, date of birth 03.03.1984, is a full-time student pursuing a course of study at the Department of Special Needs Education at the University of Oslo, Norway, leading to the degree of Master of Philosophy in Special Needs Education (M. Phil. SNE).

This is a continuous two-year programme run on the "sandwich" principle, which involves periods of study and field work/research in both Norway and the home country. The student has successfully completed both the first and second semester of the initial study period in Norway and is now working on the collection of data and the writing of a thesis during the autumn semester 2014. This involves a period of field work in Uganda. The student will return to Norway at the beginning of January 2015 and the period of study will be completed at the end of May 2015 in Norway.

The main responsibility for supervising the research, developmental work and thesis remains with the Department of Special Needs Education, University of Oslo, Norway. However, we would kindly request that the relevant authorities give the student the access required to the schools and educational establishments necessary in order to undertake field work and research. We would also be most grateful for any assistance that is afforded to the student which enables her to carry out this work, particularly the use of facilities such as access to telephone, fax, e-mail, computer services and libraries at the various educational establishments.

Yours sincerely


Associate Professor Jorun Buli-Holmberg

Joint Academic Head of International Master's Programme

Department of Special Needs Education

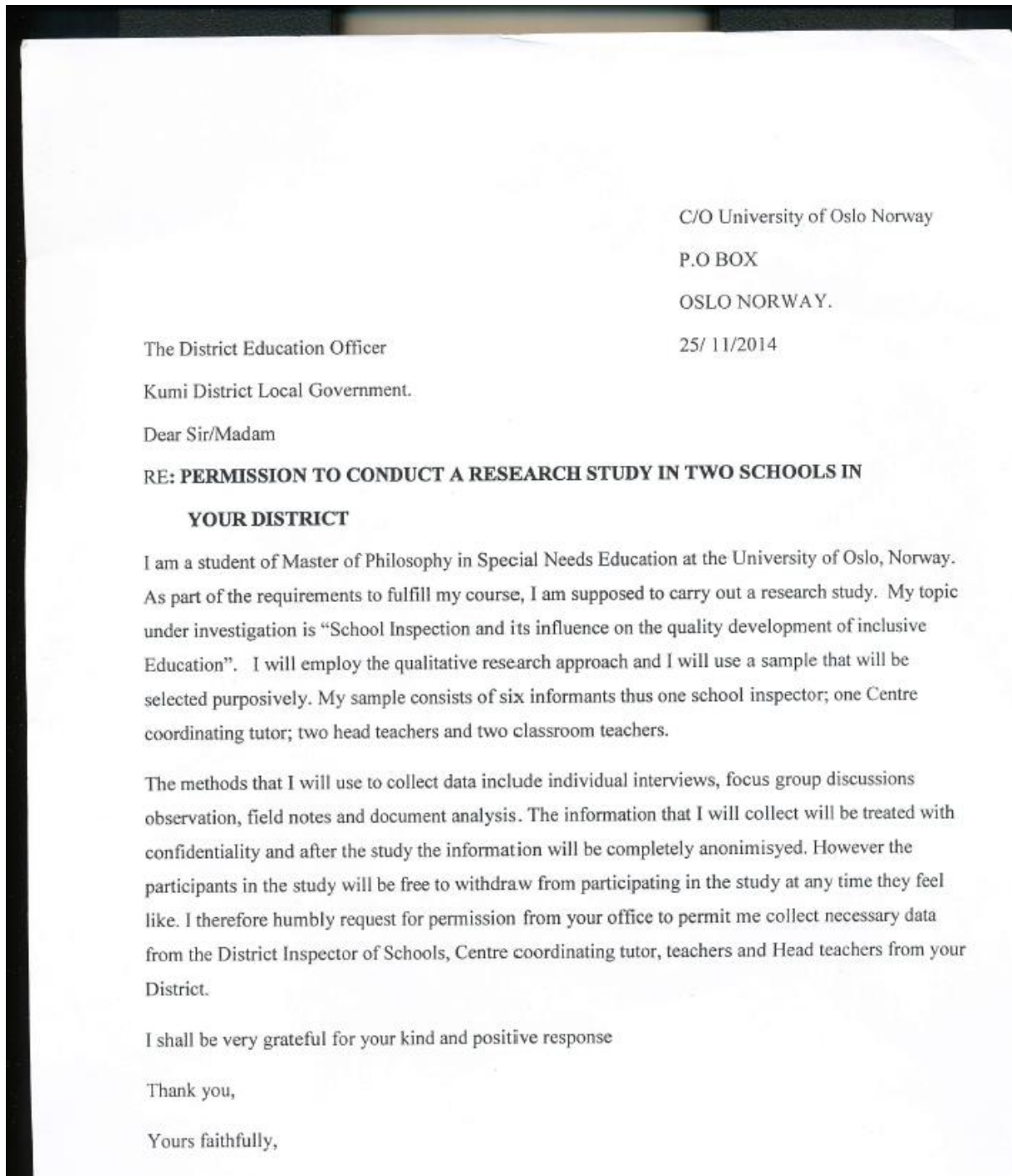
Officer in charge:
Denese Brittain (+ 47) 22 85 80 75, d.a.brittain@isp.uio.no



