SCHOOL INSPECTION AND QUALITY OF TEACHING IN PRIMARY SCHOOLS IN PALLISA DISTRICT, UGANDA

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DECLARATION

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

Signed: ----------

Date: 09/08/2025 ----------

APPROVAL

This research report by **JOSEPHINE KAANYI**, titled "*School Inspection and Quality of Teaching in Primary Schools in Pallisa District*" was conducted under my supervision and is now approved for submission to the Faculty of Education of Uganda Christian University.

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ABSTRACT

The study examined the contribution of school inspection to the quality of teaching in primary schools in Pallisa District, Uganda. The objectives were to investigate how professional support to teachers, frequency of inspection, and the use of inspection reports influence the quality of teaching. A descriptive research design employing survey methodology was used, with a sample size of 92 respondents. Quantitative data were analyzed using regression models to determine the predictive power of each inspection component on teaching quality. The findings revealed that the frequency of inspection significantly predicted 35.8% of the quality of teaching (R^2 = .358, p = .000), indicating that regular school visits moderately influence teaching practices. Professional support emerged as a stronger predictor, accounting for 51.2% of the variance in teaching quality (R^2 = .510, p = .000), suggesting that mentorship, training, and feedback provided by inspectors significantly improve instructional delivery. The quality of inspection reports was found to predict 52.1% of the improvement in teaching quality (R^2 = .521, p = .000), reflecting the importance of constructive and actionable feedback in guiding teacher performance. The study concludes that while school inspection plays a notable role in enhancing the quality of teaching, other unidentified factors also contribute significantly. Therefore, inspection efforts should be complemented by broader institutional and pedagogical support. The study recommends that similar research be conducted in other districts across Uganda to establish broader generalizability, and that further investigations be undertaken in secondary schools to assess whether the same inspection components influence teaching quality at higher education levels.

CHAPTER ONE:
INTRODUCTION

The growth of any country is directly related to the level of advancement of its education system and a lot depends on how much attention the country pays to the quality of teaching. This study will investigate the contribution of school inspection to the quality of teaching in primary schools in Pallisa District in Uganda. This chapter presents the background to the study, the statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope of the study conceptual frame work and operational definitions of terms and concepts.

1.1. BACKGROUND TO THE STUDY:

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

1.1.1. HISTORICAL PERSPECTIVE:

Since 1925 government of Uganda started playing an active role of exercising control over education. The first commission was set up to ensure that the education provided by the colonial government was of quality. The de Bunsen committee appointed in 1952, suggested among other things; expansion of schools, training of teachers and recruitment of inspectors at District level Uganda's education system was one of the best in African in 1960s and early 70s (Government of Uganda, 1992). There was quality teaching focused on developing learners' competencies and pupils were taught in a way that fostered higher level thinking skills. Graduates were equipped with adequate skills tailored to the job market. However, the wars in 70s and 80s led to the neglect of schools and the erosion in the quality of education (Uganda Government, 1992)

Similarly, the quality of teaching suffocated as most teachers' fled the country and the morale of those teachers who remained declined. Nevertheless, the fight to re-establish the quality of teaching in school led to introduction and implementation of major reforms in education in line with the Education White Paper (MoES, 2009). However, the quality of teaching is still undesirable (Ssekamwa, 1997). Though government has adopted and implemented Universal Primary Education (UPE) with recruitment of new trained and skilled staffs, provide the equipment and tools,

withdrew fees payment act in schools, built schools and provides funds for the day today running of the schools, availed inspectors with enough funds to inspect schools, less has improved in relation to quality of teaching (Uganda National Examination Board [UNEB], 2018).

The post conflict NRM government introduced a series of commissions to investigate the situation in all areas of government; one of them was the education policy review commission, which was appointed in 1987 under the chairmanship of Prof. W. Setenza Kajubi. Among the recommendations was establishment of the inspectorate of education as an autonomous body to control the quality of teaching in education sector and ensure that schools maintain certain minimum standards (Ssekamwa, 1997). As a result, the Education Standards Agency (ESA), was formed to carry out school inspection activities in 2001. ESA did not have an enabling legal framework approved by an Act of Parliament but operated under a cabinet directive, which was irregular. Absence of a strong legal framework meant that ESA could not perform as an independent arm of Government. However, the Education Act, 2008 transformed ESA into a Directorate of Education Standards in MOES; with this Act in place, the legal status of DES is now defined and clear to ensure quality teaching for quality education system in education sector (MoES, 201 2).

Ministry of Education and Sports (2016) reported that to ensure and maintain standards and quality of teaching in schools, inspection has to be a concern of all stakeholders. The Education Standards Agency (ESA) together with the National Policy on Education highlights terms and objectives of school inspection as a yard stick to ensure quality of teaching through regular and continuous inspection during the teaching process. School inspection originated from France under the regime of Napoleon towards the end of 18th century. The idea was seized by other countries in Europe and later incorporated in the 19th century. School inspection is at the same time one important tool for the government with the mission to notice and ensure the quality of teaching in schools (Grauwe 2007).

School inspection in the UK started in 1839, which was known as Her Majesty's Inspectorate (HMI) (Wilcox, 2000; Macbeath, 2006,) which has a significant role in

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

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

Swedish National Agency for Education (SNAE) was recognized in 1989 at a time when the school system was centralized and regulated. In 1990 Swedish government distributed its educational responsibilities to the municipalities and the board of independent schools as a move towards decentralization (Gustafsson & Myrberg, 2011;

Gustafsson, 2014; Lindgren, 2014). The main objective was to guarantee school improvement by ensuring quality teaching for quality education in schools. In 1998, the National Agency for Education established a board for quality control, which started its school inspection processes in 2003. In this system, schools were to be inspected over a six-year period (Gustafsson & Myrberg, 2011; Gustafsson, 2014; Lindgren, 2014).

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

In South Africa, The Department of Education in 1996 introduced a policy of rationalization and re-deployment of teachers based on Resolution 3 of the Education Labour Relations Council, which projected education ratio of 40:1 in all primary schools for effective lesson delivery and hence quality teaching practice (Crouch and Perry 2003: 480). Since 2000 to date, a pro-poor funding policy has been implemented which allocates funding for learning support materials, maintenance and basic services according to a poverty index based on the poverty of school communities and conditions at schools. This has improved the quality of teaching in South African School.

However, in Pallisa government has provided for all materials, salaries, UPE fund for school maintenance, construction of classrooms but all in vain for quality teaching.

In Tanzania, school inspection is a system based on the educational appraisal similar to the British system. The role of inspectors in Tanzania according to Grauwe, (2007) was to regulate the teachers and their presentation in classroom. Likewise, England considered school inspection as a mechanism to monitor development initiatives and offer guidance in the same vein the scholar further states that, School inspection by national governments is an old system of observing quality of teaching in the education system.

In Uganda's education system, Inspectorate is one of the organs in the Ministry of Education structure. 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, document and share best practices with in the education system and other related partners. The goal was to set up an Inspectorate structure in Education Management System which currently is the Directorate of Education Standards (DES) and it is solely engrossed on setting standards, assuring quality teaching and evaluating performance in Education (MOES, 2010). However, this was to ensure sustainable support supervision, performance review and inspection for quality teaching and improvement which is an opportunity to strengthen quality teaching in primary schools.

School inspection in Uganda is conducted in four different phases; full inspection which is conducted once every year, routine inspections are conducted once every term, flying visits (also called adhoc inspections) and follow ups inspections are conducted within eighteen months after an inspection has been conducted (MoES, 2012). 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 with the school leadership. 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 disseminated to the Chief Executive and counseling standing committees on Education (MoES, 2010). In relation to quality of teaching, inspectors of schools are expected to observe lessons, look through the schemes of work, and check on the type of assessment questions used by teachers and see through the styles / methods of teaching used by different teachers in schools, attendance, both learners and teachers, learning environment, time frame for curriculum coverage (NPA, 2018). However, if this is what is expected of the inspectors of schools in Pallisa schools, why is Pallisa district experiencing the poor quality of teaching?

1.1.2. CONCEPTUAL BACKGROUND:

The study focused on school inspection (independent variable) and the quality of teaching (dependent variable). School Inspection is an external evaluation instrument for evaluating quality of teaching taking place in school by special individuals mandated by education department under the Education Act (2008). School Inspection takes place at national level by the Directorate of Education Standards, and at local level through the work of school inspectors within districts education office, sub-counties and municipalities. School inspection is planned according to a set cycle of activities designed by the DES and the National Curriculum Development Center (NCDC). All schools are expected to be inspected regularly by the school inspectors from the district and the DES (OAG, 2010). School inspection comprises of: Provision of professional support to teachers (Mentoring, Demonstration), Frequency of inspections (Termly inspection, Annual inspection) and Quality of inspection report (Termly report, Annual report).

According to Uganda's Framework for Inspection (2005), school inspection is a purposeful visit to an educational institution to provide an independent and external evaluation of the quality of teaching being provided. Inspectors will therefore investigate: planning which will comprise of lesson being delivered which results to the quality and standards of teaching and learning; how the methods are being used during lesson delivery for effective teaching learning process and how lessons are assessed for overall achievements of the learners knowledge acquisition in schools at all levels in a given period of time. The key focus of every inspection and of every stage of inspection is to ensure there is professional support, frequency of inspection and quality reporting to various stake holders and it's through schools inspection that there is quality of teaching in the aspect of quality planning, lesson delivery and lesson assessment which results to success in the objectives of the school and the entire education system.

In schools, inspectors pay more attention to teachers and the quality of teaching offered to pupils in schools. And the role of school inspection is to ensure checks and balances to quality of teaching and this should be through professional support; which

spells that inspectors should do much of mentoring and demonstration of what is involved in quality of teaching during the inspection time. There should be a number (frequency) of inspections which is the number of times the inspectors visit the school for inspection purposes and then there is also quality of inspection report which includes the element of termly reporting and or annual this kind of reporting mechanism improves the quality of teaching as teachers get to know where, what and how to correct (Ololube, 2014).

Nevertheless, inspectors ensure; improvement of teacher effectiveness, performance of their duty schedules, guide for staff development, improvement of incompetent teachers, determine the school organization patterns, determines special abilities possessed by teachers for positive reinforcement or promotion. Thus, school inspection is practical in a way that it impacts on the quality of teaching (Rogoff W - 2014). However, if the above is not done then the quality of teaching is compromised with and the results will be undesirable.

In addition, the quality of teaching is the practices of instruction conducted by a teacher which reflects beliefs and ethics about the teaching and learning process. (Churchward and Willis 2019, 252). Argued that the quality of teaching is linked to teaching practices where teachers have the power to effective learning in class. The quality of teaching contains elements of proper lesson preparation, meaningful lesson delivery and timely assessments. However, to observe the quality of teaching, school inspection must be intensified (Drury and Doran, 2013). Nevertheless, when pupils are assessed annually by tests which are consistent, aligned and corresponding with scheduled curricula, it becomes conceivable to measure the quality of teaching. Moreover, the quality of teaching is related to the knowledge, beliefs, attitudes, and characters teachers bring into the profession especially for knowledge acquisition of pupils (Drury and Doran, 2013).

