SCHOOL INSPECTION PRACTICES AND TEACHER PERFORMANCE IN GOVERNMENT-AIDED PRIMARY SCHOOLS IN KAMWENGE DISTRICT, UGANDA

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A DISSERTATION SUBMITTED TO KYAMBOGO UNIVERSITY GRADUATE SCHOOL IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN POLICY, PLANNING AND MANAGEMENT OF KYAMBOGO UNIVERSITY

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DECLARATION

I, Edson Nuwagaba hereby declare that this dissertation titled "***School Inspection Practices and Teacher Performance in Government Aided Primary Schools in Kamwenge District, Uganda***" is my own original work. To the best of my knowledge, it has never been presented to any other University before for any award and all referenced materials contained therein have been duly acknowledged.

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APPROVAL

This is to certify that this dissertation titled: "***School Inspection Practices and Teacher Performance in Government Aided Primary Schools in Kamwenge District, Uganda***" has been developed under our guidance and supervision.

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DEDICATION

I dedicate this work to my sons, Arnold Agaba and Elvis Angumya to inspire them into the academic world.

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ABSTRACT

This study examined the relationship between school inspection practices and teacher performance in government-aided primary schools in Kamwenge District, Uganda. The study was guided by the following objectives; to assess the relationship between pre-inspection practices and teacher performance, investigate the relationship between on-site inspection practices and teacher performance and establish the relationship between post-inspection practices and teacher performance in government-aided primary schools in Kamwenge District. The study employed cross-sectional, correlational and survey research designs. Both quantitative and qualitative research approaches were employed, with quantitative approach being dominant.

The sample size consisted of 223 respondents made up of 36 Head teachers and 187 teachers. Four teachers, two Head teachers, and two Inspectors of schools were also interviewed for this study. Quantitative data was analysed at four levels; descriptive analysis, comparative analysis, correlation analysis and regression analysis. The findings revealed existance of a significant positive relationship between pre-inspection practices and teacher performance, a significant positive relationship between between on-site inspection practices and teacher performance, and no significant relationship between post-inspection practices and teacher performance. From the study, it was concluded that pre-inspection practices and on-site inspection practices are significantly related to teacher performance, and there is no significant relationship between post-inspection practices and teacher performance. Of the three independent variables, it was established that pre-inspection practices best predicted teacher performance. It was recommended that the Ministry of Education and Sports through its quality assurance arm, Directorate of Education Standards and the District inspection teams should come up with policies and inspection framework that involves teachers and Head teachers during the planning process. Also, school inspectors should sufficiently observe the full extent of teachers' strength and weaknesses during lessons and recommend appropriate interventions to improve teacher performance. Still, more studies should be conducted on the relationship between post-inspection practices and teacher performance in different contexts to reveal further truth about the relationship that was reported in this study

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study focused on examining the relationship between inspection practices and teacher performance in Government-aided primary schools in Kamwenge District. This chapter presents the background to the study which is comprised of the historical, theoretical, conceptual and contextual perspectives of the problem under study. It also highlights the statement of the problem, purpose, objectives, hypotheses, scope of the study, significance of the study and conceptual frame work.

1.1 Background to the study

1.1.1 Historical perspective

The concept of teacher performance dates as way back as around the 18th century when public schooling was introduced and education and other emerging public services were required to comply with centrally mandated rules, objectives and goals (Alkutich & Abukari, 2018). In order to improve performance in education institutions, most governments introduced the idea of school inspection. Ehren and Honingh (2011) reveal that one of the oldest inspectorates of education known as the Dutch Inspectorate was launched in Europe way back in the 18th century. In the United States of America, Federal Acts such as the Man Power Development and Training Act (1963) was passed to boost teachers' competence and improve their performance (Butts, 1978, Thattai, 2017). Later, the Elementary and Secondary Education Act (1965) stressed the need for enhanced teacher performance by instituting legislations aimed at expanding educational opportunity and improving the quality of instruction (Gamson, McDermott, Kathryn & Reed, 2015). In Africa, emphasis on teacher performance coincided with the establishment of missionary schools (Mazonde, 2016). In West Africa, the British

attached significant value on effective teaching and learning that in 1842, the first Commissioner of Education was appointed and was tasked with investigating the conduct of mission education and make recommendations for its improvement (Yamada, 2019). In Tanzania, Act No. 25 of 1978 established school inspectorate as the legal instrument to monitor education quality for quality assurance in the overall process of teaching and learning (Kambuga & Dadi, 2015).

In Uganda, in order to monitor the performance of teachers and provide continuous professional support to them, a semi-autonomous organ, Education Standards Agency (ESA) was established in 2005. This was following recommendations of the Education Policy Review Commission Report of 1989 and was adopted in the Government White Paper on Education of 1992. The Education Act (2008) transformed the inspectorate into the Directorate of Education Standards whose mandate is to ensure that quality inspection services are offered in all primary schools. Additionally, to assess the different levels of teachers' performance at work, the Ministry of Public Service introduced performance appraisal system for teachers to be evaluated at the end of a performance period, usually a year. This performance is measured against targets which include planning and coordinating work, exhibition of professional knowledge/skills, regularity at work, time management and loyalty (Ministry of Public Service, 2010). However, despite attempts of inspection and evaluation aimed at improving the teaching experiences of teachers, there still remains a problem of poor performance among teachers in Government-aided Primary Schools in Kamwenge District (Byaruhanga, Macela & Kabendera, 2017). Thus, the study sought to investigate whether inspection practices are related to teacher performance in the context of government-aided primary schools in Kamwenge District.

1.1.2 Theoretical Perspective

The study was underpinned by Human Relations Theory (HRT). Human Relations Theory was developed by Elton Mayo between 1927-1933 and was first applied in the Hawthorne Plant of the American Western Electric Company in Chicago. The theory holds a belief that people desire to be part of a supportive team that facilitates development and growth. The theory postulates that for people to develop or perform well, they have to be part of a supportive working environment that embraces participatory planning of targets, offers continuous on-job support, celebrates strengths and reinforces weak areas to enhance performance (Wren & Greenwood, 1998). Human Relations Theory stresses the fact that when employees obtain identity, stability and satisfaction, they become more willing to cooperate and contribute their efforts toward accomplishing organizational goals (Wren & Greenwood, 1998). The theory further states that if employees receive special attention and are encouraged to participate in an activity prior to its execution, they perceive that their work has significance, and they are motivated to be more productive, resulting in high quality work. For this case, for teachers to perform their duties well, they have to be effectively supported through inspection practices that involve them in the planning process, supports them during implementation and endeavors to give feedback to foster continuous improvement in performance. Thus, basing on HRT, it was assumed that pre-inspection practices like stake holder involvement at the beginning of the inspection process and ensuring continued on-site work performance monitoring and giving feedback on work performance could motivate teachers leading to their improved performance.

1.1.3 Conceptual Perspective

In this study, the dependent variable was teacher performance while the independent variable was school inspection practices. Teacher performance refers to the duties performed by a teacher at any given time in the school geared towards achieving both the daily school and classroom objectives and the entire set goals and objectives of education (Duze, 2012). The

handbook of the Association of American Schools in South America [AASSA] (2010) has defined teacher performance as the individual teacher's level of achievement of performance standards. In this study, teachers' performance was operationalized based on the performance standards advanced in the Handbook for School Inspectors (MoES, 2016) and the Handbook of the AASSA (2010). These are; instructional planning, creation of a rich learning environment, regularity and attendance to lessons, and instructional delivery. Inspection is an external evaluation of a school's effectiveness and a diagnosis of what it should do to improve (OFSTED, 2013). It is a purposeful visit to an educational institution to provide an independent and external evaluation of the quality of education being provided (MoES, 2016). Bagaya et al. (2020) has defined inspection practices as systematically laid down procedures for carrying out inspection activities. According to Bagaya et al. (2020), and OFSTED (2013), such practices are pre-inspection practices, on-site inspection practices and post-inspection practices. For this study, inspection practices were operationalized based on Bagaya's definition and thus included; pre-inspection practices, on-site inspection practices and post-inspection practices.

1.1.4 Contextual perspective

The proposed study was conducted among government-aided primary schools in Kamwenge District. Kamwenge District has had a long-standing challenge of low teacher performance. The school inspection report for 2015/2016 revealed that teacher absenteeism stood at 19%, 48% of teachers did not prepare for teaching and learning, while 47% did not use teaching/learning aids while delivering lessons (Byaruhanga, Macela & Kabendera, 2017). Unfortunately, such gaps are supposed to be identified and fixed through school inspection. The gaps necessitated the study to find out how school inspection practices could be an explanation to the problem of poor performance of teachers in Government Aided Primary Schools in Kamwenge District.

1.2 Statement of the problem

Teachers are custodians of pedagogical skills and fountains of content knowledge (Maclellan, 2008). They are supposed to enable learners develop their potential through making use of publicly developed bodies of knowledge (Lim & Chai, 2000). Such bodies of knowledge would include instructional planning, creation of a rich learning environment, regularity and attendance to lessons and instructional delivery (Maclellan, 2008). A teacher is supposed to plan for academically, situationally and subjectively relevant experiences and appropriately employ them in teaching situations (Maclellan, 2008).

To ensure that teachers comply with such centrally mandated goals and standards to foster high performance, school inspection is carried out in Kamwenge district (Kamwenge District, 2019). Despite implementation of school inspection in Kamwenge District, teachers have not been performing to the expected level. The district school inspection report for 2015/2016 revealed several gaps in the performance of teachers in government-aided primary schools in Kamwenge District. For instance, it was reported that 48% of teachers did not plan their lessons, 41% did not teach according to recommended time tables, 19% were irregular at work and 47% were teaching in poor learning environments, without using teaching/learning aids (Byaruhanga, Macela & Kabendera, 2017). Subsequent district school inspection reports also revealed persistence of the same low performance. The district school inspection report for first term, 2019 revealed that 19% of teachers were always absent from duty, 18% did not prepare schemes of work, 38% did not prepare lesson plans and 21% were not teaching according to the recommended timetables. Still, according to the district school inspection report for third term, 2019, the same low performance of teachers was reported. 24% of teachers were always absent from duty, 18% did not prepare schemes of work, 38% did not prepare lesson plans and 41% did not teach following recommended timetables. Thus, the study intended to investigate why despite the inspections carried out in Kamwenge District, teachers' performance was still

low by exploring the nature of inspection practices and how they related to teacher performance.

1.3 Purpose of the study

The purpose of the study was to examine the relationship between inspection practices and teacher performance in Government-Aided Primary Schools in Kamwenge District.

1.4 Objectives

The objectives of the study were to:

- **i.** Assess the relationship between pre-inspection practices and teacher performance in Government-aided primary schools in Kamwenge District.
- **ii.** Investigate the relationship between on-site inspection practices and teacher performance in Government-aided primary schools in Kamwenge District.
- **iii.** Establish the relationship between post-inspection practices and teacher performance in Government-aided primary schools in Kamwenge District.

1.5 Research Hypotheses

The study had the following hypotheses;

$HI_{1:}$ There is a significant positive relationship between pre-inspection practices and teacher performance.

HI_2: There is a significant positive relationship between on-site inspection practices and teacher performance.

$HI_{3:}$ There is a significant positive relationship between post-inspection practices and teacher performance.

1.6 Scope of the study

The scope is comprised of content, geographical and time scopes.

1.6.1 Content scope

The study focused on two variables; Teacher Performance (DV) and Inspection Practices (IV). The DV was conceptualized as instructional planning, creation of a rich learning environment, regular attendance and instructional delivery. The IV conceptualized as Pre-inspection practices, On-site inspection practices and Post-inspection practices. It was anticipated that the independent variable had a direct significant relationship with the dependent variable.

1.6.2 Geographical scope

Geographically, the study was conducted in Kamwenge District, located in Western Uganda. It is accessed from Kampala, the capital city of Uganda either through Mbarara town via Ibanda or Mubende-Fort Portal town, a distance of 385 km. Kamwenge has a total land area of approximately 2,439.4km^2 (Kamwenge District information portal, 2020). The researcher chose to conduct the study in the area because it is accessible from his work place.

1.6.3 Time scope

The study was conducted within the period between 2020 and 2021. This is the time when the researcher had obtained clearance from the relevant offices to proceed with the study.

1.6.4 Sample scope

The study was conducted among, Inspectors, Head teachers and teachers in Government-aided primary schools in all Town Councils and Sub-counties in Kamwenge District. This group of people regularly get involved in the inspection process and have a direct hand in influencing what goes on inside schools to influence teacher performance.

1.7 Significance of the study

The study will inform school inspectors on how to improve the performance of teachers through adopting effective inspection practices. To policy makers, the findings of the study will provide a basis for effective policy formulation on school inspection to improve teacher

performance. To the community, the researcher will disseminate information from this study through publications and making presentations. Theoretically, the study has also advanced relevant contentious areas in school inspection that can be studied in future by other researchers to perfect school inspection.

1.8 Conceptual Framework

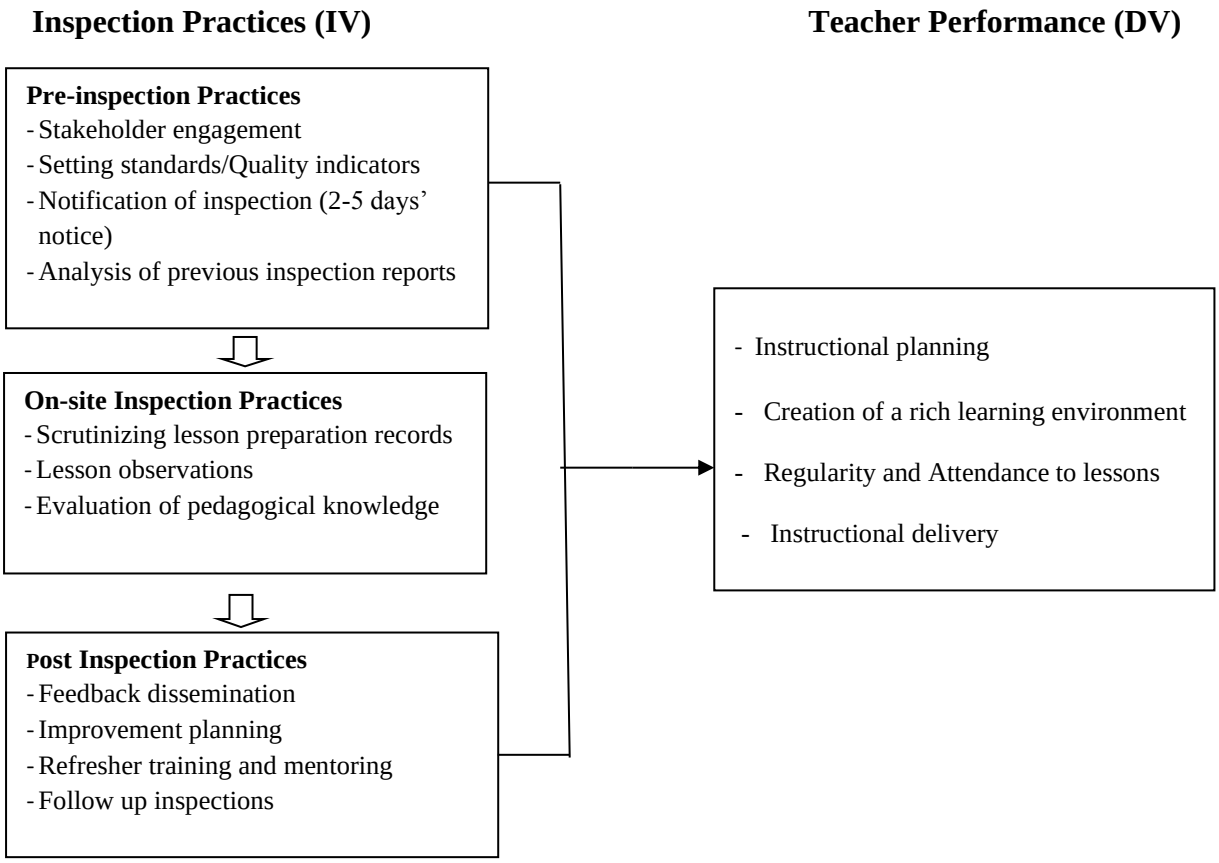

Figure 1. 1: Conceptual Framework Showing Relationship between Inspection Practices and Teacher Performance. *Source:* Concepts adapted and modified from AASSA (2010), Bagaya (2020), MoES (2016), OFSTED (2013).

The conceptual framework above proposes influence of inspection practices on teacher performance. It was assumed that Inspection Practices (IV) have an influence on Teacher Performance (DV). The DV was measured in terms of instructional planning, creation of a rich learning environment, regularity and attendance to lessons and instructional delivery as `advanced by AASSA (2010) and MoES (2016). Inspection practices (IV) was conceptualized

in terms of pre-inspection practices, on-site inspection practices and post-inspection practices as advanced by Bagaya et al (2020). it was hoped that pre-inspection practices feed into on-site inspection practices, which in turn lay ground for post-inspection practices. It was assumed that effective execution of these practices would translate into improved teacher performance.

1.9 Limitations of the Study

Due to COVID-19 restrictions, the researcher's movements to collect data from some of the schools were called off. It was not possible to follow the initial plan of gathering data from all schools in the district. Respondents from areas which had been declared risky could not be accessed during the study.

1.10 Delimitations

The researcher revised the sampling strategy and collected data from respondents whose schools were located in areas outside the risky zones.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents literature related to the objectives of the study. The chapter has two sections, namely; theoretical review and related literature.

2.1 Theoretical Review

Human Relations Theory stresses the fact that paying attention to employees' needs, good relationship and involving them in decision making processes improves their performance at work. Human Relations Theory was developed by Elton Mayo between 1920s and 1930s. In this study, the theory was applied to explain that employees' motivation, attention and satisfaction would improve their performance. If the employees are well-motivated and satisfied, they will be self-directed, creative and committed to work (Aguti, 2015). The theory still emphasizes that if managers care for their workers, they will be motivated, feel valued, respected and recognized which energizes them to perform. The theory additionally holds that if employees receive special attention and are encouraged to participate in development of activity plans prior to execution, they perceive that their work has significance, and they are motivated to be more productive, resulting in high quality work (Bruce & Nyland, 2011). Therefore, because of its high regard for humanity, valuing employees (teachers) and motivating them to perform, it was adopted as a useful catalyst for improved teacher performance in Government-Aided Primary Schools in Kamwenge district.