The Department of Special Needs
Education (DSNE)
Postal addr.: PO Box 1140 Blindern, 0318
Oslo
Visiting addr.: Helga Engshus, 4. etasje,
Sem Sælands vei 7, 0371 Oslo

Phone: (+47) 22 85 80 59
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www.uv.uio.no/isp/
Org. no.: 971 035 854

Appendix F: A letter requesting for permission to conduct a research study in the district.



Appendix G: A letter of permission granted from the DEO'S Office

C/O University of Oslo Norway

P.O BOX

OSLO NORWAY.

The District Education Officer
Kumi District Local Government.

25/ 11/2014

Dear Sir/Madam

**RE: PERMISSION TO CONDUCT A RESEARCH STUDY IN TWO SCHOOLS IN
YOUR DISTRICT**

I am a student of Master of Philosophy in Special Needs Education at the University of Oslo, Norway. As part of the requirements to fulfill my course, I am supposed to carry out a research study. My topic under investigation is "School Inspection and its influence on the quality development of inclusive Education". I will employ the qualitative research approach and I will use a sample that will be selected purposively. My sample consists of six informants thus one school inspector; one Centre coordinating tutor; two head teachers and two classroom teachers.

The methods that I will use to collect data include individual interviews, focus group discussions observation, field notes and document analysis. The information that I will collect will be treated with confidentiality and after the study the information will be completely anonymised. However the participants in the study will be free to withdraw from participating in the study at any time they feel like. I therefore humbly request for permission from your office to permit me collect necessary data from the District Inspector of Schools, Centre coordinating tutor, teachers and Head teachers from your District.

I shall be very grateful for your kind and positive response



Thank you,

Yours faithfully,


.....
AGUTI SARAH

DIS/IS/CCTS/HTE

*Pse accord the better
every assistance she
needs towards this cause.*

 26/11/2014


Appendix H: Informed written consent to participants.

Dear Respondent.....

I am AGUTI SARAH currently a student at the University of Oslo Norway pursuing a Master's Degree of Philosophy in Special Needs Education 2013-2015. Currently I am in Uganda specifically Kumi district to conduct a research study as a fulfilment requirement for the award of a Degree of Master of philosophy in Special Needs Education. My Research topic is: "School Inspection and its Influence in the Quality development of Inclusive Education". The responses that you will give, will only be used for purpose of the study and will be treated with utmost confidentiality, with association made to your names or schools during the project and after the project is completed by 31st/05/2015 and published in the final Thesis all data collected will be anonymised. For purpose of this study, I choose to interview the Classroom teachers, Head teachers and School Inspectors and field notes will be conducted simultaneously with the interview. Classroom observation will be conducted so as to gain insights into the strategies teachers use in practicing inclusive Education and how they react to school inspection. The informants will be viewed as collaborators and pseudonyms will be assigned to them for example D, B, and H. For purpose of recording data I will request you to allow me audio record all our voices during the interview session and the recorded information will be deleted as soon as the project has ended.