Maawali, Wafa, & Al-Siyabi Munira. (2020) argue that the quality of teaching is total teaching in class to pupil knowledge acquisition which must be checked by school

inspection. The quality of teaching is compelled with essential elements such as: qualified staff who are able to deliver quality and required content and inspection systems which focus on better planning, better lesson delivery, and quality assessment. Nevertheless, Biggs (2001) acknowledges that the quality of teaching is greatly influenced by school inspection in primary school through effective checks on how much, what and when it delivered and this is done through school inspection by the schools inspection.

However, Pallisa primary schools have inspection carried out every term in all schools but the undesired outcome at the end of the course show that there is gap in the quality of teaching and this has inspired the researcher to conduct a study on contribution of school inspection to quality of teaching in primary school in Pallisa district.

Fabrice. H & Soleine. L (2021), argue that Quality of teaching is necessarily pupil centered and its intention is for pupils' quality learning. In the same vein, attention should not be given to the teacher's skills only during the teaching process as a center of inspection achievement, but also to the quality of teaching that address the pupils' personal needs: teachers should plan well for the teaching to be effective, the mode of lesson delivery should aim at teaching for effective learning and above all quality assessment to ensure learning has taken place. In addition, adequate professional support to staff and pupils improves learning outcomes which is an indicator of how schools inspection contributes to quality of teaching in primary schools.

According to Mutabaruka, F (2018), Inspectors of schools play an important role of ensuring there is quality of teaching during lesson delivery in classroom and learners are prepared, presented, evaluated and have self-motivation. One of the aspects of quality teaching that they inspect is the ability of the teacher to plan for the subjects particularly throughout the term. Nevertheless, Fabrice. H & Soleine. L (2021) state that, an education inspector inspects schools to ensure that specific standards in teaching, learning, financial management and organization are being achieved and maintained. Therefore, school inspection greatly contributes to quality teaching in primary schools.

1.1.3. CONTEXTUAL BACKGROUND:

The significance of providing school inspection is to ensure quality teaching to all children regardless of any differences as per the international declarations including the Education for All (EFA) (UNICEF, 2015), Millennium Development Goals (MDGs) 2000-2015 and the post-2015 Sustainable Development Goals (SDGs) agenda and other conventions to which Uganda is a signatory. The Incheon Declaration adopted at the 2015 World Education Forum echoed the provision of 12 years of free, publicly funded, equitable quality primary education, of which at least nine years are compulsory (UNESCO, 2015). However, to achieve the objectives quality teaching should be a key factor in primary schools in Uganda supported by school inspection agenda in various level most especially district level. Despite the different school inspection phases in Uganda less has produced pleasing results in the quality of teaching in primary schools (MoES, 2010).

In Pallisa district, quality of teaching in schools has been deteriorating for years now and this has been associated to the nature and quality of teaching. NAPE (2018) report recommended for conduct of refresher training for teachers to ensure quality teaching since there was revealed evidence that there is poor literacy and numeracy levels in the district leading to poor quality of teaching. Therefore, there is need for research to examine the contribution of school inspections to quality of teaching in Pallisa district.

1.2. PROBLEM STATEMENT:

According to Education Act (2008) school inspectors are assigned to monitor learning achievements and ensure quality teaching, thereby emphasizing the crucial role of inspection in curriculum management and instructional delivery. In response to the growing demand for quality education, several initiatives, such as the Rectangular Training Initiative (RTI) project, have also been introduced to supply essential resources, including textbooks and other scholastic materials. At the national level, the implementation of the Universal Primary Education (UPE) policy has dramatically increased primary school enrollment, reaching 8.8 million students in 2017 (Ministry of Education and Sports [MoES], 2017).

Primary schools in Pallisa District are facing critical challenges in teaching quality, as evidenced by recent reports. According to the National Assessment of the Primary Education (NAPE, 2018) and the Uganda National Examinations Board (UNEB, 2019), teaching practices in Pallisa rank among the worst in the region. For instance, the Citizen Initiative for Democracy and Development- Uganda (CIDD-UG, 2020) highlights that many teachers in Pallisa fail to prepare comprehensive schemes of work, conduct learner assessments only at the end of the term, and frequently are absent from classrooms, all of which severely undermine the learning process.

Despite these efforts, the persistent deficiencies in teaching quality indicate that current interventions have not been sufficient. There remains a significant research gap in understanding the specific contribution of school inspection practices to improving teaching quality in Pallisa District. Addressing this gap is essential, as inadequate teaching practices risk producing poor learning outcomes and compromising the overall educational achievements of the region.

Therefore, this research sought to find out the contribution of school inspection to the quality of teaching in Pallisa district, Uganda.

1.3. PURPOSE OF THE STUDY:

The purpose of the study is to establish the effect school inspection on the quality of teaching in primary schools in Pallisa district, Uganda.

1.4. OBJECTIVES OF THE STUDY:

1. To examine the effect of professional support to teachers on the quality of teaching in primary schools in Pallisa district, Uganda.
2. To assess the effect of frequent inspection to quality teaching in primary schools in Pallisa district, Uganda.
3. To determine the extent to which inspection reports affect to quality teaching in primary schools in Pallisa district, Uganda.

1.5. RESEARCH QUESTIONS:

1. How does professional support given to teachers during inspection affect the quality teaching in Pallisa district?

2. How does frequent inspection of schools affects quality teaching in primary schools in Pallisa district?
3. To what extent do inspection reports affect quality teaching in selected primary schools in Pallisa district?

1.6. SIGNIFICANCE OF THE STUDY:

It was envisaged that, the study provided useful information to the school inspectors on how they can best support teachers to ensure quality teaching. The study will also be useful to education policy makers, ministry of education to provide technical and financial support and policies to school inspection. The study shall particularly be important to Pallisa district local government and the rest of districts in Uganda to improve on the level of inspection to ensure expected performance of teachers and hence quality of education. Finally the study will contribute to the already available literature and serves as reference for other researches in relation to school inspection and will tell how much contribution does school inspection have to quality of teaching in Uganda.

1.7. JUSTIFICATION OF THE STUDY:

School inspection ensures quality of teaching in a school. The quality of teaching is a universal phenomenon and it's an asset which upholds and perpetuates human beings" however, its achievement is honored by time and special qualities and resources. However, if the quality of teaching continues to get compromised in Pallisa district, children will continue not to learn resulting in poor quality of school products, pupils will lack relevant knowledge, skills and value will be missed resulting in non-productive citizens who cannot participate in the development of this country.

1.8. SCOPE OF THE STUDY:

1.8.1. GEOGRAPHICAL SCOPE:

The study covered primary schools in Pallisa district, Uganda, in both rural and urban setting. It has 76 government aided primary schools which implement the UPE policy. It is the area of focus because there has been deteriorating performance as witnessed by the poor quality of teaching (NAPE, 2018). The two counties of Pallisa and Agule

will be chosen because their overall performance has remained very poor for a long time (CIDD-Ug, 2020).

Pallisa district is one of the districts in the Eastern region of Uganda. It is bordered by Serere district in the North West, Ngora district in the North, Kumi district in the North East, Bukedea district, Butebo, and Budaka districts in the East, Kibuku district in the South and Kaliro district in the South. It lies between latitudes $0^0$45N and $1^0$05N and longitudes $33^0$47E and $34^0$05E, with an average latitude of 1,050 above sea level.

1.8.2. CONTENT SCOPE:

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

1.8.3. Time Scope:

The study was limited to a period 2016-2019. This is because during this period a lot of concern about the quality of teaching was raised.

1.9. CONCEPTUAL FRAMEWORK:

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

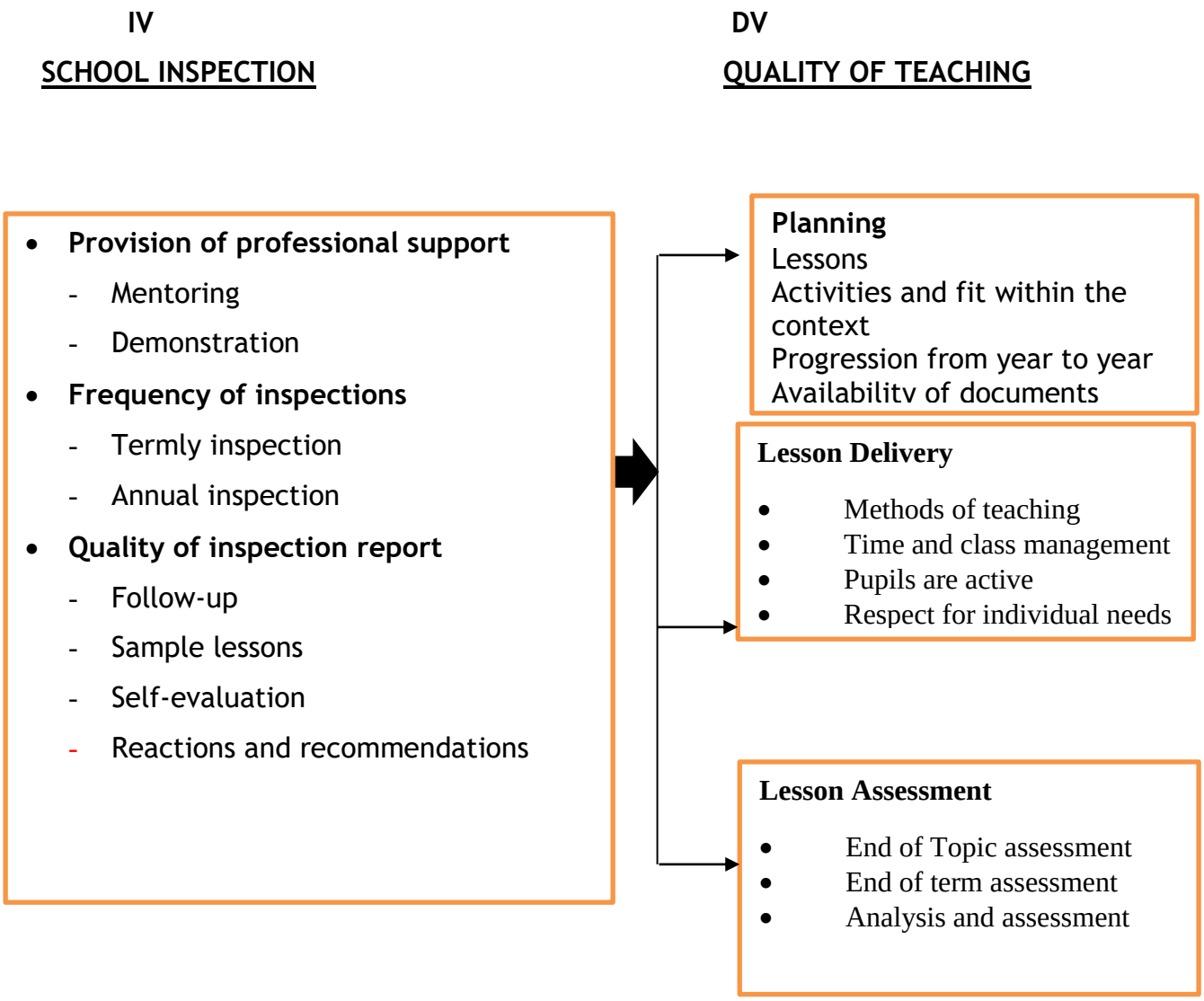

Fig 1.1: The Conceptual Framework for School Inspection and Quality of Teaching.