2.2 Review of Related Literature

The study hypothesized that there is a significant relationship between inspection practices and teacher performance. Bagaya et al. (2020) has defined Inspection Practices as systematically laid down procedures for carrying out inspection activities. According to Bagaya et al., 2020,

such practices are pre-inspection practices, on-site inspection practices and post-inspection practices. For this study, inspection practices were operationalized based on Bagaya's definition and thus were; pre-inspection practices, on-site inspection practices and post-inspection practices. Teacher performance was conceptualized as the duties performed by a teacher at any given time in the school geared towards achieving both the daily school and classroom objectives and the entire set goals and objectives of education. The following were considered; instructional planning, creation of a rich learning environment, regularity and attendance to lessons and instructional delivery.

2.2.1 Pre-Inspection Practices and Teacher Performance

The inspection process must commence with setting performance standards to clarify desirable performance indicators and building rapport with the school stakeholders to foster the will to implement recommendations (DES, 2016; Ofsted, 2005). Standards are definitions of what teachers should know and be able to do to be considered competent in the educational domain (OECD, 2013). A number of studies (e.g., Almeida, 2017; Mahgoub & Elyas, 2014; Mupa & Chinooneka, 2015 and Gershenson, 2016) have been carried out on how setting teacher performance standards leads to teacher performance. For instance, Mahgoub and Elyas (2014) researched the development of teacher performance standards and its impact on the quality of teaching of teachers. The study was conducted among 30 teachers obtained from the faculty of Education at a University in Sudan using control and experimental groups. During the study, one group of teachers was introduced to pre-set performance standards while the other group was not. The scholars reported that the teachers in the experimental group demonstrated greater effectiveness in their teaching as compared to those in the control group. However, Mahgoub and Elyas employed a small sample of only 30 participants, moreover from a university context which is not a primary school, and not in Uganda. Such gaps could only be filled by undertaking

this study which involved a larger sample of respondents from Ugandan Primary schools' context.

Mupa and Chinooneka (2015) conducted a study to explore factors that contribute to effective teaching and learning in primary schools. The researchers employed a qualitative approach. They found that teachers who had followed the professional guidelines and working standards as required of them performed highly. As revealed, the findings of the study were obtained through a qualitative approach, thus this study employed a mixed approach which is predominantly quantitative to establish if similar results could be obtained.

Henry, Dickey and Areson (1991) conducted a study to establish the impact of stakeholder participation in educational performance monitoring systems and teacher performance in Virginia, USA. It was observed that teachers' efficacy and commitment increased as a result of involvement in planning for institutions. However, the study was conducted in a foreign environment, in an education system quite different from Uganda's. The researcher in this study sought to re-establish if the engagement of stakeholders, particularly teachers in inspection processes, had an impact on their performance of the mandated roles and responsibilities.

2.2.2 On-site Inspection Practices and Teacher Performance

Individual teacher performance should be judged systematically against quality indicators in a manner that is supportive and non-threatening (MoES, 2006). Several studies (e.g., Alkutich & Abukari, 2018; Ehren & Visscher, 2008; Escobar, 2019; Grauwe, 2007 and Malunda, Onen, Musaazi & Oonyu, 2016) have been carried out on the value of evaluating teachers based on the conventional pedagogical practices and teacher performance indicators. For example, Malunda et al. (2016) employed a qualitative approach to research the extent to which teacher evaluation by inspectors influenced the quality of pedagogical practices among teachers in

public secondary schools in Uganda. The scholars revealed that teacher evaluation that had been carried out during school inspection had significantly improved the quality of pedagogical practices among teachers. Since the previous researchers employed a qualitative approach in their study, the researcher employed a mixed approach in this study to establish if similar findings could be obtained.

Klerks (2012) carried out a systematic review of 14 peer reviewed studies to establish the effect of on-site inspection practices on the improvement of the educational quality of schools, and to assess the kind of characteristics of on-site inspections that had contributed to the effect on the improvement of the educational quality. The review revealed that on-site inspections and characteristics of school on-site inspections had not directly led to improved performance in the quality of education provided by the teachers and instead established that, there was complex interaction between different characteristics of school on-site inspections and the inspector, and the school together with its pupils, teachers and management. Klerks revealed that research on the effect of educational regulation, for this case inspection had been scarce and called for further research on school inspection. Thus, this study was aimed at extending this research further, in response to Klerks' call.

Zaare (2012) conducted a study in one Iranian Institute to determine the significance of classroom observation, an aspect of On-site inspection, on the teaching methodology of teachers. His study findings revealed that teachers' performance improved as a result of self-awareness and reflective practices proceeding lesson observation. However, the researcher collected data from only one institution and moreover not in a Ugandan context. This study therefore aimed at repeating the study in a Ugandan context and see if the same results could be obtained.

2.2.3 Post Inspection Practices and Teacher Performance

The modern role of the inspector includes monitoring and supporting schools in consolidating the areas of strength and addressing the recommendations made after inspection (MoES, 2016). Bagaya, et al. (2020) note that practices such as dissemination of feedback to teachers, training and retooling, follow-up inspections and improvement planning are vital in this aspect. A number of studies (e.g., Bagaya et al., 2020; Ahmad, Khan & Ali, 2013; Garet, et al., 2017; Khan & Abdullah, 2019 and Rahman, et al., 2011) have been carried out on post inspection practices and their contribution towards teacher performance.

For instance, Ahmad, Khan and Ali (2013) conducted a literature review to establish barriers to effective school inspection in Pakistan. In the study, the researchers found out that lack of follow-up inspections was hampering consolidation of the benefits of school inspection. The researchers called for a thorough research study on the current school inspection practices and how they relate to performance. Therefore, this study was a response to the call made by Ahmad et al. (2013) in a Ugandan context. Also, Garet, et al., (2017) conducted a study to find out the impact of providing performance feedback to teachers and principals after inspections. The findings of the study indicated that teacher performance feedback was responsible for improving teachers' practice. The study was conducted in a USA setting and the researcher in the current study intended to establish if the same findings could be obtained in a Ugandan context. Khan and Abdullah (2019) conducted a study to establish the impact of staff training and development on teachers' performance. They found out that there was a positive and strong relationship between continuous teacher training and development and teacher performance. The findings of the study revealed that when teachers are exposed to continuous on-job trainings and development, their job productivity and job performance increases. However, Khan and Abdullah called on future researchers to assess and review the effectiveness of trainings and their impact on teachers' performance. Thus, the researcher in this study intended

to address this gap by assessing how post-inspection practices such as trainings used by inspectors relate to teacher performance.

Rahman, et al. (2011) researched the ways in which teacher training, a component of post-inspection practices was related to teacher performance. The study established that there was a statistically significant relationship between teacher training and teacher performance in classroom situation. These researchers called for further research on the topic. Thus, the current study sought to establish the relationship between post inspection practices such as refresher trainings, a component of post-inspection practices on teacher performance.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

In this chapter, the researcher presents the strategy that was employed in the study about school inspection practices and teacher performance in government aided primary schools in Kamwenge district**.** The chapter contains the design that was adopted for the study, study population, sample size and sampling procedure, data collection methods and instruments and data analysis process. The chapter also includes the reliability and validity of data collection instruments and ethical considerations of the study.

3.1 Research Approach and Design

The study employed mixed approach by employing both quantitative and qualitative research approaches, with quantitative approach being dominant. Concurrent mixed methods design was used during the study, meaning quantitative and qualitative data were collected separately but concurrently and finally compared to gain a greater insight into the relationship that existed between the study variables. Creswell (2012) recommends this design as being good for a researcher to gain a broader perspective on the research topic and different groups of respondents. Thus, the study adopted both quantitative and qualitative research designs. On the quantitative side, cross-sectional, correlational and survey designs were deployed. Fraenkel & Wallen (2000) have described correlational survey design as being perfectly suited for describing relationships that naturally exist between study variables, such as inspection practices and teacher performance. Cross-sectional survey design allows data to be collected once and for all in order to save time and reduce on costs involved (Creswell, 2003). Correlation allows relating the variables of inspection practices and teacher performance. Survey design allows for use of self-administered questionnaire to collect data from a large sample in order

to generalize data on a big population. For qualitative data, a descriptive design was adopted to describe participants' views on their understanding on each of their variables of inspection practices and also on the variable of teacher performance.

3.2 Study Population

The target population for this study was 735 respondents, consisting of 80 head teachers and 655 teachers working in Government-aided Primary Schools in Kamwenge District (Kamwenge District staffing data, 2020). The district has 8 Sub-counties and 4 Town councils with a combined total of 80 Government-aided Primary Schools. The researcher intended to conduct the study in all Government-aided Primary Schools in Kamwenge District, since the district occupies a small geographical area. However, during data collection, it was a COVID-19 period. This made some schools in risky areas to be inaccessible. As a result, only 65 schools out of 80 were accessible, with a total of 603 teachers and 65 Head teachers. Teachers were considered for the study because they always interact with the inspectors and the inspection process in schools. Head teachers were considered for the study because they oversee the working habits of teachers and rate their day-to-day performance based on performance standards at school level.

On the Qualitative side, the researcher also interviewed four teachers, two head teachers and two inspectors to get their understanding of how inspection practices influence teachers' performance. The number was considered to be a balanced representation of the immediate personnel involved in the inspection process. Inspectors were interviewed because they have first-hand experiences of the existing inspection practices and teacher performance trends. Interview participants were selected on the basis of their job designation, job experience, exposure to school inspections, and geographical location.

3.3 Sample Size and Selection

The accessible population was 603 teachers and 65 Head teachers. Using Krejcie and Morgan (1970) table of sample size determination (Appendix II), a sample size of 234 teachers and 56 Head teachers was considered. The breakdown of the study population, accessible population, sample size and actual sample are presented in table 3.1.

Table 3. 1: Sample Size and Selection

Category	**Study Population**	**Accessible Population**	**Sample Size**	**Actual Sample Size**
Head teachers	80	65	56	36
Teachers	655	603	234	187
Total	735	668	290	223

Source: Drawn by the researcher, based on information from Kamwenge District staffing data,2020

3.4 Sampling Techniques

On the quantitative side, teachers were selected through cluster random sampling. Cluster random sampling involves dividing the whole population into clusters and then obtaining a random sample from each of the clusters (Sedgwick, 2014). Each of the 8 sub-counties and 4 Town Councils which make up Kamwenge District was considered as a cluster. Proportionate allocation by equal fraction was applied to obtain the number of respondents from each cluster and school. At school level, the researcher obtained a complete staff list from the Head teacher and randomly selected the required number of teachers to participate in the study. Head teachers were selected through purposive sampling. All the 65 Head teachers whose schools were accessible were invited to participate in the study. Purposive sampling was employed to obtain participants to be interviewed. Interview participants were selected on the basis of their

job designation, job experience, exposure to school inspections, and geographical location. Inspection records were sought from the District Inspector of Schools to aid in sample selection. Teachers from schools which had been previously inspected were considered for the study. Experienced Head teachers who had been exposed to school inspections over time were also selected for interviewing. The two inspectors who participated in the study were automatically considered for the study since the district has only two inspectors.

3.5 Data Collection Method

Quantitative data was collected using survey method. This is the collection of information from a sample of individuals through their responses to questions (Check & Schutt, 2012). Kabir (2016) recommends it as being suitable for gathering participants' thoughts, opinions, and feelings with limited bias. Qualitative data was collected using interviews. I interviewed eight respondents who were selected purposively in order to obtain a deeper insight into their perception of school inspection practices and teacher performance in Government-Aided Primary Schools in Kamwenge District.

3.6 Data Collection Instrument

A questionnaire was constructed to collect data quantitative data from teachers and Head teachers, regarding the relationship existing between school inspection practices and teacher performance in Government-aided Primary Schools in Kamwenge District. The instrument had 3 sections; Section A, Background information (6 items); Section B, Teacher Performance (DV) which had 4 constructs; Instructional Planning (5 items), creation of a rich learning environment (5 items), regular attendance (20 items and Section C, school inspection practices (IV) which had 3 constructs; pre-inspection practices (6 items), on-site inspection practices (6 items) and post-inspection practices (8 items). All quantitative items were adapted from already made instruments as indicated in Table 3.3. Respondents stated their responses to all

quantitative items based on a 5-scale response continuum developed by Likert (1932). For qualitative data, interview guides were made. See appendix II, III and IV. For the variables in the instrument, see Table 3.3.

Table 3. 2:Variables in the Instrument

Variable	**Constructs**	**No. Items adapt-ed**	**Source of the instrument, No. Items and their reliabilities (α values)**
Teacher Performance (Section B)	Instructional planning	01	Mugizi et al. (2019), 1 item (α=0.738)
		04	Malunda et al. (2016), 04 items (α= *)
	Creation of a rich learning environment	02	Amin et al. (2013), 2 items (α=0.96)
		01	Mugizi et al. (2019), 01 items (α=0.51)
		02	MoES (2006), 13 items (α= *)
	Regularity and attendance to lessons	04	Amin et al. (2013), 04 items (α=0.81)
		01	Mugizi et al. (2019), 01 items (α=0.81)
	Instructional delivery	07	Mugizi et al. (2019), 07 items (α=0.81)
Pre-Inspection Practices (Section CI)	Setting standards, notification of inspection	06	Bagaya et al. (2020), 06 items (α=0.92)
On-site Inspection Practices (Section CII)	Lesson observations, evaluating pedagogical skills	06	Bagaya et al. (2020), 06 items (α=0.92)
Post-Inspection Practices (Section CIII)	Feedback, Follow-up inspections	08	Bagaya et al. (2020), 08 items (α=0.919)

**Reliability not established*

Source: Researcher 2021

3.7 Quality Control

Appropriate data collection instruments were employed to ensure that credible and quality data was collected.

3.7.1 Validity of Data Collection Instruments

Validity explains how well the collected data covers the actual area of investigation (Taherdoost, 2016). Instruments were examined for their content validity and face validity. To ensure validity of quantitative data collection instrument, items from already made instruments whose reliabilities were already established and thus validity assured were adapted. Items were further subjected to confirmatory analyses and only those which loaded more than 0.5 were considered valid items. For qualitative data, multiple respondents were interviewed to obtain bias-free data.

3.7.2 Reliability of Data Collection Instruments

Reliability of a research instrument refers to the degree to which an instrument consistently measures whatever it is supposed to measure. After data collection, data was entered in SPSS and confirmatory reliability analyses were run to calculate the Cronbach alpha (α value) of theitems. A Cronbach alpha of 0.7 for items was considered as a reliable measure (Table 3.3).

3.8 Research procedure

The researcher obtained an introductory letter from Kyambogo University to introduce him to Kamwenge District Education Department. The researcher then obtained permission from Kamwenge District Education Department to approach the target population to obtain data related to the study. The researcher consequently employed the stated methodology to treat the data obtained to come up with the conclusions.

3.9 Data Analysis

The data was analyzed at descriptive, comparative, correlation and regression levels. At descriptive level, the researcher computed the descriptive statistics of the respondents' responses to the items under each variable – Teacher Performance (DV), Pre-Inspection Practices (IV1), On-site Inspection Practices (IV2) and Post-Inspection Practices (IV3). At comparative level, the researcher conducted comparative data analysis of the DV (TP) with respondents' background information that is; gender, age group, teaching experience, designation, highest level of education attained and school location through establishing ANOVA and t-test values. At correlation level, analysis was conducted to test the three hypotheses of this study (H1, H2, and H3) by establishing the Pearson Product Correlation Coefficient. At regression level, the researcher regressed the DV on the IVs at once to determine the strength of the relationship.

Qualitative data was collected from respondents in audio form and transcribed into text. It was then coded according to the study objectives. Finally, analysis was made based on the frequency of codes and voices from the respondents in order to come up with conclusions.

3.10 Ethical Considerations

At school level, the researcher ensured an informed consent of all respondents before administering the data collection tool to them, through guaranteeing right to withdraw from the study. To ensure anonymity, all questionnaires were coded such that they could not be traced back to the respondent. The researcher also assured respondents of their right to benefit from the results of the study through accessing the final study findings. During the administration of the study tool, care was taken to ensure that the respondents worked with the utmost privacy while filling out the questionnaire. For qualitative data, issues of anonymity and confidentiality

were ensured by filling a consent form. See appendix IV. All works of other scholars was cited quoting sources of information and the authors.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

In this chapter, results from the field are presented, analyzed and interpreted under four major sections. In the first section, descriptive data analysis is presented. Section two contains comparative data analysis. In section three, correlative data is presented and analyzed. Regression data is presented and analyzed in section four.

4.1 Descriptive Characteristics of Respondents

The study collected both quantitative and qualitative data. For Quantitative data, the anticipated number of respondents was 290, made up of 234 teachers and 56 Head teachers for the questionnaire survey. After data collection, the actual number of respondents was 223, made up of 187 teachers and 36 head teachers, giving a response rate of 76.9%. This response rate was within the recommended 67% response rate (Amin, 2005). All respondents who filled in the questionnaire were asked about their gender, age, teaching experience, designation, highest level of education attained and school location. Findings are presented in table 4.1.

Table 4. 1:Frequencies and Percentages on the Categories of Participants' Background Information (BI)

Item	Categories	Frequency	Valid Percent (%)
Gender	Male	137	61.4
	Female	86	38.6
Age	20-29	49	22.0
	30-39	74	33.2
	40-49	56	25.1
	50 Above	44	19.7
Teaching experience	Less than 3 years	17	7.6
	3-6 years	27	12.1
	7-10 years	96	43.0
	More than 10 years	83	37.2
Designation	Head teacher	36	16.1
	Teacher	187	83.9
Highest level of Education Attained	Certificate	132	59.2
	Diploma	53	23.8
	Degree	38	17.0
	Masters	00	00
School Location	Urban	63	28.3
	Rural	160	71.7

Source: Primary Data

The results in Table 4.1 show that majority (61.4%) of the respondents were male as compared to 38.6% who were female. Pertaining to the age groups in which the respondents belonged, those who belonged to the age group of 30-39 (33.2%) came first, followed by those in the age group of 40-49 (25.1%), then those in the age group of 20-29 (22.0%) and lastly those in the age group of 50 and above, having 19.7%. Concerning the teaching experience of the respondents, 43.0% fell in the category of 7-10 years, followed by those in the category of

More than 10 years (37.2%), then those in the category of 3-6 years (12.1%) and lastly those in the category of Less than 3 years (7.6). Regarding the designation of the respondents, results showed that majority of the respondents (83.9%) belonged to the category of teachers as compared to 16.1% who belonged to the category of Head teachers.