I am therefore humbled to request you to participate in this twenty five minute interview by answering the questions genuinely. I am also requesting that you allow me observe your forty minute lessons. However participation is voluntary and you can withdraw at any time without explaining why you have withdrawn or lost interest in participating in the study.

Thank you for your kind acceptance to take part in this study. Once again I would like to assure you of utmost confidentiality in this process.

Yours faithfully

AGUTI SARAH

Master Student. University of Oslo, Norway.

Appendix I: Permission to conduct a Research Study from Norwegian Social Services.

Norsk samfunnsvitenskapelig datatjeneste AS
NORWEGIAN SOCIAL SCIENCE DATA SERVICES



Harald Hårfagres gate 29
N-5007 Bergen
Norway
Tel: +47-55 58 21 17
Fax: +47-55 58 96 50
nsd@nsd.uib.no
www.nsd.uib.no
Org nr. 985 321 884

Jorunn Buli-Holmberg
Institutt for spesialpedagogikk Universitetet i Oslo
Postboks 1140 Blindern
0318 OSLO

Vår dato: 29.08.2014

Vår ref: 39317 / 3 / KH

Deres dato:

Deres ref:

TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 17.07.2014. Meldingen gjelder prosjektet:

39317	<i>School Inspection and its Influence on the Quality Development of Inclusive Education Practices</i>
Behandlingsansvarlig	<i>Universitetet i Oslo, ved institusjonens overste leder</i>
Daglig ansvarlig	<i>Jorunn Buli-Holmberg</i>
Student	<i>Sarah Aguti</i>

Personvernombudet har vurdert prosjektet og finner at behandlingen av personopplysninger er meldepliktig i henhold til personopplysningsloven § 31. Behandlingen tilfredsstiller kravene i personopplysningsloven.

Personvernombudets vurdering forutsetter at prosjektet gjennomføres i tråd med opplysningene gitt i meldeskjemaet, korrespondanse med ombudet, ombudets kommentarer samt personopplysningsloven og helseregisterloven med forskrifter. Behandlingen av personopplysninger kan settes i gang.

Det gjøres oppmerksom på at det skal gis ny melding dersom behandlingen endres i forhold til de opplysninger som ligger til grunn for personvernombudets vurdering. Endringsmeldinger gis via et eget skjema, <http://www.nsd.uib.no/personvern/meldeplikt/skjema.html>. Det skal også gis melding etter tre år dersom prosjektet fortsatt pågår. Meldinger skal skje skriftlig til ombudet.

Personvernombudet har lagt ut opplysninger om prosjektet i en offentlig database, <http://pvo.nsd.no/prosjekt>.

Personvernombudet vil ved prosjektets avslutning, 31.05.2015, rette en henvendelse angående status for behandlingen av personopplysninger.

Vennlig hilsen

Katrine Utaaker Segadal

Kjersti Haugstvedt

Kontaktperson: Juni Skjold Lexau tlf: 55 58 36 01

Vedlegg: Prosjektvurdering

Dokumentet er elektronisk produsert og godkjent ved NSDs rutiner for elektronisk godkjenning.