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

The conceptual framework illustrates the effect of school inspection (independent variable) to quality teaching (dependent variable) in primary schools in Pallisa District by focusing on three key elements of inspection, provision of professional support, frequency of supervision, and quality of inspection reports (Smith, 2021), and three aspects of teaching quality, namely, lesson planning, effective lesson delivery with appropriate time management, and systematic assessment practices (Brown & Taylor, 2019; Miller, 2018); each element of school inspection is posited to influence the corresponding aspect of teaching quality either positively when implemented or negatively when neglected, underscoring the pivotal role of systematic and effective inspections in driving improvements in instructional practices and ultimately enhancing learning outcomes in the district (Jones, 2020).

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION:

This chapter presents the literature review related to the study. It is divided into four major sections. The first section presents the theoretical review. The second section presents literature about Professional support to teachers on the quality of teaching, regular inspection for quality teaching and the contribution of the quality of inspection reports to quality teaching. The third section is a summary of literature review.

2.2. THEORETICAL REVIEW:

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

For this study, Scientific Management theory in relation to school inspection was considered. Scientific Management theory (SMT) was developed by Engineer Fredrick Taylor, in his book "The Principles of Scientific Management (1911)". This Theory is also referred to as Taylorism/Taylor system of management. This is a theory of management that analyses work flow process on how to improve labor productivity. Taylor's work was based on the assumption that, there could be one best way of managing that will save both time and financial resources (S. Wurster & Pant (2013). Following this believe by Taylor, the researcher detected that school inspection aims at quality teaching which in the end is the output of quality education. Therefore, to achieve quality teaching, there must be inspection of labor in this aspect the teaching process. Taylor believed that decision based upon tradition and rules of thumb should be replaced by precise procedures developed after careful study of an individual at work. Taylor's main argument was that human beings by their nature (workers) are

lazy and dislike work especially when working in groups. Therefore, because they have little desire for responsibility, they prefer to be directed hence the school inspection exercise (Wertheim, Edward. (2017)).

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

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

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

&Strarrat 2017). This has seen more emphasis being placed on the expansion of inspection in schools in the country.

In the classroom situation, more inspection and observation by inspectors have been introduced as approaches to quality teaching through teachers' evaluation together with performance appraisal and scheme that is based on specific targets. This idea is based on the introduction of close schools inspection practice that would ensure that there is quality teaching and carefully follow the approved teaching procedures and guidelines to ensure quality education system (Sergiovanni & Strarrat 2007).
Hence School inspectors have to make sure that teachers follow the arrangements for quality teaching and learning. Nevertheless, Sergiovanni & Strarrat (2017) argued that detailed lesson preparation, better lesson delivery and appropriate lesson assessment are among the key responsibilities of quality teaching which links to scientific Management theory principle.

2.3. PROFESSIONAL SUPPORT TO TEACHERS AND THEIR QUALITY OF TEACHING:

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

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

curriculum throughout the Education system. All what is required to make a teacher more professional must be reported to the authorities through inspection reports.

Maw (2017) stated that, schools Inspectors promote supportable quality of education in developing communities like Uganda. In this line therefore, reflecting on the Uganda Education Act, the role of inspection in Uganda is to monitor the standards, quality, efficiency, and culture of the schools and to inform the government and other stakeholders the nature and quality of teaching in schools.

However, Rogoff (2014) criticized Maw 2017 and stated that, the reason for establishment of school inspectors as education managers was for identifying challenges encountered in the system, evaluating and reviewing strategies for improved performance and quality of education in the education system through providing professional support to teachers in schools and make quality inspection reports to policy makers and legislatives for any necessary amendments in the laws.

According to the Uganda Education Act, (2008), the core role of Inspectors of school is to monitor learning achievement and proper curriculum management in schools. This aspect justifies the importance of inspectors in effecting curriculum management for quality teaching at school level. In this regard, inspectors check the quality of teaching to ascertain children's understanding of the curriculum content. Gentile, (2000) believed that, inspection improves the quality and standards in education, inspectors will know if the proper planning for instruction has taken place when the teacher is able to design a lesson that achieves the objective, what is not in place for quality content delivery in schools and inform the concern persons to increase the quality of teaching. This means everything the teacher and students do during the lesson is related to the objective and hence improve and aim at quality teaching.

Inspection has been comprised as a method that helps to improve quality of teaching and shape teachers' professionalism since they are key implementers of education in the classrooms through the teaching process. To Monitor and supervise the quality of teaching delivered to the children and raise general standards in education, it's hence

a role of inspectors to check the quality of teaching in schools (Vanhoof & Van Petegem, 2007; Wilcox, 2000; Lingard & Varjo 2009). This is aimed at making teachers more dedicated towards the task of teaching the pupils and contributing professionally towards the school achievements and performances. However, educational institutions, educators and teachers tend to see school inspection as an external imposition and are notably to reject it when inspectors give too much authority (Wanzare, 2002).

School inspectors are also expected to provide a continuous monitoring, reviewing and assessing the attainment and progress of pupils not forgetting the relationship between the teacher and the learner in class since teacher pupil relationship plays a key role in the education success of the pupil (Nkinyangi, 2006). Just as teaching and learning activities are the teachers" core functions, school inspectors" core function is to inspect the schools. It is meaningless for inspectors to visit the school, without checking what is going on in classrooms setting. School inspectors are to ensure that teachers are doing their job and that pupils are receiving what they are supposed to acquire as learning experiences. Learmonth (2000:6) contends “we have the responsibility to provide all children with best possible education and school inspection is an important source of information about how successfully this aim is being achieved”. Learmonth believes that school inspection is both a tool for accountability and as a powerful force for school improvements.

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

Crahay, (2000) states that Quality teaching practices necessarily implies that teachers have the power to influence student learning. For this to be more practical, schools

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

According to Rosenshine & Stevens, (2009), the quality of teaching is greatly facilitated with the quality of inspection. When inspectors take time to check the strength of the teachers and aim at improving their weaknesses through professional guidance and support to teachers, then concepts related to the lesson are likely to yield positive results as a sign of quality teaching process. To Rosenshine & Stevens, (2009), inspection is hence relevant to ensure that lessons are designed effectively to produce better results and maintain quality teaching for quality education. Borich, (2009), asserted that, over a hundred instructional strategies have been identified and are being used in schools and therefore inspectors of schools are relevant to ensure that each strategy is employed with a set of its activities and roles for the teachers and students to carry out.

2.4. FREQUENCY OF INSPECTION AND QUALITY TEACHING AND LEARNING:

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

that, the more numbers of inspections contribute greatly to quality of teaching and hence quality education.

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

However, White, (2011) indicates that Head teachers and staff tend to see the recommendations from the school inspection report as stressful and extra workload and tiresome for school staff. Therefore, this implies that the number of inspections has great contribution to quality teaching since it calls for correction of areas that require staff and administration to correct and that is if the reports are given in good faith.

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

Webb, et al., (2018) conducted a comparative study by analyzing the policy and practice based on external inspection and quality of teaching and argued that during frequent inspection, the staff were under considerable stress and much of their work was related towards implementation of recommendations to address the disparagement given by school inspectors so that the next inspection should get the

mess corrected. The scholar farther states that, frequent inspection changes the job culture and behavior of staff during the working period at school as much of the staff time will be on improving the weak areas noted by the inspector during the inspection time. Nevertheless, according to Webb and Vulliamy (2016), frequent inspection leads to preparation of forms and reviews recommended by the inspectors' report. However, the scholar noted that this leads to additional work which is greatly demanding on staff time and energy and those teachers felt happy after inspection week and relaxed waiting for the next inspection.

To Richards, & Davis, (2010), frequent School inspection has to do with holding those responsible for quality teaching to account on their work presentation to ensure quality teaching for quality education through good performance at the end of the course. Through frequent inspection inspectors ensure teachers do a good job and indicate success and deficits in the inspection report which aid the next inspection and such is used as a yard stick to measure the progress of teacher's quality of teaching which is exhibited in the performance of children during and at the end of the course.

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

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

Richards, & Davis, (2010) quoted UNESCO (2010) report to World Bank and stated that, schools inspectors have to fulfill their duty and role by ensuring inspection is done as indicated in the work plan for their department. Inspectors make routine supervision to schools and they are mandated to draft a budget and the work plan to follow which budget is part of the education department budget which is embedded in the district budget and there after forwarded to the ministry for review in preparation for the national budget. Once the ministry budget is passed and approved by parliament, then implementation is done in the first two weeks of July. However, RTI (2018 report) show that school inspectors irregularly visit schools giving excuses of no funds to carry out the inspection as required and this has crippled the education standards and children's performance.

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

2.5. QUALITY OF INSPECTION REPORTS AND QUALITY TEACHING:

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

ascertain the standards, quality, and good practice amongst other criteria to make recommendations for improvement in case of any amongst the curriculum implementers in schools.

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

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

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

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

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

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

Heveld, 1994) states that, Quality of teaching is determined by the time given to teaching learning process and such is required during inspection by the inspectors in schools, This therefore implies that poor time management leads to inefficiencies in the teaching/learning process and thus poor academic performance. Poor teachers normally begin late, and sometimes leave classes unattended to. This in most cases does not only make them poor teachers but also cause pupils' failure. They move in

and out of school randomly and they do not seem to prepare lessons and at the end of the day there is poor quality teaching leading to undesired education system producing non-transformed citizens. Unless school inspectors check this out, it is bound to cause failure in our education system.

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

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

2.6. SUMMARY OF LITERATURE:

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

teaching in primary schools. Under each of the independent variables various dimensions/indicators were reviewed and this was investigated in the study.

CHAPTER THREE
RESEARCH METHODOLOGY

3.0. INTRODUCTION:

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

3.1. RESEARCH DESIGN:

Creswell (2008) defines research design as a specification of methods and procedures for acquiring, analyzing, interpreting data and reporting, while Kothari (2004) Kothari suggests that decisions regarding what, where, when, how and how much and by what means concerning an inquiry or a study constitute a research design. In line with the topic, the researcher adopted the descriptive research design using survey methodology for an empirical assessment of the relationship between the contributions of school inspection to the quality of teaching in primary schools in Pallisa district. Krueger & Casey (2016) say that, descriptive research design best empowers collection of numerical data related to views, attitudes, perceptions and opinions from study respondents. The data obtained was analyzed following the thematic procedure to address the above stated research questions.

3.2. POPULATION OF STUDY:

The population of study included **104** respondents and this included the respondents under the education department of Pallisa District. The population of study will be under these categories DEO, inspector of schools, Head teachers and Teachers giving a total population of **120**.

3.3. SAMPLING PROCEDURES:

Kimutai (1995), states that sampling is selecting a given number of persons from a defined population in such a way that the sample selected is representative of the entire population. So, sampling procedures here include the size of the sample selected as well as the techniques used to select that sample. The population under study was**120** and the sample size was narrowed to **92** respondents, using Krejcie $ Morgan 1970 where N= Population size and n= sample size.