Pertaining to the respondents' highest level of education, majority (59.2%) belonged to the category of certificate, followed by those in the category of diploma (23.8%), then those in the category of Degree (17.0%) and lastly those in the category of Masters (00.0%). Regarding the respondents' school location, majority (71.7%) belonged to rural schools as compared to 28.3% in urban schools.

For qualitative data, the anticipated number of respondents was 4 teachers, 2 head teachers and 2 inspectors of schools were considered for interviews. I interviewed four teachers, two Head teachers and two Inspectors of schools, giving a response rate of 100%. I gave them codes T1, T2, T3, T4, HT1, HT2, INSP1and INSP2 respectively

4.2 Dependent Variable (Teacher Performance)

Under Teacher Performance (TP) as the dependent variable, there were four constructs namely: Instructional Planning (IP), creation of a rich learning environment (RLE), regular attendance (RA) and instructional delivery (ID). For each of these four constructs, descriptive results namely; frequencies, percentages and means are presented. Then results item by item following the self-administered questionnaire as indicated in the instrument (Appendix 1, Section B) are also presented. This is followed by results of validity and reliability on the items of each construct. An aggregate index on each TP (IP, RLE, RA & ID) construct; and thereafter was computed. An aggregate index of the main variable (TP) was also computed. Lastly, the results on the variations of TP with the background information variables of the study are presented.

4.2.1 Description of Instructional Planning (IP)

Under instructional planning as a construct of TP, respondents were asked as to whether they came when they were well prepared for teaching in class; made schemes of work at the beginning of every term, and made lesson plans for all their lessons. They were also asked t whether they prepared class exercises for students before the lessons and whether they assessed their student's prior knowledge and skills at the start of their lessons. Each of the five items (IP1-1P5, Appendix 1, Section B) on instructional planning were scaled in terms of percentages using the five-point Likert scale where 1 = 00-19%; 2 = 20-39%; 3 = 40-59%; 4 = 60-79%; 5 = 80-100%. In Table 4.2 the related results are given.

Table 4. 2: Frequencies, Percentages and Means of Items on Instructional Planning

Item	Description	00-19	20-39	40-59	60-79	80-100	Mean	SD	Overall rating
		Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)			
IP1	I come well prepared for teaching in class	00 (0.0)	13 (5.9)	51 (23.2)	119 (54.1)	37 (16.8)	3.8	0.78	60-79
IP2	I make schemes of work at the beginning of every term	00 (0.0)	16 (7.2)	56 (25.1)	111 (49.8)	40 (17.9)	3.8	0.82	60-79
IP3	I make lesson plans for all my lessons	01 (0.5)	40 (18.2)	113 (51.4)	54 (24.5)	12 (5.5)	3.2	0.80	40-59
IP4	I prepare class exercises for students before the lessons	01 (0.5)	40 (18.0)	109 (49.1)	59 (26.6)	13 (5.9)	3.1	0.81	40-59
IP5	I assess the students' prior knowledge and skills at the start of a lesson	06 (2.7)	36 (16.3)	133 (60.2)	44 (19.9)	02 (0.9)	3.0	0.71	40-59

The results in Table 4.2 on whether the respondents came to class when they were well prepared for teaching showed that cumulatively, 70.9% came to school well prepared for teaching as compared to 23.2% who attempted to be prepared and 5.9% who did not come well prepared for teaching. Considering the mean of 3.8 close to code 4 which corresponds to 60-79, my

results suggested that, the respondents came to school well prepared to teach. Regarding whether they made schemes of work at the beginning of every term, my results showed that, cumulatively, the majority (67.7%) made schemes as compared to few (7.2%) that did not and 25.1% that attempted to.

Considering the mean of 3.8 similar to code 4 which corresponds to 60-79, the results suggested that, the respondents made schemes of work at the beginning of every term. On the item of whether they made lesson plans for all their lessons, my results showed that the majority (51.4%) attempted to make lesson plans as compared to 30% who were making and a cumulative 18.7% who were not. Considering the mean of 3.2 close to code 3 which corresponds to 40-59, the results suggested that, the respondents attempted to make lesson plans. As regards whether the respondents prepared class exercises for students before the lessons, the results showed that, 49.1% attempted to prepare class exercises as compared to cumulative 32.5% that were preparing and 18.5% who were not. Considering the mean of 3.2 close to code 3 which corresponds to 40-59, my results suggested that, the respondents attempted to prepare class exercise before the lessons.

On the item of whether the respondents assessed their student's prior knowledge and skills at the start of their lessons, the results showed that the majority (60.2%) attempted to assess their students' prior knowledge and skills as compared to a cumulative 20.8% who assessed their students' prior knowledge and skills at the start of their lessons and a cumulative 19% who did not. Considering the mean of 3.0 similar to code 3 which corresponds to 40-59, my results suggested that, the respondents attempted to assess their students' prior knowledge and skills at the start of their lessons. To verify whether items in Table 4.2 were valid and thus measured the IP component of TP, I subjected the items to validity test and then reliability test. The

loadings of the respective five items on the factor and their reliabilities (Cronbach Alpha) are as I have given in Table 4.3

Table 4. 3:Validity and Reliability of the Items on Instructional Planning (IP)

Items on IP	Component	Reliability of 5 Valid Items
* I come well prepared for teaching in class	0.752	0.848
* I make schemes of work at the beginning of every term	0.754	
* I make lesson plans for all my lessons	0.883	
* I prepare class exercises for students before the lessons	0.877	
* I assess the students' prior knowledge and skills at the start of a lesson	0.661	

* *Valid Items*

According to Prudon (2015), factor loadings of at least 0.5 should be considered high and therefore, from Table 4.3, all the five items namely; IP1, IP2, IP3, IP4, and IP5 loaded highly on the first factor which means that, the five factors were valid items of Instructional Planning (IP). The reliability test for the five valid items in Table 4.3 ($\alpha = 0.848$) indicates that all the five items were reliable measures of IP.

To establish the overall representation of how the respondents rated themselves on Instructional Planning (IP), an aggregate index of IP = (IP1 +IP2 + IP3 + IP4 + IP5)/5 for the five items measuring IP was computed. The measures of central tendency on the same were, the mean = 3.4 and median = 3.40. The mean and median being very close, suggested normal distribution of the results. This can be seen as in Fig. 4.1

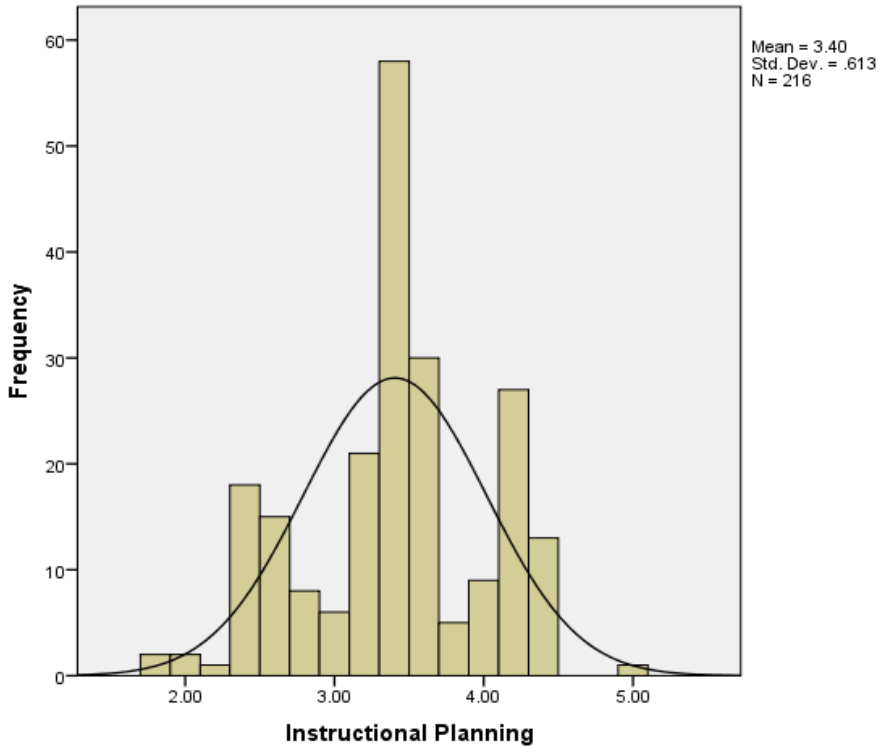

Figure 4. 1: Distribution of Responses on Instructional Planning

4.2.2 Description of Creation of a Rich Learning Environment (RLE)

Under creation of a rich learning environment as a construct of TP, the respondents were asked as to whether they kept good relations with their students, maintained discipline in their classes, and decorated their classrooms with appropriate educational material. They were also asked if they maintained a clean and organized teaching environment and contacted their students' parents for their betterment. Each of the five items (RLE1-RLE5, Appendix 1, Section B) on creation of a rich learning environment was scaled in terms of percentages using the five-point Likert scale where 1 = 00-19%; 2 = 20-39%; 3 = 40-59%; 4 = 60-79%; 5 = 80-100%. In Table 4.4, the related results are given.

Table 4. 4: Frequencies, Percentages and Means of Items on Creation of a Rich Learning Environment

Item	Description	00-19	20-39	40-59	60-79	80-100	Mean	SD	Overall rating
		Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)			
RLE1	I keep good relations with my students	05 (02.3)	09 (04.1)	27 (12.2)	91 (41.0)	90 (40.5)	4.1	0.94	60-79
RLE2	I maintain discipline in my class	01 (0.5)	07 (03.2)	28 (12.6)	94 (42.3)	92 (41.4)	4.2	0.82	60-79
RLE3	I decorate the classroom with appropriate educational material	00 (00)	50 (22.4)	78 (35.0)	92 (41.3)	03 (01.3)	3.2	0.80	40-59
RLE4	I maintain a clean and organized teaching environment	01 (0.4)	44 (19.7)	85 (38.1)	94 (40.8)	02 (0.9)	3.2	0.78	40-59
RLE5	For the betterment of my students, I contact their parents	08 (03.6)	71 (32.1)	95 (43.0)	32 (14.5)	15 (06.8)	2.9	0.93	40-59

The results in Table 4.4 on whether the respondents kept good relations with their students showed that, cumulatively, 81.5% kept good relations with their students as compared to 12.2 % who attempted to keep good relations with their students and a cumulative 6.4% who did not keep good relations with their students. Considering the mean of 4.1 close to code 4 which corresponds to 60-79, my results suggested that, the respondents kept good relations with their students. Regarding whether they maintained discipline in their classes, my results showed that, cumulatively 83.7% maintained discipline in their classes as compared to 12.6% that attempted to maintain it and a few 3.7 % that did not maintain discipline in their classes. Considering the

mean of 4.2 close to code 4 which corresponds to 60-79, my results suggested that, the respondents-maintained discipline in their classes.

On the item of whether they decorated the classroom with appropriate educational material, the results showed that cumulatively 42.6% decorated the classroom with appropriate educational material as compared to 35% that attempted to decorate their classrooms with appropriate educational material and 22.4% that did not decorate their classrooms with appropriate educational material. Considering the mean of 3.2 close to code 3 which corresponds to 40-59, the results suggested that, the respondents attempted to decorate their classrooms with appropriate educational material. As regards whether they maintained a clean and organized teaching environment, the results showed that, cumulatively, 41.7% maintained a clean and organized teaching environment as compared to 38.1% that attempted to maintain it and only 20.1% that did not maintain it. Considering the mean of 3.2 close to code 3 which corresponds to 40-59%, the results suggested that, the respondents attempted to create a clean and organized teaching environment. On the item of whether they contacted their students' parents for the students' betterment, the results showed that 43% attempted to contact their students' parents for the students' betterment as compared to 21.3% who did and 36.7% who did not. Considering the mean of 2.9 close to code 3 which corresponds to 40-59%, the results suggested that, the respondents attempted to contact their students' parents for the students' betterment.

To verify whether items in Table 4.4 were valid and thus measured the RLE component of TP, the items were subjected to validity test and then reliability test to confirm their reliability. The loadings of the respective five items on the factor and their reliabilities (Cronbach Alpha) are as I have given in Table 4.5.

Table 4. 5: Validity and Reliability of the Items on Creation of a Rich Learning Environment (RLE)

Item	Component	Reliability of 3 Valid Items
‹ I keep good relations with my students	0.920	0.734
‹ I maintain discipline in my class	0.917	
I decorate the classroom with appropriate educational material	0.068	
I maintain a clean and organized teaching environment	0.144	
‹ For the betterment of my students, I contact their parents	0.506	

* *Valid items*

According to Prudon (2015), factor loadings of at least 0.5 should be considered high and therefore, from Table 4.5, three items namely; RLE1, RLE2 and RLE5, loaded highly which means that the three factors were valid items of creation of a rich learning environment (RLE). The reliability test for the three valid items in Table 4.5 ($\alpha = 0.734$) indicates that three items were reliable measures of RLE.

To establish an overall representation of how the respondents rated themselves on creation of a rich learning environment (RLE), an aggregate index of RLE= (RLE1 + RLE2 + RLE3 + RLE4 + RLE5)/5 for the five items measuring RLE was computed. The measures of central tendency on the same were, the mean = 3.7 and median = 3.67. The mean and median being very close, suggested normal distribution of the results. This can be seen in Fig. 4.2.

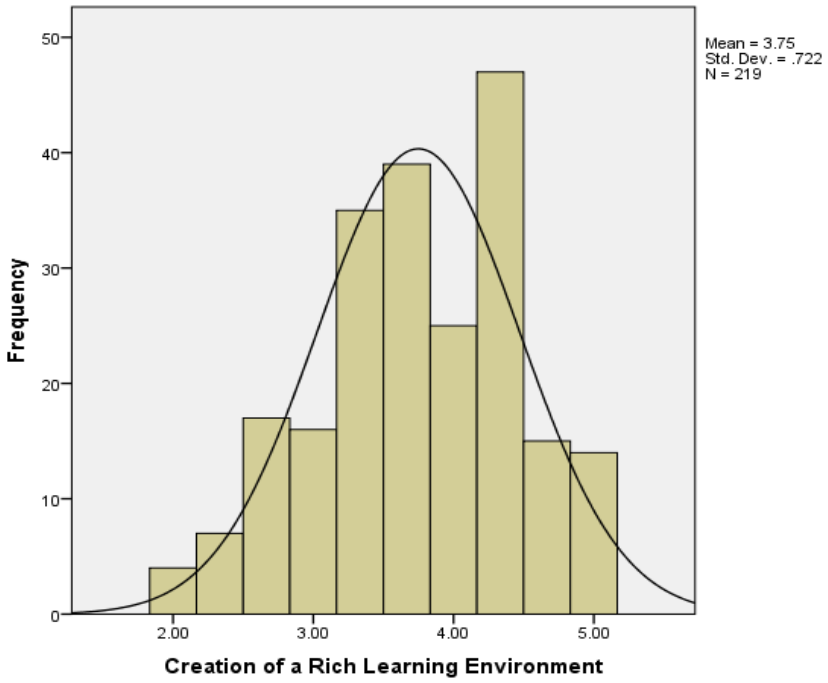

Figure 4. 2: Distribution of Responses on Creation of a Rich Learning Environment

4.2.3 Description of Regular Attendance (RA)

Under regular attendance as a construct of TP, the respondents were asked as to whether they attended their classes on time, did relevant activities in periods that regulated students, came to school regularly, completed their syllabus on time and fulfilled their assigned activities on time. Each of the five items (RA1-RA5, Appendix 1, Section B) on regular attendance were scaled in terms of percentages using the five-point Likert scale where 1 = 00-19%; 2 = 20-39%; 3 = 40-59%; 4 = 60-79%; 5 = 80-100%. In Table 4.6, the related results are given.

Table 4. 6: Frequencies, Percentages and Means for Items on Regular Attendance

Item	Description	00-19	20-39	40-59	60-79	80-100	Mean	SD	Overall rating
		Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)			
RA1	When present at school, I attend to my class on time	01 (0.4)	07 (3.1)	60 (26.1)	122 (54.7)	33 (14.8)	3.8	0.74	60-79
RA2	I do relevant activities in my periods that regulate students	1 (0.4)	14 (6.3)	38 (17.2)	87 (39.4)	81 (36.7)	4.1	0.91	60-79
RA3	I come to school regularly	00 (00)	08 (3.6)	28 (12.7)	149 (67.4)	36 (16.3)	4.0	0.66	60-79
RA4	I complete my syllabus on time	00 (00)	06 (2.7)	68 (30.6)	109 (49.1)	39 (17.6)	4.0	0.75	60-79
RA5	I fulfill my assigned activities on time	00 (00)	00 (00)	34 (15.4)	147 (66.5)	40 (18.1)	4.0	0.58	60-79

The results in Table 4.6 on whether the respondents attended to their classes on time showed that cumulatively, 69.5% attended to their classes on time as compared to 26.1% who attempted to attend to their classes on time and 3.5% who did not attend to their classes on time. Considering the mean of 3.8 close to code 4 which corresponds to 60-79%, the results suggested that, the respondents attended to their classes on time when present at school.

Regarding whether they did relevant activities in their periods that regulated students, the results showed that cumulatively, 76.1% did relevant activities in their periods that regulated

students as compared to 17.2 % that attempted to do relevant activities in their periods that regulated students and 6.7% that did not. Considering the mean of 4.1 close to code 4 which corresponds to 60-79%, the results suggested that, the respondents did relevant activities in their periods that regulated students. As regards whether they came to school regularly, the results showed that cumulatively, 87.7% came to school regularly as compared to only 12.7% that attempted to come to school regularly and 3.6% who did not. Considering the mean of 4.0 similar to code 4 which corresponds to 60-79, the results suggested that, the respondents came to school regularly. On the item of whether they completed their syllabus on time, the results showed that cumulatively, 66.7% completed their syllabus on time as compared to 30.6% who attempted to complete their syllabus on time and a small number (2.7%) that did not complete their syllabus on time. Considering the mean of 4.0 similar to code 4 which corresponds to 60-79, the results suggested that, the respondents completed their syllabus on time.