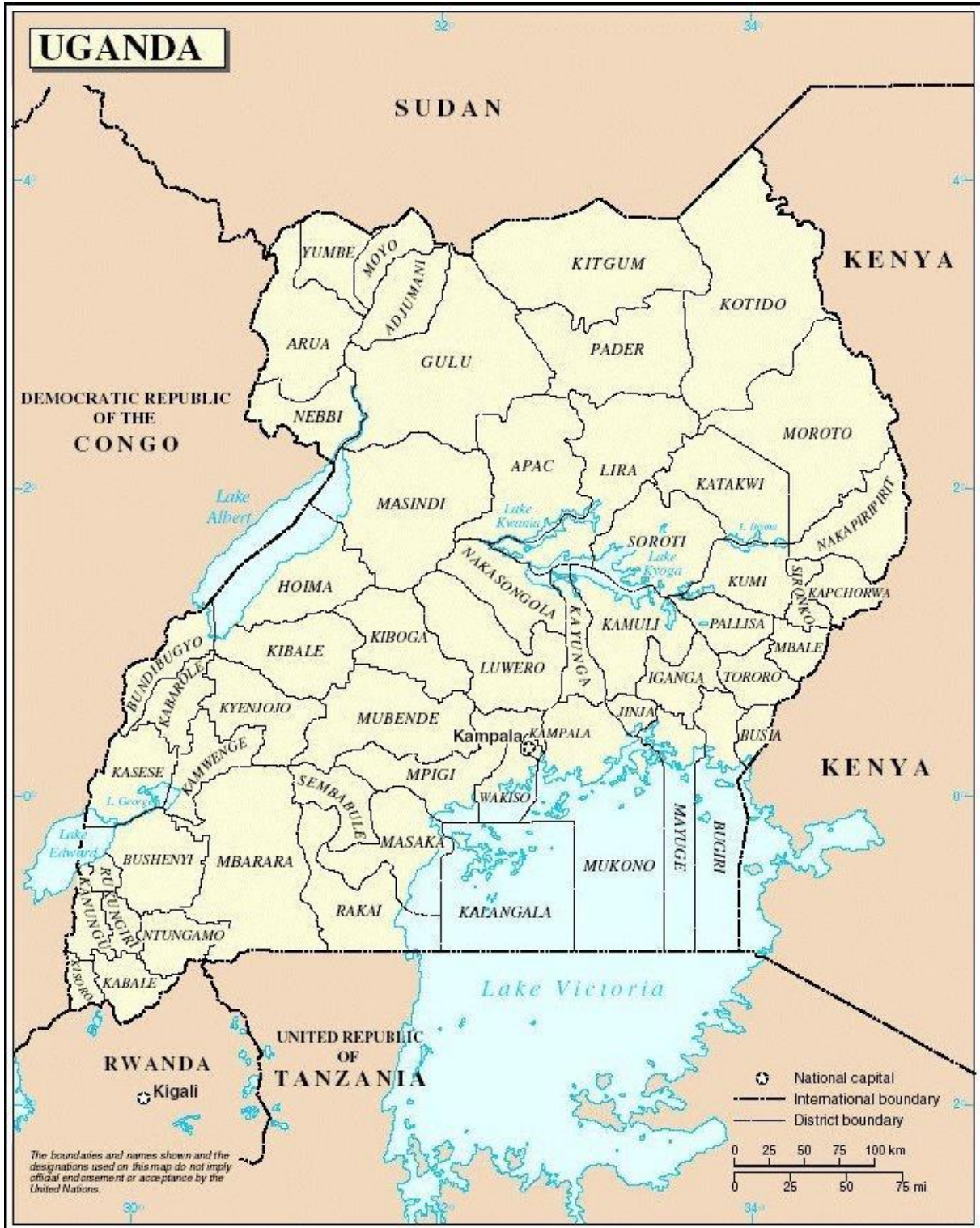
Avdelingskontorer / District Offices:

OSLO: NSD, Universitetet i Oslo, Postboks 1055 Blindern, 0316 Oslo. Tel: +47-22 85 52 11. nsd@uio.no

TRONDHEIM: NSD, Norges teknisk-naturvitenskapelige universitet, 7491 Trondheim. Tel: +47-73 59 19 07. kyre.svarva@svt.ntnu.no

TROMSØ: NSD, SVF, Universitetet i Tromsø, 9037 Tromsø. Tel: +47-77 64 43 36. nsdmaa@svt.uit.no

Appendix J: Map of Uganda showing Kumi district where the study was conducted



Source : www.ugandamission.net/aboutug/image/ugmap.jpg (2015)

Appendix K: Buka primary School where data was collected



Appendix L: Mari Primary School where was collected



Appendix M: Time Frame (Work plan).

Activity	Time Allocated (in months)	Date (2013-2015)
Proposal writing	6	January-June 2014
Piloting the Data collection instrument	1	October 2014
Data Collection	2	November- December 2014
Organization of the data, Analysis and Interpretation	4	April- August 2015
Typing/ Editing/ Report7 Submission	3	September- November 2015