3.4.1. SAMPLE SIZE:

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

TABLE 3.1: SAMPLE SIZE ACCORDING TO KREJCIE $ MORGAN 1970

Category	Population (N)	Sample Size (n)	Sampling techniques
DEO	**01**	**01**	Purposive
DIS	**03**	**03**	Purposive
Head teacher	**30**	**28**	Simple Random
Teachers	**86**	**60**	Simple Random
Total	**120**	**92**	

Source: Primary data (2021)

3.5. SAMPLING TECHNIQUES:

Sampling techniques are the 'methods' used to select the respondents. A number of techniques were used, both probability and non-probability (Jale Nonan, 2008). The researcher used purposive, and simple random techniques to select the respondents. The preference for the Multi-sampling technique is based on the understanding that there are different types of respondents such as the DEO, ISs, Head teachers and teachers to whom the researcher engaged to participate in the study. Purposive sampling was employed because it was a meaningful way of investigating and attaining specific data from key technical respondents, in this case, the above are (Amini, 2005). Simple Random sampling involves selecting respondents by chance so as to give the respondents equal chances to be selected. A simple random sample takes a small, random portion of the entire population to represent the entire data set, where each member has an equal probability of being chosen. The Researcher

created a simple random sample using various methods and it was one of the simplest systematic sampling methods used to gain a random sample.

3.6.1. DATA COLLECTION METHODS:

Kathari (2004) states that it is essential for the researcher to state the methods s/he is going to use. Therefore, the research adopted the descriptive research design using survey methodology for a realistic assessment of the relationship between the contribution schools inspection and quality of teaching in Pallisa district. Data was both primary and secondary in order to enrich the study. Primary data involved obtaining facts as reported by the respondents and observed by the researcher using the following methods: questionnaire, Interview and focus group discussions, while secondary data results was obtained from an examination of available and relevant literature related to the study (Documentary review).

In order to guarantee completeness, uniformity and accuracy, the collected data was edited to avoid omission of very important data required for the study. This facilitated the interpretation and value attached to numerical variables. The researcher organized the collected data according to the themes of the study, edit, and coded then classified it. The data was also sorted and arranged according to the number of times that similar responses have occurred (frequencies) and percentages calculated and this formed the basis for analysis that was used to establish the essential variables in a thematic manner. The data was summarized in tables, charts and graphs.

Qualitative data was analyzed using content and thematic analysis as systematic and well-structured methods. According to Hsieh and Shannon (2005), qualitative content analysis is a process designed to condense raw data into categories or themes based on valid inference and interpretation. Specifically, the analysis was be guided by Miles and Huberman (1994) concurrent flow of activity of data reduction, display, generation of meaning and drawing conclusions right from the start and throughout the process of conducting the research as outlined in the procedure below: The researcher take time to read through the responses from the interviews. Data

reduction involved developing codes to help index key concepts while preserving the context in which these concepts occurred.

3.6.2. DATA COLLECTION INSTRUMENTS:

The study employed interview guide and questionnaire as instruments of data-collection. Five point scale questionnaire was used for collecting data. Selection of this tool was guided by the nature of data to be collected, the time available as well as the objectives of the study. The researcher mainly focused on views, opinions, perceptions, feelings and attitudes of the phenomena investigated and such information was best collected through the use of questionnaires and interview schedules (Mugenda, O.M. and Mugenda, A.G. 2003).

Questionnaires was used because the study was concerned with variables that were not directly observed such as views, opinions, perceptions, feelings and attitudes of the respondents. Also, the identification of respondents was taken care of while gathering information in the study by the use of the questionnaires. The target population in the study were the literate thus very much unlikely to have problems responding to questionnaire items. The questionnaire were modeled on a Likert five point scale represented with Strongly Agree (***SA)***, ***Agree (A)***, ***Not sure (N)***, ***Strongly Disagree (SD)*** and Disagree (***D)***.

3.7.1. INTERVIEW GUIDE:

Interview is a discussion, usually one-on-one, between an interviewer and an individual meant to gather information on a specific set of topics (Gubrium, 2002).According to Kothari, Leone and Wasley (2005), interview involved the oral or vocal questioning technique or discussion. The researcher used semi-structured interviews, which are essentially and verbally administered in which a list of predetermined questions were asked with no variation but with some scope for follow-up questions to responses that warrant further elaboration, this implied an interview guide designed to produce data was fit used. Interview gave the researcher an opportunity to revisit some of the issues that may have been over-looked and yet they deemed vital for the study.

3.7.2. QUESTIONNAIRE:

This was the main tool for data collection in the study. Kothari (2005) argues that a questionnaire is advantageous because it is free from bias of the interviewer since answers are in the respondent's own words and large samples can be used and thus the results can be more valid and Reliable. Here the researcher allocated self-administered questions for selected respondents to answer in writing at their own convenience and to authenticate their opinions. The questionnaire consisted of open-ended questions with limited bias. Those subjected to questionnaire included; pupils and teachers. In all, 104 copies were issued and the researcher had a task to recover all the distributed questionnaires.

3.8. VALIDITY:

Validity refers to the extent to which an instrument measures what it is intended to measure (Maxwell, 1992). Content validity concerns the degree to which the instrument comprehensively captures the construct of interest. In essence, it reflects the assured accuracy and correctness of the data collected. In this study, the validity of both the interview guide and the questionnaire was established through a similar process, given that each contained questions whose correctness and alignment with the study objectives needed to be verified.

After formulating the instruments, they were submitted to the research supervisor for expert review, focusing on design, layout, and relevance to the research problem in relation to the stated objectives. This process assessed whether the questions were valid, relevant, and concentrated on the subject matter, as well as whether the open-ended items followed a logical sequence.

Based on the expert judgment, 34 out of 40 items in the research tools were rated as relevant. The Content Validity Index (CVI) was computed using the formula:

$$CVI = \frac{\text{Number of items deemed relevant}}{\text{Total number of items}}$$

$$CVI = \frac{34}{40} = 0.85$$

According to Amin (2005), a CVI of 0.70 or above is considered acceptable for research instruments, indicating that the tools used in this study met the required validity standards.

3.9. RELIABILITY:

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

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

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
.917	.918	34

3.10. DATA MANAGEMENT AND PROCESSING:

Data recorded during interviews was transcribed at the end of each field day in order to have all the data in a standard format. The transcriptions were compared with the recorded work which was the original source in order to keep transcription errors to a minimum. This data was coded so as to identify themes. The databases were created and edited and data files created, then organized and summarized. The processing was done manually. For the survey data, a summary sheet was created whereby a

series of columns were created, one for numbering the respondents, one for each question asked, followed by their percentage and then the average percentage mean, and one for each demographic item. But in order for this to be possible, the elements was first coded by assigning them representative numerals. The data is now stored on the hard disc, storage disc, printed out as hard copy, with a back-up copy on another disk.

3.11. DATA ANALYSIS:

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

3.12. ETHICAL CONSIDERATIONS:

Permission was obtained from the Head of department at the University, where an introduction letter was given to the researcher, addressed to the CAO Pallisa District, requesting him to both allow and assist the researcher in carrying out the study. The researcher made sure that the respondents participate voluntarily. The expected outcomes and benefits of the study were made clear to the respondents in order to ensure that their consent is informed one, with the assurance that the study is being conducted purely for academic purposes.

The respondents were also assured that whatever they said would be kept with utmost secrecy. This would be by a way of showing them that they are both valued and protected. Finally, the researcher made sure that she is strict on following the principles of intellectual honesty by acknowledging all the ideas of other authors and referencing them.

CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0. INTRODUCTION:

This chapter presents the data got from the field by the use of various research instruments. The presentation of the data was arranged in accordance with the main themes in the objectives, which were then sub-divided into sub-themes and as such presented. Tables, frequencies and percentages were used in the presentations. Analysis thereof was made so as to come up with findings, which were then discussed.

4.1. SOCIO-DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS:

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

4.1.1. GENDER:

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

TABLE 4.1 GENDER OF RESPONDENTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	52	56.5	56.5	56.5
	Female	40	43.5	43.5	100.0
	Total	92	100.0	100.0	

Source : Field Data

From Table 4.1, 52 (56.5%) of the respondents were male, while 40 (43.5%) were female. This near-balanced gender representation suggests that both male and female perspectives were captured in the study, which increases the inclusiveness of the findings. This is consistent with Bryman (2016), who notes that gender diversity in research samples enhances the validity of findings by reducing gender bias. In similar Ugandan studies, such as Nabirye (2019), balanced gender participation was found to enrich qualitative insights, particularly in socially sensitive research topics.

Ages of Respondents

This study also sought to find out the ages of the respondents and the results are presented in the table below;

TABLE 4.2. AGE OF RESPONDENTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19-25 years	1	1.1	1.1	1.1
	26-32 years	15	16.3	16.3	17.4
	33-39 years	21	22.8	22.8	40.2
	40-50 years	21	22.8	22.8	63.0
	50 years and above	34	37.0	37.0	100.0
	Total	92	100.0	100.0	

Source : Field Data

The majority of respondents, 34 (37.0%), were aged 50 years and above, followed by 21 (22.8%) each in the 33–39 years and 40–50 years categories. Only 1 (1.1%) respondent was aged between 19–25 years. This implies that the sample was largely composed of mature adults, which may enhance the reliability of responses since older participants often have more extensive professional and life experience (Creswell, 2014). This age profile mirrors the findings of Ssekamwa (2018), who reported that in professional settings, older respondents tend to provide more reflective and experience-based insights..

Educational status of the respondents

The study also sought to find out the educational status of the respondents and the results are provided in the table below;

TABLE 4.3. EDUCATIONAL STATUS OF RESPONDENTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Certificate	45	48.9	48.9	48.9
	Degree	36	39.1	39.1	88.0
	PGD/Masters	11	12.0	12.0	97.8
					100.0
	Total	92	100.0	100.0	

Source: Field Data

Almost half of the respondents (48.9%) held certificate-level qualifications, while 39.1% had bachelor's degrees, and 12.0% had postgraduate diplomas or master's degrees. This diverse educational background suggests that the study captured responses from individuals with varying levels of academic and technical expertise. According to Oso and Onen (2008), diversity in educational attainment within a research sample allows for richer data, as respondents bring different levels of conceptual understanding to the research topic.

Work experience of respondents

This study also sought to find out the work experiences of the respondents and the results are provided in the table below;

TABLE 4. 4. WORK EXPERIENCE OF RESPONDENTS.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2-4 years	15	16.3	16.3	16.3
	5-7 years	15	16.3	16.3	32.6
	7 years and above	62	67.4	67.4	100.0
	Total	92	100.0	100.0	

Source : Field Data

The results show that the majority of respondents, 62 (67.4%), had more than 7 years of work experience. This suggests that most participants were seasoned professionals likely to provide well-informed responses. This aligns with Mugenda and Mugenda (2003), who argue that respondents with longer work experience tend to offer deeper insights because of their accumulated knowledge and familiarity with the issues under investigation. Comparable findings were reported by Mpaata (2019), who noted that highly experienced respondents often demonstrate better contextual understanding in applied research.