On the item of whether they fulfilled their assigned activities on time, the results showed that cumulatively, 84.6% completed their assigned activities on time as compared to a small number (15.4%) who attempted to complete their assigned activities on time. Considering the mean of 4.0 similar to code 4 which corresponds to 60-79%, the results suggested that, the respondents completed their assigned activities on time. To verify whether items in Table 4.6 were valid and thus measured the RA component of TP, the items were subjected to validity test and then reliability test to confirm their reliability. The loadings of the respective five items on the factor and their reliabilities (Cronbach Alpha) are as given in Table 4.7.

Table 4. 7: Validity and Reliability of the Items on Regular Attendance (RA)

Item	Component	Reliability of Three Valid Items
* When present at school, I attend to my class on time	0.768	0.815
I do relevant activities in my periods that regulate students	0.163	
I come to school regularly	0.074	
* I complete my syllabus on time	0.861	
* I fulfill my assigned activities on time	0.906	

** Valid items*

Prudon (2015) recommends that factor loadings of at least 0.5 should be considered high and therefore, from Table 4.7, three items namely; RA1, RA4 and RA5, loaded highly which means that the three factors were valid items of regular attendance (RA). The reliability test for the three valid items in Table 4.7 ($\alpha = 0.815$) indicates that three items were reliable measures of RA.

To establish an overall representation of how the respondents rated themselves on regular attendance (RA), an aggregate index of RA= (RA1 + RA2 + RA3 + RA4 + RA5)/5 for the five items measuring RA was computed. The measures of central tendency on the same were, the mean = 3.9 and median = 4.00. The mean and median being very close, suggested normal distribution of the results. This can be seen in Fig. 4.3.

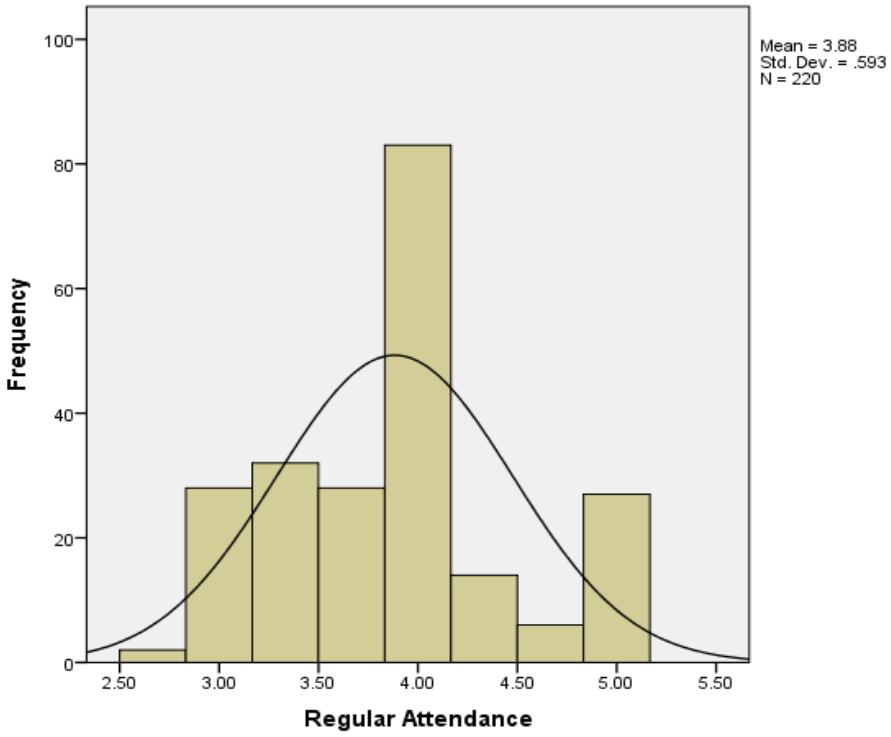

Figure 4. 3: Distribution of Responses on Regular Attendance

4.2.4 Description of Instructional Delivery (ID)

Under Instructional Delivery as a construct of TP, the respondents were asked as to whether they used different methods of teaching, ensured that most of their students understood their lessons and taught every student according to their abilities. They were also asked if they also taught difficult lessons easily, made effort to satisfy students when they ask questions, found explaining concepts clearly to learners using real life examples a challenge and marked the class exercises while in class. Each of the seven items (ID1-ID7, Appendix 1, Section B) on Instructional Delivery were scaled in terms of percentages using the five-point Likert scale where 1 = 00-19%; 2 = 20-39%; 3 = 40-59%; 4 = 60-79%; 5 = 80-100%. In Table 4.8, the related results are given.

Table 4. 8:Frequencies, Percentages and Means for Items on Instructional Delivery

Item	Description	00-19	20-39	40-59	60-79	80-100	Mean	Standard Deviation	Overall rating (%)
		Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)			
ID1	I use different methods of teaching	00 (00)	01 (0.5)	14 (6.3)	87 (39.4)	119 (53.8)	4.5	0.64	80-100
ID2	I ensure that most of my students understand my lessons.	00 (00)	07 (3.2)	44 (19.9)	52 (23.5)	118 (53.4)	4.3	0.89	60-79
ID3	I teach every student according to his abilities.	07 (3.2)	11 (5.0)	65 (29.3)	131 (59.0)	08 (3.6)	3.5	0.78	60-79
ID4	I also teach difficult lessons easily.	00 (00)	00 (00)	19 (8.6)	63 (28.4)	140 (63.1)	4.5	0.65	80-100
ID5	I make effort to satisfy students when they ask questions.	00 (00)	02 (0.9)	15 (6.7)	68 (30.5)	129 (60.3)	4.5	0.67	80-100
ID6	I find explaining concepts clearly to learners using real life examples a challenge.	06 (2.8)	35 (16.6)	51 (24.2)	96 (45.5)	23 (10.9)	3.5	0.99	60-79
ID7	I mark the class exercises while still in class.	03 (1.4)	03 (1.4)	14 (6.5)	112 (52.3)	82 (38.3)	4.2	0.76	60-79

The results in Table 4.8 on whether the respondents used different methods of teaching showed that cumulatively, 93.2% used different methods of teaching as compared to 6.3% who attempted to use different methods of teaching and 0.5% that did not use different methods of teaching. Considering the mean of 4.5 close to code 5 which corresponds to 80-100, my results suggested that, the respondents used different methods of teaching. Regarding whether they ensured that most of their learners understood their lessons, the results showed that, cumulatively, 76.9% ensured that most of their learners understood their lessons as compared to few (19.9%) that attempted to, and 3.2% that did not. Considering the mean of 4.3 close to

code 4 which corresponds to 60-79%, the results suggested that, the respondents attempted to ensure that most of their students understood their lessons. On the item of whether they taught every student according to their abilities, the results showed that cumulatively, 62.6% taught every student according to their abilities as compared to only 29.3% that attempted to and 8.2% that did not. Considering the mean of 3.5 close to code 4 which corresponds to 60-79%, the results suggested that, the respondents taught every student according to their abilities.

As regards whether they also taught difficult lessons easily, the results showed that cumulatively, 91.5% taught difficult lessons easily as compared to only 8.6% that attempted to. Considering the mean of 4.5 close to code 5 which corresponds to 80-100, the results suggested that, the respondents taught difficult lessons easily. On the item of whether they made effort to satisfy students when they ask questions, the results showed that cumulatively, 90.8% made effort to satisfy students when they ask questions as compared to a small number (6.7%) who attempted to and 0.9% who did not. Considering the mean of 4.5 close to code 5 which corresponds to 80-100%, the results suggested that, the respondents made effort to satisfy students when they ask questions. On the item of whether they found explaining concepts clearly using real-life examples a challenge, the results showed that cumulatively, 56.4% found explaining concepts clearly using real-life examples a challenge as compared to a small number (24.2%) who found some bit of challenge and 19.4% who did not find any challenge. On the item of whether they marked class exercises while still in class, the results showed that cumulatively, 90.6% marked class exercises while still in class as compared to a small number (6.5%) who attempted to and 2.8% who did not. Considering the mean of 4.2 close to code 4 which corresponds to 60-79%, the results suggested that, the respondents mark class exercises while still in class. To verify whether items in Table 4.8 were valid and thus measured the ID component of TP, the items were subjected to validity test and then reliability

test to confirm their reliability. The loadings of the respective seven items on the factor and their reliabilities (Cronbach Alpha) are as given in Table 4.9.

Table 4. 9:Validity and Reliability of the items on Instructional Delivery (ID)

Item	Component	Reliability of Four Valid Items
* I use different methods of teaching	).718	0.883
* I ensure that most of my students understand my lessons	).587	
I teach every student according to his abilities	).294	
* I also teach difficult lessons easily	).926	
* I make effort to satisfy students when they ask questions	).921	
I find explaining concepts clearly to learners a challenge	).280	
I mark the class exercises while in class	·0.090	

** Valid items*

Prudon (2015) recommends factor loadings of at least 0.5 to be considered high and therefore, from Table 4.9, four items namely; ID1, ID2, ID4 and ID5, loaded highly which means that the four factors were valid items of instructional delivery (ID). The reliability test for the four valid items in Table 4.9 ($\alpha = 0.883$) indicates that four items were reliable measures of ID.

To establish an overall representation of how the respondents rated themselves on instructional delivery (ID), an aggregate index of ID= (ID1 + ID2 + ID3 + ID4 + ID5+ ID6+ ID7) / 7 for the seven items measuring ID was computed. The measures of central tendency on the same were, the mean = 4.2 and median = 4.40. The mean being close to code 4 indicated that the

respondents rated their overall regular attendance at 60-79%. Further, the mean and median being very close, suggested normal distribution of the results. This can be seen as in Fig. 4.4.

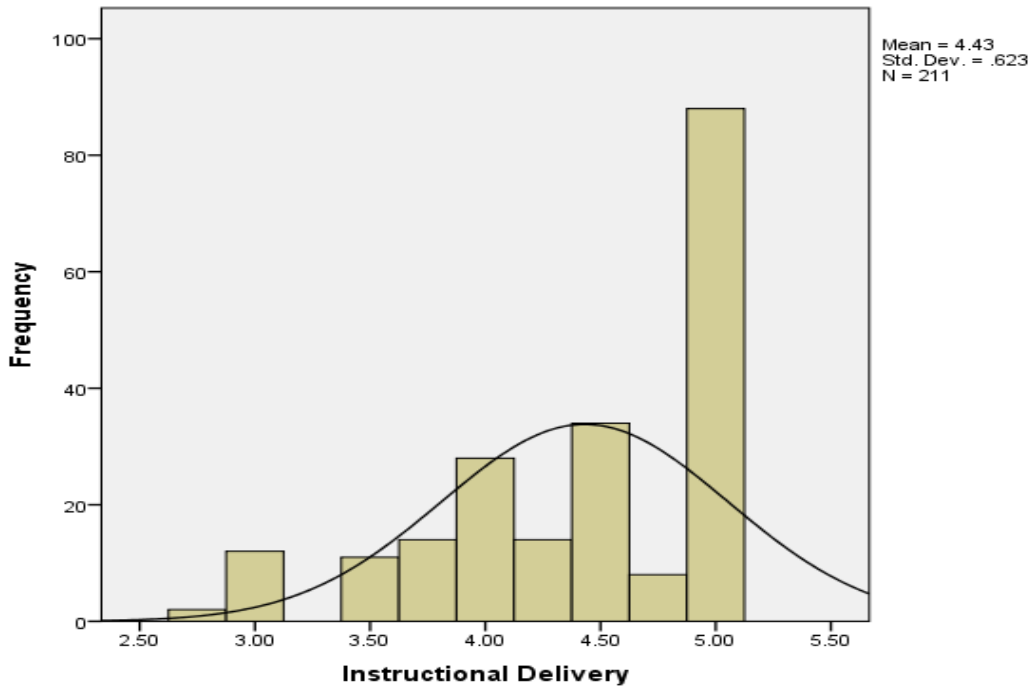

Figure 4. 4:Distribution of Responses on Instructional Delivery

4.2.5 Overall Index on Teacher Performance

To establish an overall representation of how the respondents rated themselves on teacher performance, an aggregate index of TP = (IP + RLE + RA + ID) / 4 for the four constructs measuring TP was computed. The measures of central tendency on the same were, the mean = 3.9 and median = 3.98. The mean being close to code 4 indicated that the respondents rated their overall performance at 60-79%, meaning that their performance in terms of the four constructs of TP was just good. Further, the mean and median being very close, suggested normal distribution of the results. This can be seen as in Fig. 4.5.

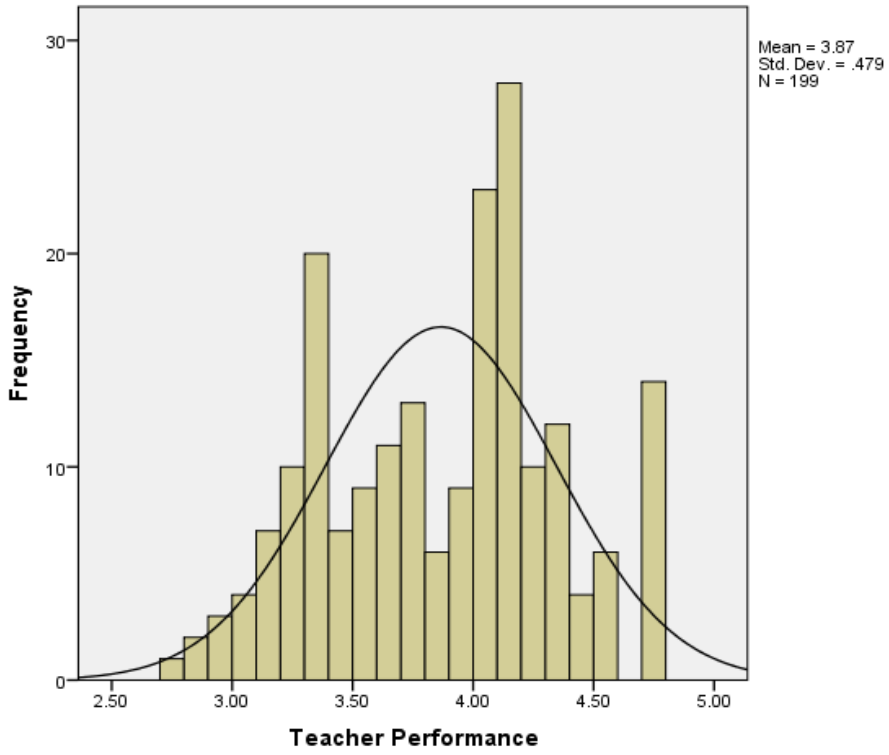

Figure 4. 5:Overall Distribution of Responses on Teacher Performance

4.2.6 Qualitative findings on Teacher Performance

The study also had a qualitative side. To gain an understanding of how teachers performed their duties, interviews were carried out with some participants. These included 4 teachers, 2 Head teachers and 2 Inspectors of schools, who were coded as T1, T2, T3, T4, HT1, HT2, INSP1, and INSP2 respectively. In particular, they were asked to supply responses on their performance in terms of instructional planning, creation of a rich learning environment, regular attendance and instructional delivery. Here below, their responses are presented.

4.2.6.1 Participants' Responses on Instructional Planning (IP)

Under instructional planning, the participants were asked to comment about their preparation of schemes of work and lesson plans. All respondents (T1, T2, T3, T4 & HT2) acknowledged that they prepared schemes of work. For example, T1 revealed the following;

I usually make at least 2/3 of the required schemes of work during the holidays when I have time. As the term progresses, I update the remaining scheme of work to make sure that I complete schemes of work for all the three subjects I teach. (Interview with T1, December 06, 2020)

Still regarding preparation of schemes of work by teachers, HT2 revealed the following;

Teachers at this school make schemes of work. These schemes of work are presented to me for approval at the start of the term. However, some teachers come with part of the schemes and work on the remaining sections during the course of the term. The school organises a preparatory week for all staff. Most of the teachers who turn up for this week usually finish their scheming in this period. (Interview with HT2, December 07, 2020)

Regarding lesson planning, most of the respondents admitted to not sufficiently planning for their lessons. Most of them cited reasons such as congested timetables, personal commitments and failure of school administration to provide the materials necessary to make lesson plans (T1, T3, T4, HT2 & INSP1). For example, T3 had the following to say;

Honestly, I do not make all lesson plans. I make like 2/5 of the required lesson plans. I am overloaded with lessons and have less time left for me to make lesson plans while at school. Even when I try to make lesson plans at home, I fail because I have many personal commitments. In order to match with the curriculum, I usually teach from the scheme of work whenever I do not have a lesson plan. (Interview with T3, December 06, 2020)

About lesson planning, HT2 revealed the following;

Lesson planning is generally low. In most cases, teachers who complete schemes of the work before the term starts are the ones who go ahead and try to make lesson plans. However, the teachers who start the term with incomplete schemes of work always give excuses that they are

still completing their schemes of work and therefore cannot concentrate on lesson plans. (Interview with HT2, December 06, 2020)

Related revelations on lesson planning were made by INSP1, who said the following;

A small number of teachers prepare lesson plans. I have personally met teachers who do not make any lesson plan at all! Such teachers claim to be teaching directly from the scheme of work yet the two, a lesson plan and a scheme of work are meant to play very different purposes in the process of teaching. (Interview with INSP1, December 04, 2020)

4.2.6.2 Participants' Responses on Creation of a Rich Learning Environment (RLE)

Regarding relationship with the learners, most of the respondents (T1, T2, T3, T4 & HT2) noted that they kept good relations with their learners and maintained discipline in their classes. For instance, T2 said the following;

I am always free with my learners, which makes them love my lessons. I maintain discipline in my class through guidance and counselling to my learners. In most cases, I make use of the class meetings convened by the Head teacher to access learners' parents and share with them about their children's learning. (Interview with T2, December 06, 2020).