Quality of teaching

Quality of teaching was the independent variable that the researcher investigated over school inspection and the results from respondents are presented in the table below;

TABLE 4.5 QUALITY OF TEACHING

Items	SD	D	U	A	SA	M	SDv
In my school teachers make detailed schemes of work	0(0.0%)	1(1.1%)	4(4.3%)	40(43.5%)	47(51.1%)	**4.4457**	.63530
In my school teachers make detailed lesson plans	0(0.0%)	3(3.3%)	6(6.5%)	46(50.0%)	37(40.2%)	**4.2717**	.72783
In my school teachers make detailed lesson notes	1(1.1%)	7(7.6%)	12(13.0%)	37(40.2%)	35(38.0%)	**4.0652**	.95853
In my school teachers use a variety of teaching methods	1(1.1%)	3(3.3%)	8(8.7%)	42(45.7%)	38(41.3%)	**4.2283**	.82679
In my school teachers make a variety of teaching aids	1(1.1%)	4(4.3%)	12(13.0%)	45(48.9%)	30(32.6%)	**4.0761**	.85464
In my school teachers are time conscious	0(0.0%)	3(3.3%)	12(13.0%)	46(50.0%)	31(33.7%)	**4.1413**	.76434
In my school teachers assess their students on a termly basis	4(4.3%)	8(8.7%)	6(6.5%)	28(30.4%)	46(50.0%)	**4.1304**	1.14082
In my school teachers are conscious of good time and class management	0(0.0%)	4(4.3%)	9(9.8%)	39(42.4%)	40(43.5%)	**4.2500**	.80691
In my school pupils are active during lessons	0(0.0%)	4(4.3%)	11(12.0%)	45(48.9%)	32(34.8%)	**4.1413**	.79257
In my school teachers have	3(3.3%)	3(3.3%)	12(13.0%)	33(35.9%)	41(44.6%)	**4.1522**	.99377

respect for individual needs							
OVERALL MEAN $\bar{X}$						**4.19022**	

Source : Field Data

LEGEND	INTERPRETATION
1.00 – 1.49 – Strongly Disagree	very low quality of teaching
1.50 – 2.49 – Disagree	low quality of teaching
2.50 – 3.49 – Undecided/Not Sure	moderate quality of teaching
3.50 – 4.49 – Agree	high quality of teaching
4.50 – 5.00 – Strongly Agree	very high quality of teaching

From Table 4.5, above, respondents were asked whether in their schools teachers make detailed schemes of work0 (0.0%) Strongly disagree 1(1.1%) Disagreed 4(4.3%) Undecided 40(43.5%) Agreed 47(51.1%) Strongly agreed with a mean $\bar{X}$=**4.4457** And SD=.63530. This data shows that 1(1.1%) dis agreed, while 4(4.3%) were not sure and yet 87(94.6%) agreed that teachers in their schools make detailed schemes of work. Given the level of agreement, it shows that teachers in Pallisa district especially where the research was carried out make detailed schemes of work and from the legend provided above there is a high level of quality of teaching.

Also, on the issue of whether the schools teachers make detailed lesson plans0 (0.0%) Strongly disagree 3(3.3%) Disagreed 6(6.5%) Undecided 46(50.0%) Agreed 37(40.2%) Strongly agreed with a mean $\bar{X}$=**4.2717**And SD=.72783. This information shows that 3(3.3%) disagreed, 6(6.5%) were not sure while 83(90.2%) agreed. This means that teachers in the research area make detailed lesson plans and this is supported by the agreement level on the legend which shows that there is a high quality of teaching.

Regarding the issue of whether teachers make detailed lesson notes1 (1.1%) Strongly disagree 7(7.6%) Disagreed 12(13.0%) Undecided 37(40.2%) Agreed 35(38.0%) Strongly

agreed with a mean $\bar{X}$=**4.0652** and SD=.95853. This shows that 8(8.7%) of the respondents disagreed, 12(13.0%) were not sure while 72(78.2%) agreed that teachers in those schools make detailed lesson notes. From the agreement zone, it means that there is a high quality of teaching in those schools.

When asked whether teachers use a variety of teaching methods1 (1.1%) Strongly disagree 3(3.3%) Disagreed 8(8.7%) Undecided 42(45.7%) Agreed 38(41.3%) Strongly agreed with a mean $\bar{X}$=**4.2283** and SD=.82679. Therefore it shows that 4(4.4%) of the respondents disagreed, 8(8.7%) were not sure while 80(87.0%) agreed with the statement. This means, from the legend given above that there is a high quality of teaching in those schools.

Also regarding whether teachers make a variety of teaching aids1 (1.1%) Strongly disagree 4(4.3%) Disagreed 12(13.0%) Undecided 45(48.9%) Agreed 30(32.6%) Strongly agreed with a mean $\bar{X}$=**4.0761** And SD=.85464. This data shows that 5(5.4%) of the respondents disagreed, while 12(13.0%) were not sure and 75(71.5%) of the respondents agreed with the statement. This means from the mean of the respondents that there is a high quality of teaching in those schools.

Also, regarding as to whether teachers are time conscious0 (0.0%) Strongly disagree 3(3.3%) Disagreed 12(13.0%) Undecided 46(50.0%) Agreed 31(33.7%) Strongly agree with a mean $\bar{X}$= **4.1413** And SD=.76434. This data shows that 3(3.3%) of the respondents disagreed, 12(13.0%) were undecided while 74(77(83.7%) agreed with the statement. This means, from the level of agreement shown by the mean that there is a high quality of teaching in these schools.

Again, on the issue of whether teachers assess their students on a termly basis 4(4.3%) Strongly disagree 8(8.7%) Disagreed 6(6.5%) Undecided 28(30.4%) Agreed 46(50.0%) Strongly agreed with a mean $\bar{X}$= **4.1304**1 and SD=.14082. This shows that 12(13.0%) of the respondents disagreed, while 6(6.5%) were not sure and yet 74(80.4%) agreed with the statement. However, from the agreement zone given by the mean, it means that there is a high quality of teaching in those schools.

Also regarding whether teachers are conscious of good time and class management 0(0.0%) Strongly disagreed 4(4.3%) Disagreed 9(9.8%) Undecided 39(42.4%) Agreed 40(43.5%) Strongly agreed with a mean $\bar{X}$= **4.2500** and SD=.80691. 4(4.3%) disagreed, 9(9.8%) were not sure while 79(85.9%) agreed that the teachers in their schools were conscious of good time and class management. From the agreement level given by the mean, it shows that there is a high quality of teaching in those schools.

As to whether pupils were active during lessons 0(0.0%) 4(4.3%) Disagree, 11(12.0%) Undecided 45(48.9%) Agreed 32(34.8%) Strongly agreed with a mean $\bar{X}$=**4.1413** and SD=.79257. This data shows that 4(4.3%) disagreed, 11(12.0%) were not sure, while 77(83.7%) agreed. This means that there was a high quality of teaching in these schools.

Finally on the issue of teachers having respect for individual needs3 (3.3%) Strongly disagree3(3.3%) Disagreed 12(13.0%) Undecided 33(35.9%) Agreed 41(44.6%) Strongly agreed with a mean $\bar{X}$=**4.1522** and SD=.99377. This data shows that 6(6.6%) of the respondents disagreed,12 (13.0%) were not sure while 74(80.5%) agreed with the statement. This shows, from that agreement shown by the mean that there is a high quality of teaching in those schools.

From the overall mean of $\bar{X}$=4.19022, it therefore shows that there is a high quality of teaching in these schools.

Frequency of Inspection

TABLE 4.6. FREQUENCY OF INSPECTION

Items	SD	D	NS	A	SA	M	SDv
Professional support is frequently done by inspectors	3(3.3%)	3(3.3%)	13(14.1%)	36(39.1%)	37(40.2%)	**4.0978**	.98405
School inspectors illustrate to teachers the cause of bad performance	3(3.3%)	2(2.2%)	11(12.0%)	39(42.4%)	37(40.2%)	**4.1413**	.94441
School Inspectors in Pallisa district are fully funded to provide professional support to teachers	3(3.3%)	10(10.9%)	26(28.3%)	35(38.0%)	18(19.6%)	**3.5978**	1.02774
Support inputs are fully provided to teachers to ensure effective lesson delivery	4(4.3%)	11(12.0%)	15(16.3%)	47(51.1%)	15(16.3%)	**3.6304**	1.03475
Inspection exercise facilitates exchange of information between the teachers and the inspector	1(1.1%)	3(3.3%)	6(6.5%)	42(45.7%)	40(43.5%)	**4.2717**	.81339
There is always mutual understanding between teachers and school inspectors on raised concerns about lesson delivery	0(0.0)	3(3.3%)	10(10.9%)	45(48.9%)	34(37.0%)	**4.1957**	.75940
OVERALL MEAN $\bar{X}$						**3.9891**	

Source : Field Data

LEGEND	INTERPRETATION
1.00 – 1.49 – Strongly Disagree	very low frequency of inspection
1.50 – 2.49 – Disagree	low frequency of inspection
2.50 – 3.49 – Undecided/Not Sure	moderate frequency of inspection
3.50 – 4.49 – Agree	high frequency of inspection

4.50 – 5.00 – Strongly Agree very high frequency of inspection

From Table 4.6.above, respondents were posed with the issue of "Professional support is frequently done by inspectors"3 (3.3%) Strongly disagreed 3(3.3%) Disagreed 13(14.1%) Undecided 36(39.1%) Agreed 37(40.2%) Strongly agreed with a mean $\bar{X}$=**4.0978** And SD=.98405. This data shows that 6(6.6%) of the respondents disagreed, while 13(14.1%) were not sure and 73(79.3%) agreed that professional support is frequently done by inspectors. From the legend provided above, it means that there is a high frequency and level of professional support being provided in these schools.

Also on the issue of "School inspectors illustrate to teachers the cause of bad performance"3 (3.3%) Strongly disagreed 2(2.2%) Disagreed 11(12.0%) Undecided 39(42.4%) Agreed 37(40.1%) Strongly agreed with a mean $\bar{X}$=**4.1413** And SD=.94441, This shows that 5(5.5%) of the respondents disagreed, (11(12.0%) were not sure while 76(82.5%) agreed that school inspectors illustrate to teachers the cause of bad performance. Given the agreement level determined by the mean it shows that there is a high level of support by the inspectors to teachers in Pallisa district.

Again, on to whether "School Inspectors in Pallisa district are fully funded to provide professional support to teachers" 3(3.3%) Strongly disagreed10 (10.9% Disagreed 26(28.3%) Undecided 35(38.0%) Agreed 18(19.5%) Strongly agreed with a mean $\bar{X}$=**3.5978**1 And SD=.02774. This data shows that 13(14.2%) of the respondents disagreed, 26(28.3%) were undecided while 53(57.5%) agreed that school inspectors in Pallisa district are fully funded. From the large number of respondents how were not sure, it appears that the issue of funding may not be open to everyone. However, from the agreement level provided by the mean, it shows that there is a high level of funding.

Also whether Support inputs are fully provided to teachers to ensure effective lesson delivery4 (4.3%) Strongly disagreed 11(12.0%) Disagreed 15(16.3%) Undecided 47(51.1%) Agreed 15(16.3%) Strongly agreed with a mean $\bar{X}$=**3.6304** And SD=1.03475.

This shows that 15(16.3%) of the respondents disagreed while 15(16.3%) were not sure and 62(67.4%) agreed that support inputs are fully provided to teachers to ensure lesson delivery. From the mean, it shows there is a high level of support.

Whether Inspection exercise facilitates exchange of information between the teachers and the inspector1 (1.1%) Strongly disagreed 3(3.3%) Disagreed 6(6.5%) Undecided 42(45.6%) Agreed 40(43.5%) Strongly agreed with a mean $\bar{X}$=**4.2717** And SD=.81339. This data shows that 4(4.4%) disagreed, 6(6.5%) were not sure while 82(89.1%) agreed. From the agreement level given by the mean it shows that there is a high level of facilitation and exchange of information which are frequently given to teachers.

Finally, on the issue of whether there is always mutual understanding between teachers and school inspectors on raised concerns about lesson delivery 0 (0.0) strongly disagreed 3(3.3%) Disagreed 10(10.9%) Undecided 45(48.8%) Agreed 34(37.0%) Strongly agreed with a mean $\bar{X}$=**4.1957** And SD=.75940. This shows that 3(3.3%) of the respondents disagreed, 10(10.9%) were not sure while 79(85.8%) agreed. From the agreement level provided by the legend given above, it means that there is a high level of mutual understanding between the teachers and inspectors on the raised issues. However, from the overall mean of $\bar{X}$= 3.9891, it means that there is a high level frequency and support given to teachers by inspectors.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.598[a]	.358	.351	4.27662	.358	50.196	1	90	.000

a. Predictors: (Constant), Frequency of inspection

From the model summary, R^2 = .358, p = .000, which means that the frequency of inspection predicts 35.8% of the variation in the quality of teaching. The remaining

64.2% is accounted for by other factors that may influence teaching quality. These factors include, but are not limited to, teacher qualifications and experience, availability of teaching and learning materials, school leadership and management practices, classroom environment, teacher motivation and morale, community and parental involvement, and policy support from education authorities. For instance, even with frequent inspections, if teachers lack adequate teaching resources or professional development opportunities, the overall quality of teaching may not improve significantly.

TABLE 4.6: PROFESSIONAL SUPPORT

Items	SD	D	NS	A	SA	M	SDv
Professional support offered by inspectors to teachers helps improve teaching in primary schools in Pallisa district	1(1.1%)	0(0.0)	6(6.5%)	36(39.1%)	49(53.3%)	**4.4348**	.71567
School inspectors assess the progress of pupils' learning in schools	3(3.3%)	2(2.2%)	11(12.0%)	44(47.8%)	32(34.8%)	**4.0870**	.92168
Inspectors assess the level of achievement of teachers' expected targets in syllabus coverage	0(0.0)	2(2.2%)	20(21.7%)	43(46.7%)	27(29.3%)	**4.0326**	.77674
School inspectors check the quality of teaching in schools in Pallisa	2(2.2%)	2(2.2%)	9(9.8%)	41(44.6%)	38(41.3%)	**4.2065**	.87125
School inspection checks teacher and pupils' relationship during lesson delivery	2(2.2%)	6(6.5%)	13(14.1%)	37(40.2%)	34(37.0%)	**4.0326**	.98841
Inspectors make recommendations that ensure quality lesson preparations in schools	1(1.1%)	3(3.3%)	10(10.9%)	38(41.3%)	40(43.5%)	**4.2283**	.85296
School inspectors engage teachers after inspection on appropriate lesson preparation sessions	2(2.2%)	2(2.2%)	12(13.0%)	40(43.5%)	36(39.1%)	**4.1522**	.88869
The quality of teaching in schools is greatly facilitated with the quality of inspection	2(2.2%)	5(5.4%)	17(18.5%)	47(51.1%)	21(22.8%)	**3.8696**	.90441
OVERALL MEAN $\bar{X}$							

Source : Field Data

LEGEND	INTERPRETATION
1.00 – 1.49 – Strongly Disagree	very low professional support
1.50 – 2.49 – Disagree	low professional support
2.50 – 3.49 – Undecided/Not Sure	moderate professional support
3.50 – 4.49 – Agree	high professional support

4.50 – 5.00 – Strongly Agree very high professional support

From Table 4.6. Above, respondents were required to show whether "Professional support offered by inspectors to teachers helps improve teaching in primary schools in Pallisa district"1(1.1%) Strongly disagreed 0(0.0) Disagreed 6(6.5%) Undecided 36(39.1%) Agreed 49(53.3%) Strongly agreed with a mean $\bar{X}$=**4.4348** With SD=..71567. This data shows that 1(1.1%) of the respondents disagreed, while 6(6.5%) were not sure and 85(92.4%) agreed that professional support offered by inspectors to teachers helped improve teaching in primary schools in Pallisa district. From the agreement level shown by the mean, it means that there is a high level of support and this has highly improved the teaching process in primary schools in Pallisa district.

Also on the issue of whether School inspectors assess the progress of pupils' learning in schools3 (3.3%) Strongly disagreed 2(2.2%) Disagreed 11(12.0%) Undecided 44(47.7%) Agreed 32(34.8%) Strongly agreed with a mean $\bar{X}$=**4.0870** With SD=.92168. This data shows that 2(5.5%) of the respondents disagreed while 11(12.0%) were not sure and yet 76(82.5%) agreed that school inspectors assessed the progress of pupils' learning in schools. This means, from the mean that there is a high level of support.
Again, respondents were asked whether "Inspectors assess the level of achievement of teachers' expected targets in syllabus coverage" 2(2.2%) Strongly disagreed 0(0.0) Disagreed 20(21.7%) Undecided 43(46.8%) Agreed 27(29.3%) Strongly agreed with a mean $\bar{X}$=**4.0326** With SD=.77674. This data shows that 2(2.2%) of the respondents disagreed, 20(21.7%) were not sure while 70(76.1%) agreed. This means, from the mean that there was a high level support given to teachers by the inspectors.

On the issue of school inspectors checking the quality of teaching in schools in Pallisa 2 (2.2%) Strongly disagreed 2(2.2%) Disagreed 9(9.8%) Undecided 41(44.5%) Agreed 38(41.3%) Strongly agreed with a mean $\bar{X}$=**4.2065** With SD=.87125. This data shows that 4(4.4%) of the respondents disagreed, while 9(9.8%) were undecided and yet 79(85.8%) agreed that school inspectors in Pallisa district checked on the quality of

teaching. From the agreement level given by the mean it means that there is a high level and quality of inspection.

Regarding as to whether school inspectors check teacher and pupils' relationship during lesson delivery 2 (2.2%) Strongly disagreed 6(6.5%) Disagreed 13(14.1%) Undecided 37(40.2%) Agreed 34(37.0%) Strongly agreed with a mean $\bar{X}$=**4.0326** With SD=.98841. 8(8.7%) of the respondents were not sure while 13(14.1%) were not sure and 71(77.2%) agreed. From the mean it shows that there was a high level of support given by school inspectors to teachers in Pallisa district.

Also regarding whether Inspectors make recommendations that ensure quality lesson preparations in schools1 (1.1% strongly disagreed 3(3.3%) Disagreed 10(10.9%) Undecided 38(41.3%) Agreed 40(43.5%) Strongly agreed with a mean $\bar{X}$=**4.2283** With SD=..85296. 4(4.4%) disagreed while 10(10.8%) were not sure and yet 78(84.8%) agreed that inspectors make recommendations that ensure quality of lesson preparation. This is also confirmed from the legend that there is a high level of support from the inspectors.

On the issue of whether school inspectors engage teachers after inspection on appropriate lesson preparation sessions2 (2.2%) Strongly disagreed 2(2.2%) Disagreed 12(13.0%) Undecided 40(43.5%) Agreed 36(39.1%) Strongly agreed with a mean $\bar{X}$=**4.1522** With SD=.88869. This shows that 4(4.4%) of the respondents disagreed while 12(13.0%) were undecided and yet 76(83.6%) agreed. This means that school inspectors in Pallisa district highly engage teachers after inspection on appropriate lesson preparation sessions.

Finally, on the issue of the quality of teaching in schools is greatly facilitated with the quality of inspection2 (2.2%) Strongly disagreed 5(5.4%) Disagreed 17(18.5%) Undecided 47(51.1%) Agreed 21(22.8%) Strongly agreed with a mean $\bar{X}$=**3.8696** With SD=.90441This information shows that 7(7.6%) of the respondents disagreed, while 17(18.5%) were not sure and yet 68(73.9%) agreed that the quality of teaching in schools is greatly facilitated with the quality of inspection. And from the agreement

level provided by the legend, it means there is a high level of support given by school inspectors.

Model Summary									
				Std. Error of the Estimate	Change Statistics				
Model	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.714[a]	.510	.505	3.73467	.510	93.837	1	90	.000
a. Predictors: (Constant), Professional support									

From the model summary above, the coefficient of determination (R^2) is .510 with a significance level of p = .000, indicating that professional support accounts for 51.2% of the variance in the quality of teaching. The remaining 48.8% of the variation is attributed to other influential factors such as teacher qualifications, availability of teaching resources, school leadership effectiveness, teacher motivation, and student engagement. This strong explanatory power confirms that the model is a good fit for predicting the quality of teaching based on professional support.

Quality of Inspection Reports

TABLE.4.7. QUALITY OF INSPECTION

Items	SD	D	NS	A	SA	M	SDv
In my school inspectors give up-to-date termly reports	0(0%)	3(3.3%)	26(28.3%)	38(41.3%)	25(27.2%)	**3.9239**	.82853
In my school inspectors give annual reports	0(0%)	8(8.7%)	22(23.9%)	44(47.8%)	18(19.6%)	**3.7826**	.86222
In my school inspectors make follow-ups of previous inspections	2(2.2%)	4(4.3%)	23(25.0%)	34(37.0%)	29(31.5%)	**3.9130**	.96820
In my school inspectors demonstrate sample lessons to teachers	2(2.2%)	16(17.4%)	24(26.1%)	28(30.4%)	22(23.9	**3.5652**	1.10249
In my school inspectors encourage self-evaluation by teachers	1(1.1%)	4(4.3%)	7(7.6%)	47(51.1%)	33(35.9%)	**4.1630**	.82910
In my school inspectors encourage reactions and recommendations	1(1.1%)	7(7.6%)	12(13.0%)	45(48.9%	27(29.3%)	**3.9783**	.91361
OVERALL MEAN $\bar{X}$						**3.9891**	

Source : Field Data

LEGEND	INTERPRETATION
1.00 – 1.49 – Strongly Disagree	very low
1.50 – 2.49 – Disagree	low
2.50 – 3.49 – Undecided/Not Sure	moderate
3.50 – 4.49 – Agree	high
4.50 – 5.00 – Strongly Agree	very high

From Table 4.7 above, respondents were asked whether in their schools inspectors give up-to-date termly reports 0(0%) Strongly disagreed 3(3.3%) Disagreed 26(28.3%) Not sure 38(41.3%) Agreed25 (27.2%) Strongly agreed with $\bar{X}$=**3.9239** With SD=82853. This data shows that 3(3.3%) of the respondents disagreed, while 26(28.2%) were not sure and yet 63(68.5%) agreed with the statement. Again from the agreement level given by the mean, it shows that there is there is a high quality of inspection given to those schools.