Regarding the learning environment, INSP1 revealed that most teachers, especially those in lower and middle primary made and used learning aids while conducting lessons. He said the following:

In the schools I have inspected, most teachers especially those in secured and lockable classrooms create resourceful learning environments. Teachers, mainly in lower and middle primary classes make more aids than their counterparts in upper primary classes. (Interview with INSP1, December 04, 2020)

4.2.6.3 Participants' Responses on Regular Attendance (RA)

Regarding the attendance of teachers, most of the respondents (T1, T2 & T3) revealed that their attendance was good. This was repeated by HT1, HT2, INSP1 and INSP2. For example, INSP2 said the following;

Overall, teachers' daily attendance in the schools I inspect is good, especially among teachers in middle and upper primary classes but slightly lower among teachers of lower primary classes. Attendance is particularly good in schools with staff houses, where teachers stay at school all the time. A good number of teachers have timetables in their classes but sometimes, these timetables are not followed. Syllabus coverage is good among most teachers. (Interview with INSP2, December 04, 2020)

4.2.6.4 Participants' Responses on Instructional Delivery (ID)

Regarding instructional delivery of teachers, some of the respondents (T1 & T3) noted that they used a variety of learner centred methods of teaching. Others (T1, T2 & T3) revealed that they paid attention to slow learners and graded the teaching/learning tasks to ensured that they were not left behind in the process of learning. For example, T3 had the following to say;

I embrace a variety of learner-centred methods while teaching. I find it helpful because this way, learners achieve most of the intended competences. Where possible, I also conduct remedial lessons for slow learners and give graded content according to different learners' abilities. (Interview with T3, December 06, 2020)

In addition, INSP2 said the following about teachers' instructional delivery;

Most teachers in the schools I have inspected use appropriate methods of teaching. However, new approaches such as RTL and EGR are still challenging teachers. Most teachers appear well versed with traditional teaching methods but struggle to effectively embrace new methods and

approaches. Teachers with medium teaching experience appear comfortable using a variety of teaching methods. (Interview with INSP2, December 04, 2020)

Generally, interview findings seem to suggest that teacher performance is just good. Most of the respondents described their performance as being good, across most of the constructs of TP.

4.2.7 Comparative Data Analysis of Teacher Performance (DV) with Background Information (BI)

This section contains comparative data analysis of the DV (TP) with respondents' background information that is; gender, age group, teaching experience, designation, highest level of education attained and school location.

4.2.7.1 Teacher Performance by Gender of Respondent

To find out whether there were differences in performance levels of respondents according to their Gender, that is either Male or Female, a student's t-Test was carried out and the results are as presented in Table 4.10

Table 4. 10: Descriptive Statistics and t-Test Results for Scores in Teacher Performance by Gender

Categories of Gender	Frequency	Sample mean	Sample SD	T	p
Male	120	3.8	0.490	-0.943	0.231
Female	79	3.9	0.463		

The results in Table 4.10 show that on average, female respondents (mean = 3.9) scored higher on teacher performance than male respondents (mean = 3.8). However, Student's t (t = -0.943) was small because its probability or level of significance (p =0.231) was larger than $\alpha = 0.05$

($p > 0.05$). Thus, teacher performance levels of male and female respondents did not differ significantly. So, the differences in the sample means may be attributed to chance.

4.2.7.2 Teacher Performance by Age of Respondents

To establish whether there was variation in performance of teachers depending on their ages, ANOVA was carried out and the results are as shown in Table 4.11

Table 4. 11:ANOVA Results on Teacher Performance by Age of Respondents

Age group	Frequency	Sample Mean	Sample SD	F	p
20-29	43	3.94	0.513	0.960	0.413
30-39	60	3.82	0.480		
40-49	54	3.80	0.438		
50 and Above	42	3.92	0.494		

The results in Table 4.11 show that on average, respondents who were in the age bracket of 20-29 (mean =3.9) scored highest on teacher performance level, followed by those who were 50 and above (mean =3.9), then those who were 30-39 (mean = 3.8), and lastly 40-49 (mean = 3.8). However, computed or observed F ($F = 0.960$) was small given that the level of significance ($p = 0.463$) was larger than $\alpha = 0.05$ ($p > 0.05$). Thus, teacher performance levels of respondents did not differ significantly according to their ages. So, the differences in means may be attributed to chance.

4.2.7.3 Teacher Performance by Teaching Experience of Respondents

To establish whether there was variation in performance of teachers depending on their teaching experience, ANOVA was carried out and the results are as shown in Table 4.12.

Table 4. 12:ANOVA Results on Teacher Performance by Teaching Experience of Respondents

Age group	Frequency	Sample Mean	Sample SD	F	p
Less than 3 years	14	3.8	0.48	4.313	0.006
3-6 years	25	4.2	0.41		
7-10 years	86	3.8	0.49		
More than 10 years	74	3.9	0.45		

The results in Table 4.12 show that on average, respondents who were in the age bracket of 3-6 years (mean = 4.2) scored highest on teacher performance level, followed by those who were more than 10 years (mean = 3.9), then those who were less than three years and those who were 7-10 years (mean = 3.8). However, computed or observed F (F = 4.313) was big given that the level of significance ($p = 0.006$) was smaller than $\alpha = 0.05$ ($p < 0.05$). Thus, teacher performance levels of respondents differed significantly according to their teaching experience.

4.2.7.4 Teacher Performance by Designation of Respondents

To find out whether there were differences in performance levels of respondents according to their designation, that is either teacher or Head teacher, a Student's t-Test was carried out and the results are as presented in Table 4.13.

Table 4. 13:Descriptive Statistics and t-Test Results for Scores in Teacher Performance by Designation

Categories of Designation	Frequency	Sample mean	Sample SD	T	p
Head teacher	33	4.0	0.38	1.81	0.013
Teacher	166	3.8	0.49		

The results in Table 4.13 show that on average, Head teacher respondents (mean =4.0) scored higher on teacher performance than teacher respondents (mean = 3.8). However, Student's t (t =1.81) was large because its probability or level of significance ($p = 0.013$) was smaller than $\alpha = 0.05$ ($p < 0.05$). Thus, teacher performance levels of Head teacher and teacher respondents differed significantly.

4.2.7.5 Teacher Performance by Level of Education of Respondents

To establish whether there was variation in performance of teachers depending on their level of education, I carried out ANOVA and the results are as shown in Table 4.14

Table 4. 14: ***ANOVA Results on Teacher Performance by Level of Education of Respondents***

Level of Education	Frequency	Sample Mean	Sample SD	F	P
Certificate	117	3.9	0.514	1.259	0.286
Diploma	48	3.8	0.446		
Degree	34	4.0	0.382		

The results in Table 4.14 show that on average, respondents who had an education level of Degree (mean = 4.0) scored highest on teacher performance level, followed by those who had education level of certificate (mean = 3.9) and then those who had an education level of Diploma (mean = 3.8). However, computed or observed F (F =1.259) was small given that the level of significance ($p = 0.286$) was larger than $\alpha = 0.05$ ($p > 0.05$). Thus, teacher performance

levels of respondents did not differ significantly according to their levels of education. So, the differences in means may be attributed to chance.

4.2.7.6 Teacher Performance by School Location of Respondents

To find out whether there were differences in performance levels of teachers according to the school location of respondents, that is either Urban or Rural, a Student's t-Test was carried out and the results are as presented in Table 4.15

Table 4. 15: ***Descriptive Statistics and t-Test results for Scores in Teacher Performance by School Location***

Categories of School Location	Frequency	Sample mean	Sample SD	t	Sig or p value
Urban	57	3.6	0.43	-4.51	0.357
Rural	142	4.0	0.47		

The results in Table 4.15 show that on average, rural respondents (mean = 4.0) scored higher on teacher performance than urban respondents (mean = 3.6). However, Student's t (t = -4.51) was large because its probability or level of significance (p =0.357) was larger than $\alpha = 0.05$ ($p > 0.05$). Thus, teacher performance levels of urban and urban respondents did not differ significantly. So, the differences in the sample means may be attributed to chance.

4.3 Study Objectives

The study had Teacher Performance (DV) as a major variable and three Independent Variables (IVs). The three Independent Variables were; pre-inspection practices (PRP), on-site inspection practices (OIP), and post-inspection practices (PIP). From these variables, the study had three objectives. These objectives were; to assess the relationship between pre-inspection practices and teacher performance, investigate the relationship between on-site inspection practices and teacher performance, and establish the relationship between post-inspection practices and

teacher performance in government-aided primary schools in Kamwenge District. To achieve these objectives, three hypotheses were formulated. These were; there is a significant positive relationship between pre-inspection practices and teacher performance; there is a significant positive relationship between on-site inspection practices and teacher performance and there is a significant positive relationship between post-inspection practices and teacher performance. Under each variable, participants were interviewed to gain an understanding of how they perceived those variables. For each of the three Independent Variables, descriptive results namely; frequencies, percentages and means were presented. Then results are presented item by item following the self-administered questionnaire as indicated in the instrument (Appendix I, Section C). This was followed by giving results of validity on the items of each Independent variable. An aggregate index on each Independent Variable (PRP, OIP and PIP) was also computed. On the qualitative side, a description of responses from participants on pre-inspection practices, on-site inspection practices and post-inspection practices was given. Thereafter, each objective was tested using correlation and regression analyses.

4.3.1 Objective One (To establish the relationship between Pre-inspection Practices and teacher performance)

From this objective, the first hypothesis was formed; there is a significant positive relationship between pre-inspection practices and teacher performance. Under this objective, the descriptive results for pre-inspection practices (IV 1), frequencies, percentages and means are given. Then, results are presented item by item on PRP following the self-administered questionnaire as indicated in the instrument (Appendix I, Section C). The validity and reliability of items on PRP and Aggregate index on PRP are given. To gain an understanding of how participants understood pre-inspection practices, they were interviewed. Their responses are given. Then, correlation and regression analyses were computed.

4.3.1.1 Description of Pre-Inspection Practices (PRP)

Under pre-inspection practices as a construct of inspection practices, the respondents were asked as to how often inspectors involved Head teachers and teachers in planning for inspection in their schools, how often inspectors consulted previous inspection reports in preparation for inspection and how often inspectors gave at least one-month notice of inspection to schools in preparation for inspection in their schools. They were also sked how often inspectors gave prior briefing to Head teachers and teachers on the purpose, methods and outcomes of inspection, how often inspectors requested for school documentation in advance for inspection and finally, how often inspectors worked with teachers to develop performance-related targets. Each of the six items (PRP1-PRP6, Appendix 1, Section C1) on pre-inspection practices was scaled in terms of frequency using the five-point Likert scale where 1=Never (N), 2=Rarely (RA), 3=Occasionally (OC), 4=Often (OF), 5=Frequently (FR). In Table 4.16, the related results are given.

Table 4. 16: Frequencies, Percentages and Means for Items on Pre-inspection Practices

Item	Description	NE	RA	OC	OF	FR	Mean	SD	Overall rating
		Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)			
PRP1	How often do inspectors involve headteachers and teachers in planning for inspection in this school?	25 (11.3)	95 (43.0)	91 (41.2)	09 (4.1)	01 (0.5)	2.4	0.76	Rarely
PRP2	How often do inspectors consult previous inspection reports in preparation for inspection in this school?	70 (31.7)	71 (32.1)	76 (34.4)	04 (01.8)	00 (00)	2.1	0.86	Rarely
PRP3	How often do inspectors give at least one month notice of inspection to this school in preparation for inspection?	206 (92.8)	09 (4.1)	07 (3.2)	00 (00)	00 (00)	1.1	0.40	Never
PRP4	How often do inspectors give prior briefing to headteachers and teachers on the purpose, methods and outcomes of the inspection?	41 (18.4)	64 (28.7)	110 (49.3)	08 (3.6)	00 (00)	2.4	0.82	Rarely
PRP5	How often do inspectors request for school information in advance for inspection?	89 (40.6)	110 (50.2)	14 (6.4)	06 (2.7)	00 (00)	1.7	0.71	Rarely
PRP6	How often do inspectors work with teachers to develop performance-related targets.	30 (13.6)	51 (23.1)	37 (16.7)	56 (25.3)	47 (21.3)	3.1	1.36	Occasionally

The results in Table 4.16 on how often inspectors involved head teachers and teachers in planning for inspection in their schools showed that cumulatively, 54.3% did not involve Head teachers and teachers in planning for inspection in their schools as compared to 41.2% who

attempted to involve head teachers and 4.6% that involved head teachers and teachers in planning for inspection in their schools. Considering the mean of 2.4 close to code two which corresponds to Rarely, the results suggested that, inspectors rarely involved Head teachers and teachers in planning for inspections in their schools. Regarding how often inspectors consulted previous inspection reports in preparation for inspection, the results showed that cumulatively, 63.8% did not consult previous inspection reports in preparation for inspection as compared to 34.4% that did not adequately consult previous inspection reports and 1.8% that consulted previous inspection reports in preparation for inspection. Considering the mean of 2.1 close to code two which corresponds to Rarely, the results suggested that, inspectors rarely consulted previous inspection reports in preparation for inspection.

On the item of how often inspectors gave at least one-month notice of inspection to schools in preparation for inspection, the results showed that cumulatively, 96.9% did not give at least one-month notice of inspection to schools in preparation for inspection as compared to only 3.2% that attempted to give at least one-month notice of inspection to schools in preparation for inspection. Considering the mean of 1.1 close to code one which corresponds to Never, the results suggested that, inspectors never gave at least one-month notice of inspection to schools in preparation for inspection. As regards how often inspectors gave prior briefing to Head teachers and teachers on the purpose, methods and outcomes of the inspection, the results showed that 49.3% attempted to brief Head teachers and teachers on the purpose, methods and outcomes of the inspection as compared to only 47.1% that did not brief Head teachers and teachers on the purpose, methods and outcomes of the inspection and 3.6% that briefed Head teachers and teachers on the purpose, methods and outcomes of the inspection. Considering the mean of 2.4 close to code two which corresponds to Rarely, the results suggested that, Inspectors rarely brief Head teachers and teachers on the purpose, methods and outcomes of the inspection.

On the item of how often inspectors requested for school information in advance for inspection, the results showed that cumulatively, 90.8% did not request for school information in advance for inspection as compared to a small number (6.4%) who attempted to request for school information in advance for inspection and 2.7% who requested for school information in advance for inspection. Considering the mean of 1.7 close to code two which corresponds to Rarely, the results suggested that, Inspectors rarely requested for school information in advance for inspection.

On the item of how often inspectors worked with teachers to develop performance-related targets, the results showed that cumulatively, 46.6% worked with teachers to develop performance-related targets as compared to a small number (16.7%) who attempted to work with teachers to develop performance-related targets and 36.7% who did not work with teachers to develop performance-related targets. Considering the mean of 3.1 close to code three which corresponds to Occasionally, the results suggested that, inspectors occasionally work with teachers to develop performance-related targets. To verify whether items in Table 4.16 were valid and thus measured the PRP component of the IV, the items were subjected to validity test and then reliability test to confirm their reliability. The results are as given in Table 4.17.

Table 4. 17:Validity and Reliability of the Items on Pre-inspection Practices

Item	Component	Reliability of Four Valid Items
* How often do Inspectors involve Head teachers and teachers in planning for inspection in this school?	0.577	0.753
* How often do inspectors consult previous inspection reports in preparation for inspection?	0.899	
How often do inspectors give at least one-month notice of inspection to this school in preparation for inspection?	-0.006	
* How often do inspectors give prior briefing to Head teacher and teachers in this school on the purpose, methods and outcomes of the inspection?	0.689	
How often do inspectors request for school documentations in advance for inspection?	0.222	
* How often do inspectors work with teachers to develop performance targets?	0.868	

** Valid items*

According to Prudon (2015), factor loadings of at least 0.5 should be considered high and therefore, from Table 4.9, four items namely; PRP1, PRP2, PRP4 and PRP6, loaded highly which means that the four factors were valid items of pre-inspection practices (PRP). The reliability test for the four valid items in Table 4.17 ($\alpha = 0.753$) indicates that four items were reliable measures of ID.