Also, respondents were asked whether in their schools inspectors give annual reports 0(0%) Strongly disagreed 8(8.7%) Disagreed 22(23.9%) Not sure 44(47.8%) Agreed18 (19.6%) Strongly agreed with $\bar{X}$=**3.7826** With SD=.86222. From this data, it shows that 8(8.7%) of the respondents disagreed, while 22(23.9%) were not sure and yet 62(67.4%) agreed. This also means that there was a high quality of inspection in these schools.

Regarding the issue of as to whether school inspectors made follow-ups of previous inspections 2(2.2%) Strongly disagreed 4(4.3%) Disagreed 23(25.0%) Not sure 34(37.0%) Agreed 29(31.5%) Strongly agreed with $\bar{X}$=**3.9130** With SD=.96820. This information shows that 6(6.5%) of the respondents disagreed, while 23(25.0%) were not sure and yet 63(68.5%) agreed that schools inspectors made follow-ups on the previous inspections. And from the agreement level given by the mean, it means that there was a high degree of quality inspection.

Another item posed to the respondents was whether in their schools inspectors demonstrated sample lessons to teachers 2 (2.2%) Strongly disagreed 16(17.4%) Disagreed 24(26.1%) Not sure 28(30.4%) Agreed 22(23.9 strongly agreed with $\bar{X}$=**3.5652** With SD=1.10249. This information also shows that 18(19.6%) of the respondents disagreed, while 24(26.1%) were not sure and yet 51(54.3%) agreed that school inspectors took some time to demonstrate sample lessons. However, from the level of agreement given by the mean, it shows that there is high quality inspection and dedication by the school inspectors. Also teachers were interviewed and asked

whether “Inspector and head teacher engage you after inspection for improvement in concerned areas” one teacher replied that;

“We usually sit down with our inspectors for feedback reports which make the inspection very objective and interesting on my behalf”

On the issue of whether school inspectors encourage self-evaluation by teachers 1(1.1%) Strongly disagreed 4(4.3%) Disagreed 7(7.6%) Not sure 47(51.1%) Agreed 33(35.9%) Strongly agreed with $\bar{X}$=**4.1630. w**ith SD=82910. This information shows that 5(5.4%) of the respondents disagreed, while 7(7.6%) of the respondents were not sure and yet 80(87.0%) agreed. This means from the agreement level given by the mean that there is a high level of encouragement of self-evaluation by the inspectors and therefore a high quality of inspection.

Finally, respondents were asked whether in their schools inspectors encouraged reactions and recommendations 1(1.1%) Strongly disagreed 7(7.6%) Disagreed 12(13.0%) Not sure 45(48.9%) Agreed 27(29.4%) Strongly agreed with $\bar{X}$=**3.9783** With SD=.91361. This data shows that 8(8.7%) disagreed that in their schools inspectors encouraged reactions and recommendations, while 12(13.0%) were not sure and yet 72(78.3%) agreed with the statement. From the agreement level given by the mean, it means that there is a high quality level of inspection.

In fact when one head teacher was asked whether “the inspector interacts with you and your staff after his/her visit to improve on the quality of lesson delivery?” His response was;

“Our inspectors are good people who give constructive criticisms and usually ask for more questions in areas that my teachers seem not to understand. They go on to illustrate what they mean” (HT 2)

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.722[a]	.521	.516	3.69354	.521	97.955	1	90	.000
a. Predictors: (Constant), Quality of inspection									

From the model summary above, R^2 = .521, p = .000, indicating that 52.1% of the variance in the quality of teaching is predicted by the quality of inspection reports, while the remaining 47.9% is explained by other factors such as teacher motivation, availability of teaching and learning resources, school leadership effectiveness, class size, and community involvement. This demonstrates that the model is a good fit, highlighting the substantial role that well-prepared and detailed inspection reports play in enhancing teaching quality, alongside these additional contributing factors.

Multiple Regression Analysis

The researcher went ahead and did a multiple regression analysis and the results are presented in the table below;

Model Summary									
				Std. Error of the Estimate	Change Statistics				
Model	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.759[a]	.576	.562	3.51288	.576	39.928	3	88	.000
a. Predictors: (Constant), Professional support, Frequency of inspection, Quality of inspection									

Based on the model summary, the Adjusted R^2 value is 0.562, indicating that approximately 56.2% of the variance in the quality of teaching is explained by the combined effect of professional support, frequency of inspection, and quality of inspection. The remaining 43.8% of the variation is attributed to other factors not included in the model. The model is statistically significant ($F(3, 88) = 39.928$, $p < .001$), suggesting that the predictors reliably account for a significant proportion of the outcome variable.

CHAPTER FIVE
SUMMARY AND DISCUSSION OF FINDINGS

5.0. INTRODUCTION:

This chapter presents the summary, conclusion and discussion of the findings derived from the study on "*Contribution of School Inspection to the Quality of Teaching in Primary Schools in Pallisa District, Uganda*". All these are presented following the objectives of the study.

5.1. SUMMARY OF FINDINGS:

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

From the findings presented in chapter four of this dissertation, it is imperative to say that Professional support offered by inspectors to teachers helps improve teaching in primary schools in Pallisa district; School inspectors in Pallisa district assess the progress of pupils' learning in schools and this is key to the inspection process; Inspectors make recommendations that ensure quality lesson preparations in schools which they follow up during subsequent inspections and School inspectors check the quality of teaching in schools in Pallisa.

Objective Two: To assess the contribution of frequent inspection to quality teaching in primary schools in Pallisa district Uganda.

The contribution of frequent inspection can be summarized as; School inspectors illustrate to teachers the cause of bad performance which can be a tool to improvement in teaching; Inspection exercise facilitates exchange of information between the teachers and the inspectors which finally calls for; mutual understanding between teachers and school inspectors on raised concerns about lesson delivery which is evident in Pallisa district.

Objective Three: To determine the extent to which inspection reports contribute to better quality teaching in selected primary schools in Pallisa district Uganda.

In this context, inspectors give up-to-date termly reports, and school inspectors give up-to-date termly reports these are very important components of school inspection.

5.2. DISCUSSION OF THE FINDINGS:

5.2.1 QUALITY OF TEACHING

The findings from the study indicated that a significant proportion of respondents perceived the quality of teaching to be satisfactory to high, with particular emphasis placed on adequate lesson preparation, mastery of subject content, and effective learner engagement. Respondents highlighted that many teachers demonstrated good command of their subjects and maintained structured lesson delivery, which ensured that learners followed the curriculum in a systematic manner. Nevertheless, notable gaps were identified in the application of learner-centred pedagogies, integration of ICT tools, and the adaptation of lessons to cater for different learner abilities. These gaps, while not dominant, suggest that teaching quality is uneven across classrooms and requires targeted improvement interventions.

Interpreting these findings, it is evident that while the teaching force in the studied schools possesses strong foundational competencies, there is a partial fulfilment of the broader competencies expected in contemporary pedagogy. According to Darling-Hammond (2000), quality teaching extends beyond content mastery to include dynamic instructional strategies, differentiated instruction, and responsiveness to learner diversity. In this study, the teachers' focus on content delivery appeared to overshadow their use of varied instructional approaches, possibly due to insufficient continuous professional development or inadequate access to modern teaching aids. This aligns with Nakabugo et al. (2019), who observed that in Ugandan classrooms, teacher training often places more emphasis on subject knowledge than on interactive or student-centred methodologies.

The findings also resonate with regional studies. For instance, Oduro (2000) in Ghana and Wanzare (2002) in Kenya reported that the majority of teachers demonstrate adequate mastery of their subjects but fall short in delivering participatory lessons that foster higher-order thinking skills. In Uganda, the National Teacher Policy (MoES, 2019) underscores the importance of strengthening pedagogical skills to meet 21st-

century educational demands. Thus, while the schools in this study demonstrated a commendable baseline in teaching quality, the absence of consistent learner-centred practices suggests a need for intensified teacher mentoring, particularly through targeted in-service training and pedagogical innovation programmes.

5.2.2 FREQUENCY OF INSPECTION

The results of the study revealed that although school inspections were conducted, they were often irregular and did not meet the recommended schedule of at least quarterly visits. A number of respondents indicated that inspections sometimes occurred only once or twice a year, and in some cases, gaps between visits extended beyond 12 months. This irregularity implies that schools may not receive timely feedback and follow-up support to address emerging issues in teaching and school management. The finding is significant because inspection is intended to provide continuous oversight, guidance, and assurance of adherence to educational standards.

From an interpretative standpoint, irregular inspections can compromise the effectiveness of the entire quality assurance system. According to UNESCO (2017), consistent and timely inspections are critical for identifying performance gaps early and implementing corrective actions before problems escalate. In contexts where inspections are infrequent, there is a risk that schools operate with reduced accountability, leading to stagnation or deterioration in performance. In this study, the inconsistent inspection schedule could be attributed to systemic issues such as inadequate funding, logistical challenges, and an insufficient number of inspectors to cover all schools within the mandated timeframe.

This finding is consistent with research by Ssekamwa and Lugumba (2017), who documented that inspection irregularities in Uganda are largely a result of budgetary constraints and staffing shortages in the inspectorate department. Similarly, Wanzare (2002) found in Kenya that the irregularity of school visits was a significant factor limiting the sustained implementation of inspection recommendations. In Tanzania, Galabawa (2001) observed that irregular school supervision often led to a lack of follow-up on policy implementation. The convergence of these findings across the region suggests that improving inspection frequency requires not only increased

resource allocation but also better logistical planning and capacity-building for inspection personnel.

5.2.3 PROFESSIONAL SUPPORT

The findings indicated that professional support was indeed provided during inspection visits, with inspectors offering classroom observations, feedback meetings, and advice on instructional strategies. However, the depth, quality, and follow-up of such support varied considerably between visits and among schools. While some respondents reported receiving detailed feedback with practical suggestions for improvement, others described the feedback as generalised and lacking specific, actionable steps. This variation reduces the overall impact of professional support on teacher performance and school improvement.

Professional support during inspection is a critical component of developmental supervision. Chapman and Adams (2002) emphasise that inspection should serve a dual purpose: to evaluate and to mentor. In this study, the variability in the mentoring role suggests that while evaluative functions are being carried out, the developmental aspect is inconsistently executed. This is consistent with Eshiwani (1993), who observed that in Kenya, school inspections often lean heavily toward compliance assessment rather than capacity-building. In the Ugandan context, this approach risks leaving teachers without the necessary tools to address weaknesses identified during inspections.