To establish an overall representation of how the respondents rated pre-inspection practices (PRP), an aggregate index of PRP= (PRP1 + PRP2 + PRP3 + PRP4 + PRP5+ PRP6) / 6 for the

six items measuring PRP was computed. The measures of central tendency on the same were, the mean = 2.5 and median = 2.50. The mean being close to code 3 indicated that the respondents rated the overall conduct of pre-inspection practices at Occasionally, meaning that inspectors occasionally implemented activities under pre-inspection practices. Further, the mean and median being the same, suggested normal distribution of the results. This can be seen as in Fig. 4.6

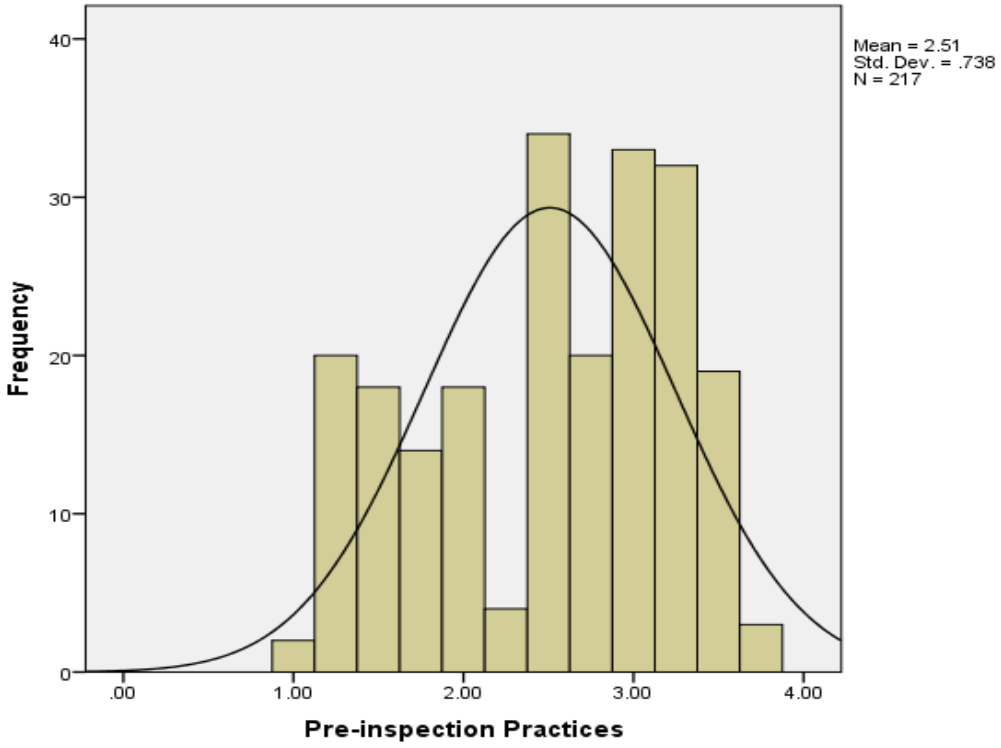

Figure 4. 6:Distribution of responses on pre-inspection practices

4.3.1.2 Participants' Interview Responses on Pre-inspection Practices

Under pre-inspection practices, respondents were asked to comment on the extent to which they were involved in planning for school inspections in their schools. Most of the respondents admitted that they were rarely involved in planning for school inspections (T1, T2, T3 & HT2). They noted that prior notice of inspection is rare, and inspectors rarely communicated the purpose and outcomes of the inspection beforehand. For example, T1 had the following to say:

I have never been involved in planning for an inspection with Inspectors. Sometimes, the inspectors pass through the head teachers to inform us of a school inspection, a few days before. But in most cases, we just see the inspector arriving. (Interview with T1, December 06, 2020)

When asked if this related to their performance in schools where they taught, most of my respondents revealed that failure to involve them in planning for school inspections reduced their performance (T1, T3, HT1 & HT2). For example, HT1 had the following to say, "Failure to involve teachers reduces their motivation and level of knowledge about the nature of the work to be done. This reduces their performance." (Interview with HT1, December 06, 2020)

4.3.1.3 Correlation of Pre-Inspection Practices and Teacher Performance

To establish whether there was a relationship between pre-inspection practices (PRP) and teacher performance (TP), a correlation analysis was carried out. The results are given in Table 4.18

Table 4. 18: Correlation of Teacher Performance and Pre-Inspection Practices

		Teacher Performance	Pre-Inspection Practices
Teacher Performance (TP)	Pearson Correlation	1	0.484***
	Sig. (2-tailed)		0.000
	N	199	194
Pre-Inspection Practices (PRP)	Pearson Correlation	0.484***	1
	Sig. (2-tailed)	0.000	
	N	194	217

**** Correlation is significant at the 0.01 level (2-tailed).*

The results in Table 4.18 suggest that PRP was a significant positive correlate of TP ($p < 0.05$). Thus, hypothesis H1 was accepted.

4.3.1.4 Regression Analysis of Teacher Performance on Pre-Inspection Practices

To ascertain whether pre-inspection practises (PRP), predicted teacher performance (TP) in government aided primary schools in a simple linear regression was run. That is, the dependent variable namely, TP was regressed on PRP, (the first independent variable). The results are as in Table 4.19

Table 4. 19: Simple Linear Regression of Teacher Performance on Pre-Inspection Inspection Practices

Pre-Inspection Practices	Standardised β	Significance p
	0.484	0.000
Adjusted $R^2 = 0.230$		
$F = 58.779$, $p = 0.000$		

The results in Table 4.19 show that, pre-inspection practices (PRP) explained 23% of the variation in TP (adjusted $R^2 = 0.230$). The regression model was significant ($F = 58.779$, $p = 0.000 < 0.05$).

4.3.2 Objective Two (To investigate the relationship between On-site Inspection Practices and teacher performance)

From this objective, the second hypothesis was formed; there is a significant positive relationship between on-site inspection practices and teacher performance. Under this objective, the descriptive results for on-site inspection practices (IV2), frequencies, percentages and means are given. Then, the results are presented item by item on OIP following the self-administered questionnaire as indicated in the instrument (Appendix I, Section C). The validity and reliability of items on OIP and Aggregate index on OIP are given. Participants were also interviewed to gain an understanding of how they understood on-site inspection practices to be. Then, correlation and regression analyses were computed.

4.3.2.1 Description of On-site Inspection Practices (OIP)

Under on-site inspection practices as a component of inspection practices, the respondents were asked as to whether inspectors spent at least two days in their schools, whether inspectors observed the entire period of the lesson in their schools, and whether inspectors aligned their activities to their school timetables. They were also asked whether inspectors used a variety of information-gathering methods, observed lessons of their specialty and maintained a friendly atmosphere during inspection in their schools. Each of the six items (OIP1-OIP6, Appendix 1, Section CII) on on-site-inspection practices was scaled in terms of percentages using the five-point Likert scale where 1=Strongly Disagree (SD), 2=Disagree (D), 3=Neutral (N), 4=Agree (A), 5=Strongly Agree (SA). In Table 4.20, the related results are given.

Table 4.20:Frequencies, Percentages and Means for Items on On-site Inspection Practices

Item	Description	SD	D	N	A	SA	Mean	SD	Overall rating
		Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)			
OIP1	Inspectors spend at least two days in this school.	174 (78.7)	39 (17.6)	08 (3.6)	00 (00)	00 (00)	1.2	0.51	Strongly Disagree
OIP2	Inspectors observe the entire period of the lesson in this school.	72 (32.4)	129 (58.1)	12 (5.4)	09 (4.0)	00 (00)	1.8	0.71	Disagree
OIP3	Inspectors align their activities to school timetables in this school.	65 (29.4)	125 (56.6)	13 (5.9)	18 (8.1)	00 (00)	1.9	0.82	Disagree
OIP4	Inspectors use a variety of information-gathering methods.	31 (14.0)	153 (69.2)	13 (5.9)	24 (10.9)	00 (00)	2.1	0.79	Disagree
OIP5	Inspectors only observe lessons for subjects of their specialty.	01 (0.5)	85 (38.6)	117 (53.2)	17 (7.7)	00 (00)	2.7	0.62	Neutral
OIP6	Inspectors maintain a friendly atmosphere during inspection in this school.	04 (1.8)	12 (5.5)	34 (15.5)	94 (42.7)	76 (34.5)	4.0	0.94	Agree

The results in Table 4.20 on whether inspectors spent at least two days in a school showed that, cumulatively, 96.3% did not spend at least two days in the schools as compared to 3.6% who attempted to spend at least two days in a school. Considering the mean of 1.2 close to code one which corresponds to Strongly Disagree, the results suggested that, inspectors did not spend at least two days in a school. Regarding whether inspectors observed the entire period of the lesson, results showed that cumulatively, 90.5% did not observe the entire period of the lesson as compared to 5.4% that attempted to observe the entire period of the lesson and 4.0% that observed the entire period of the lesson. Considering the mean of 1.8 close to code two which corresponds to Disagree, the results suggested that, inspectors did not observe the entire period of the lesson. On the item of whether inspectors aligned their activities to school timetables, results showed that cumulatively, 86% did not align their activities to school timetables as compared to only 5.9% that attempted to align their activities to school timetables and 8.1% that aligned their activities to school timetables. Considering the mean of 1.9 close to code two which corresponds to Disagree, the results suggested that, Inspectors did not align their activities to school timetables.

As regards whether inspectors used a variety of information-gathering methods, results showed that cumulatively, 83.2% did not use a variety of information-gathering methods as compared to only 5.9% that attempted to use a variety of information-gathering methods and 10.9% that used a variety of information-gathering techniques. Considering the mean of 2.1 close to code two which corresponds to Disagree, the results suggested that, Inspectors did not use a variety of information-gathering methods. On the item of whether inspectors only observed lessons for subjects of their speciality, the results showed that 53.2% attempted to observe any lesson, as compared to a cumulative 39.5% who did not observe lessons of their specialty and 7.7% that observed lessons of their specialty. Considering the mean of 2.7 close to code three which corresponds to Neutral, the results suggested that, Inspectors attempted to observe any lesson.

On the item of whether inspectors maintained a friendly atmosphere during inspection, the results showed that cumulatively, 77.2% maintained a friendly atmosphere during inspection as compared to 15.5% that attempted to maintain a friendly atmosphere during inspection and a small number (7.3%) who did not maintain a friendly atmosphere during inspection. Considering the mean of 4.0 similar to code four which corresponds to Agree, the results suggested that, inspectors maintained a friendly atmosphere during inspection. To verify whether items in Table 4.20 were valid and thus measured the OIP component of the IV, the items were subjected to validity test and then reliability test to confirm their reliability. The loadings of the respective six items on the factor and their reliabilities (Cronbach Alpha) are as given in Table 4.21

Table 4. 21:Validity and Reliability of the Items on On-site Inspection Practices

Item	Component	Reliability of Three Valid Items
Inspectors spend at least two days in this school	0.109	0.748
*Inspectors observe the entire period of the lesson whenever they visit this school	0.716	
*Inspectors align their activities to match our school timetable	0.817	
*Inspectors use a variety of information-gathering methods	0.870	
Inspectors only observe lessons for subjects of their specialty whenever they visit this school	0.115	
Inspectors maintain a friendly atmosphere during inspection at this school	0.121	

** Valid items*

Factor loadings of at least 0.5 should be considered high (Prudon, 2015) and therefore, from Table 4.21, three items namely; OIP2, OIP3 and OIP4 loaded highly which means that the three factors were valid items of On-site Inspection Practices (OIP). The reliability

test for the three valid items in Table 4.21 ($\alpha = 0.748$) indicates that three items were reliable measures of On-site Inspection Practices.

To establish an overall representation of how the respondents rated On-site Inspection Practices (OIP), an aggregate index of OIP= (OIP1 + OIP2 + OIP3 + OIP4 + OIP5+ PRP6) / 6 for the six items measuring OIP was computed. The measures of central tendency on the same were, the mean = 1.9 and median = 2.0. The mean being close to code 2 indicated that the respondents rated the overall conduct of On-site Inspection Practices at Disagree, meaning that most of the activities under OIP were not being conducted. Further, the mean and median being very clause, suggested normal distribution of the results. This can be seen as in Fig. 4.7

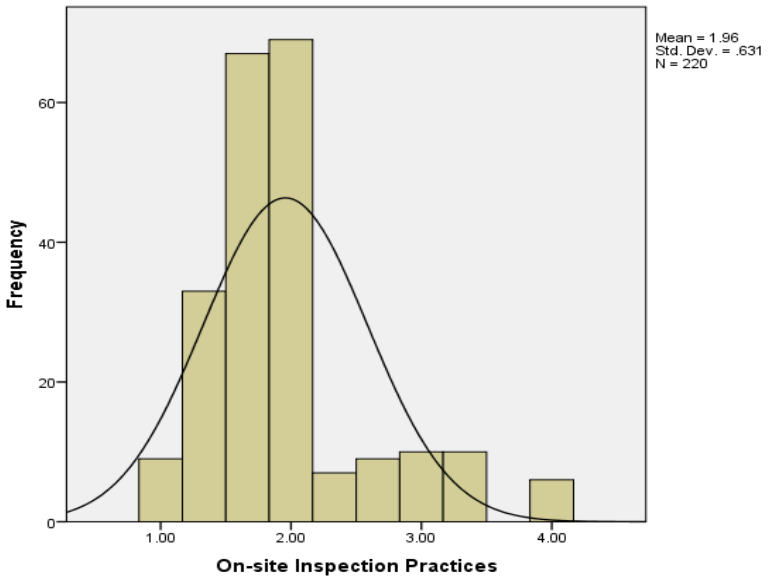

Figure 4. 7: Distribution of Responses on On-site Inspection Practices

4.3.2.2 Participants' Interview Responses on On-site Inspection Practices

Respondents were also asked to comment on what exactly inspectors do when they visit a school. Most of the respondents revealed that inspectors usually spent an average of two hours at the school (T1, T2, T3, T4, HT1 & HT2). During this time, they observe particular stages of lessons being observed, and rarely observe the entire lesson. The respondents also noted that inspectors don't usually follow the arrangement of the school timetable during their visits, and noted that most of the inspectors are usually friendly when they visit classrooms. For example, T4 revealed the following:

Inspectors spend around two hours at school. They observe teachers as they deliver lessons. In most cases, they do not observe the entire lesson. Because of this, they rarely follow the arrangement of the school timetable. They also look through schemes of work and lesson plans, and fill out inspection forms detailing their observations. (Interview with T4, December 06, 2020)

When asked if this related to their performance in schools where they teach, most of the respondents revealed that such activities of inspectors greatly contribute to their performance (T1, T2, T3, HT1, INSP1 & INSP2). They noted that being observed as they teach enables them to be aware of their weaknesses and improve their performance. For example, T3 had the following to say:

"The observations and advice that are given to me enable me to get an insight into what is supposed to be done and how to do it. This improves my performance." (Interview with T3, December 06, 2020)

However, others noted that such activities of inspectors do not influence their performance too much (T4 & HT2). For example, HT2 said the following:

"What inspectors do is not very influential on teacher performance. Their stay at schools is too short to cause a noticeable impact among teachers. Also, inspections are irregular and their impact is not sustainable." (Interview with HT2, December 04, 2020)

4.3.2.3 Correlation of On-site Inspection Practices and Teacher Performance

To establish whether there was a relationship between On-site Inspection Practices (OIP) and Teacher Performance (TP), a correlation analysis was carried out. The results are given in Table 4.22

Table 4. 22: Correlation of On-Site Inspection Practices and Teacher Performance

		Teacher Performance	Pre-Inspection Practices
Teacher Performance (TP)	Pearson Correlation	1	0.176*
	Sig. (2-tailed)		0.013
	N	199	198
On-site Inspection Practices (OIP)	Pearson Correlation	0.176*	1
	Sig. (2-tailed)	0.013	
	N	198	220

* *Correlation is significant at the 0.05 level (2-tailed).*

The results in Table 4.22 suggest that OIP was a significant positive correlate of TP ($p < 0.05$). Thus, hypothesis H2 was accepted.

4.3.2.4 Regression Analysis of Teacher Performance on On-site Inspection Practices

To ascertain whether on-site inspection practises (OIP), predicted teacher performance (TP) in government aided primary schools in a simple linear regression was run. That is, the dependent variable namely, TP was regressed on OIP, (the second independent variable). The results are as in Table 4.23

Table 4. 23: Simple Linear Regression of Teacher Performance on On-site Inspection Practices

Pre-Inspection Practices	Standardised β	Significance p
	0.176	0.013
Adjusted $R^2 = 0.026$ F = 6.260, p = 0.013		

The results in Table 4.23 show that, the on-site inspection practices (OIP) explained 2.6% of the variation in TP (adjusted $R^2 = 0.026$). The regression model was significant ($F = 6.260$, $p = 0.013 < 0.05$).

4.3.3 Objective Three (To investigate the relationship between Post-Inspection Practices and teacher performance)

From this objective, the third hypothesis was formed; there is a significant positive relationship between post-inspection practices and teacher performance. Under this objective, the descriptive results for post-inspection practices (IV3), frequencies, percentages and means are given. Then, I present results item by item on PIP following the self-administered questionnaire as indicated in the instrument (Appendix I, Section C). The validity and reliability of items on PIP and Aggregate index on PIP are given. Participants were interviewed to gain an understanding of how they understood post-inspection practices to be. Then, correlation and regression analyses were computed.

4.3.3.1 Description of Post-Inspection Practices (PIP)

Under Pre-Inspection Practices as a variable of the IV, the respondents were asked as to whether in their schools, inspectors held post-observation conference with all teachers that were observed teaching, provided immediate feedback to teachers following lesson observations, held team meetings to arrive at corporate judgement about the quality of school

services and whether inspection findings were shared with staff, members of the School Management Committees and all other stakeholders. Additionally, they were asked whether detailed reports were issued within two weeks of inspection and if the final written inspection report was a fair reflection of the informal feedback received. Finally, they were asked whether inspectors organized refresher trainings to address teachers' weaknesses in their schools. Each of the eight items (PIP1-PIP8, Appendix 1, Section CIII) on post-inspection practices was scaled in terms of frequency using the five-point Likert scale where 1=Never (N), 2=Rarely (RA), 3=Occasionally (OC), 4=Often (OF), 5=Frequently (FR). In Table 4.24, I give the related results.

Table 4. 24: Frequencies, Percentages and Means for Items on Post-Inspection Practices

Item	Description	NE	RA	OC	OF	FR	Mean	SD	Overall rating
		Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)			
PIP 1	Inspectors hold post-observation conference with all teachers that were observed teaching.	20 (9.0)	05 (2.3)	64 (29.0)	114 (51.6)	18 (8.1)	3.5	1.00	Often
PIP 2	Inspectors provide immediate feedback to teachers following lesson observations.	4 (1.8)	5 (2.3)	69 (31.4)	123 (55.9)	40 (8.6)	3.7	0.74	Often
PIP 3	Inspectors hold team meetings to arrive at corporate judgment about the quality of school services.	8 (3.6)	52 (23.5)	113 (51.1)	48 (21.7)	00 (00)	3.0	0.77	Occasionally
PIP 4	Inspection findings are shared with staff, members of the School Management Committees and all stakeholders.	9 (4.0)	61 (27.4)	127 (57.0)	26 (11.7)	00 (00)	2.8	0.70	Occasionally
PIP 5	Detailed reports are issued within two weeks of inspection.	204 (92.3)	04 (1.8)	08 (3.6)	03 (1.4)	02 (0.9)	1.2	0.63	Never
PIP 6	The final written inspection report is a fair reflection of the informal feedback received.	06 (2.7)	48 (21.6)	120 (54.1)	44 (19.8)	04 (1.8)	3.0	0.77	Occasionally
PIP 7	Inspectors make follow up inspections at least once a year.	55 (25.0)	64 (29.1)	91 (41.4)	10 (4.5)	00 (00)	2.3	0.89	Occasionally
PIP 8	Inspectors organize refresher trainings to address teachers' weaknesses	19 (8.6)	47 (21.3)	72 (32.6)	81 (36.7)	02 (0.9)	3.0	0.98	Occasionally

The results in Table 4.24 on whether inspectors held post-observation conference with all teachers that were observed teaching showed that cumulatively, 59.7% held post-observation conference with all teachers that were observed teaching as compared to 29.0% who attempted to hold post-observation conference with all teachers that were observed teaching and 9.0% who did not to hold post-observation conference with all teachers that were observed teaching. Considering the mean of 3.5 close to code four which corresponds to Often, the results suggested that, inspectors held post-observation conference with all teachers that were observed teaching. Regarding whether inspectors provided immediate feedback to teachers

following lesson observations, the results showed that cumulatively, 64.5% provided immediate feedback to teachers following lesson observations as compared to 31.4% that attempted to provide immediate feedback to teachers following lesson observations and a cumulative 4.1% that did not provide immediate feedback to teachers following lesson observations. Considering the mean of 3.7 close to code four which corresponds to Often, the results suggested that, inspectors provided immediate feedback to teachers following lesson observations.

On the item of whether inspectors held team meetings to arrive at corporate judgement about the quality of school services, the results showed that the majority (51.1%) attempted to hold team meetings to arrive at corporate judgement about the quality of school services as compared to 21.7% that held team meetings to arrive at corporate judgement about the quality of school services and 27.1% that did not hold team meetings to arrive at corporate judgement about the quality of school services. Considering the mean of 3.0 similar to code three which corresponds to Occasionally, the results suggested that inspectors attempted to hold team meetings to arrive at corporate judgement about the quality of school services. As regards whether inspectors shared inspection findings with staff, members of the School Management Committees and all stakeholders, the results showed that the majority (57.0%) attempted to share inspection findings with staff, members of the School Management Committees and all stakeholders as compared to 11.7% that shared the inspection findings with staff, members of the School Management Committees and all stakeholders and 31.3% that did not. Considering the mean of 2.8 close to code three which corresponds to Occasionally, my results suggested that, Inspectors attempted to share inspection findings with staff, members of School Management Committees and all stakeholders. On the item of whether inspectors issued detailed reports within two weeks of inspection, the results showed that cumulatively, 94.1% did not issue detailed reports within two weeks of inspection, as compared to 3.6% that

attempted to issue detailed reports within two weeks of inspection and a cumulative 2.3% that did not issue detailed reports within two weeks of inspection. Considering the mean of 1.2 close to code one which corresponds to Never, the results suggested that, Inspectors did not issue detailed reports within two weeks of inspection.

On the item of whether the final inspection report was a fair reflection of the informal feedback received, the results showed that a majority of respondents (54.1%) perceived that the final written inspection report attempted to be a fair reflection of the informal feedback received as compared to a cumulative 21.6% that perceived it as a fair reflection and 24.3% that perceived it as not being a fair reflection of the informal feedback received. Considering the mean of 3.0 similar to code three which corresponds to Occasionally, the results suggested that, the final written inspection report attempted to be a fair reflection of the informal feedback received. Regarding whether inspectors made follow-up inspections at least once a year, the results showed that cumulatively, 54.1% did not make follow-up inspections at least once a year as compared to 41.4% that attempted to make follow-up inspections at least once a year and 4.5% that made follow-up inspections at least once a year. Considering the mean of 2.3 close to code two which corresponds to Rarely, the results suggested that, inspectors did not make follow-up inspections at least once a year. On the item of whether inspectors organized refresher trainings to address teachers' weaknesses, the results showed that cumulatively, 37.6% organized refresher trainings to address teachers' weaknesses as compared to 32.6% that attempted to organize refresher trainings to address teachers' weaknesses and a cumulative 29.9% that did not organize refresher trainings to address teachers' weaknesses. Considering the mean of 3.0 similar to code three which corresponds to Occasionally, the results suggested that, inspectors attempted to organize refresher trainings to address teachers' weaknesses. To verify whether items in Table 4.24 were valid and thus measured the OIP component of the IV, I subjected the items to validity test and then reliability test to confirm their reliability. The

loadings of the respective eight items on the factors and their reliabilities (Cronbach Alpha) are as I have given in Table 4.25.

Table 4. 25:Validity and Reliability of the Items on Post-Observation Practices

Item	Component	Reliability of Four Valid Items
*Inspectors hold post-observation conference with all teachers that were observed teaching	0.606	0.828
*Inspectors provide immediate feedback to teachers following lesson observations	0.874	
*Inspectors hold team meetings to arrive at corporate judgement about the quality of school services	0.861	
*Inspection findings are shared with staff, members of the School Management Committees and all stakeholders	0.894	
Detailed reports are issued within two weeks of inspection	0.021	
The final written inspection report is a fair reflection of the informal feedback received	0.142	
Inspectors make a follow-up inspection at least once a year	0.003	
Inspectors organize refresher trainings to address teachers' weaknesses	0.095	

** Valid items*

Prudon (2015) recommends that factor loadings of at least 0.5 should be considered high and therefore, from Table 4.25, four items namely; PIP1, PIP2, PIP3 and PIP4 loaded highly which means that the four factors were valid items of Post-inspection Practices (PIP). The reliability test for the three valid items in Table 4.25 ($\alpha = 0.828$) indicates that four items were reliable measures of PRP.

To establish an overall representation of how the respondents rated Post-Inspection Practices (PIP), an aggregate index of PIP= (PIP1+PIP2+PIP3+PIP4+PIP5+PIP6+PIP7+PIP8)/8 for the eight items measuring PIP was computed. The measures of central tendency on the same were, the mean = 3.2 and median = 3.50. The mean being close to code 3 indicated that the respondents rated the overall conduct of post-inspection practices at Occasionally, meaning that inspectors occasionally implement activities under post-inspection practices. Further, the mean and median being very clause, suggested normal distribution of the results. This can be seen in Fig. 4.8.

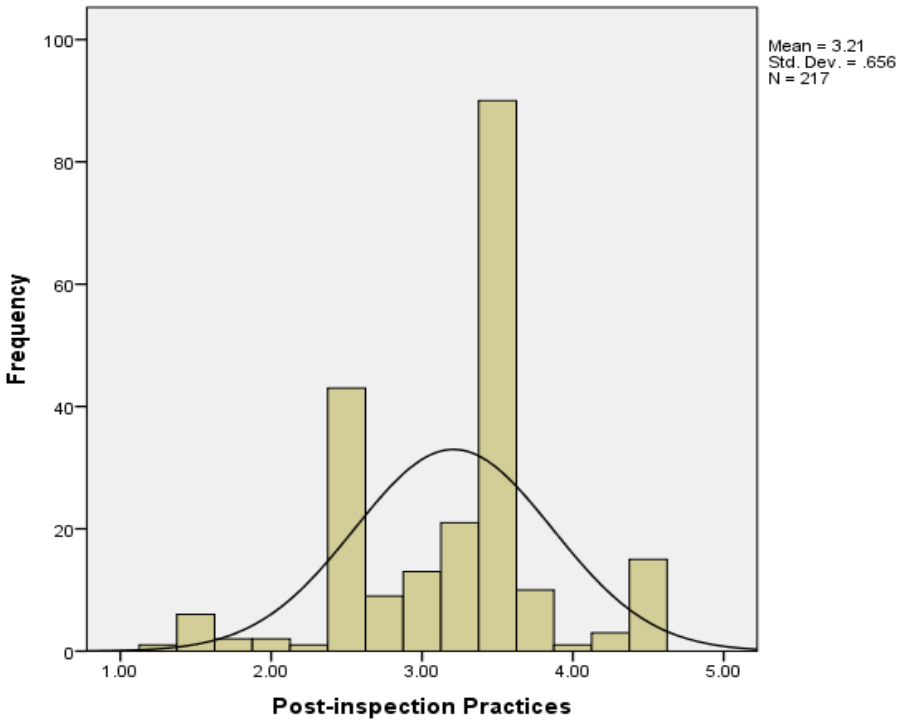

Figure 4. 8: Distribution of Responses on Post-Inspection Practices

4.3.3.2 Participants' Interview Responses on Post-Inspection Practices

Respondents were also asked to comment on what happens after inspection in a school. Most of the respondents said that after inspection, a conference is held for all teachers observed teaching and findings are shared. They said that during the conference, inspectors give a report

on each teacher, one after the other and sometimes request for explanation for certain levels of performance (T1, T2, T3, T4 & HT2). For example, HT2 said the following:

Inspectors hold post-inspection conference with the head teacher and teachers to discuss findings. A report on individual teachers is usually left at school. The report is usually a true reflection of teachers' performance. The head teacher is usually tasked with working with teachers to improve their weak areas. (Interview with HT2, December 07, 2020)

In addition to the above, INSP2 said the following:

After observing the teachers in a school, I meet individual teachers that have been supervised. Each teacher identifies his/ her areas of strength and weaknesses and I advise accordingly. I conference all the staff for general discussion of the findings and each teacher receives his/her inspection report. Teachers are requested to make individual commitments depending on their performance. (Interview with INSP2, December 04, 2020)

When asked if this related to their performance in schools where they work, most of the respondents said that the activities of inspectors in their schools after inspection help to improve their performance. They said that the discussion after inspection help to let teachers know of their weak areas and get advice on how to improve (T2, T3, T4, HT1 & HT2). For example, T3 revealed the following, "The inspection report and the discussion with the inspector after inspection let me know where I have been getting it wrong and help me to improve my performance." (Interview with T3, December 06, 2020)

Contrary to the above, one respondent (T1) said that the post-inspection conference was simply a waste of time and equated it to courts of law. They noted that the conference only serves to threaten teachers hoping to force them to improve T1 had the following to say:

"The post-inspection conference is always like courts of law and only serve to threaten teachers. Only the inspection report helps me to improve when I use it as a reference." (Interview with T1, December 06, 2020)

In response to the question above, INSP2 revealed that his activities after inspection greatly help to improve teachers' performance. He said the following:

"Conferencing after inspection gives me the opportunity to clarify issues of methodology and general approaches to effective teaching and learning, which improves the performance of teachers." (Interview with INSP2, December 04, 2020)

4.3.3.3 Correlation of Post-Inspection Practices and Teacher Performance

To establish whether there was a relationship between post-inspection practices (PIP) and teacher performance (TP), a correlation analysis was carried out. The results are given in Table 4.26

Table 4. 26: Correlation of Post-Inspection Practices and Teacher Performance

		Teacher Performance	Pre-Inspection Practices
Teacher Performance (TP)	Pearson Correlation	1	0.073
	Sig. (2-tailed)		0.308
	N	199	196
Post Inspection Practices (PIP)	Pearson Correlation	0.073	1
	Sig. (2-tailed)	0.308	
	N	196	217

The results in Table 4.26 suggest that PIP was not a significant positive correlate of TP ($p < 0.05$). Thus, hypothesis H3 was rejected.

4.3.3.4 Regression Analysis of Teacher Performance on Post-Inspection Practices

To ascertain whether post-inspection practises (PIP), predicted teacher performance (TP) in government aided primary schools in Kamwenge District, a simple linear regression was run. That is, the dependent variable namely, TP was regressed on PIP, (the first independent variable). The results are as in Table 4.27

Table 4. 27: Simple Linear Regression of Teacher Performance on Post-Inspection Practices

Post-Inspection Practices	Standardised β	Significance p
	0.073	0.308
Adjusted $R^2 = 0.000$		
$F = 1.047$, $p = 0.308$		

The results in Table 4.27 show that, the post inspection practices (PIP) did not predict TP (adjusted $R^2 = 0.000$). The regression model was not significant ($F = 1.047$, $p = 0.308 > 0.05$).

4.3.4 Multiple Linear Regression of Teacher Performance on the Independent Variables (PRP, OIP and PIP)

To ascertain which of the independent variables predicted teacher performance (TP) in government - aided primary schools in Kamwenge District the more, a multiple linear regression was run. That is, the dependent variable namely, TP was regressed on PRP, OIP, and PIP, (the independent variables) all at ago. The results are as in Table 4.28.

Table 4. 28: Multiple Linear Regression of Teacher Performance on Inspection Practices

	Standardised $\boldsymbol{\beta}$	Significance $\boldsymbol{p}$
PRP	0.523	0.000
OIP	0.211	0.001
PIP	-0.077	0.258
Adjusted $R^2 = 0.277$		
$F = 25.140$, $p = 0.000$		

According to Table 4.28, out of the three IVs, only two namely; PRP ($\beta = 0.523$, $p = 0.000$), and OIP ($\beta = 0.211$, $p = 0.001$), significantly predicted TP. The remaining IV (PIP) did not predict TP. Thus, only Hypotheses H1 and H2 were accepted while H3 was rejected. Finally, the magnitudes of the respective betas suggest that PRP more significantly predicted TP followed by OIP.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion, conclusions and recommendations. The discussion is presented in the first section according to the objectives of the study. The conclusions are presented in the second section according to the objectives of the study. The recommendations are presented in the third section, also according to the objectives of the study.

5.1 Discussion

5.1.1 Pre-Inspection Practices and Teacher Performance

The first objective in this study was to assess the relationship between pre-inspection practices and teacher performance. From this objective, I formed the first hypothesis which is *"There is a significant positive relationship between pre-inspection practices and teacher performance"*. The results show that my first hypothesis was accepted, indicating that there is a significant positive relationship between pre-inspection practices and teacher performance. These findings concur with the findings of the previous studies which have been done on pre-inspection practices and teacher performance. For example, Mahgoub and Elyas (2014) researched the development of performance standards, one of the aspects of pre-inspection and its impact on the quality of teaching of teachers. In their study, they found out that there is a positive relationship between setting performance standards with teachers and teacher performance.

These findings also agree with Mupa and Chinooneka (2015) who conducted a study to explore factors that contributed to effective teaching and learning in primary schools and found out that there is a positive relationship between giving professional guidelines and working standards to teachers and their performance.

Henry, Dickey and Areson (1991) conducted a study to establish the impact of stake holder participation, one of the aspects of pre-inspection, in performance monitoring systems and teacher performance in Virginia, USA. These researchers reported that teachers' efficacy and commitment increased as a result of involvement in planning for matters affecting their schools. The findings of this study also concur with the ones reached at by Almeida (2017). In their study to establish the relationship between setting performance standards and teacher performance, they reported a positive relationship between setting performance standards, a key component of pre-inspection, and teacher performance. The findings of my study are also related to the ones established by Gershenson (2016). He conducted a study to establish the relationship between setting performance targets, a component of pre-inspection and teachers' performance. In his study, he reported that setting observable performance standards positively related to teacher performance.

These findings also tally with what participants on the qualitative side said. For example, HT1 revealed that, "Involvement of teachers increases their motivation and level of knowledge about the nature of the work to be done. This improves their performance." The same revelation was repeated by T2, who had this to say, "As a teacher, I get motivated when I am involved in preparation and planning for inspections. Involvement in planning makes me aware of what I am supposed to do as a teacher and improves my performance."

The findings on the first objective of this study and the literature reviewed seem to concur that pre-inspection practices are important in fostering teacher performance. Therefore, there is need to emphasise pre-inspection practices in government-aided primary schools in Kamwenge District in order to improve the performance of teachers.

5.1.2 On-site Inspection Practices and Teacher Performance

The second objective in this study was to assess the relationship between on-site inspection practices and teacher performance. From this objective, I formed the second hypothesis which is *"There is a significant positive relationship between on-site inspection practices and teacher performance*". The results indicated that the second hypothesis was accepted, indicating that there is a significant positive relationship between on-site inspection practices and teacher performance.

These findings concur with the findings of the previous studies which have been conducted on on-site inspection practices and teacher performance. For example, Malunda et al (2016) researched the extent to which teacher evaluation by inspectors, a component of on-site school inspection influenced teacher performance in terms of the quality of pedagogical practices. They reported that teacher evaluation by inspectors positively related to teacher performance.

The findings of this study also concurred with Zaare (2012) who conducted a study to determine the significance of classroom observation, a component of On-site school inspection practices on the performance of teachers, in terms of their teaching methodology. He found out that teacher performance improved as a result of self-awareness and reflective practices that proceed lesson observation. The findings are also in line with the ones established by Alkutich and Abukari (2018). These researchers conducted a study to examine the benefit of school inspection on teaching and learning. Their findings indicated that on-site inspection practices particularly classroom observation component greatly impacted teacher performance. The researchers established that classroom observation provided inspectors with first-hand information about what actually teachers can do and what they are unable to do in their classroom practice and provide an opportunity to offer corrective feedback geared towards enhanced performance.

These findings also tally with what participants on the qualitative side said. For example, T3 had the following to say:

The observations and advice that are given to me during inspection enable me to get an insight into what is supposed to be done and how to do it. Since Inspectors sometimes model how to teach certain concepts and manage classroom activities, it enables me to improve my performance.

However, the findings of this study were contrary to the ones established by Klerks (2012). The researcher conducted a review of 14 peer reviewed studies to establish the effect of On-site Inspection practices on the improvement of the educational quality of schools. The researcher found out that on-site inspection practices had not directly led to improvement in teachers and quality of education provided by teachers but instead established that there was a complex interaction between different characteristics of school on-site inspection, the inspector and the school together with its pupils, teachers and management.

Based on the findings on the second objective of this study and other researchers, it is evident that on-site inspection practices are essential in improving teacher performance and should therefore be emphasized in Government-aided Primary Schools in Kamwenge District to improve the performance of teachers.

5.1.3 Post-Inspection Practices and Teacher Performance

The third objective in this study was to assess the relationship between post-inspection practices and teacher performance. From this objective, I formed the third hypothesis which is *"There is a significant positive relationship between post-inspection practices and teacher performance*". The results indicated that the third hypothesis was rejected, indicating that there was no significant positive relationship between post-inspection practices and teacher performance.

These findings were contrary to findings of the previous studies which have been conducted on post-inspection practices and teacher performance. For example, Garet, et al., (2017) conducted a study to find out the impact of providing performance feedback to teachers and principals after inspections. The findings of the study indicated that teacher performance feedback, a component of post-inspection was responsible for improving teachers' practice. The findings of this study also concur with Khan and Abdullah (2019) who conducted a study to establish the impact of staff training and development, a component of post-inspection, on teachers' performance. They found out that there was a positive and strong relationship between continuous teacher training and development and teacher performance. The findings of the study revealed that when teachers are exposed to continuous on-job trainings and development, their job productivity and job performance increases.

The findings are also in line with Rahman, et al. (2011) who researched the ways in which teacher training, a component of post-inspection, was related to teacher performance. The study established that there was a statistically significant relationship between teacher training and teacher performance in classroom situation. Ahmad, Khan and Ali (2013) conducted a literature review to establish barriers to effective school inspection in Pakistan. In the study, the researchers found out that lack of follow-up inspections, a component of Post-Inspection, was hampering consolidation of the benefits of school inspection particularly the performance of teachers and schools in general. They established that Post-Inspection was related to effective teacher performance.