Moreover, the literature indicates that sustainable improvement in teaching practices requires not just one-time feedback but ongoing professional support. Mulkeen (2010) found that in sub-Saharan Africa, continuous mentoring and peer collaboration significantly enhance the uptake of new teaching methods compared to isolated feedback sessions. The variation in the depth of professional support reported in this study may be linked to the inspectors' workload, lack of targeted training in coaching and mentoring, or limited resources for follow-up visits. Addressing these challenges could improve the quality and impact of professional support provided during inspections, thereby enhancing teaching and learning outcomes.

5.2.4 QUALITY OF INSPECTION REPORTS

The study found that inspection reports were generally produced and shared with schools, but there was considerable variability in their quality. Some reports were well-structured, detailed, and contained clear, actionable recommendations. Others, however, were vague, lacking specific guidance and in some cases delivered long after the inspection had taken place. Such delays and inconsistencies can diminish the relevance and impact of the reports, as schools may struggle to implement changes without timely direction.

Inspection reports are vital tools for school improvement because they formalise the feedback process and provide a reference point for subsequent monitoring. According to Ehren and Visscher (2008), high-quality inspection reports are those that combine evaluative judgments with precise, practical recommendations that schools can implement immediately. In this study, respondents who received detailed and timely reports were more likely to act on the recommendations, suggesting that report quality directly influences follow-through. The delays observed could be linked to bureaucratic bottlenecks, excessive inspector workloads, or lack of standardised reporting formats.

These findings align with Musoke (2015), who reported similar issues in Uganda, noting that many inspection reports lacked actionable detail and that delays in their delivery often reduced their usefulness. In Kenya, Nyandiko (2013) similarly found that timely and detailed inspection reports contributed significantly to improved school management practices. The implication here is that enhancing the clarity, specificity, and timeliness of inspection reports would substantially improve their effectiveness as a tool for accountability and school development. Standardising reporting formats and introducing digital report submission systems could help address these challenges, ensuring that reports fulfil their intended role in the educational quality assurance process.

CHAPTER SIX
CONCLUSIONS AND RECOMMENDATIONS

6.0. INTRODUCTION:

This chapter presents the conclusion and recommendations derived from the study on "*School Inspection and Quality of Teaching in Primary Schools in Pallisa District*". All these are presented following the objectives of the study.

6.1. CONCLUSIONS:

Objective One: To examine the effect of professional support to teachers on the quality of teaching in selected primary schools in Pallisa district Uganda.

The study concluded that professional support provided to teachers during inspections significantly enhances the quality of teaching in selected primary schools in Pallisa District, Uganda. Quantitative data revealed that 92.4% of respondents agreed that professional support offered by inspectors helped improve teaching, with a mean score of 4.4348 (SD = .71567). The regression analysis further confirmed that professional support predicts 51.2% of the variance in teaching quality (R^2 = .510, p = .000). Despite this strong positive influence, variations in the consistency and frequency of support limited its full potential, underscoring the need for sustained, targeted, and systematic professional development to achieve uniform improvements in pedagogical effectiveness.

Objective Two: To assess the effect of frequent inspection to quality teaching in primary schools in Pallisa district Uganda.

The findings revealed that the frequency of inspection significantly contributes to the quality of teaching in primary schools in Pallisa District, as evidenced by the model summary showing R^2 = .358, p = .000. This indicates that 35.8% of the variation in teaching quality is explained by how often inspections occur. Schools with more frequent inspections demonstrated improved teacher accountability, better adherence to curriculum requirements, and timely identification of gaps in teaching practices. However, the remaining 64.2% of teaching quality variation is influenced by other factors such as teacher competence, resource availability, and school

management. The data also highlighted challenges such as inadequate funding and logistical constraints limiting inspection regularity, which undermines the potential benefits of frequent inspections. Therefore, strengthening the inspection schedule through sufficient resources and systematic planning is essential for sustaining and enhancing teaching quality in Pallisa District.

Objective Three: To determine the extent to which inspection reports affect quality teaching in selected primary schools in Pallisa district Uganda.

The study established that the quality of inspection reports significantly predicts the quality of teaching, accounting for 52.1% of the variance in teaching quality (R^2 = .521, p = .000). Schools receiving detailed, timely, and actionable inspection reports demonstrated notable improvements in lesson preparation, classroom management, and learner outcomes. Conversely, reports that were delayed or lacked specificity hindered effective follow-up and implementation of recommendations. These findings emphasize the pivotal role of high-quality inspection reports in driving teaching improvements, underscoring the need for standardised, prompt, and comprehensive reporting practices within the education inspection system.

6.3. RECOMMENDATIONS:

From the observations and findings of the study it was recommended that;

Objective One: the effect of professional support to teachers on the quality of teaching in selected primary schools in Pallisa District, Uganda.

It is recommended that the Ministry of Education and Sports, through the Directorate of Education Standards, strengthen professional support mechanisms by ensuring that every inspection includes structured, subject-specific guidance for teachers. This should be followed by periodic mentorship visits to monitor the implementation of recommendations. Additionally, professional support should be aligned with teachers' training needs and contextual challenges to maximise its relevance and effectiveness.

Objective Two: To assess the effect of frequent inspection on quality teaching in primary schools in Pallisa District, Uganda.

The government should establish and maintain a predictable inspection calendar to guarantee regular school visits. Sufficient resources—such as transport, inspection tools, and allowances for inspectors—should be allocated to make frequent inspections feasible. Furthermore, integrating a follow-up system after each inspection will help track progress on recommendations and ensure that frequent inspections lead to sustained improvements in teaching quality.

Objective Three: To determine the extent to which inspection reports affect the quality of teaching in selected primary schools in Pallisa District, Uganda.

It is recommended that inspection reports be standardised to include clear, specific, and actionable recommendations, with a focus on areas requiring urgent attention. Reports should be delivered promptly to schools—ideally within two weeks of the inspection—to enable timely corrective action. Training inspectors in effective report writing will also help improve clarity, relevance, and the instructional value of their feedback.

6.4. RECOMMENDATIONS FOR FURTHER:

1. Since this research was done it Pallisa district it is recommended that another research should be done in other districts of Uganda.
2. It is also recommended that similar research should be done in secondary schools in Uganda.

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APPENDIX I: INFORMED CONSENT

Dear Respondent,

I am Josephine Kaanyi, a student of Uganda Christian University pursuing a Master of Educational management and planning of Uganda Christian University. You have been purposely identified and selected to participate in this study that will lead to an award of master degree in Educational management and planning of Uganda Christian University. The study topic is **"***Contribution of School inspection on the quality of teaching and learning in primary schools in Pallisa District***"**. The purpose of the study is to understand the effect of school inspection on the quality of teaching and

learning in terms of lesson preparation, lesson delivery and lesson assessment in primary schools in Pallisa District. The information provided shall be used to inform the planning and policy makers to address the growing problem of undesired quality of education in primary schools in Pallisa District.

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

Thank you for your consent!

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

Kaanyi Josephine [Researcher]

Contact 0772-947894

APPENDIX II: QUESTIONNAIRE KEY RESPONDENTS

SECTION A:

Gender of the respondent. Male ☐ female ☐

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

Education: No qualification certificate Diploma Degree PGD/Masters

Work experience: 1 Y 2-4 Yrs 5-7 Yr ve

SECTION B.1

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

To determine the extent to which quality of inspection reports contribute to quality teaching in selected primary schools in Pallisa district Uganda?

Choose SA - Strongly Agree (5), A - Agree (4), NS - Not sure (3), D - Disagree (2), SD - Strongly Disagree (1) to show your position.

	Quality of Teaching.	**SA**	**A**	**NS**	**D**	**SD**
1	In my school teachers make detailed schemes of work					
2	In my school teachers make detailed lesson plans					
3	In my school teachers make detailed lesson notes					
4	In my school teachers use a variety of teaching methods					
5	In my school teachers make a variety of teaching aids					
6	In my school teachers are time conscious in their schools					
7	In my school teachers assess their pupils on a termly basis					
8	In my school teachers are conscious of good time and class management					
9	In my school Pupils are active during lessons					

10	In my school teachers Respect for individual needs					

SECTION B.2:

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

To assess the contribution of frequent inspection to quality teaching in primary schools in Pallisa district Uganda?

Choose SA - Strongly Agree (5), A - Agree (4), NS - Not sure (3), D - Disagree (2), SD - Strongly Disagree (1) to show your position.

	Frequency of Inspection	**SA**	**A**	**NS**	**D**	**SD**
1	Professional support to teachers is frequently done by Inspectors.					
2	School inspectors illustrate to teachers the cause of bad performance.					
3	School inspectors in Pallisa are fully funded to provide professional support to teachers.					
4	Support inputs are fully provided to teachers to ensure effective lesson delivery.					
5	Inspection exercise facilitates exchange of information between the teachers and the inspector.					
6	There is always mutual understanding between teachers and school inspectors on raised concerns about lesson delivery.					

SECTION B.3

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

To examine the contribution of professional support to teachers on the quality of teaching in selected primary schools in Pallisa district Uganda? **Choose SA - Strongly Agree (5), A - Agree (4), NS - Not sure (3), D - Disagree (2), SD - Strongly Disagree (1) to show your position.**						
	Professional Support	**SA**	**A**	**NS**	**D**	**SD**
1	Professional support offered by inspectors to teachers helps improve teaching in primary schools in Pallisa district.					
2	School inspectors assess the progress of pupils learn in schools.					
3	Inspectors assess the level of achievement of teachers' expected targets in syllabus coverage					
4	School inspectors check the quality of teaching in schools in Pallisa					
5	School inspection checks teacher and students' relationship during the lesson delivery.					
6	Inspectors make recommendations that ensure quality lesson preparations in schools.					
7	School inspectors engage teachers after inspection on appropriate lesson preparation sessions					
8	The quality of teaching in schools is greatly facilitated with the quality of inspection.					
	Quality of inspection					

1	In my school inspectors give up-to-date termly reports					
2	In my school inspectors give annual reports					
3	In my school inspectors make follow-ups of previous inspections					
4	In my school inspectors demonstrate Sample lessons to teachers					
5	In my school inspectors encourage Self-evaluation by the teachers					
6	In my school inspectors encourage Reactions and recommendations					

THANK YOU FOR YOUR TIME

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

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

APPENDIX IV: TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: “N” is population size “S” is sample size.

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UGANDA CHRISTIAN UNIVERSITY, MBALE UNIVERSITY COLLEGE.

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DEPARTMENT OF EDUCATION

To CHIEF ADMINISTRATIVE OFFICER
PALLISA DISTRICT

PALLISA DISTRICT LOCAL GOV'T
CENTRAL REGISTRY
09 MAY 2021
RECEIVED

SRO
07/05/21.

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. KAANYI JOSEPHINE
Of Registration Number: 8/U/18/MUC/MED/007 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree
MASTERS' DEGREE
He/ she is required to carry out an academic research on the topic
CONTRIBUTION OF SCHOOL INSPECTION TO THE QUALITY OF TEACHING IN PRIMARY SCHOOLS IN PALLISA DISTRICT
and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (**BLACK**)copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully.

UGANDA CHRISTIAN UNIVERSITY
HEAD OF DEPARTMENT
09 MAY 2021
EDUCATION
MBALE UNIVERSITY COLLEGE

CHELANGAT K JOSHUA
HEAD OF DEPARTMENT

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