These findings also tally with what participants on the qualitative side said, regarding how relevant Post-Inspection practices were, towards the performance of teachers. For example, HT2 had the following to say:

After inspection, a conference is usually held to discuss performance. Teachers' strengths and weaknesses are exposed, and appropriate suggestions for improvement are made. The discussion helps to remind the teachers of their professional obligations.

INSP2 also emphasised how useful post-inspection practices were towards improving the performance of teachers, when he said the following:

During post-inspection conferencing, I get the opportunity to clarify issues of methodology and general approaches to effective teaching. I also comfort teachers who get low scores during my observation and encourage them to improve. I usually find an improvement in what teachers do in schools, when I return for my next inspection.

The findings on this objective were contrary to the findings of other researchers and the voices of participants from the qualitative side of this study, who emphasized that post-inspection practices were essential in improving the performance of teachers. More research should be conducted in other study contexts to establish further truth whether similar findings still hold regarding how Post-Inspection practices relate to performance of teachers.

5.2 Conclusions

Basing on the discussion of the findings of this study, the following conclusions were reached;
There is a significant positive relationship between pre-inspection practices and teacher performance in Government-aided primary schools in Kamwenge District.

There is a significant positive relationship between on-site inspection practices and teacher performance in Government-aided primary schools in Kamwenge District.

There is a no significant relationship between post-inspection practices and teacher performance in Government-Aided primary schools in Kamwenge District.

Of the three variables, findings show that pre-inspection practices best predict teacher performance followed by on-site inspection practices.

5.3 Recommendations

From the conclusions, the following recommendations were made;

The Ministry of Education and Sports through its quality assurance arm, Directorate of Education Standards and the District Inspection teams should base on the findings of this study to come up with policies and inspection framework that involves teachers and Head teachers during the planning process. As revealed in this study, teachers and Head teachers get motivated to work harder when they are involved in setting performance expectations, thereby improving their performance. Additionally, they should give notice of inspection to enable teachers and Head teachers prepare in all aspects of performance that need to be inspected in order to capture the true status of teacher performance during school visits. Inspectors may adopt a Relay approach by informing Head teachers first, and then Head teachers passing the information to the teachers on the planned inspection exercise.

School inspectors should sufficiently observe the extent of teachers' strength and weakness and recommend appropriate interventions to improve teacher performance. They should do this by spending sufficient time in schools during Inspection. Additionally, they should endeavor to align their activities to school programmes and timetables, to avoid being an obstacle to good performance of teachers, themselves.

Despite the findings revealing that there was no significant relationship between post-inspection practices and teacher performance at the time of this study, more studies should be conducted in different contexts to reveal further truth. In the meantime, Inspectors should maintain the practice of post-observation conferences with staff members after inspections, to maintain the benefits some teachers revealed to be achieving from these conferences. However,

inspectors should make these conferences friendlier and collegial to address teachers' weaknesses and help them to improve their performance. School inspectors should endeavor to share inspection findings with the different stakeholders to enable them work together to improve the performance of teachers. Such findings may be shared through regular stakeholder meetings at school, Sub-county or district level depending on the available resources.

More to this, inspectors should always leave detailed inspection reports at schools. The different stakeholders at school level should also base on these reports to monitor the performance of teachers and cause an improvement. school inspectors should ensure that teachers implement recommendations reached at during post-inspection conferences This may be enhanced through carrying out follow-up inspections. Inspectors should also endeavor to conduct refresher trainings in schools to reinforce teachers' performance.

5.4 Areas for further research

The researcher suggests two studies;

1. An investigation into Post-inspection practices and teacher performance.
2. A study to explore inspector-teacher relationship and teacher performance

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR TEACHERS AND HEAD TEACHERS

Dear Respondent,

I am Edson Nuwagaba, a student at Kyambogo University, undertaking a Master's degree in Educational Policy, Planning, and Management. I am currently doing research on the topic "*School Inspection Practices and Teacher Performance in Government –aided Primary Schools in Kamwenge District"*. I kindly request you to participate in the study by filling in this questionnaire to the best of your knowledge. The information provided will be treated confidentially and will be used strictly for academic purposes. Thanks for your participation!

SECTION A

Background Information (BI): *(Please tick as appropriate)*

BI1. **Gender:** **1.** Male ☐ **2.** Female ☐

BI2. Age (in years): **1.** 20-29 ☐ **2.** 30-39 ☐ **3.** 40-49 ☐ **4.** 50 and above ☐

BI3. Teaching Experience:

1. Less than 3 years ☐ **2.** 3-6 years ☐ **3.** 7-10 years ☐ **4.** more than 10 years ☐

BI4. Designation: 1. Head teacher ☐ **2.**Teacher ☐

BI5. Highest level of education attained

1. Certificate ☐ **2.** Diploma ☐ **3.** Degree ☐ **4.** Masters ☐

DI6. School location: 1. Urban ☐ **2.** Rural ☐

SECTION B: Teacher Performance

INSTRUCTIONS: Please tick as appropriate, based on the percentages indicated.

No	Statement	80-100 %	60-79 %	40-59 %	20-39 %	00-19 %
		5	4	3	2	1
Instructional Planning (IP)						
IP1	I come well prepared for teaching in class					
IP2	I make schemes of work at the beginning of every term					
IP3	I make lesson plans for all my lessons					
IP4	I prepare class exercises for students before the lessons					
IP5	I assess the student's prior knowledge and skills at the start of a lesson					
Creation of a Rich Learning Environment (LE)						
LE1	I keep good relations with my students					
LE2	I maintain discipline in my class					
LE3	I decorate the classroom with appropriate educational material					
LE4	I maintain a clean and organized teaching environment					
LE5	For the betterment of my students, I contact their parents					
Regular Attendance (RA)						
RA1	When present at school, I attend to my class on time					

RA2	I do relevant activities in my periods that regulate students					
RA3	I come to school regularly					
RA4	I complete my syllabus on time					
RA5	I fulfill my assigned activities on time					
Instructional Delivery (ID)						
ID1	I use different methods of teaching					
ID2	I ensure that most of my students understand my lessons					
ID3	I teach every student according to his abilities					
ID4	I also teach difficult lessons easily					
ID5	I make effort to satisfy students when they ask questions					
ID6	I find explaining concepts clearly to learners using real life examples a challenge.					
ID7	I mark the class exercises while in class					

SECTION C: SCHOOL INSPECTION PRACTICES

SECTION CI: Pre-inspection Practices (PRP)

INSTRUCTIONS: Please rank the following on the scale ranging from Frequently (F) to Never (N). (Please tick ✓ the appropriate option).

Frequently (FR)	Often (OF)	Occasionally (OC)	Rarely (RA)	Never (NE)
5	4	3	2	1

No	**Statement**	**FR**	**OF**	**OC**	**RA**	**NE**
		5	**4**	**3**	**2**	**1**
PRP1	How often do inspectors involve Head teachers and teachers in planning for inspection in your school?					
PRP2	How often do inspectors consult previous inspection reports in preparation for inspection?					
PRP 3	How often do inspectors give at least one-month notice of inspection to your school in preparation for inspection?					
PRP 4	How often do inspectors give prior briefing to head teachers and teachers in your school on the purpose, methods and outcomes of the inspection?					
PRP 5	How often do inspectors request for school documentations in advance for inspection?					
PRP6	How often do inspectors work with teachers in your school to develop performance-related targets?					

SECTION CII: On-site Inspection Practices (OIP)

INSTRUCTIONS: Please rank the following on the scale ranging from strongly agree (SA) to strongly disagree (SD). (Please tick ✓ the appropriate option).

No	Statement	SA	A	N	D	SD
		5	4	3	2	1
OIP1	Inspectors spend at least two days in this school.					
OIP2	Inspectors observe the entire period of the lesson in this school.					
OIP3	Inspectors align their activities to school timetables.					
OIP4	Inspectors use a variety of information- gathering Methods in this school.					
OIP5	Inspectors only observe lessons for subjects of their specialty in this school.					
OIP6	Inspectors maintain a friendly atmosphere during inspection in this school.					

SECTION CIII: Post Inspection Practices (PIP)

*INSTRUCTIONS**:** Please rank the following on the scale ranging from Frequently (F) to Never (N). (Please tick ✓ the appropriate option).*

Frequently (FR)	Often (OF)	Occasionally (OC)	Rarely (RA)	Never (NE)
5	4	3	2	1

No	**Statement**	**FR**	**OF**	**OC**	**RA**	**NE**
		5	**4**	**3**	**2**	**1**
PIP1.	Inspectors hold post-observation conference with all teachers that were observed teaching in this school.					
PIP2.	Inspectors provide immediate feedback to teachers following lesson observations in this school.					
PIP3.	Inspectors hold team meetings to arrive at corporate judgment about the quality of school services in this school.					
PIP4.	Inspection findings are shared with staff, members of the School Management Committees and all other Stakeholders in this school.					
PIP5.	Detailed reports are issued within two weeks of Inspection in this school.					
PIP6	The final written inspection report is a fair reflection of the informal feedback received.					
PIP7	Inspectors make follow up inspections at least once a Year in this school.					
PP8	Inspectors organize refresher trainings to address teachers' weaknesses in this school.					

Thank you!

APPENDIX II: INTERVIEW GUIDE FOR SCHOOL INSPECTORS

1 a) Comment on the performance of the teachers in the schools you inspect.

2 a) As an inspector, briefly share with me how you prepare for inspections before visiting schools for actual inspection.

b) Comment on that approach in relation to teacher performance.

3 a) Comment on what exactly you do when you visit a school.

b) How does what you do relate to teacher performance in the schools you inspect?

4 a) What happens after you have carried out inspection in a school?

b) How does this relate to teacher performance?

Thank you for your participation!

APPENDIX III: INTERVIEW GUIDE FOR HEAD TEACHERS

1. Comment on the performance of the teachers in the schools you head.

2. a) To what extent are you involved in planning for school inspections with inspectors?

b) Comment on how that that relates to the performance of the teachers in the school you head.

2 a) Comment on what exactly inspectors do when they visit a school.

b) How does what you do relate to teacher performance in the school you head?

3 a) Share with me on what happens after inspectors have carried out inspection in school.

b) How does this relate to teacher performance?

Thank you for your participation!

APPENDIX IV: INTERVIEW GUIDE FOR TEACHERS

1. Comment on your performance as a teacher in the school you teach.

2. a) To what extent are you involved in planning for school inspections with inspectors?

   b) Comment on how that relates to your performance as a teacher in the school you teach.

3. a) Comment on what exactly inspectors do when they visit a school.

   b) How does what inspectors do relate to your performance as a teacher in the school you teach?

4. a) Share with me on what happens after inspectors have carried out inspection in school.

   b) How does this relate to your performance as a teacher?

Thank you for your participation!

APPENDIX V: INFORMED CONSENT FORM

Dear respondent,

My name is Edson Nuwagaba. I'm a student at Kyambogo University, pursuing a Master's Degree in Educational Policy, Planning and Management. I am conducting research on the topic *School Inspection Practices and Teacher Performance in Government-aided Primary Schools in Kamwenge District.*

The purpose of this study is purely academic and I am only interested in your opinion in regard to the topic above. You will be asked to answer a number of questions and your answers will be recorded only for further use by the researcher. I do not anticipate any inconveniences or risks resulting from this study. If there are any questions posed to you during the study that cause discomfort or embarrassment or you feel are infringing on your privacy, you are free to refuse answering them.

Your participation is voluntary. Refusal to participate or withdrawal of your consent or discontinued participation in the study will not result in any penalty or loss of benefits. The results of this study will be presented anonymously, without your identity being disclosed.

The data will be used only for academic purposes and nothing more.

Respondent's Consent:

I understand the nature of this study and agree to participate.

_____ _____

Respondent's Signature Date

APPENDIX VII: SAMPLE SIZE DETERMINATION TABLE

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	280	1000000	384

Source: Krejcie Morgan, (1970)

APPENDIX VIII: LOCATION OF KAMWENGE DISTRICT ON THE MAP OF UGANDA

APPENDIX IX: INTRODUCTORY LETTER FROM KYAMBOGO UNIVERSITY

KYAMBOGO UNIVERSITY

P. O. BOX 1, KYAMBOGO – KAMPALA, UGANDA
TEL: +256-0414-285037/285001, www. Kyambogo.ac.ug

FACULTY OF EDUCATION

Department of Educational Planning and Management

Date: 25th November 2020

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: EDSON NUWAGABA, REG. NO. 18/U/GMED/19724/PD

This is to certify that **Edson Nuwagaba, Reg. No. 18/U/GMED/19724/PD** is a student in our department pursuing a Master of Education in Policy Planning and Management. He is carrying out research as one of the requirements of the course. He requires data and any other information on the topic titled:

"SCHOOL INSPECTION PRACTICES AND TEACHER PERFORMANCE IN GOVERNMENT AIDED PRIMARY SCHOOLS IN KAMWENGE DISTRICT"

Any assistance accorded to him is highly welcome. He is strictly under instructions to use the data and any other information gathered for research purposes only.

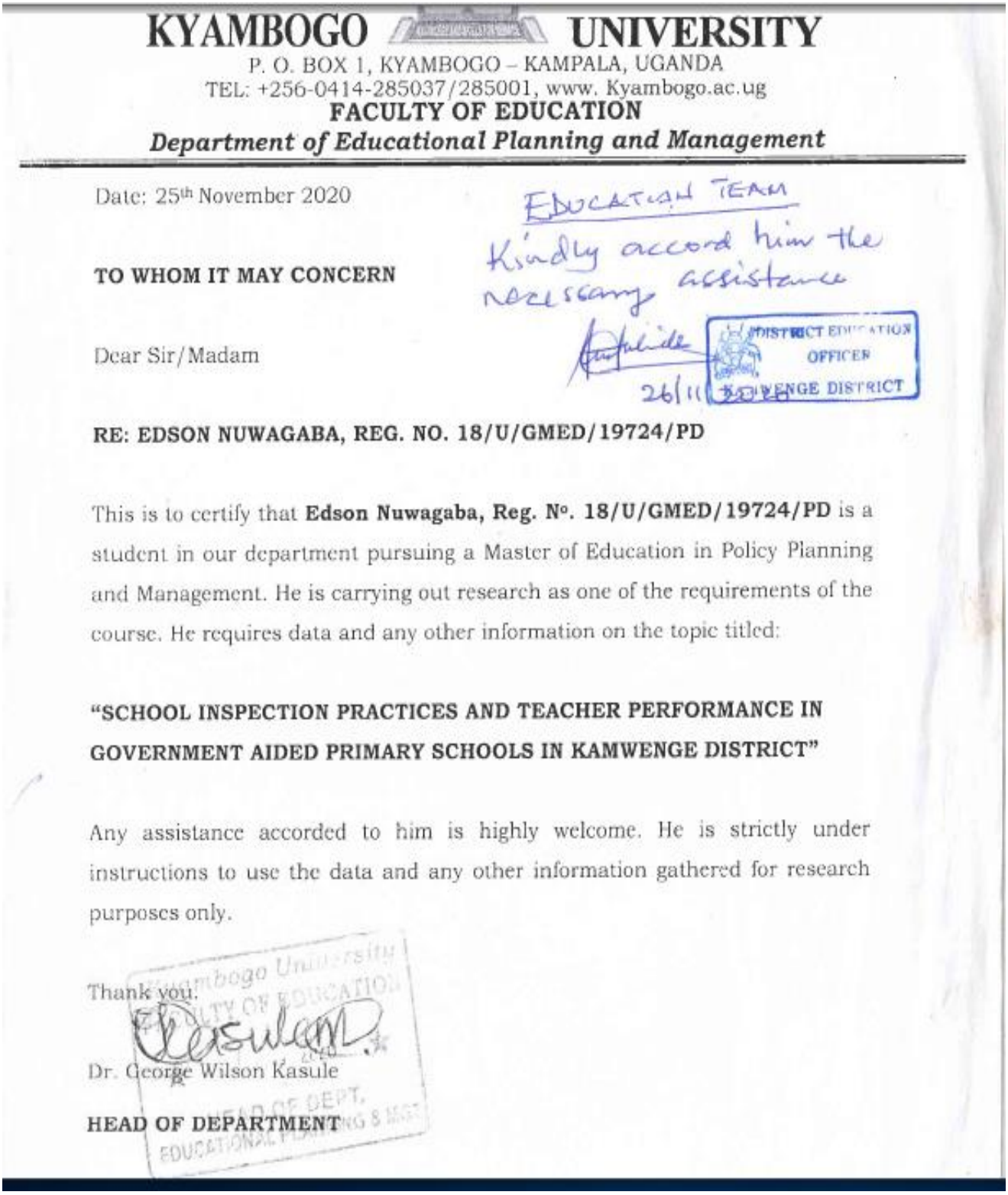
Thank you.

Kyambogo University FACULTY OF EDUCATION HEAD OF DEPT. EDUCATIONAL PLANNING & MGT

Dr. George Wilson Kasule

HEAD OF DEPARTMENT

APPENDIX X: INTRODUCTORY LETTER FROM THE DEO KAMWENGE DISTRICT



KYAMBOGO UNIVERSITY
P. O. BOX 1, KYAMBOGO – KAMPALA, UGANDA
TEL: +256-0414-285037/285001, www. Kyambogo.ac.ug
FACULTY OF EDUCATION
Department of Educational Planning and Management

Date: 25th November 2020

EDUCATION TEAM
Kindly accord him the necessary assistance

TO WHOM IT MAY CONCERN

Dear Sir/Madam

DISTRICT EDUCATION OFFICER
KAMWENGE DISTRICT
26/11/2020

RE: EDSON NUWAGABA, REG. NO. 18/U/GMED/19724/PD

This is to certify that **Edson Nuwagaba, Reg. No. 18/U/GMED/19724/PD** is a student in our department pursuing a Master of Education in Policy Planning and Management. He is carrying out research as one of the requirements of the course. He requires data and any other information on the topic titled:

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Any assistance accorded to him is highly welcome. He is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you.

Kyambogo University
FACULTY OF EDUCATION
HEAD OF DEPT.
EDUCATIONAL PLANNING & MGT

Dr. George Wilson Kasule

HEAD OF DEPARTMENT